



Initial Set of Evolutions to IMPACT – SY 21-22

Stakeholder feedback is critical to informing the [IMPACT Review](#) and evolutions to IMPACT. DCPS sincerely appreciates the thousands of DCPS stakeholders who have given their time and feedback to this process to date. DCPS will continue to engage stakeholders across the remainder of the Review.

Below you can find a table that outlines the initial set of evolutions to IMPACT (to take effect in SY 21-22) along with key stakeholder feedback that informed each evolution.

Evolutions to IMPACT	Type	Notes and Related Feedback
<p>Removal of Step Holds for Developing Ratings Beginning with ratings received in the 2020-2021 school year, DCPS will adjust performance-based pay to no longer hold WTU and CSO members who receive a Developing rating at their current step.</p>	IMPACT Policy	<ul style="list-style-type: none"> - Many teachers express feeling stress or anxiety in association with the possibility of receiving a step-hold, more so than any other consequence besides receiving a low rating on their record. This feedback was heard from teachers across all IMPACT ratings and LIFT levels.
<p>Introduction of Unobservable Days The school day before and after extended breaks (i.e. winter break, mid-winter break, and spring break) is unobservable for formal Essential Practices (EP) observations.</p>	IMPACT Policy	<ul style="list-style-type: none"> - While very few observations occur right before or after extended breaks, teachers shared that it felt unfair in the event that they were observed on these days and that even the possibility of getting observed on these days caused stress/anxiety.
<p>Greater Alignment between LEAP and IMPACT Principals can opt in to having LEAP Leaders trained on the Essential Practices (EP) by having them complete the online EP modules. LEAP Leaders will NOT engage in scoring as part of their training; rather, this training and the associated practice tasks will support them in making connections to the EPs in their observation, feedback, and coaching, without speaking to scoring.</p>	Teacher Training & Support	<ul style="list-style-type: none"> - Some teachers expressed the need for greater alignment between the feedback they receive in their IMPACT observations and LEAP experiences.
<p>Pilot - Optional Essential Practices Self-Assessments Teachers in the pilot will have the option to submit an EP self-assessment to their evaluator between their formal observation and their post-observation conference. More information will be provided to pilot schools.</p>	Teacher Training & Support	<ul style="list-style-type: none"> - Optional self-assessments give teachers an opportunity to infuse more of their voice into the EP observation process, something for which many teacher interviewees advocated. - This opportunity for self-reflection will support growth for teachers.

<p>Creation of On-Demand Webinars Bolstering systems and supports for helping teachers understand IMPACT; in particular, creating short, accessible webinars for each IMPACT component.</p>	<p>Teacher Training & Support</p>	<ul style="list-style-type: none"> - Many teachers felt that they don't fully understand IMPACT and all of the individual components that contribute to their final score. - In particular, many teachers said they'd like the onboarding process--where orientation to IMPACT is frontloaded in the beginning of the year--to be more comprehensive.
<p>Launch of the Foundations Collection Rolling-out the Foundations Collection (now live!) within the EP Video Library which features DCPS teachers and highlights whole-child centered teaching practices that are foundational to the success of the Essential Practices alongside teacher interviews.</p>	<p>Teacher Training & Support</p>	<ul style="list-style-type: none"> - The release of the Foundations Collection is aligned with DCPS's emphasis on a whole-child centered approach and aimed at furthering IMPACT's goal of better supporting professional growth.
<p>Development of EP-Aligned Micro-Credentials For RISE schools, developing micro-credential courses that feature teaching strategies aligned to the Essential Practices. All DCPS teachers will have access to micro-credential content.</p>	<p>Teacher Training & Support</p>	<ul style="list-style-type: none"> - Aimed at supporting IMPACT's goal of better supporting professional growth, and teachers' desire to better understand IMPACT.
<p>Adoption of an Anti-bias training/reflection protocol All IMPACT evaluators will engage in an anti-bias training series with a focus on evaluation. The series will be paired with a reflection protocol aimed at mitigating implicit bias in evaluations.</p>	<p>Evaluator Training & Support</p>	<ul style="list-style-type: none"> - Data analysis showed disparate outcomes on average by race in IMPACT - Analysis suggests that the Master Educator anti-bias training in 2015 had a positive effect on mitigating disparate outcomes in teacher observation scores. - Aligned with overall DCPS anti-racism efforts
<p>Increased norming touchpoints for evaluators Increasing norming experience opportunities for evaluators to ensure the Essential Practices rubric is consistently applied.</p>	<p>Evaluator Training & Support</p>	<ul style="list-style-type: none"> - Effort to further support inter-rater reliability of Essential Practices observations - Informed by feedback from assistant principals where they reported that they would benefit from additional live norming touchpoints.
<p>Expanded EP Suggestion Banks Creating content-specific suggestions banks to support report-writing and EP-aligned feedback. These suggestions banks will feature content-specific EP-aligned strategies with linked resources that school leaders can include in their reports, all of which must include suggestions for improvement.</p>	<p>Evaluator Training & Support</p>	<ul style="list-style-type: none"> - Some teachers expressed a desire for feedback that is more content-specific. - Resources for specific subject areas and settings will be prioritized based on school leader and teacher feedback.

COVID-19 Note: This initial set of evolutions are informed by the Review, and as such represent lasting changes to IMPACT’s design, unlike the [pandemic-related adjustments](#) to IMPACT for SY 21-22 that were communicated in July.