



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of School Improvement and Supports

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DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR

# IMPACT Review Custom Insight Survey Question Analysis

*July 2021*



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# Background

We have included IMPACT Review custom questions in the [Insight Survey of Instructional Culture](#). Individual responses are confidential, and it is administered by a third-party vendor, [TNTP](#).

## Fall 2019 Insight Survey

- 78% response rate
- Taken mid-November 2019

## Fall 2020 Insight Survey

- 70% response rate
- Taken early December 2020

## Spring 2021 Insight Survey

- 66% response rate
- Taken late May 2021



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## **Fall 2019 Custom IMPACT Review Questions Insight Survey Analysis (Page 5)**

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## Custom IMPACT Review Insight Survey Questions (Fall 2019)

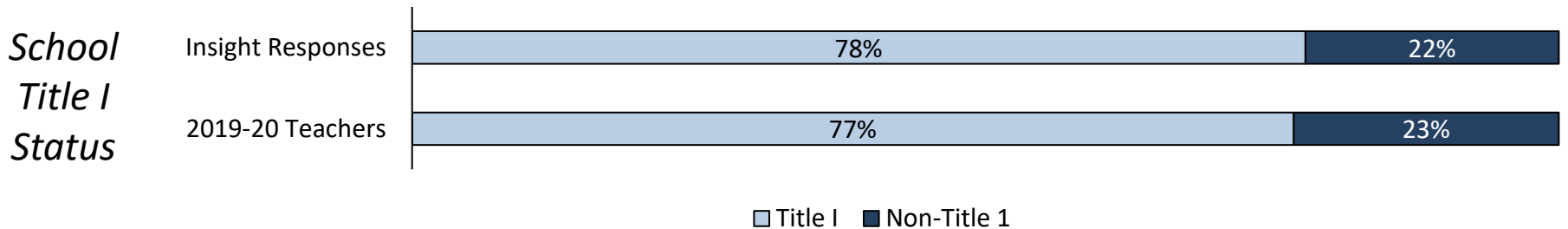
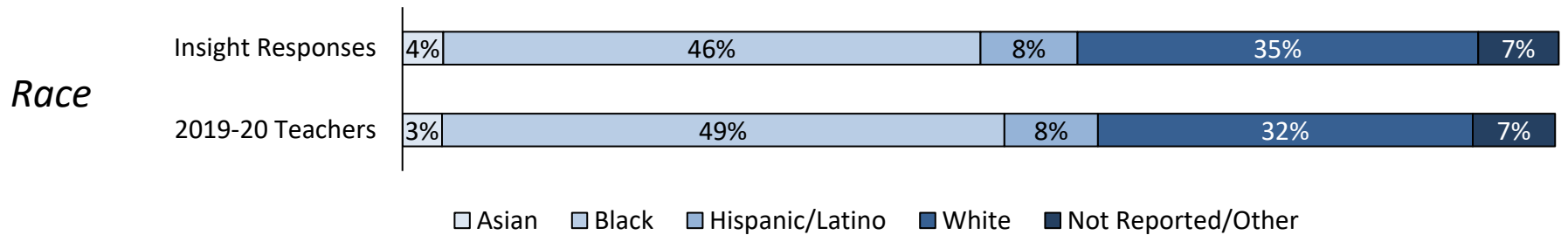
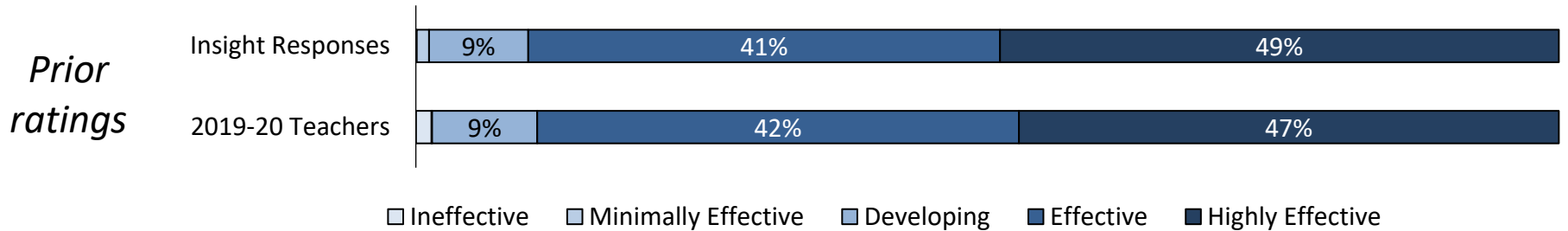
- My experiences with IMPACT support my professional growth. <Strongly Agree to Strongly Disagree>
- I feel that IMPACT and the accompanying systems help me feel valued. <Strongly Agree to Strongly Disagree>
- The Essential Practices component of IMPACT supports my professional growth. <Strongly Agree to Strongly Disagree>
- The Teacher Assessed Student Achievement Data goals (TAS) component of IMPACT supports my professional growth. <Strongly Agree to Strongly Disagree>
- The Commitment to School Community (CSC) component of IMPACT supports my professional growth. <Strongly Agree to Strongly Disagree>
- The Student Survey component of IMPACT supports my professional growth. <Strongly Agree to Strongly Disagree>
- The Individual Value-Added component of IMPACT supports my professional growth. <Strongly Agree to Strongly Disagree>
- Please describe the experience with IMPACT that has **best** supported your professional growth. <Text Box>
- Please describe the experience with IMPACT that has **least** supported your professional growth. <Text Box>
- What meaningful changes to IMPACT might improve your evaluation experience? <Text Box>
- <following the standard Insight item “I agree with the criteria that will be used to evaluate my performance as a teacher”> If you indicated that you don’t agree with the criteria that will be used to evaluate your performance, please elaborate. <Text Box>

## Summary of Findings – Fall 2019 Insight Survey

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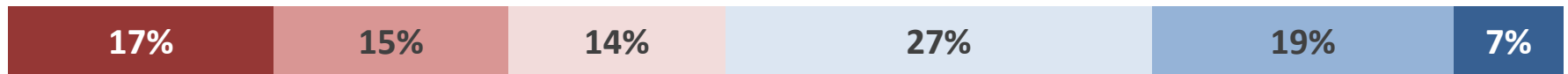
- There is wide variation in perspectives on IMPACT among teachers.
- Perspectives about IMPACT supporting growth vary significantly by prior IMPACT ratings.
- There is significant variation across schools in terms of teacher perceptions regarding IMPACT supporting growth.
- Under half of all teachers feel (to some extent) that IMPACT and accompanying systems help them feel valued.
- Elementary teachers feel more positively about IMPACT than secondary teachers.
- Teachers at Title I schools feel more positively about IMPACT than those at non-Title I schools.
- Black and Hispanic/Latino teachers feel more positively about IMPACT than white teachers.
- The Essential Practices (EP) are the component that teachers most feel supports their growth.

# Insight Response Demographic Distribution (Fall 2019)



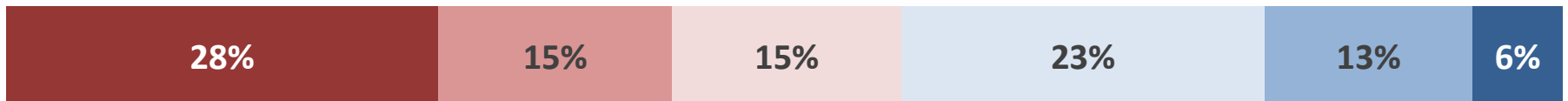
# There is huge variation in perspectives on IMPACT among teachers

Teacher responses to “My experiences with IMPACT support my professional growth”



■ Strongly Disagree ■ Disagree ■ Somewhat Disagree ■ Somewhat Agree ■ Agree ■ Strongly Agree

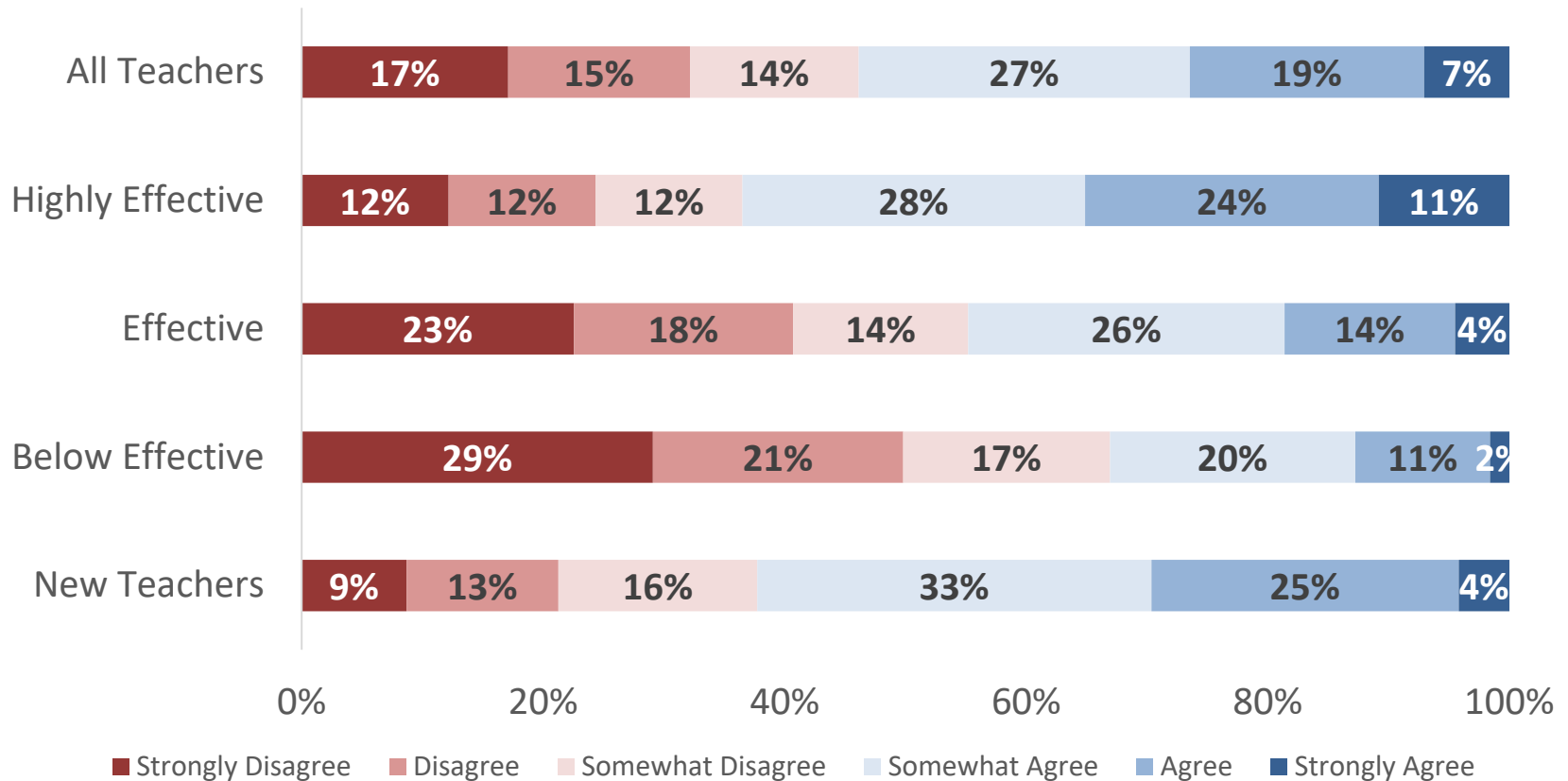
Teacher responses to “I feel that IMPACT and the accompanying systems help me feel valued”





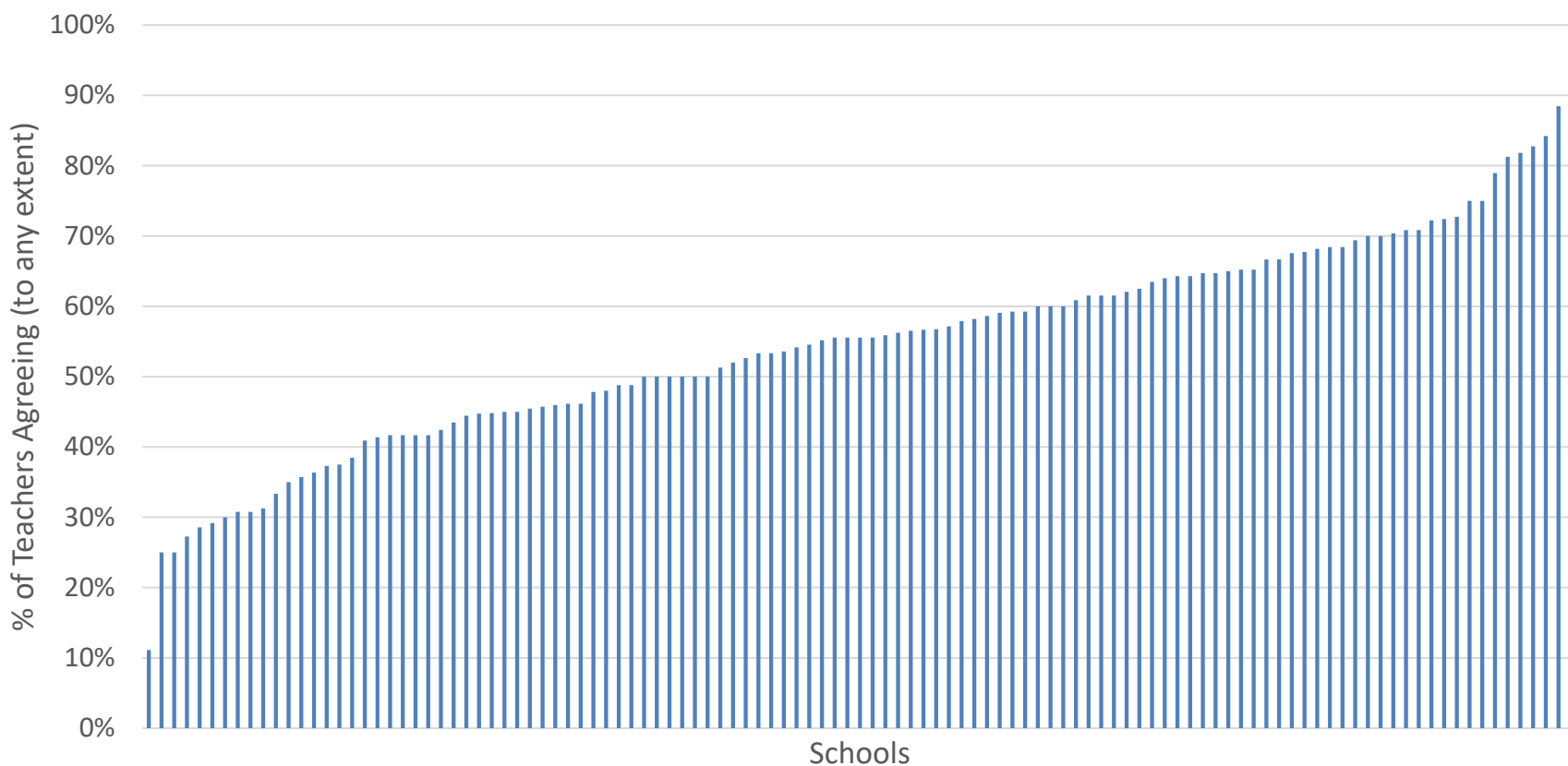
## Perspectives about IMPACT supporting growth vary significantly by prior IMPACT ratings

Teacher responses to “My experiences with IMPACT support my professional growth”, by 18-19 Effectiveness



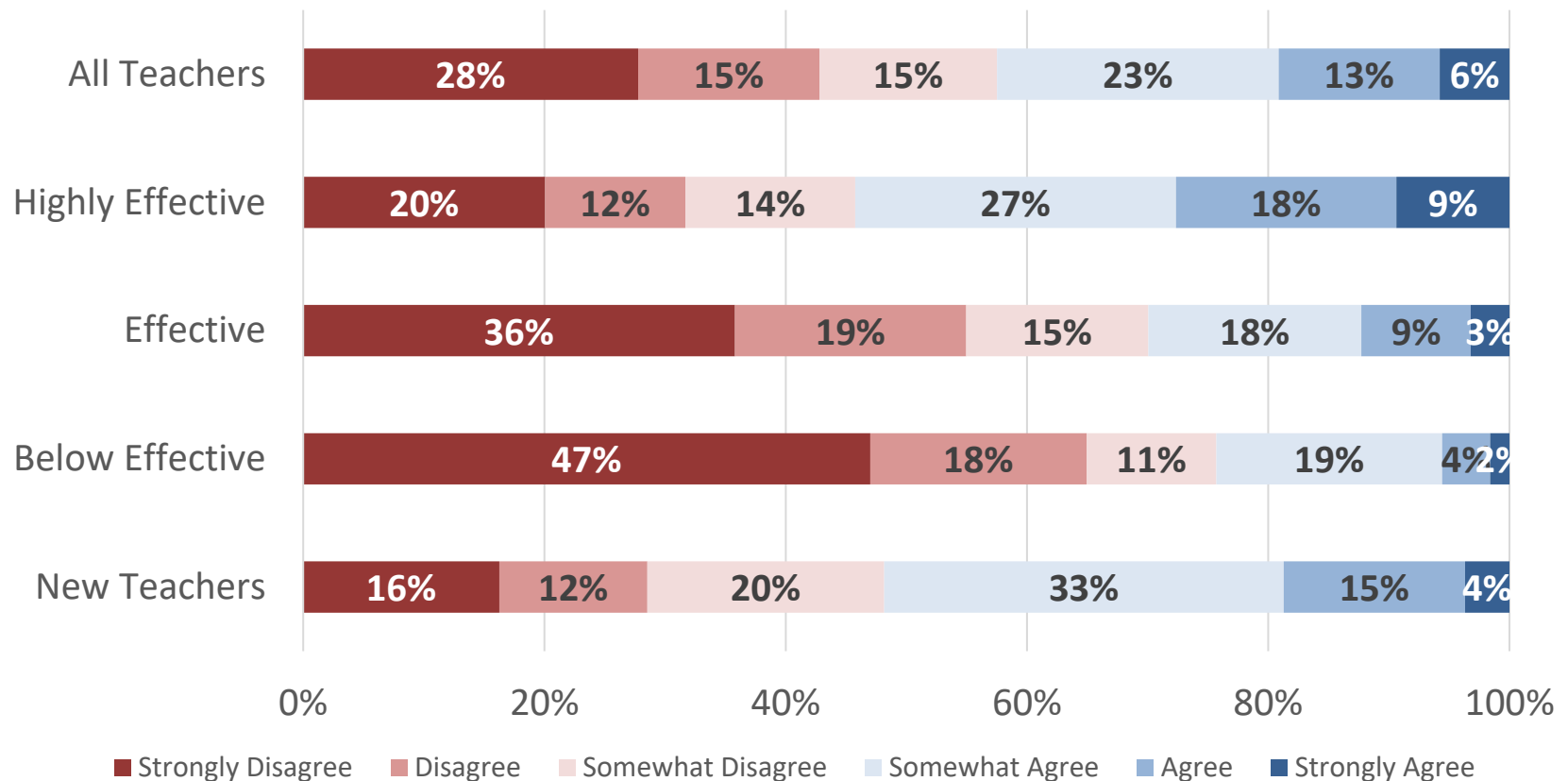
# There is significant variation across schools in terms of teacher perceptions regarding IMPACT supporting growth

**% Agreeing (to any extent) that “My experiences with IMPACT support my professional growth”, by school**



# Under half of all teachers feel (to some extent) that IMPACT and accompanying systems help them feel valued

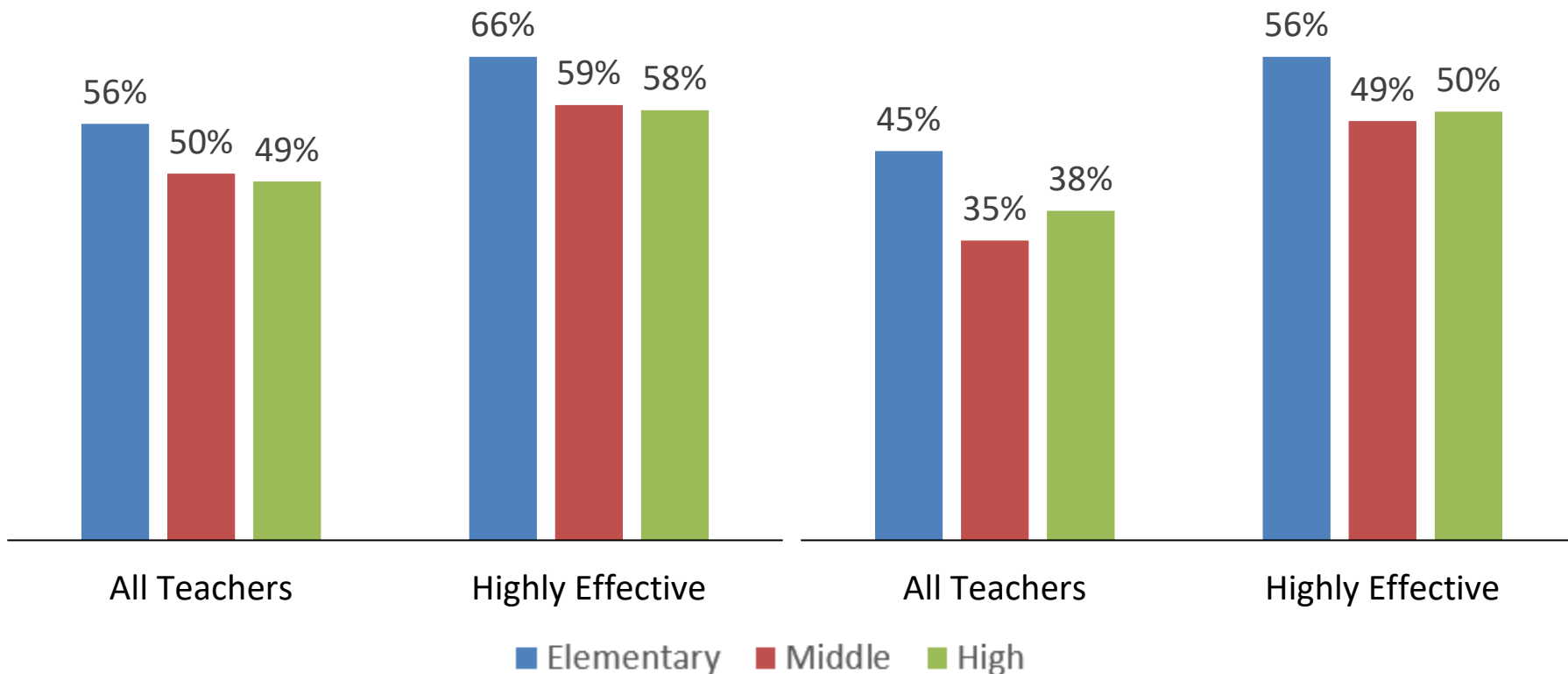
Teacher responses to “I feel that IMPACT and the accompanying systems help me feel valued”, by 18-19 Effectiveness



# Elementary teachers feel more positively about IMPACT than secondary teachers

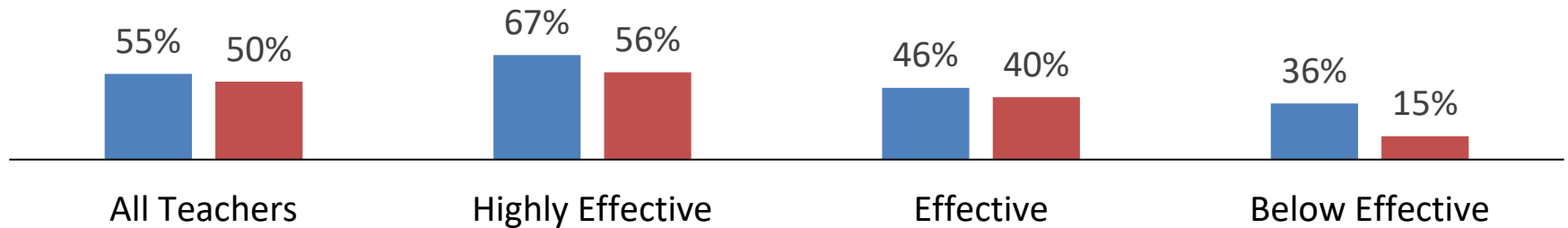
% Agreeing (to any extent) that “My experiences with IMPACT support my professional growth”, by School Level

% Agreeing (to any extent) that “I feel that IMPACT and the accompanying systems help me feel valued”, by School Level

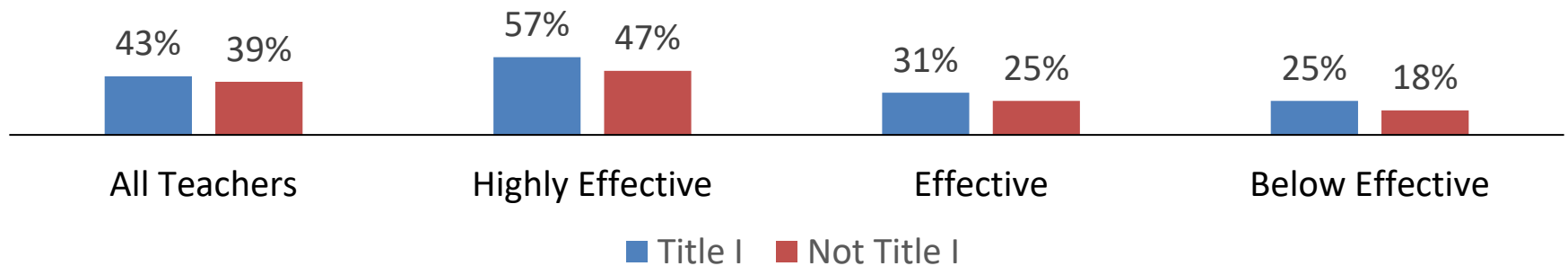


# Teachers at Title I schools feel more positively about IMPACT than those at non-Title I schools

% Agreeing (to any extent) that “My experiences with IMPACT support my professional growth”...

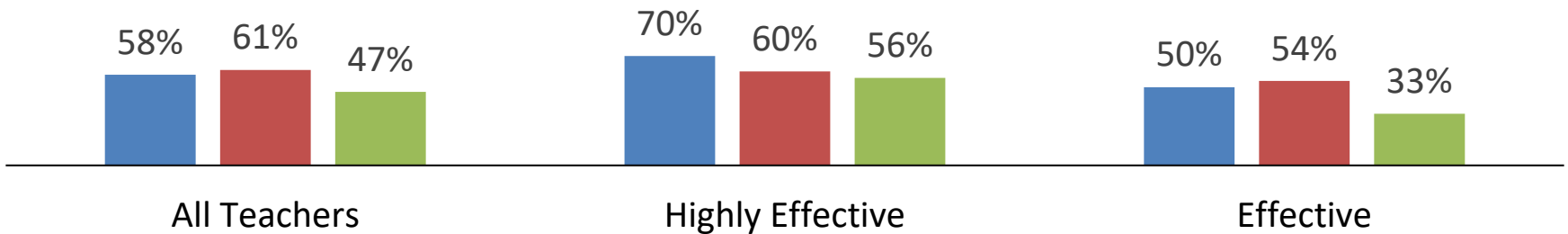


...and that “I feel that IMPACT and the accompanying systems help me feel valued”

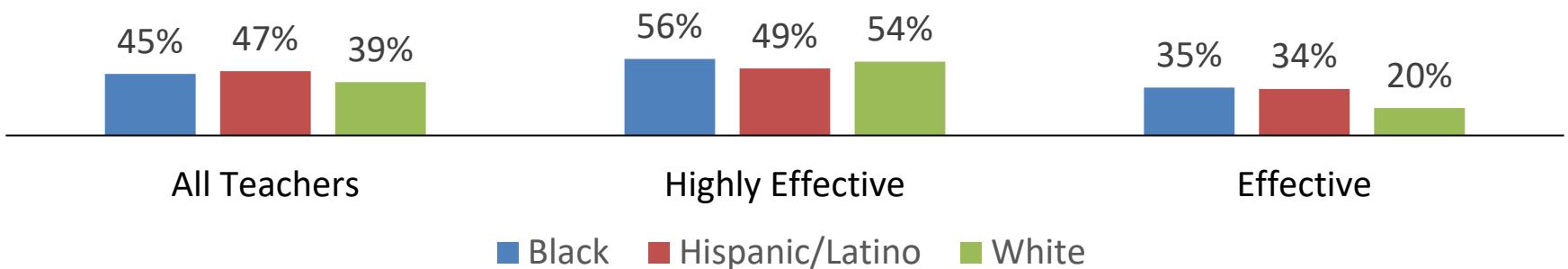


# Black and Hispanic/Latino teachers feel more positively about IMPACT than white teachers

% Agreeing (to any extent) that “My experiences with IMPACT support my professional growth”...

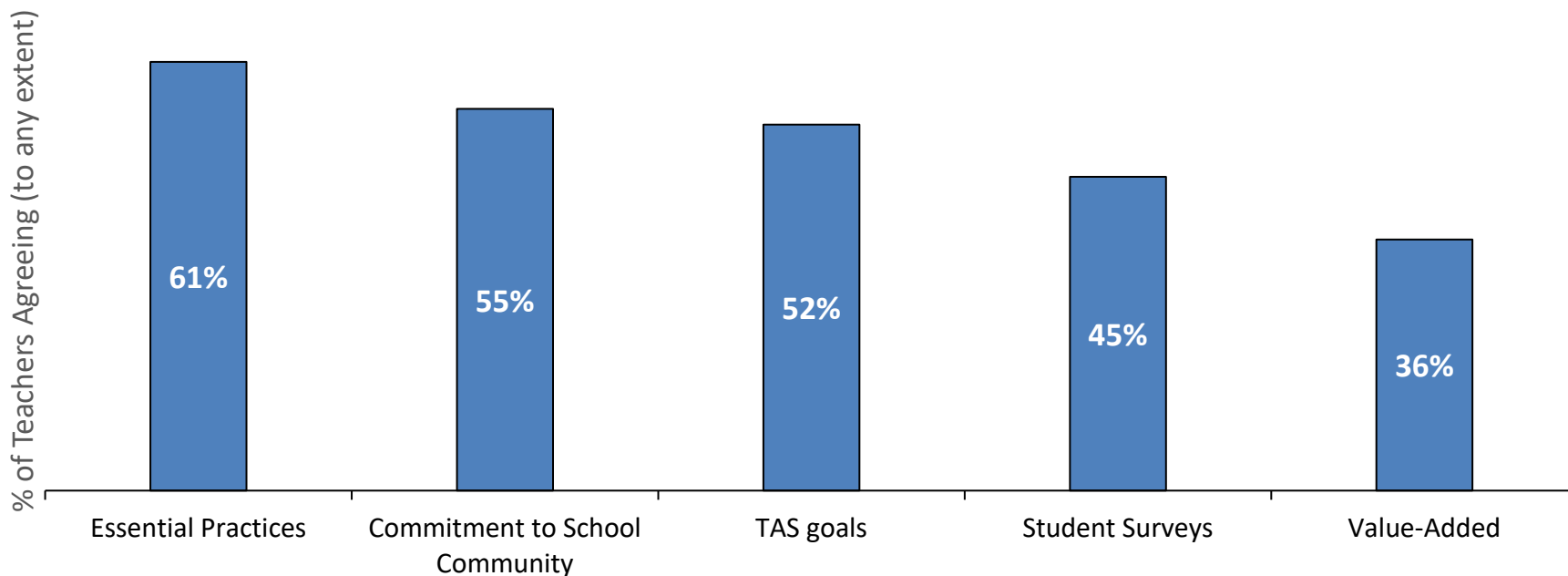


...and that “I feel that IMPACT and the accompanying systems help me feel valued”



## The Essential Practices (EP) are the component that teachers most feel supports their growth

% Agreeing (to any extent) that \_\_\_ component supports my professional growth, by 18-19 rating



While 54% of teachers say IMPACT supports their growth to some extent, 75% of teachers say at least one of the IMPACT components supports their growth

# Fall 2019 Insight Survey: Themes from Open-Ended Responses

Prompt	Theme
Please describe the experience with IMPACT that has best supported your professional growth.	<ul style="list-style-type: none"><li>• Most commonly, teachers described the experience of receiving feedback through the IMPACT process, especially the Essential Practices observations.</li><li>• Many teachers described IMPACT as providing the structure or systems to encourage professional growth, while many others expressed that they do not feel IMPACT is a tool for growth.</li></ul>
Please describe the experience with IMPACT that has least supported your professional growth.	<ul style="list-style-type: none"><li>• Some teachers described associating IMPACT with feelings of stress and/or anxiety.</li><li>• Some teachers had negative perceptions of the way IMPACT is implemented at their school.</li><li>• Some teachers pointed to specific IMPACT components, particularly TAS and Student Surveys of Practice.</li></ul>
What meaningful changes to IMPACT might improve your evaluation experience?	<ul style="list-style-type: none"><li>• Some teachers shared that improvements to IMPACT observations--specifically including more informal observations and introducing observations that are announced to a degree—would improve their evaluation experience.</li><li>• Some teachers shared overall negative perceptions of IMPACT as a system</li></ul>



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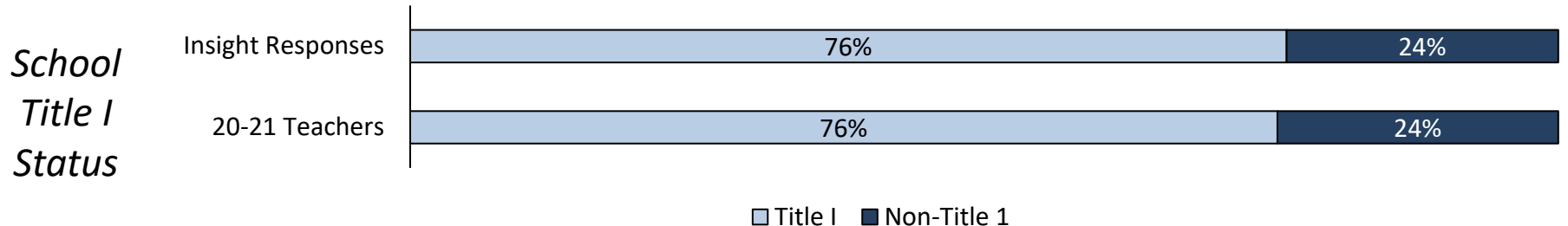
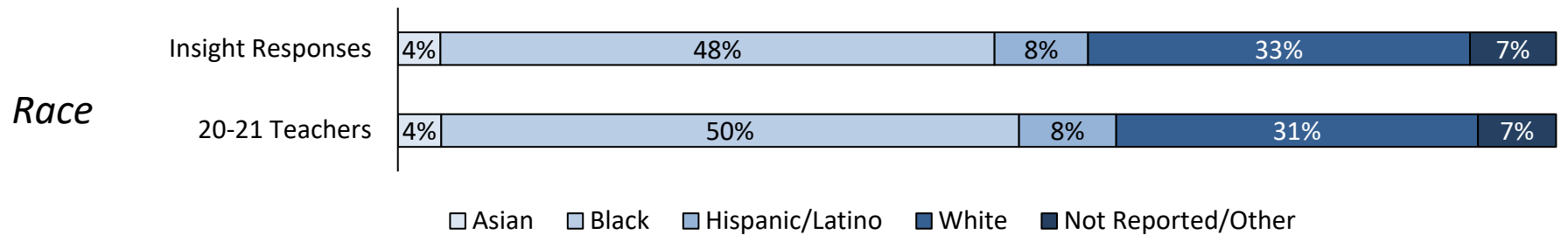
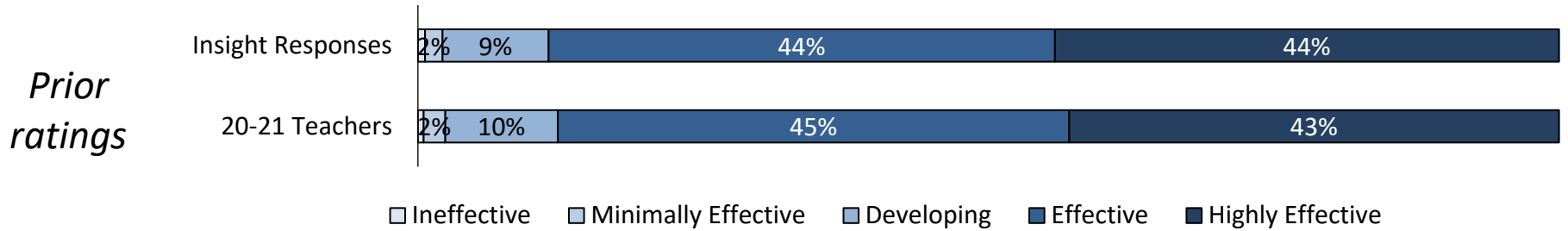
## Custom IMPACT Review Insight Survey Questions (Fall 2020)

- \_\_\_\_\_ has supported my professional growth in recent years. *<Strongly Agree to Strongly Disagree for each related item>*
- I feel that my evaluator has sufficient knowledge of my content area and grade level to be able to give me useful feedback. *<Strongly Agree to Strongly Disagree>*
- To what extent does the IMPACTplus bonus (or the prospect of receiving an IMPACTplus bonus) affect your decision to continue teaching in DCPS?
- I feel stress/anxiety about the prospect of the following potential outcomes related to IMPACT. *<Strongly Agree to Strongly Disagree for each related item>*
- My TAS goals are typically a meaningful and appropriate measure of my students' outcomes. *<Strongly Agree to Strongly Disagree>*
- I have the opportunity to provide input in terms of what my TAS goals are. *<Strongly Agree to Strongly Disagree>*
- TAS helps guide my planning and student outcome tracking throughout the year. *<Strongly Agree to Strongly Disagree>*
- If you had a magic wand, what would you change about the TAS goal-setting process? *<Text Box>*
- To what extent does the additional service credits that are possible through LIFT affect your decision to continue teaching in DCPS?
- Which are your primary sources of information regarding IMPACT? *<Ranking for each item>*
- What suggestions, if any, do you have for additional supports that would better help you understand IMPACT? *<Text Box>*

## Summary of Findings – Fall 2020 Insight Survey

- Of various IMPACT-related experiences, teachers most frequently say receiving informal observations has supported their growth.
- Most teachers believe that their evaluator has sufficient knowledge of their content area and can give useful feedback. ELL/ESL and Inner Core teachers are the least likely to think their evaluator has knowledge of their content area.
- Of various IMPACT outcomes, teachers express feeling the most stress or anxiety about having a low rating on their record and receiving a step hold.
  - Teachers of color report more stress/anxiety about various potential negative IMPACT outcomes than white teachers.
  - Significant numbers of Highly Effective teachers indicate that they feel some stress/anxiety about the possibility of not receiving a bonus.
- 75% of Highly Effective teachers in Title I Schools say the IMPACT*plus* bonus increases their desire to stay in DCPS. Nearly 75% of Highly Effective teachers in Title I schools say the LIFT service credits increase their desire to stay in DCPS.
- Two thirds of teachers agree to some extent that TAS is an appropriate measure of student outcomes. ELL/ESL teachers are more likely than other teachers to feel that their TAS goals are not a meaningful and appropriate measure.

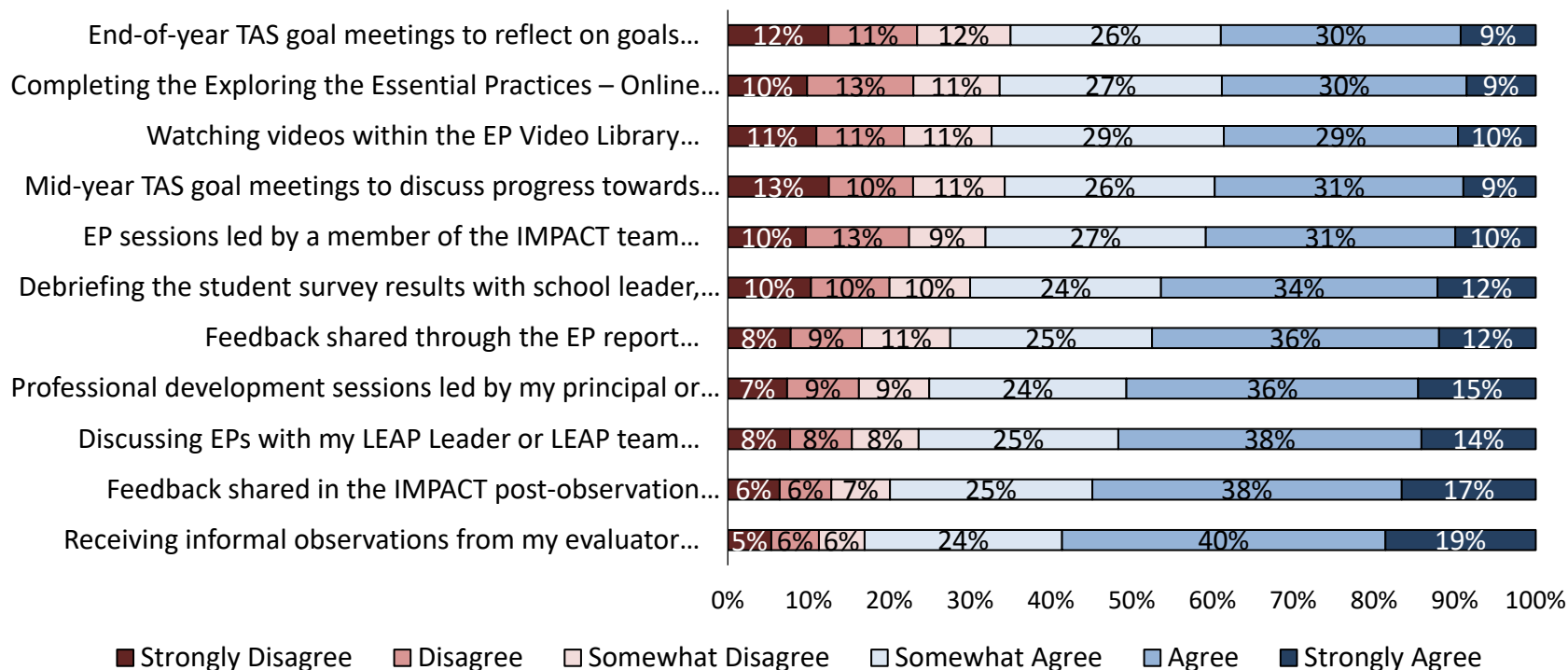
# Insight Response Demographic Distribution (Fall 2020)



# Teachers most frequently say receiving informal observations has supported their growth

## What has supported your growth in recent years?

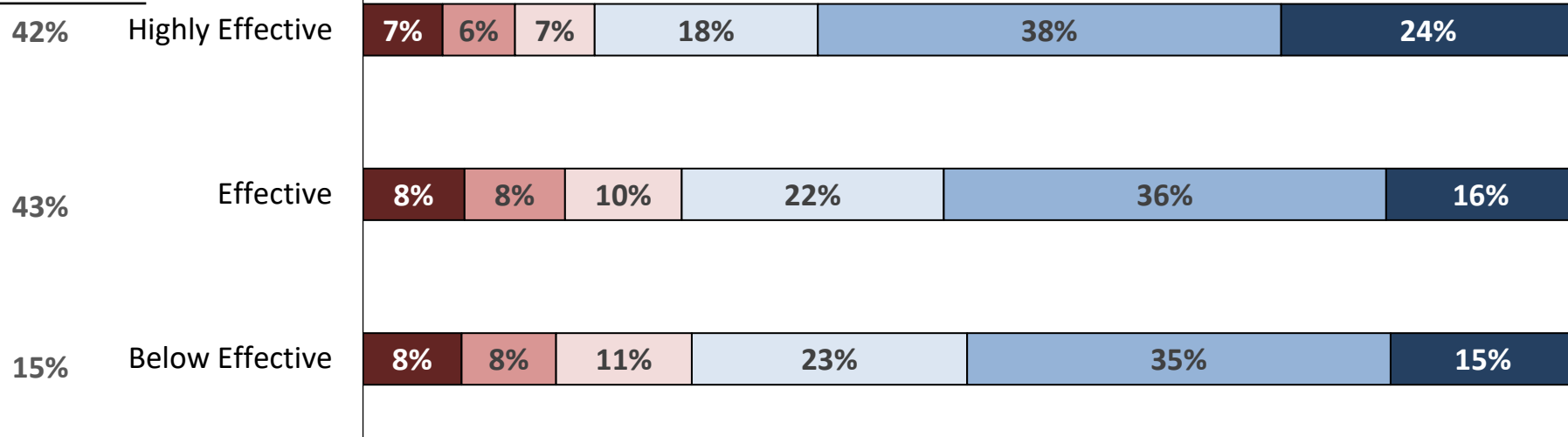
% of Teachers Experienced



# Most teachers believe that their evaluator has knowledge of their content area and can give useful feedback

Response Distribution for “I feel that my evaluator has sufficient knowledge of my content area and grade level to be able to give me useful feedback” by Prior Year Rating

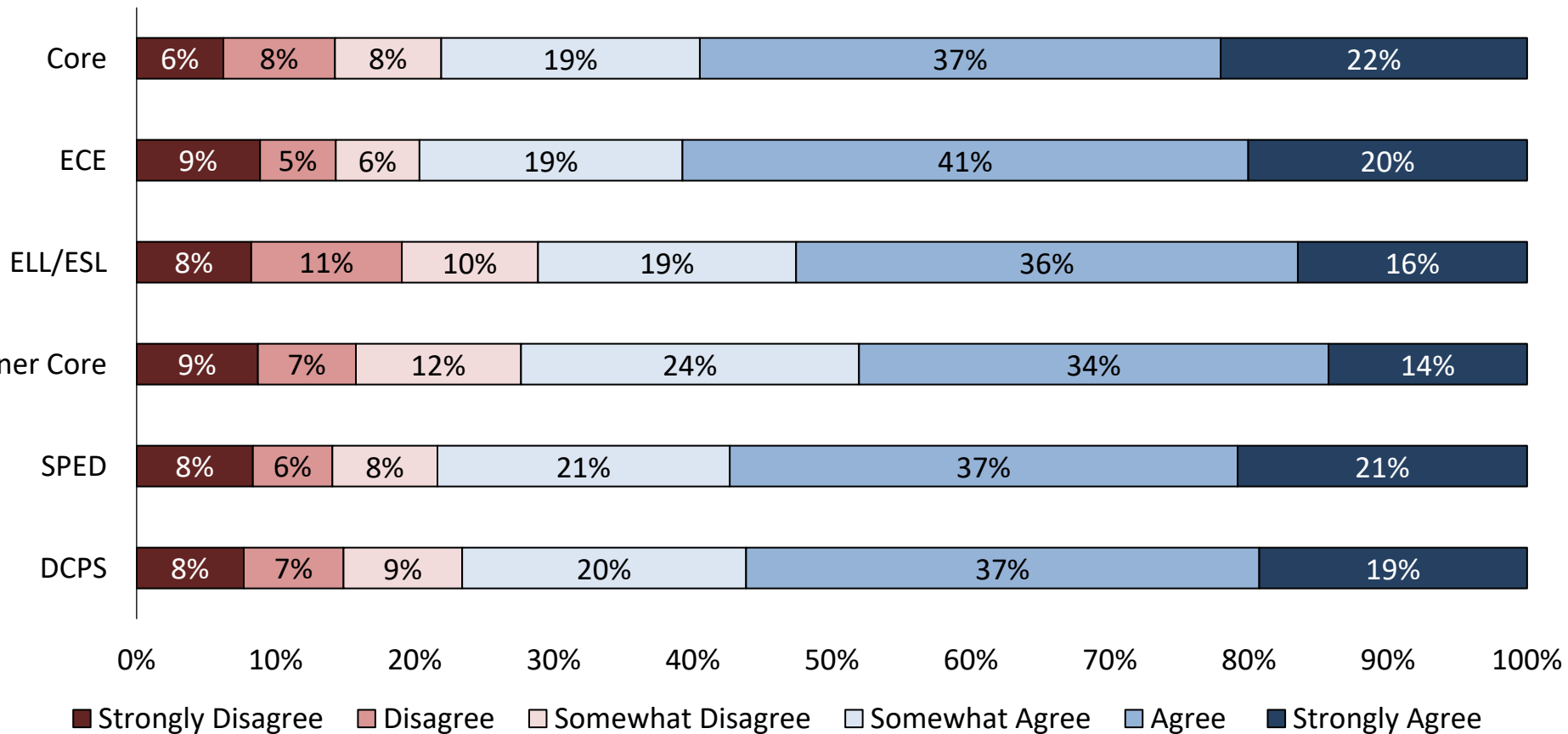
**SY19-20  
Distribution**



■ Strongly Disagree 
 ■ Disagree 
 ■ Somewhat Disagree 
 ■ Somewhat Agree 
 ■ Agree 
 ■ Strongly Agree

# ELL/ESL and Inner Core teachers are the least likely to think their evaluator has knowledge of their content area

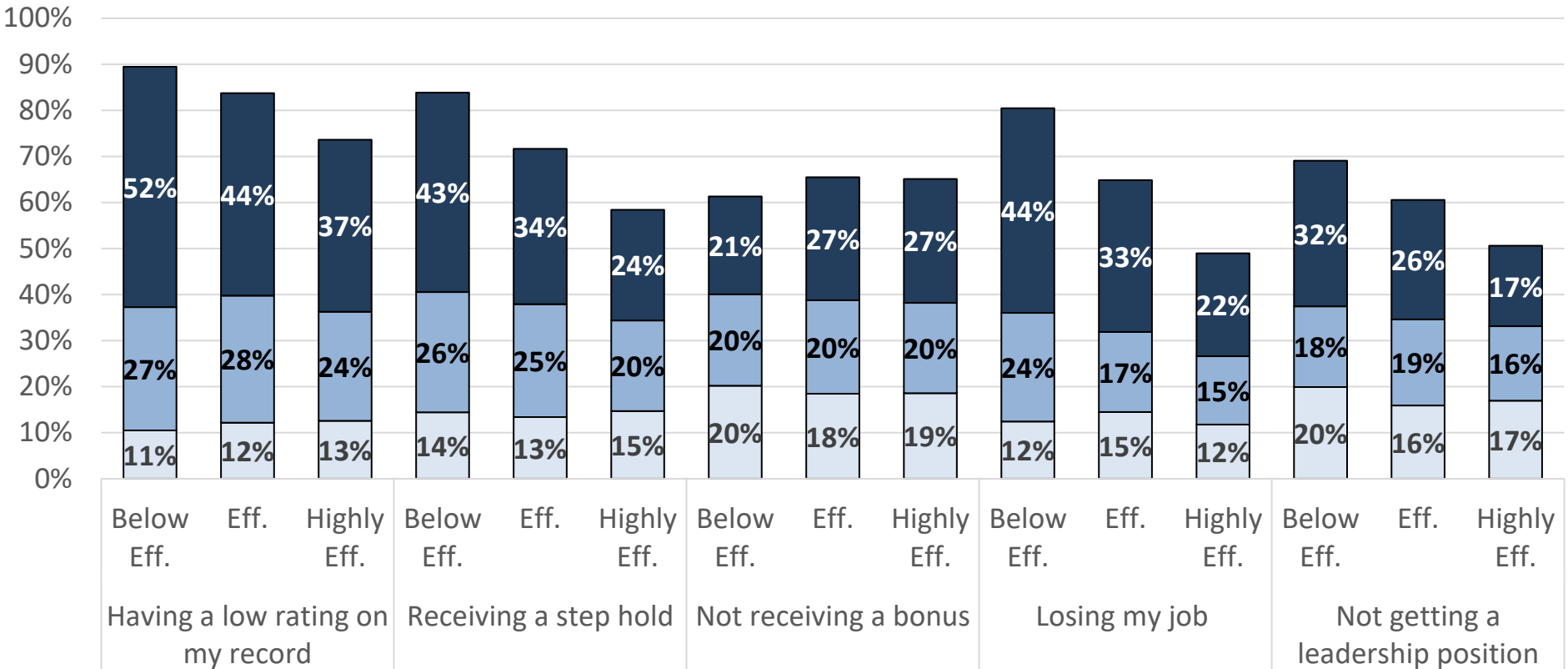
I feel that my evaluator has sufficient knowledge of my content area and grade level to be able to give me useful feedback.



# Teachers express feeling the most stress or anxiety about having a low rating on their record and receiving a step hold

% agreeing with “I feel stress/anxiety about the prospect of the following potential outcomes related to IMPACT”

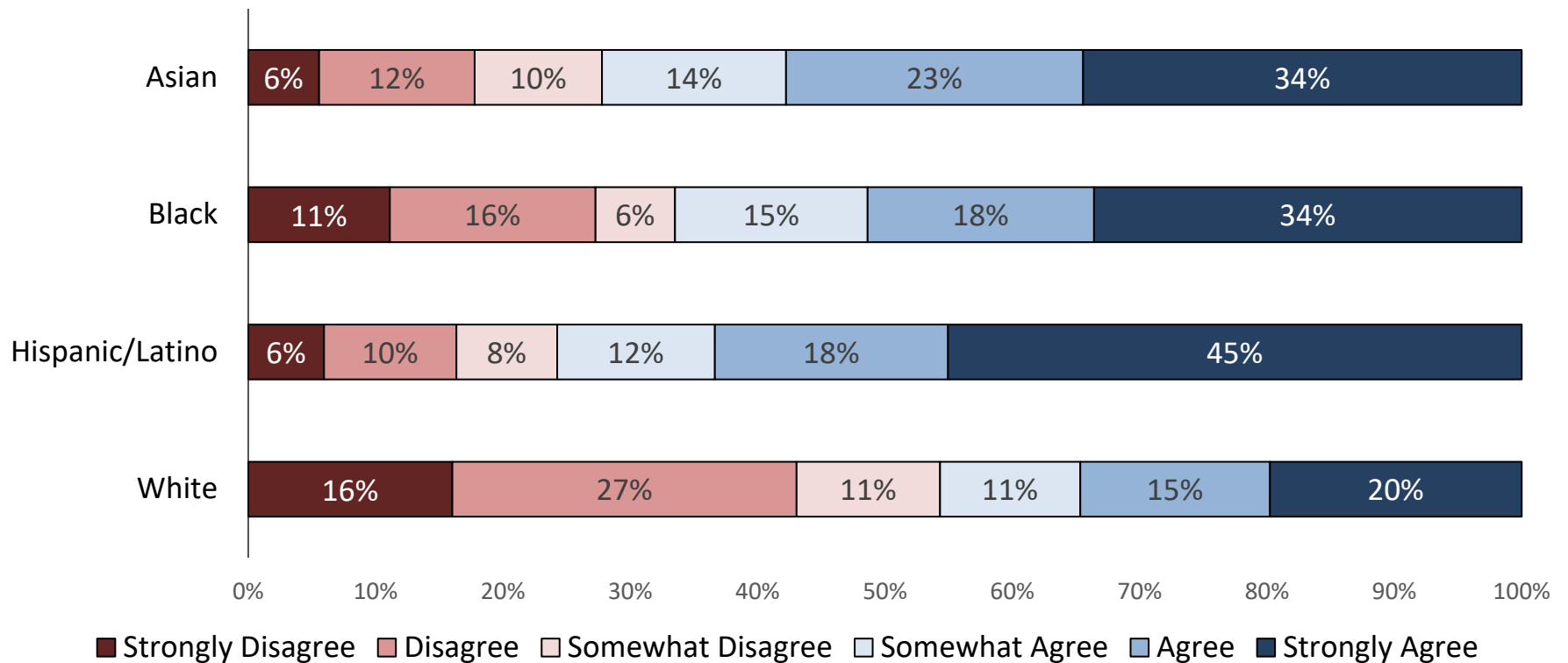
□ Somewhat Agree □ Agree ■ Strongly Agree





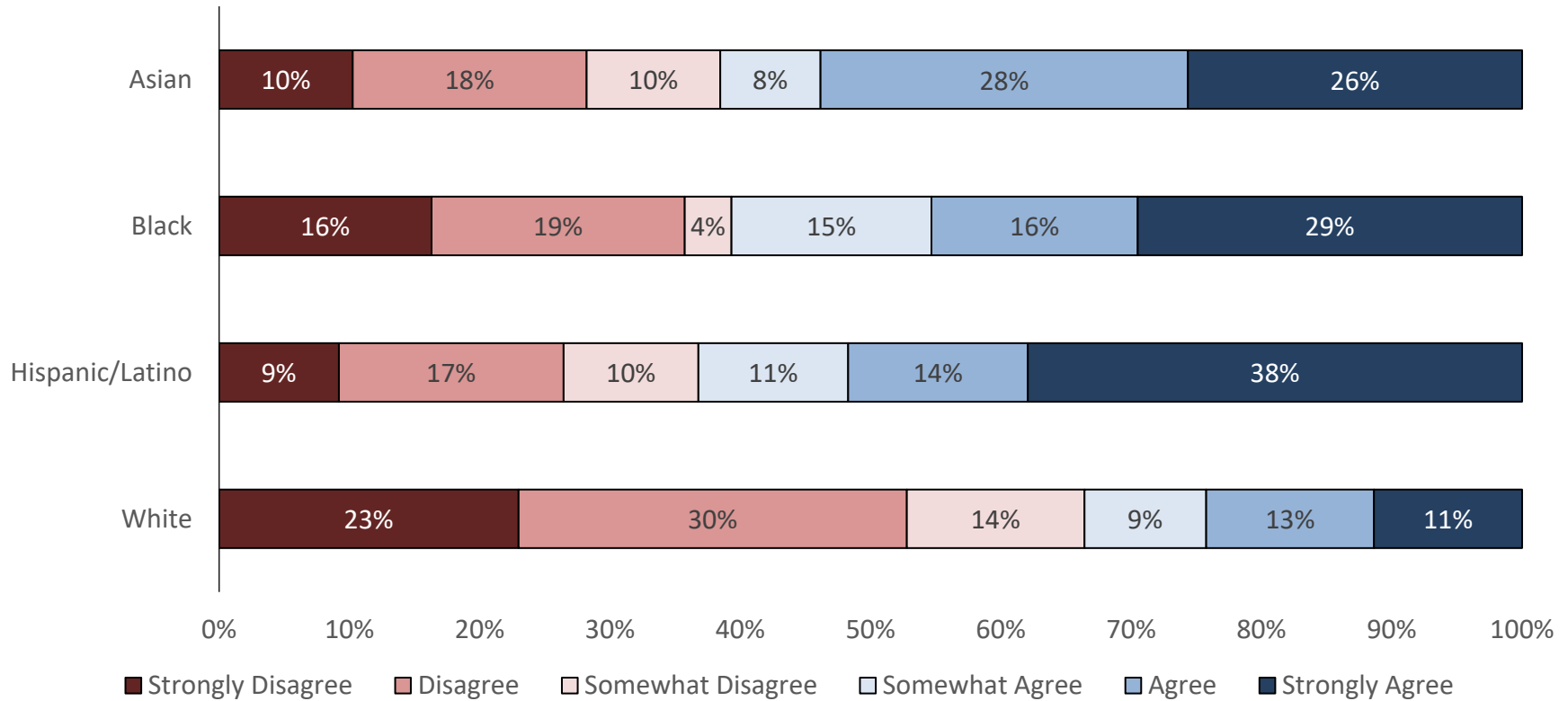
# Educators of color report more stress/anxiety about the prospect of losing their job

I feel stress/anxiety about the prospect of losing my job



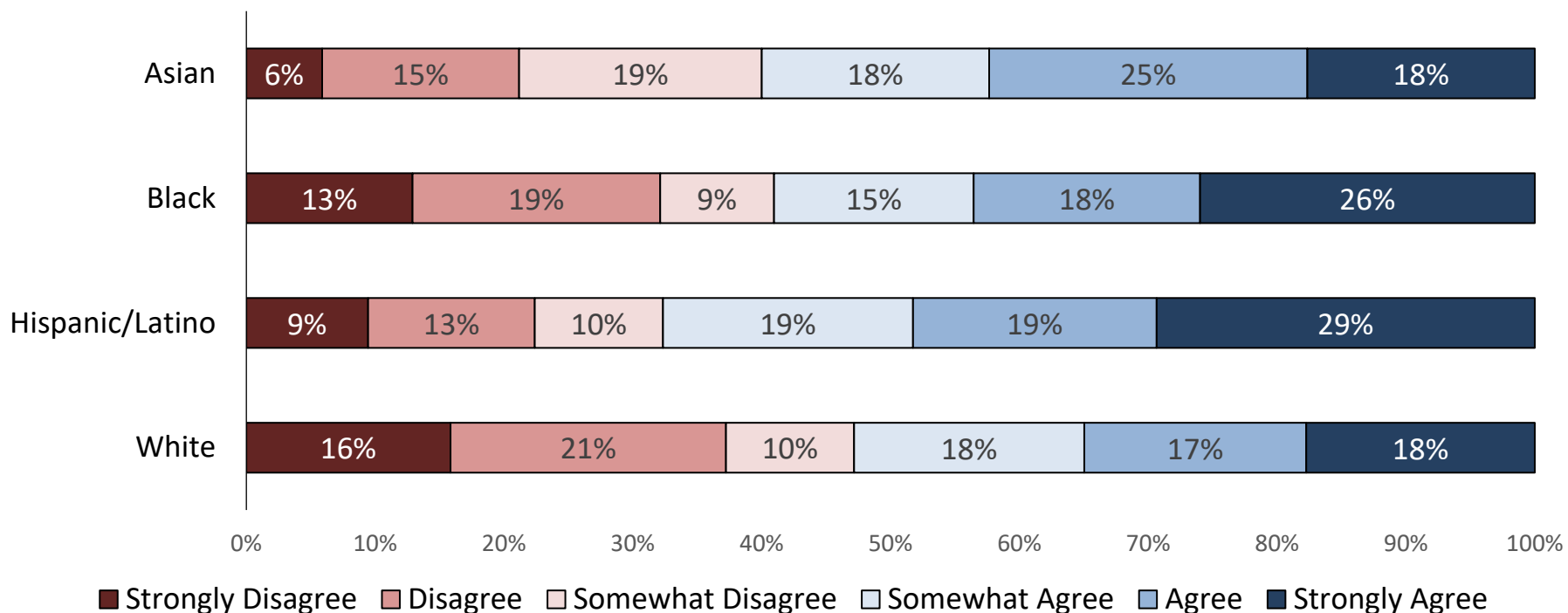
# White teachers report less stress/anxiety about the prospect of losing their job

I feel stress/anxiety about the prospect of losing my job (Highly Effective only)



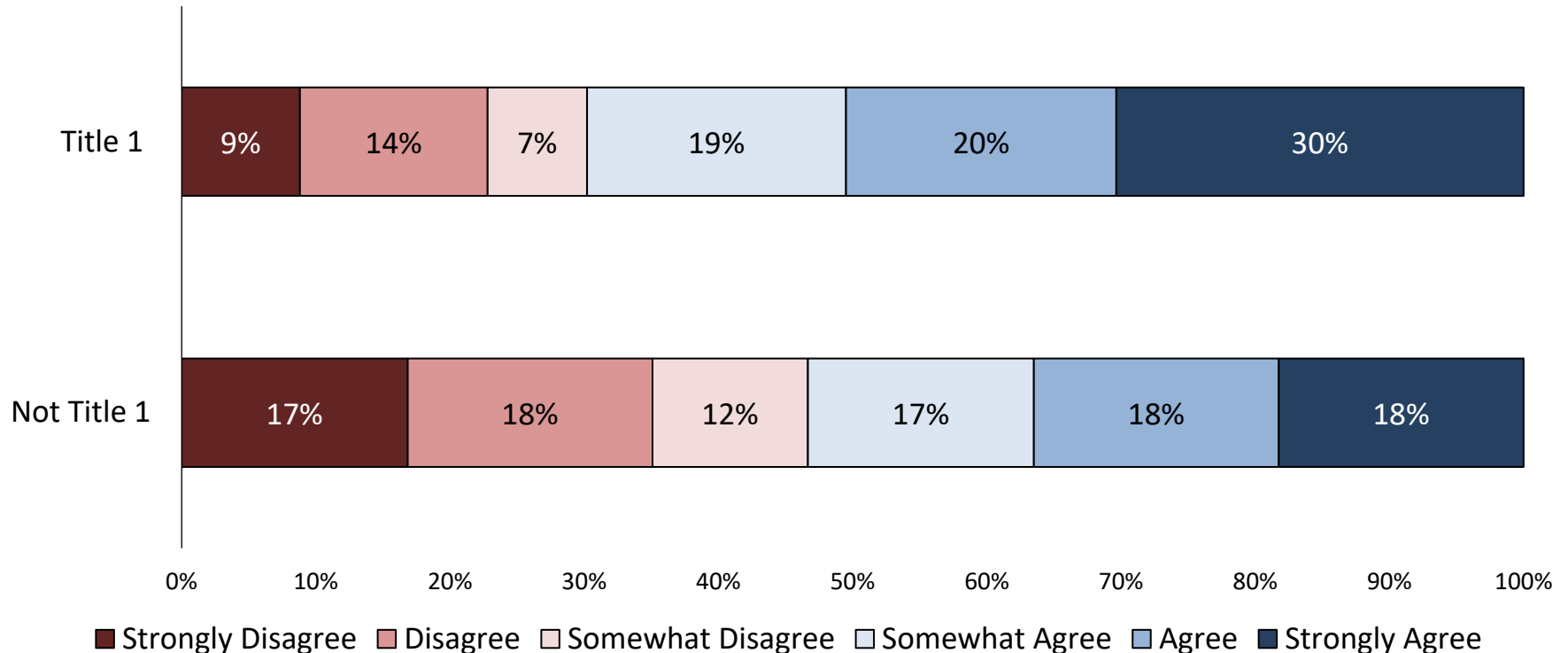
## Black and Hispanic/Latino teachers report higher levels of stress around not being offered a leadership position due to a low rating

I feel stress/anxiety about the prospect of not being offered a leadership position due to a low rating



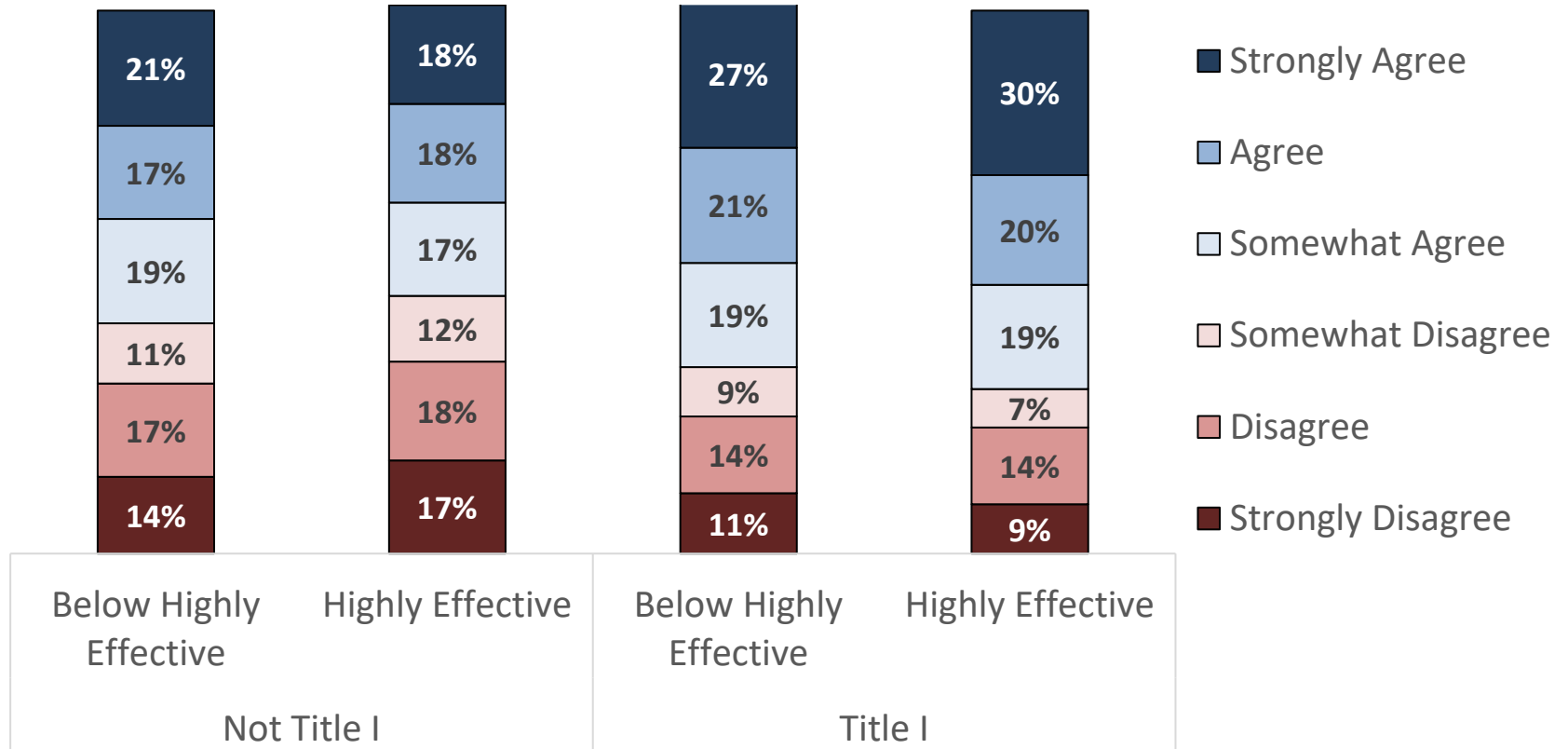
# The percent of teachers who report stress/anxiety about not receiving a bonus decreases in Non-Title 1 schools

I feel stress/anxiety about the prospect of not receiving a bonus



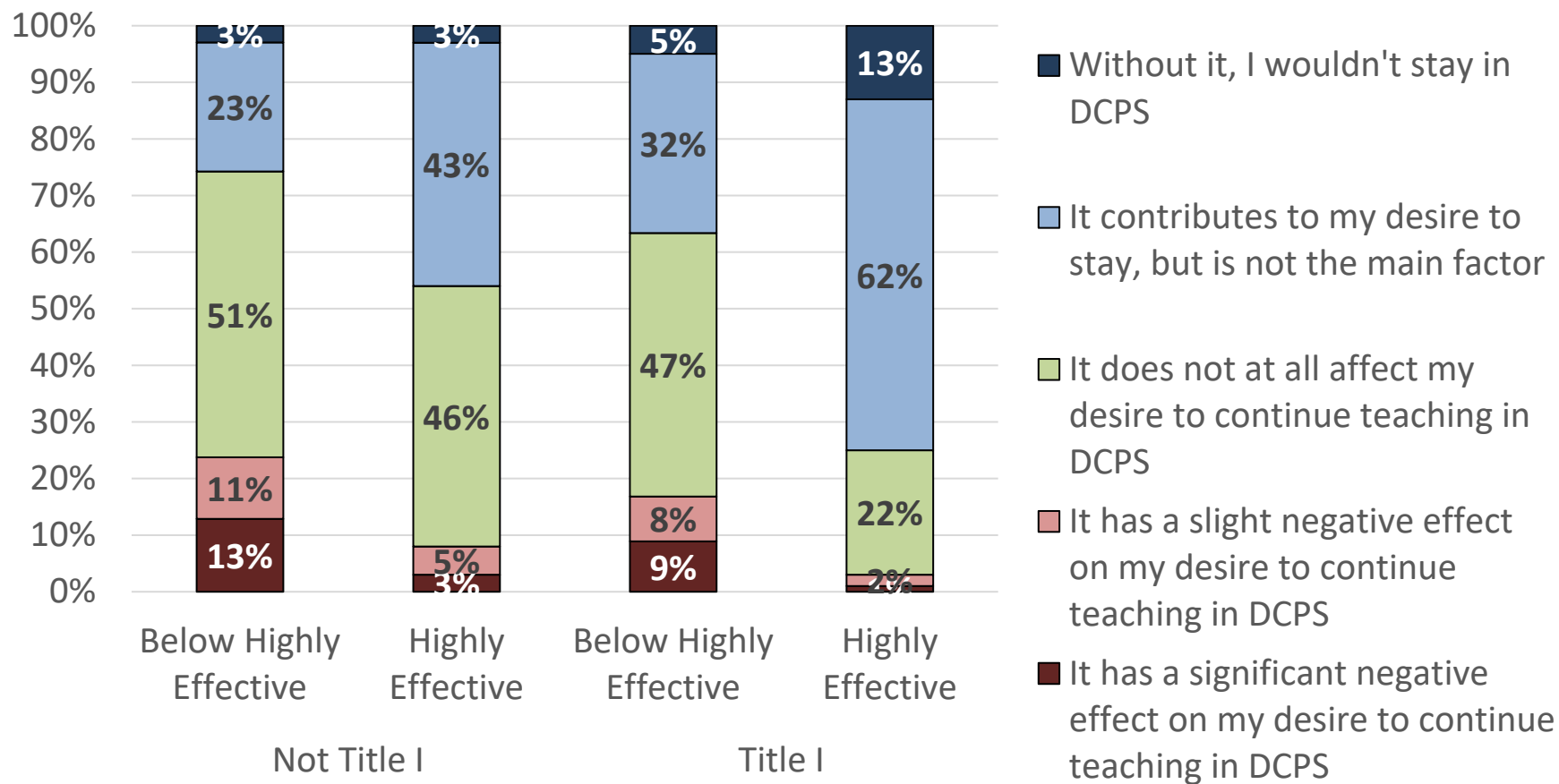
# Significant numbers of Highly Effective teachers indicate that they feel some stress/anxiety about the possibility of not receiving a bonus

Responses of Highly Effective teachers to “I feel stress/anxiety about the prospect of not receiving a bonus”



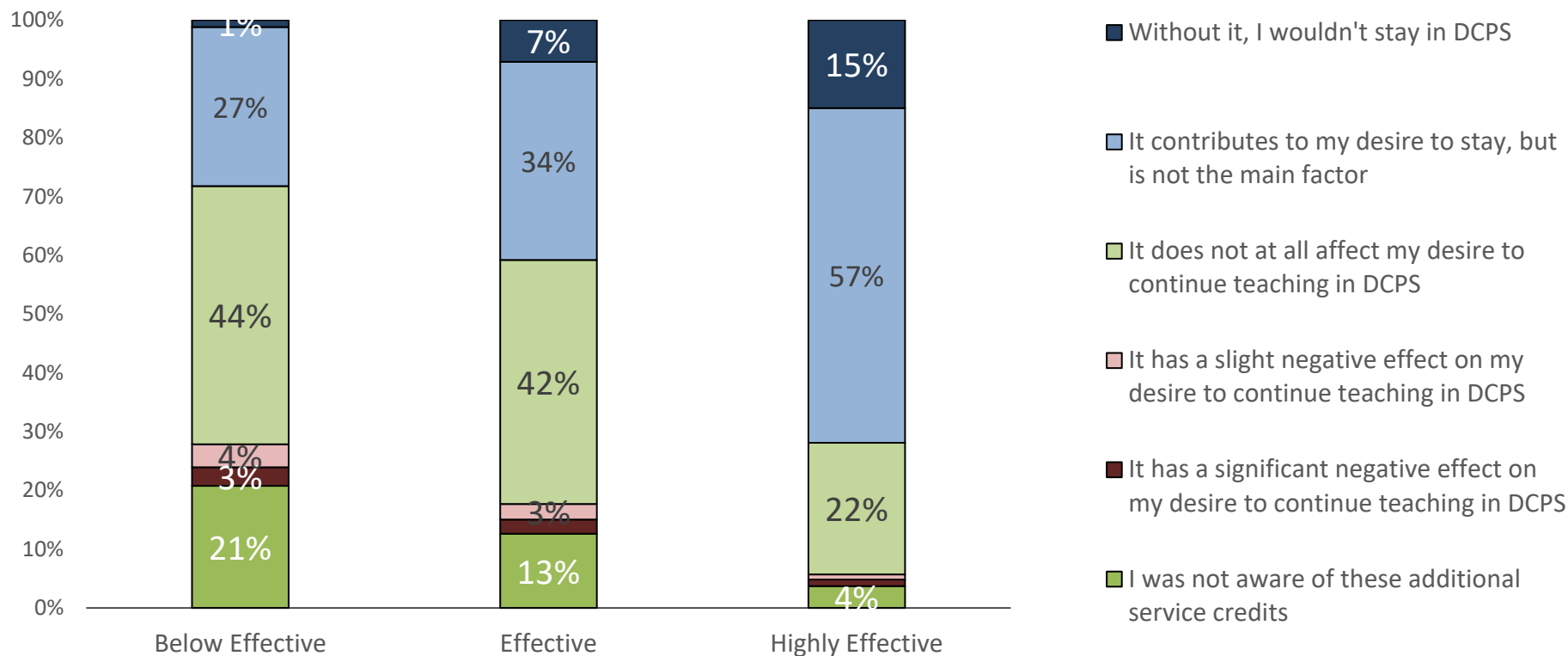
## 75% of Highly Effective teachers in Title I Schools say the IMPACTplus bonus increases their desire to stay in DCPS

To what extent does the IMPACTplus bonus (or the prospect of receiving an IMPACTplus bonus) affect your decision to continue teaching in DCPS?

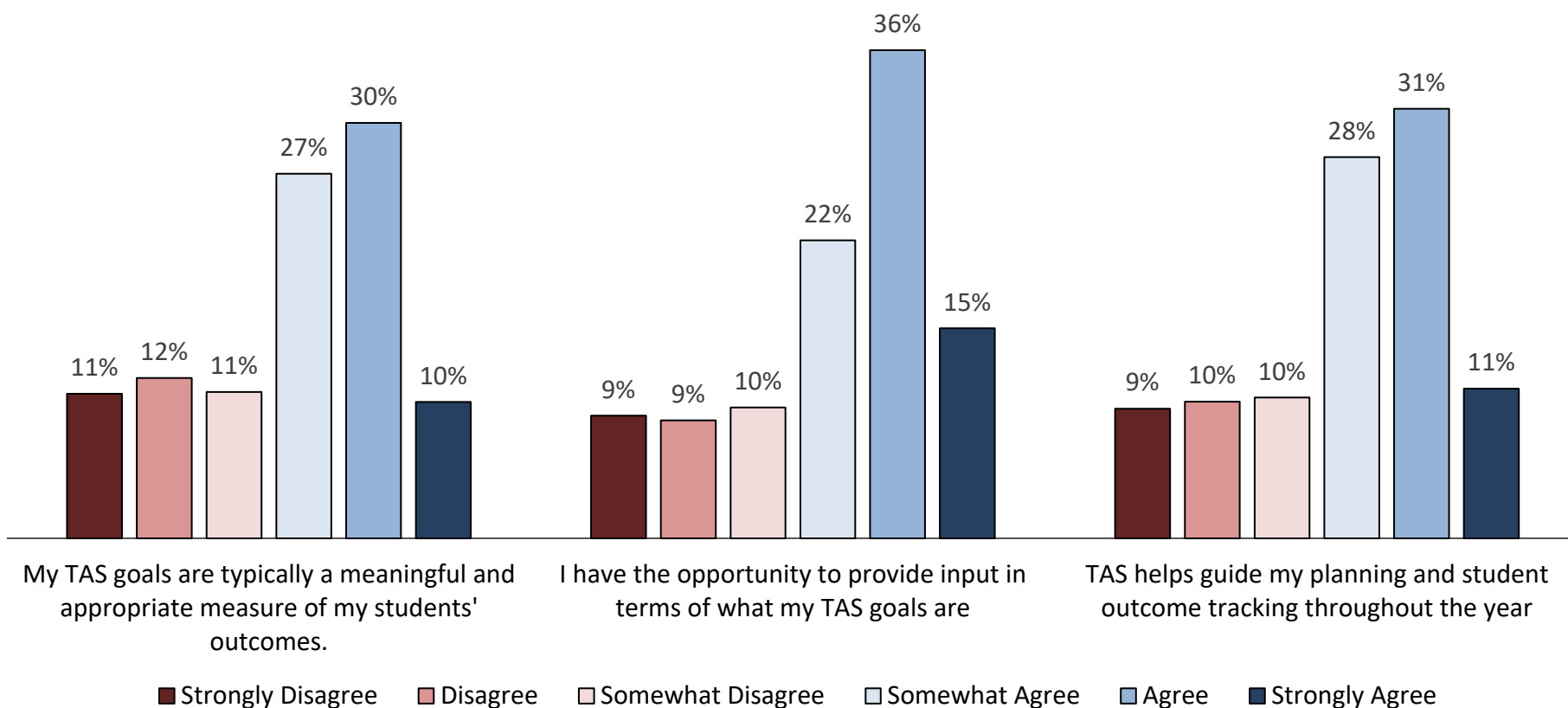


## Nearly 75% of Highly Effective teachers in Title I schools say the LIFT service credits increase their desire to stay in DCPS

To what extent does the additional service credits that are possible through LIFT affect your decision to continue teaching in DCPS? (Title I Schools only)



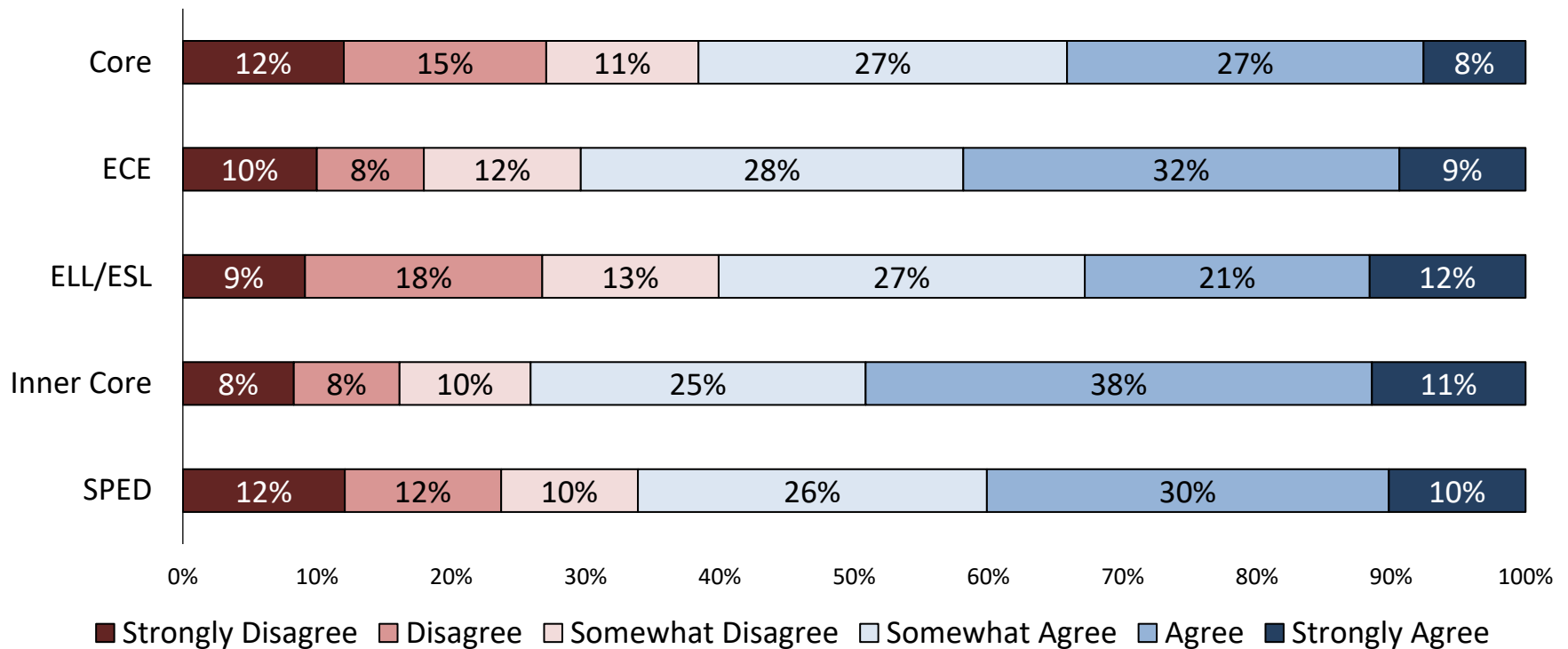
## 2/3 of teachers agree that TAS is an appropriate measure of student outcomes





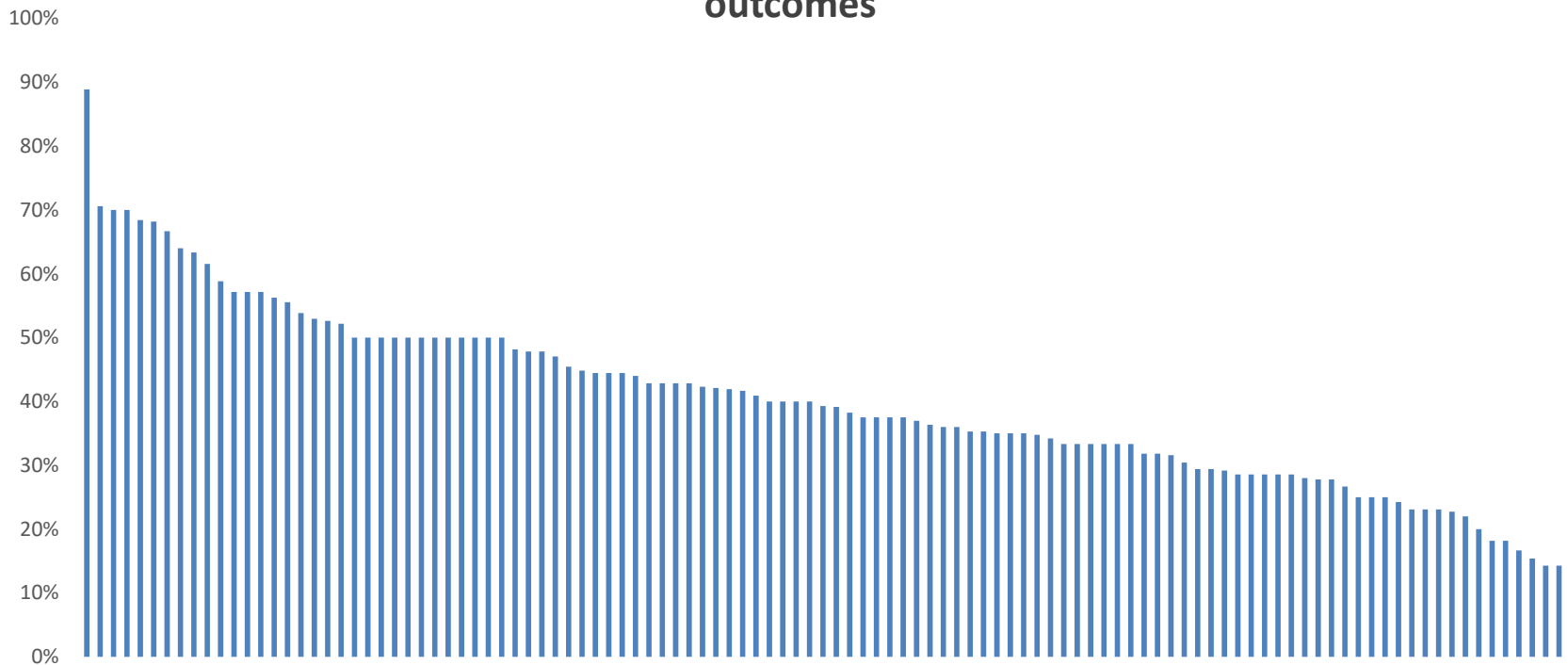
# ELL/ESL teachers are more likely than other teachers to feel that their TAS goals are not a meaningful and appropriate measure

**My TAS goals are typically a meaningful and appropriate measure of my students' outcomes.**

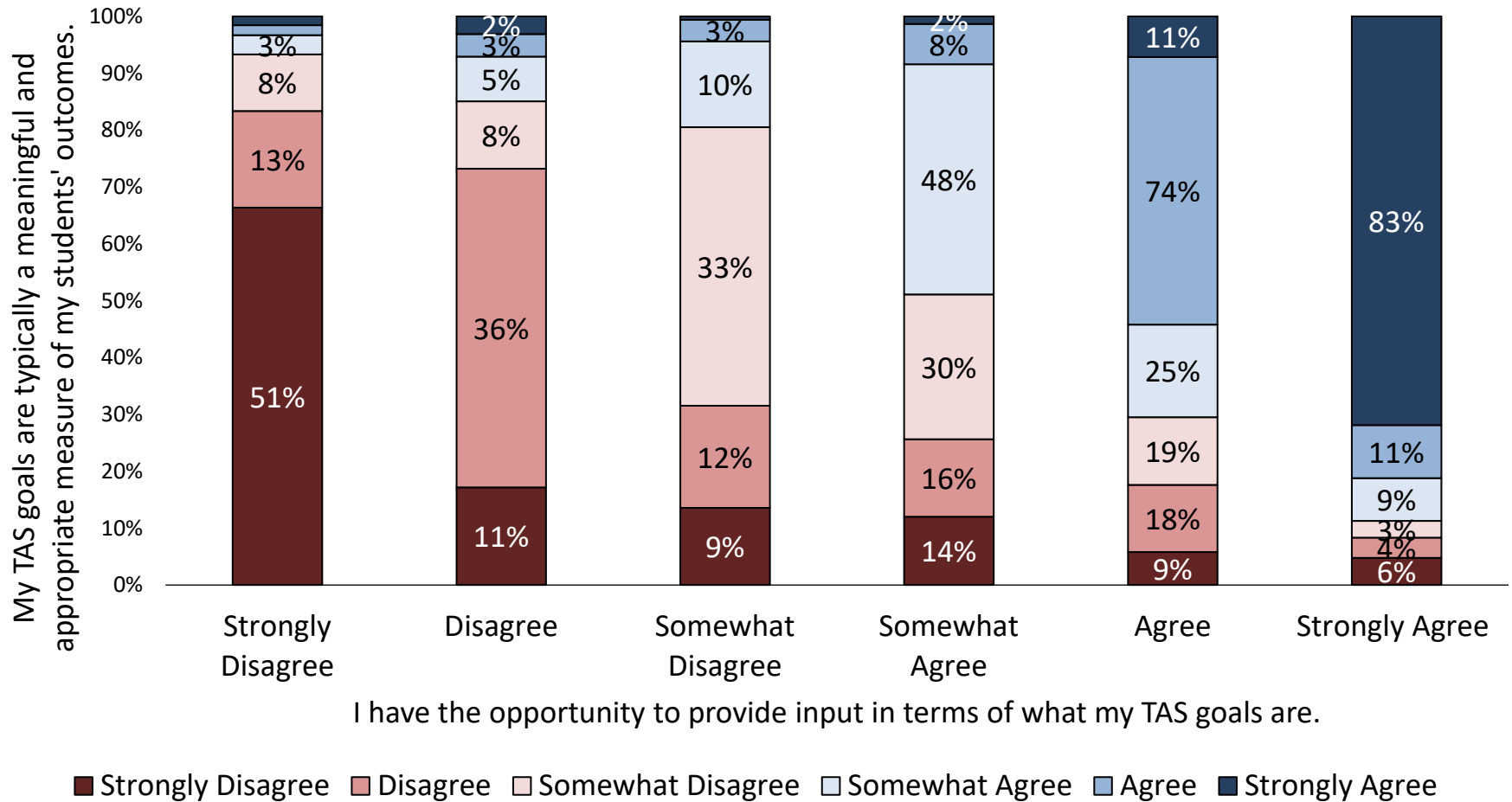


# There is notable variation across schools in terms of the extent to which teachers feel TAS goals are meaningful and appropriate

**Percent of teachers who Agree/Strongly Agree that “my TAS goals are typically a meaningful and appropriate measure of my students' outcomes”**



## Teachers feel more positively about TAS when they are able to have input in setting their goals



## IMPACT Guidebooks and School Leaders are the top sources for information about IMPACT

### Ranking of primary sources of information regarding IMPACT

	#1	#2	#3	Top 3
IMPACT Guidebooks	38%	11%	6%	56%
School Leaders	14%	17%	15%	46%
Other Teachers	10%	15%	14%	38%
Instructional Coaches/LEAP Leaders	5%	12%	15%	32%
Emails from the IMPACT Team	5%	14%	11%	29%
IMPACT Canvas Site	2%	5%	10%	17%
WTU	3%	5%	8%	11%

## Custom IMPACT Review Insight Survey Questions (Fall 2020)

Prompt	Themes
If you had a magic wand, what would you change about the TAS goal-setting process?	<ul style="list-style-type: none"><li>- Many teachers expressed a desire to have more autonomy and control in the goal-setting process, especially teachers with students in ELL and/or special education programs.</li><li>- Some teachers suggested restructuring the component so that student goals can be individualized.</li><li>- Some teachers expressed overall negative perceptions of TAS as a component, describing their TAS goals as “unrealistic” or “unfair.”</li></ul>
What suggestions, if any, do you have for additional supports that would better help you understand IMPACT?	<ul style="list-style-type: none"><li>- Many teachers suggested expanding the <a href="#">EP video library</a>, particularly for contexts that are underrepresented.</li><li>- Some teachers suggested incorporating more opportunities to observe colleagues or school leaders who are highly skilled in specific EPs.</li><li>- Some teachers suggested developing more robust training and ongoing professional development on IMPACT so teachers can build deeper understanding of the system.</li></ul>

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# Custom IMPACT Review Insight Survey Questions (Spring 2021)

- **How interested are you in receiving the following EP training opportunities? <Not Interested, Somewhat Interested, Interested, Very Interested>**
- **How interested are you in receiving additional training on the following types of EP content? <Not Interested, Somewhat Interested, Interested, Very Interested>**
- Please describe any additional EP training opportunities you'd like to have, but that are not listed above in questions 1 and 2. <Open-ended response>
- **Choose the statement that best describes your experience:**
  - I receive feedback on my instruction through LEAP, but not through the lens of the Essential Practices
  - I receive feedback on my instruction through LEAP, including through the lens of the Essential Practices
  - I don't receive feedback on my instruction through LEAP
- **If I have a question about my Essential Practices classroom observation, I feel that I can discuss that with my evaluator. <Strongly Disagree to Strongly Agree>**
- **Rank the following in order of which you'd prefer most to least (1=most prefer, 3=least prefer).**
  - Have a single evaluator at my school conduct all of my formal EP classroom observations across EP cycles.
  - Have different evaluators at my school conduct my formal EP classroom observations across EP cycles.
  - Have a combination of evaluators from my school and evaluators from outside of my school conduct my evaluations.
- **If given the opportunity to receive an informal EP observation from an evaluator at my school during the first few months of the school year, I would likely opt into that. <Strongly Disagree to Strongly Agree>**
- Provide any additional thoughts you want to share (if any) regarding what makes an informal observation helpful. <open-ended response>
- **I would like IMPACT to include anti-racist pedagogy as a component or part of a component. <Strongly Disagree to Strongly Agree>**

# Custom IMPACT Review Insight Survey Questions (Spring 2021)

## - continued

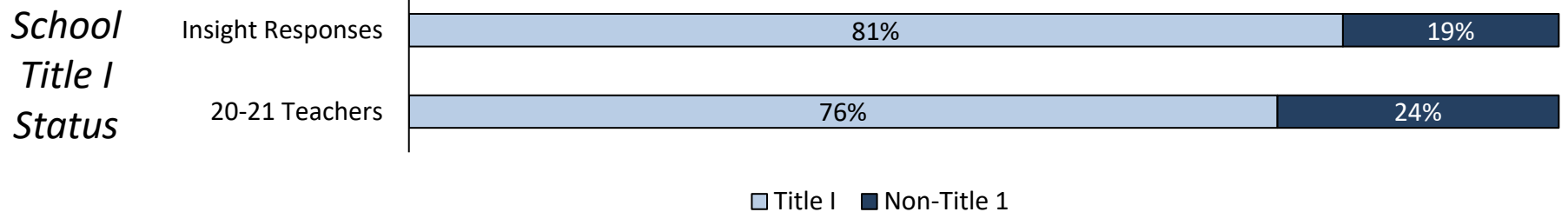
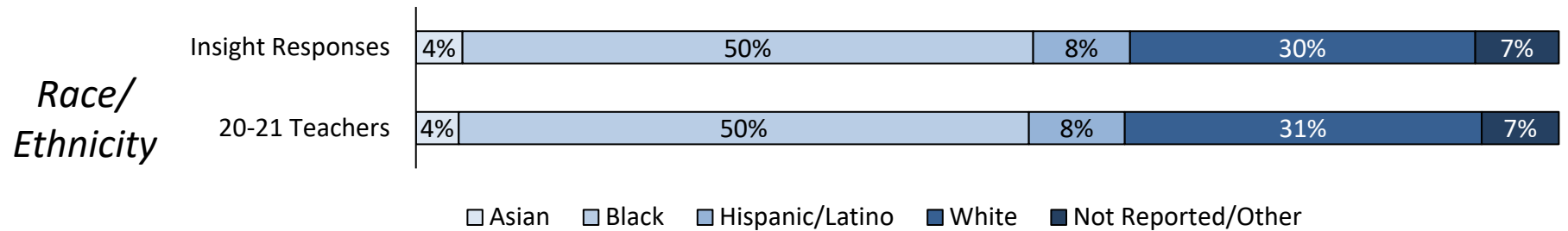
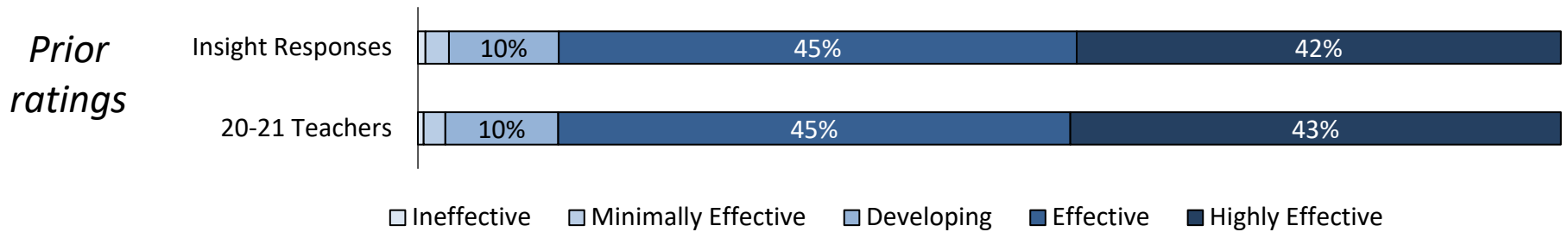
- In what ways, if any, would you propose adjusting any IMPACT components to incorporate teacher practices related to being anti-racist and/or to a trauma-informed whole-child approach. <open ended response>
- **Please indicate your level of agreement with the following statement: I would want to set TAS goals related to social-emotional learning student outcomes (in addition to academic goals), if permitted. <Strongly Disagree to Strongly Agree>**
- **I would like IMPACT to include anti-racist pedagogy as a component or part of a component. <Strongly Disagree to Strongly Agree>**
- In what ways, if any, would you propose adjusting any IMPACT components to incorporate teacher practices related to being anti-racist and/or to a trauma-informed whole-child approach. <open ended response>
- **Please indicate your level of agreement with the following statement: I would want to set TAS goals related to social-emotional learning student outcomes (in addition to academic goals), if permitted. <Strongly Disagree to Strongly Agree>**
- **My students understand the questions being asked of them on the IMPACT Student Surveys of Practice. [Note: This question and subsequent questions in this section refer to the IMPACT Student Surveys of Practice, which are administered November-January and are separate from the Panorama survey (given to all students in the Spring). General education teachers in Groups 1a, 1a, 2, 2c with students in grades 3 and up have these student surveys weighted as 10% of their IMPACT. <Strongly Disagree to Strongly Agree, plus “N/A I haven’t had IMPACT Student Surveys of Practice”>**
- **[Only for teachers who disagreed (to any extent) to the previous question] What aspect of the IMPACT Student Surveys of Practice do your students have trouble understanding? <Check all that apply>**
  - My students have trouble reading the questions on the survey.
  - My students have trouble understanding the questions themselves.
  - My students have trouble understanding the format of the responses (e.g. Strongly disagree to strongly agree)
  - Other \_\_\_\_\_
- **Feedback from the IMPACT Student Surveys of Practice helps me to reflect on and strengthen my relationships with my students. <Strongly Disagree to Strongly Agree, plus “N/A I haven’t had IMPACT Student Surveys of Practice” >**



# Summary of Findings – Spring 2021 Insight Survey

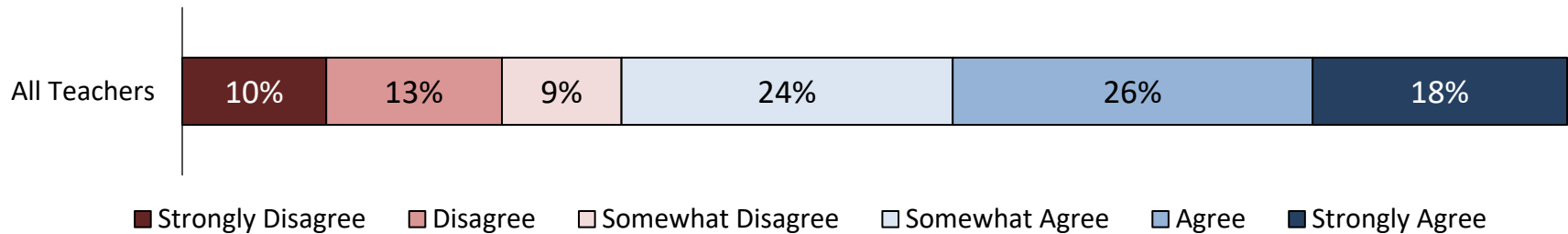
- Two thirds of teachers agree to some extent that anti-racist pedagogy should be incorporated into IMPACT.
- Two thirds of teachers agree to some extent that they want to set TAS goals related to social-emotional learning.
- Feedback on the Student Survey was slightly more favorable than when asked in Fall 2019, for teachers who have IMPACT student surveys. Majority of teachers (who have student surveys) agree to some extent that the IMPACT student survey helps to strengthen relationships with students.
- A majority of teachers say students don't fully understand the questions on the Student Survey.
- Most teachers feel that they can discuss questions about their observation with their evaluator.
- Most teachers would likely opt into an informal observation.
- Most teachers prefer to have a single evaluator.
- Regarding EP training opportunities, Teachers are least interested in centrally-located, in-person sessions outside of school hours; and most interested in content area specific EP sessions.
- Approximately half of teachers receive feedback through LEAP through the lens of the Essential Practices.

# Insight Response Demographic Distribution (Spring 2021)



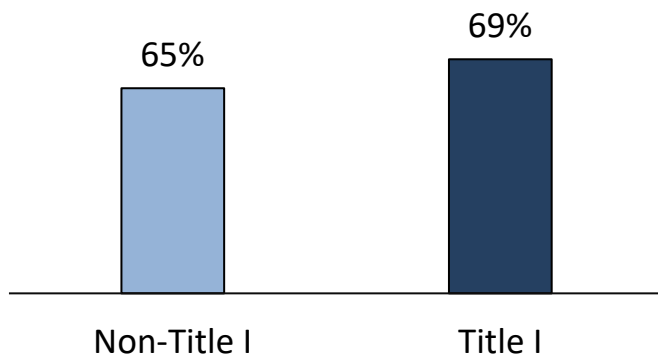
# 2/3 of teachers agree that anti-racist pedagogy should be incorporated into IMPACT

**“I would like IMPACT to include anti-racist pedagogy as a component or part of a component”**

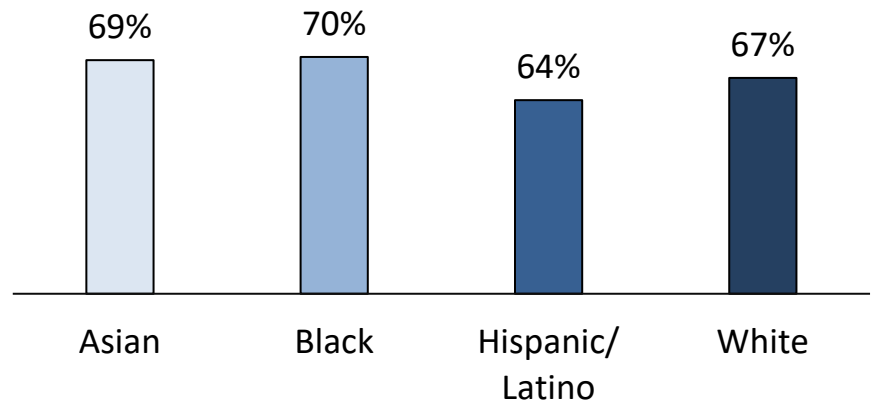


## Percent of teachers agreeing to any extent that anti-racist pedagogy should be included in IMPACT

*By School Title I Status*

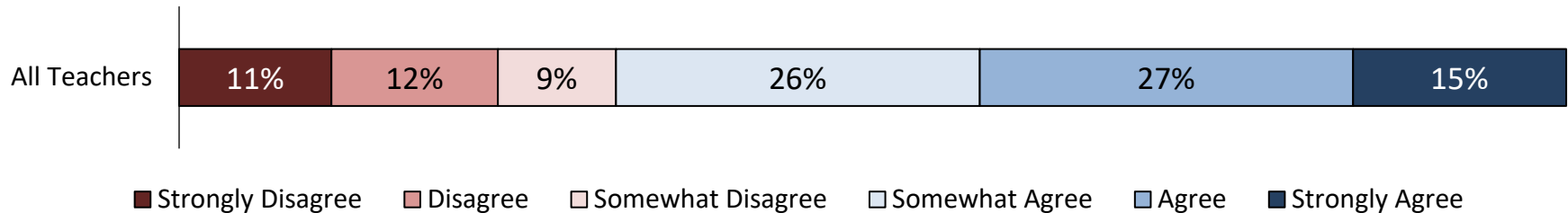


*By Teacher Race*



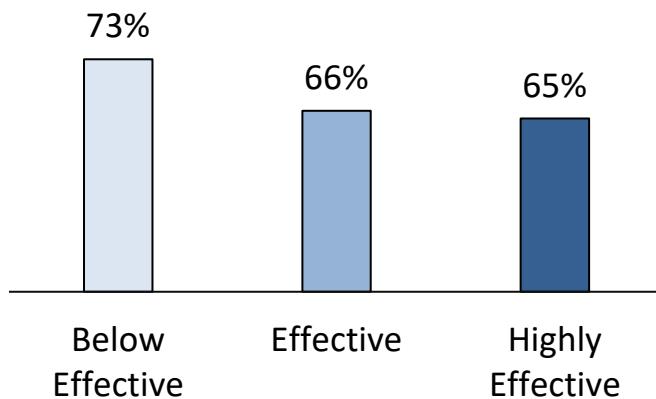
## 2/3 of teachers want to set TAS goals related to social-emotional learning

**"I would want to set TAS goals related to social-emotional learning student outcomes (in addition to academic goals), if permitted."**

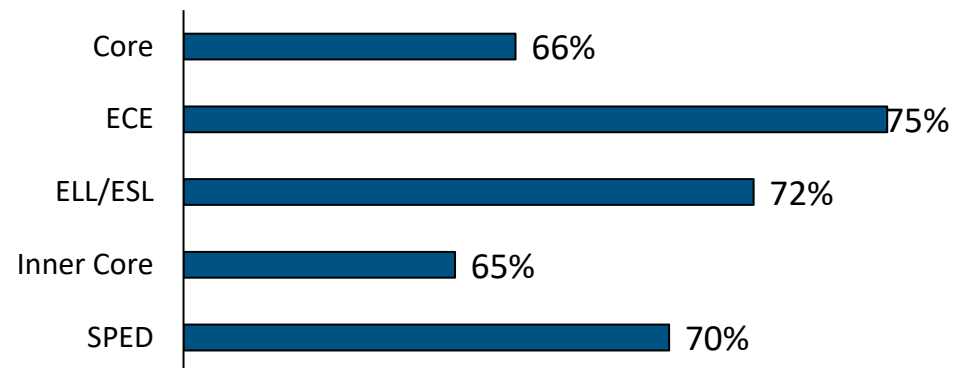


**Percent of teachers agreeing to any extent that they would want to set SEL TAS goals.**

*By Teacher Effectiveness*



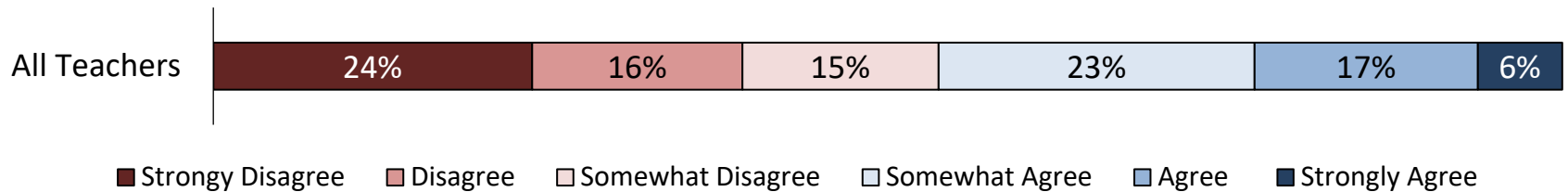
*By Teacher Subject*



Feedback on the Student Survey was slightly more favorable than when asked in Fall 2019, for teachers who have IMPACT student surveys

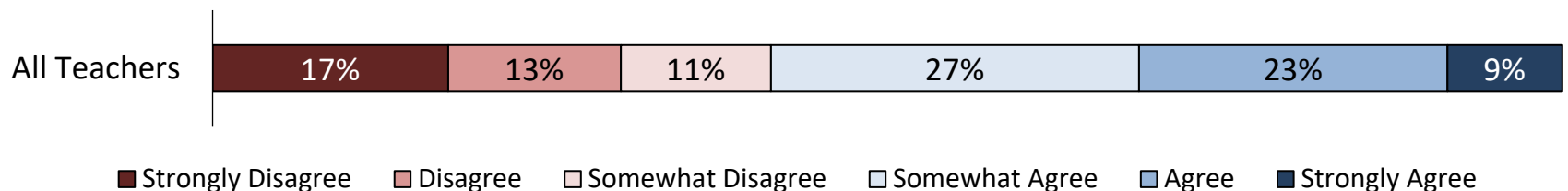
## Fall 2019

**"The Student Survey component of IMPACT supports my professional growth."**



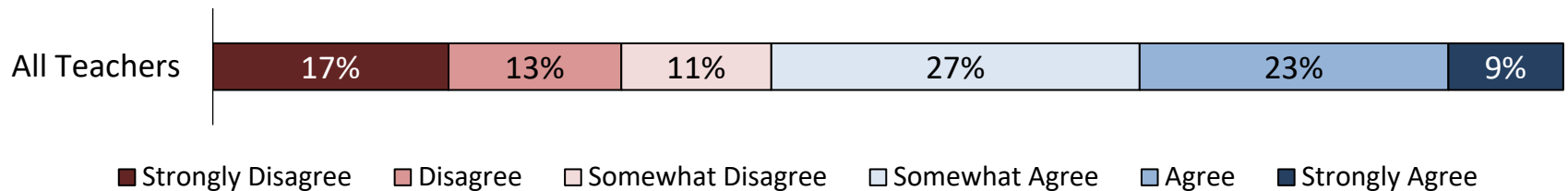
## Spring 2021

**"Feedback from the IMPACT Student Surveys of Practice helps me to reflect on and strengthen my relationships with my students."**

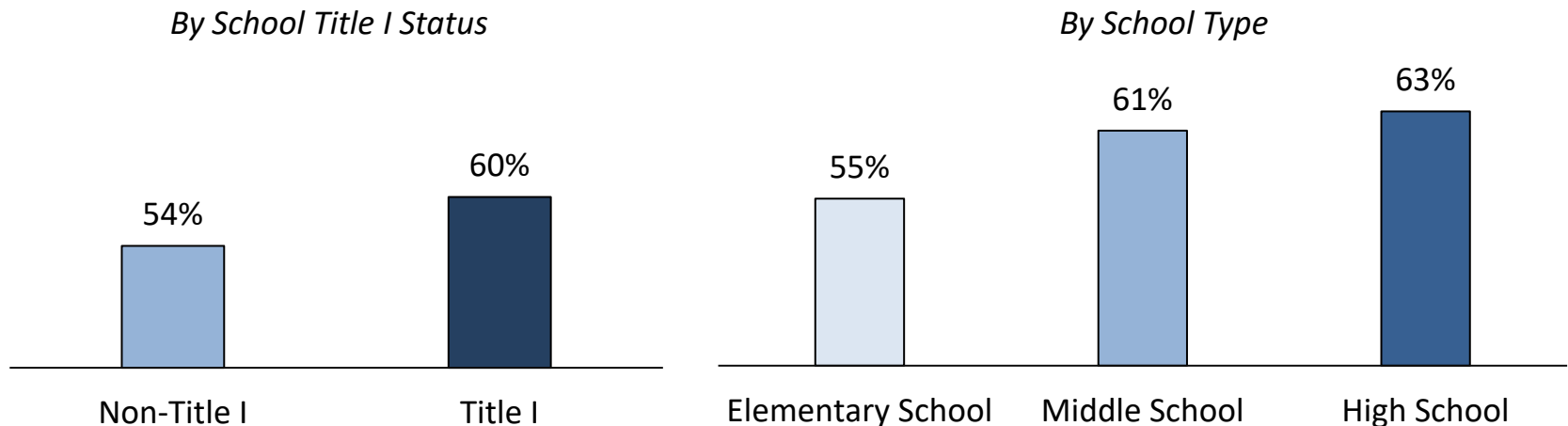


## Majority of teachers (who have had student surveys) agree to some extent that the IMPACT student survey helps to strengthen relationships with students

**"Feedback from the IMPACT Student Surveys of Practice helps me to reflect on and strengthen my relationships with my students."**

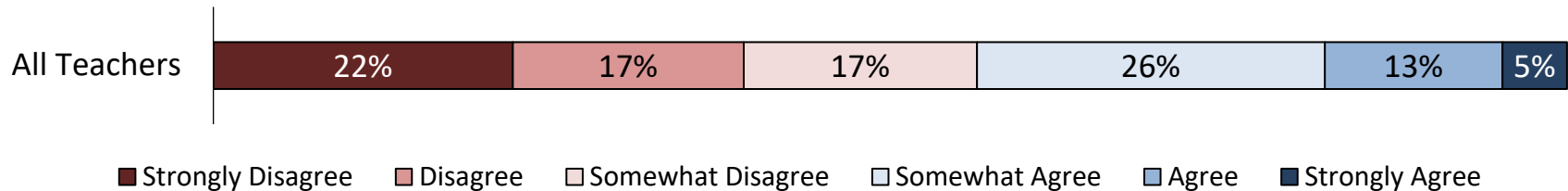


### Percent of teachers agreeing to any extent that the Student Survey helps relationship with students

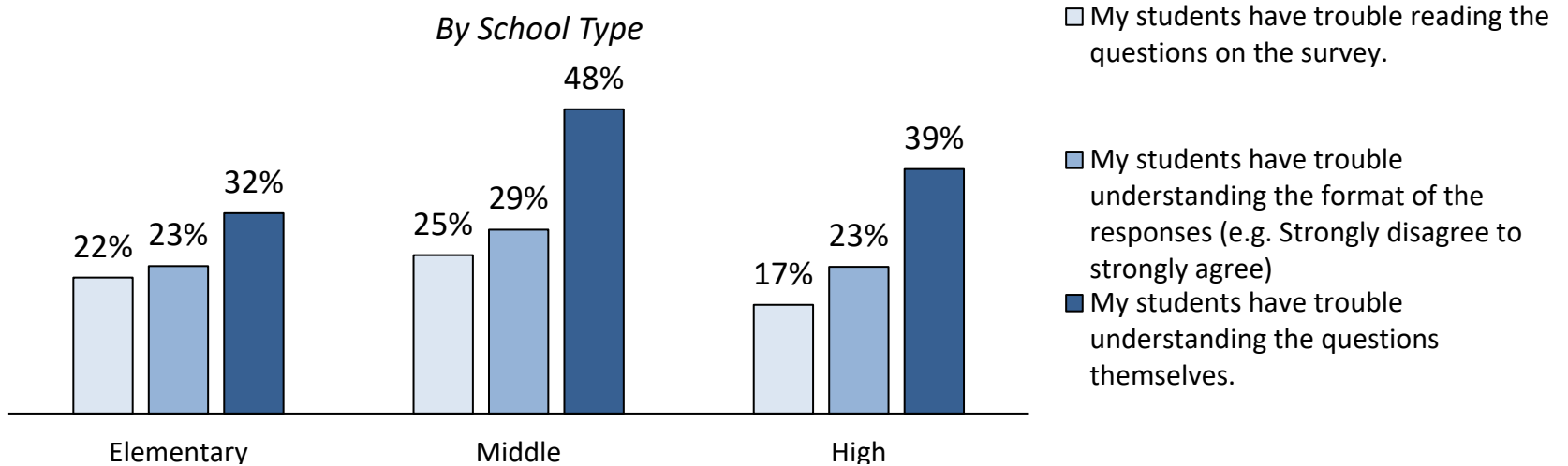


# A majority of teachers say students don't fully understand the questions on the Student Survey

**"My students understand the questions being asked of them on the IMPACT Student Surveys of Practice."**

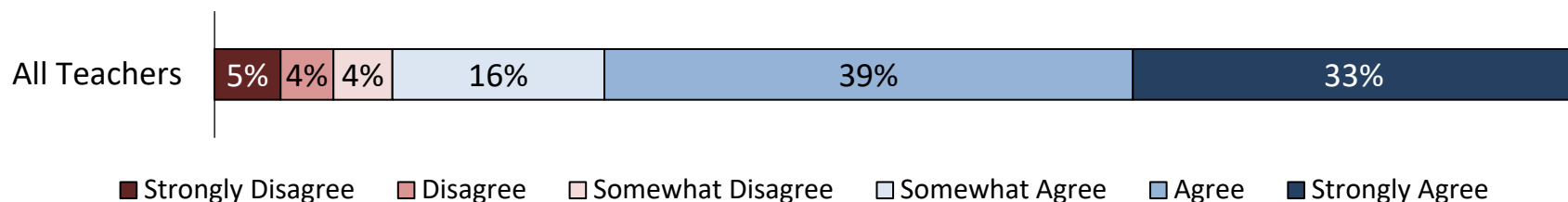


## Teachers who indicated (to any extent) that their students have trouble with the Student Survey were asked to indicate the issue

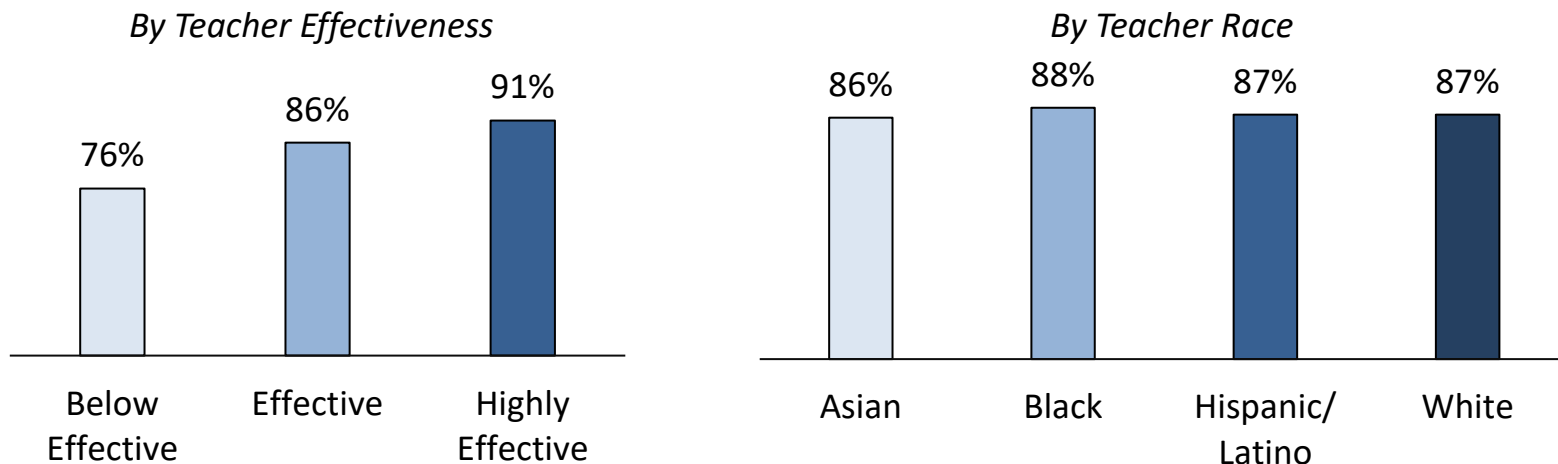


# 87% of teachers agree to some extent that they can discuss questions about their observation with their evaluator

**"If I have a question about my Essential Practices classroom observation, I feel that I can discuss that with my evaluator."**



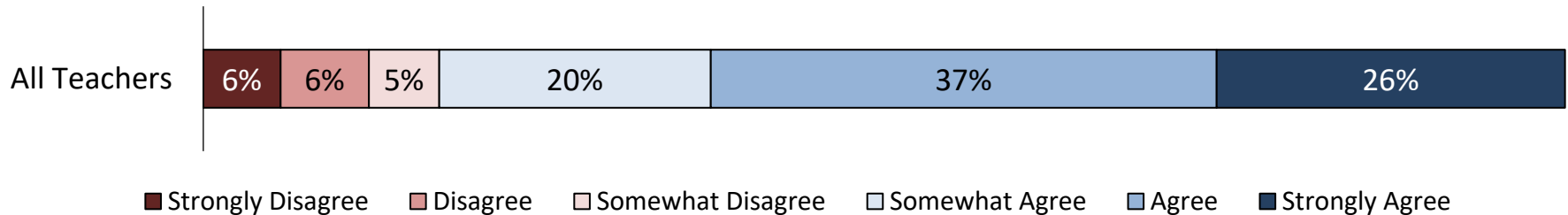
## Percent of teachers agreeing to any extent that they can discuss EP questions with their evaluator





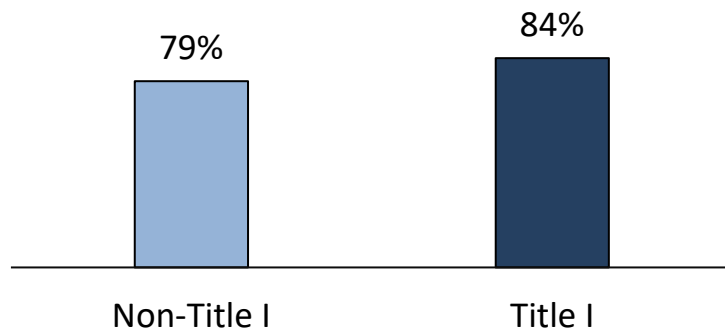
# 8/10 teachers would likely opt into an informal observation

**"If given the opportunity to receive an informal EP observation from an evaluator at my school during the first few months of the school year, I would likely opt into that."**



## Percent of teachers agreeing to any extent that they would likely opt into an informal observation

*By School Title I Status*



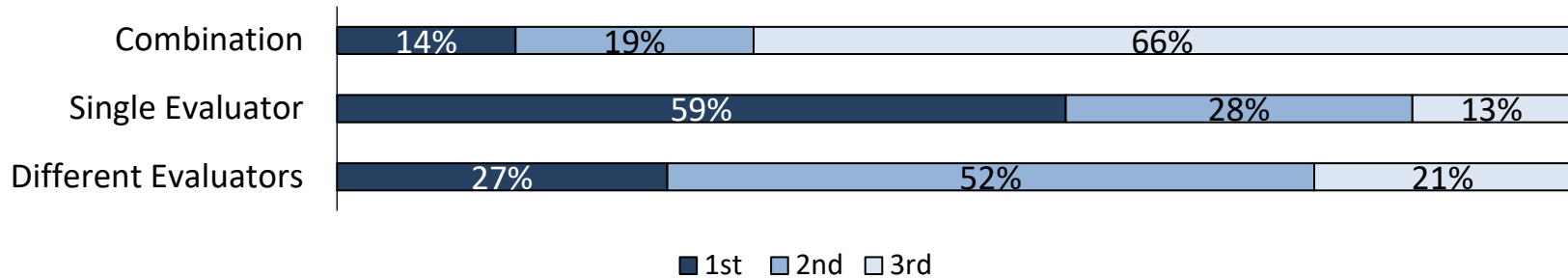
*By Teacher LIFT*



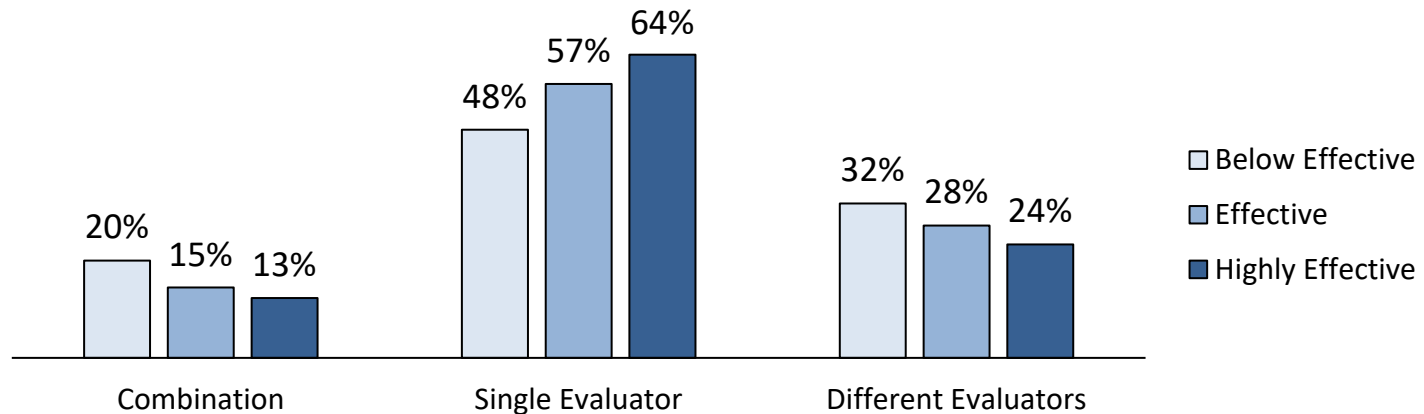
# Most teachers prefer to have a single evaluator

Rank the following in order of which you'd prefer most to least (1=most prefer, 3=least prefer):

- Have a combination of evaluators from my school and evaluators from outside of my school conduct my evaluations.
- Have a single evaluator at my school conduct all of my formal EP classroom observations across EP cycles.
- Have different evaluators at my school conduct my formal EP classroom observations across EP cycles.

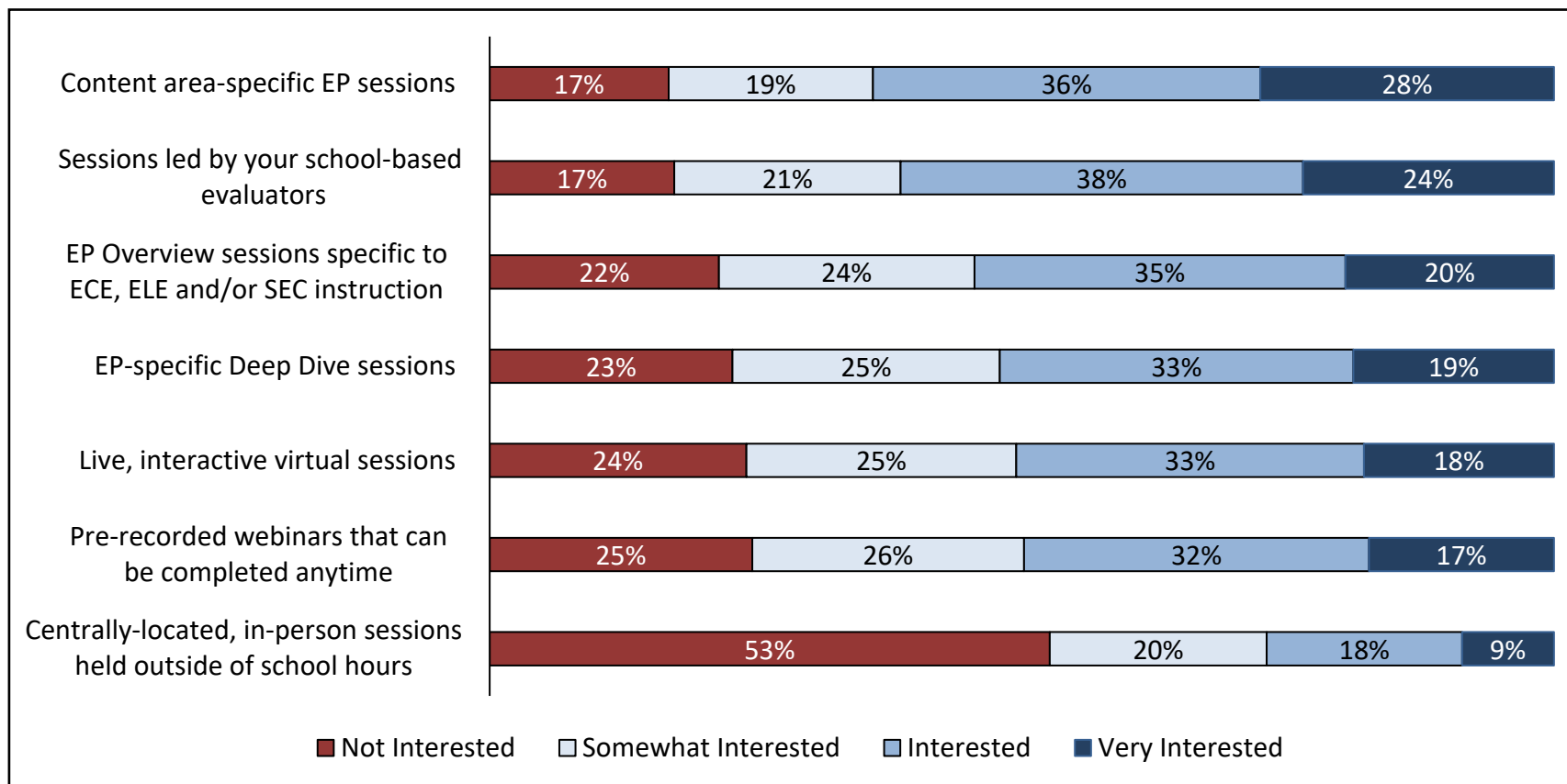


*Top choice by Teacher Effectiveness*



## Regarding EP training opportunities, Teachers are least interested in centrally-located, in-person sessions outside of school hours

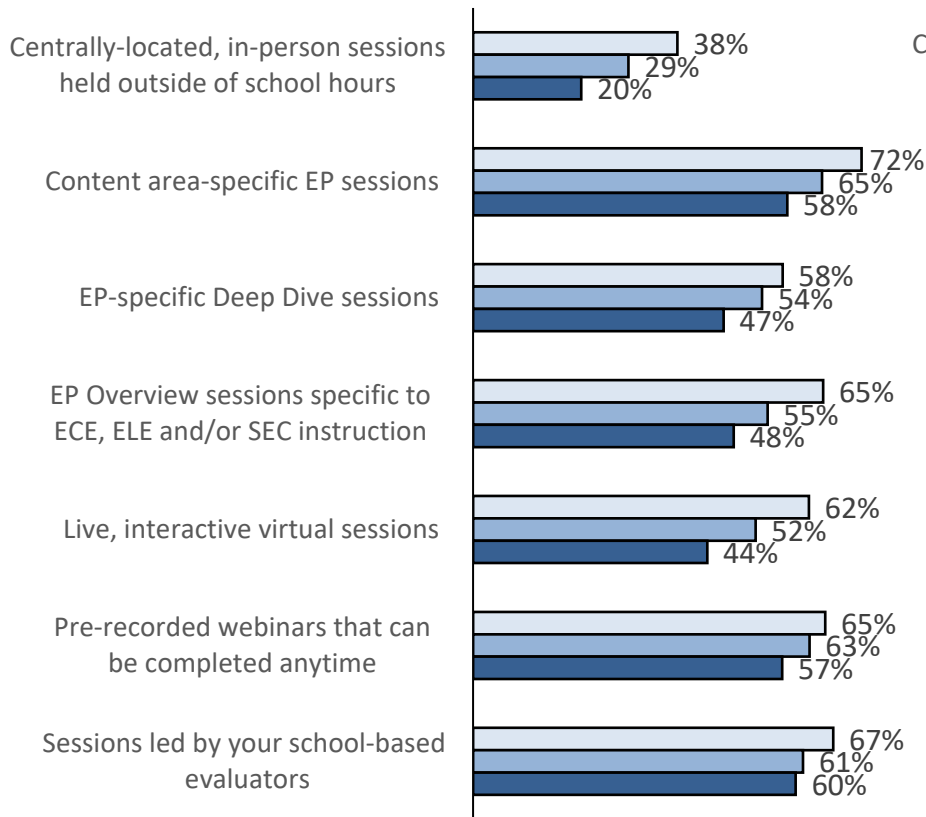
“How interested are you in receiving the following EP training opportunities?”



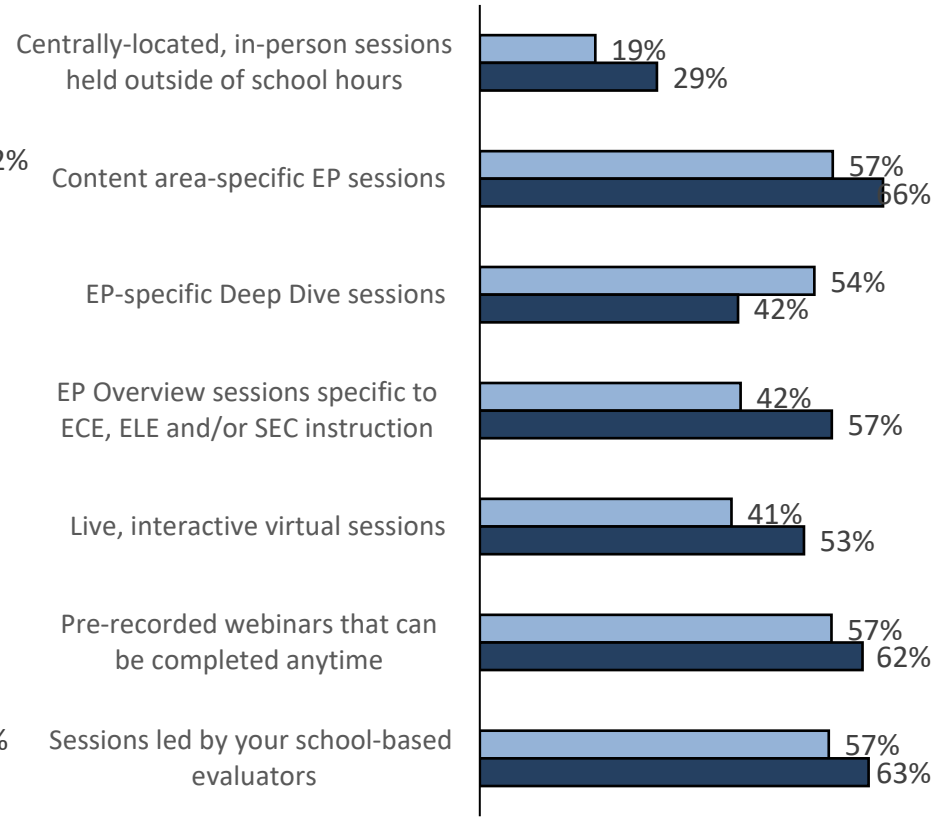
# Teachers are most interested in EP sessions tailored to their content and grade

Teachers indicating that they were interested or very interested in the following EP training opportunities

*By Teacher Effectiveness*



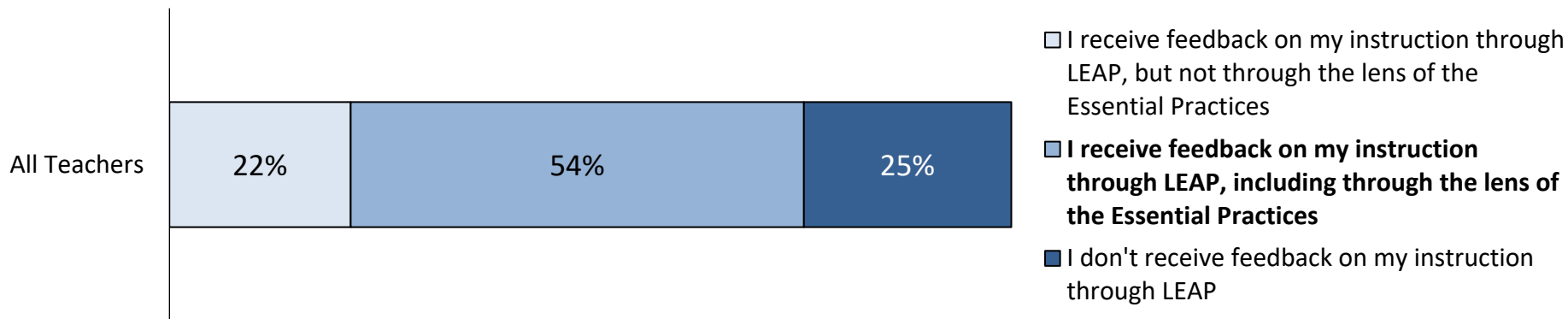
*By School Title I Status*



□ Below Effective    ■ Effective    ■ Highly Effective

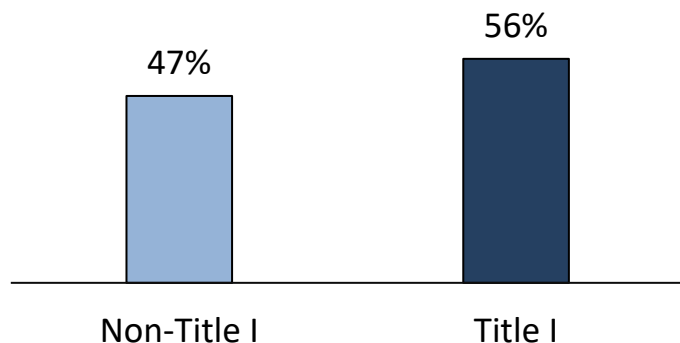
■ Non-Title I    ■ Title I

# Approximately half of teachers receive feedback through LEAP through the lens of the Essential Practices

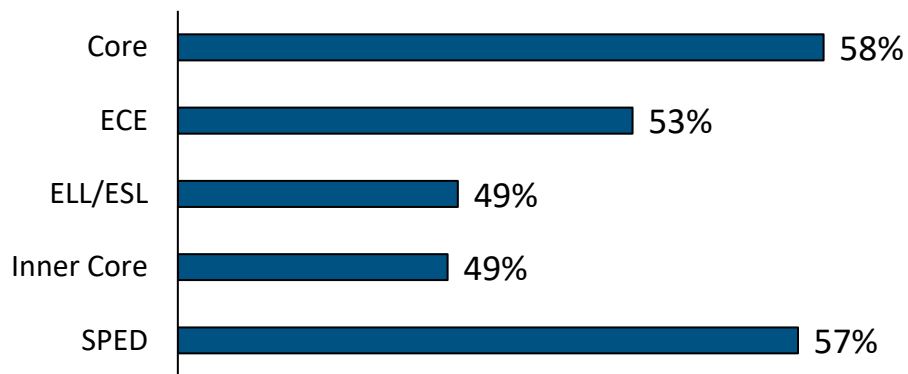


## Percent of teachers who indicate that they receive feedback through LEAP that includes EPs

*By School Title I Status*



*By Teacher Subject*



# Spring 2021 Insight Survey: Themes from Open-Ended Responses

Prompt	Themes
<p>In what ways, if any, would you propose adjusting any IMPACT components to incorporate teacher practices related to being anti-racist and/or to a trauma-informed whole-child approach?</p>	<ul style="list-style-type: none"> <li>• Many teachers suggested incorporating more elements focused on anti-racism and trauma-informed whole-child approaches into the Commitment to School Community IMPACT component.</li> <li>• Many teachers shared concerns about how expectations would be communicated. They also emphasized the importance of receiving related professional development and training.</li> <li>• Some teachers described concerns with subjectivity and how anti-racist and/or trauma-informed whole-child approaches will be assessed.</li> </ul>
<p>Provide any additional thoughts you want to share (if any) regarding what makes an informal observation helpful.</p>	<ul style="list-style-type: none"> <li>• Many teachers said that feedback that is specific in nature and delivered in a timely manner most help to make an informal observation helpful.</li> <li>• Many teachers said informal observations help them to better understand the skills evaluators are looking for them to demonstrate.</li> <li>• Some teachers suggested that informal observations be announced to some degree.</li> <li>• Some teachers expressed a desire for more informal observations.</li> <li>• Some teachers described wanting to focus on a specific skill(s) or EP elements during informal observations.</li> </ul>
<p>Please describe any additional EP training opportunities you'd like to have.</p>	<ul style="list-style-type: none"> <li>• Many teachers expressed a desire for more training opportunities that were specific to their class(es). In particular, they expressed a desire for more EP training related to Special Education, ESL and dual language programs, and to inner core subjects like Art and Music.</li> <li>• Some teachers expressed desire for more EP training opportunities in technology that could be used in class.</li> <li>• Some teachers expressed desire for more EP training opportunities related to SEL and/or anti-racist curriculum and practices.</li> </ul>