



WTU IMPACT SURVEY RESULTS

These survey results exclude names, schools, subject/grade level, certification, and participants' comments. Members may view a copy of the full survey results, excluding names, on the WTU Website (wtulocal6.org) and WTU blog (wtulocal6.blogspot.com) beginning Thursday, July 29th.

Survey Participation: 521 participants completed survey online and 407 completed survey hard copy, totaling 928 participants.

What is your current position in DCPS?

407	47%	Elementary Teacher
259	30%	Secondary Teacher
20	2%	Library Media Specialist
17	2%	Counselor
55	6%	Resource Teacher
27	3%	Service Provider
31	4%	Instructional Coach
3	.3%	Mentor Teacher
56	6%	Other

How many years of service do you have with DCPS?

319	36%	1-5
133	15%	6-10
104	12%	11-15
91	10%	16-20
124	14%	21-25
107	12%	25 +

Have you received sufficient training in the Teaching and Learning Framework to successfully implement it into your instructional practice?

327	38%	Yes
523	62%	No

Has DCPS provided you with training in each of the nine Teach modules?

222	27%	Yes
589	73%	No

Select each of the Teach modules for which DCPS has provided you training.

640	16%	T1-Focus students on lesson objectives
495	13%	T2-Deliver content clearly
524	13%	T3-Engage all students in learning
648	16%	T4-Target multiple learning styles
511	13%	T5-Check and respond to student understanding
297	8%	T6-Maximize instructional time
319	8%	T7-Invest students in their learning
230	6%	T8-Interact positively and respectfully
272	7%	T9-Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

Do you understand what is required of you to earn a 1, 2, 3 or 4 in each of the 9 modules on the Impact Rubric?

409	48%	Yes
435	52%	No

Were you provided with exemplars (videos, modeling, etc.) that clearly demonstrate the performance expectations for you to earn 1,2,3, or 4 in each of the 9 Teach modules during an evaluation?

236	29%	Yes
589	71%	No

Please check the Teach modules for which you have a clear understanding of the rubric expectations.

567	16%	T1-Focus students on lesson objectives
445	13%	T2-Deliver content clearly
425	12%	T3-Engage all students in learning
455	13%	T4-Target multiple learning styles
407	12%	T5-Check and respond to student understanding
292	8%	T6-Maximize instructional time
257	7%	T7-Invest students in their learning
365	10%	T8-Interact positively and respectfully
302	9%	T9-Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

If you are co-teaching ESL or SPED, did you receive your co-teaching evaluation rubric before you were evaluated in an inclusion/co-teaching environment?

41	6%	Yes
135	19%	No
548	76%	NA

Did your school provide professional development training on February 12th?

594	72%	Yes
230	28%	No

If yes to the above question, was your PD training session fully and adequately delivered?

262	35%	Yes
177	24%	No
310	41%	I was unable to attend PD Session or no PD was provided

Was your IMPACT evaluation conducted within your area of certification?

785	91%	Yes
82	9%	No

If your answer was no to the question above, please explain. Show details

Did your Cycle One IMPACT rating from your principal /supervisor on each of the nine Teach modules meet your expectations?

489	59%	Yes
346	41%	No

What was your IMPACT score from your principal/supervisor in Cycle One?

35	4%	1.00-1.74
133	16%	1.75-2.49
391	46%	2.50-3.49
289	34%	3.50-4.00

Do you agree with your IMPACT score from your principal/supervisor?

509	61%	Yes
328	39%	No

If no, please explain why you disagree with your scores? Show details

During your post-observation conference did you receive written evidence from your principal/supervisor to support your rating in each of the Teach modules?

613	74%	Yes
213	26%	No

Has your principal/supervisor provided you with additional support in the Teach modules where you received a rating of less than 2.50?

85	10%	Yes
288	35%	No
456	55%	NA

IF yes to the above question, briefly describe the support provided. Show details

Did your Cycle One IMPACT rating from the Master Educator on each of the nine Teach modules meet your expectations?

368	49%	Yes
377	51%	No

What was your IMPACT score from your Master Educator in Cycle One?

25	3%	1.00-1.74
127	17%	1.75-2.49
412	56%	2.50-3.49
180	25%	3.50-400

Do you agree with your IMPACT score from your Master Educator?

359	49%	Yes
380	51%	No

If no, please explain why you disagree with your scores? Show details

During your post-observation conference did you receive written evidence from your Master Educator to support your rating in each of the Teach modules?

636	88%	Yes
90	12%	No

Has the Master Educator provided you with additional support in the Teach modules where you received a rating of less than 2.50?

126	16%	Yes
310	40%	No
336	44%	NA

IF yes to the above question, briefly describe the support provided. Show details

Has any other DCPS official (Office of PD, PD specialist, etc...) provided you with additional support in the Teach modules where you received a rating of less than 2.50?

83	11%	Yes
383	50%	No
298	39%	NA

Under IMPACT, 5% of the evaluation for teachers in non-testing grades/subjects is based on school-wide performance of students on the DC-CAS. Do you think using school-wide performance is an effective way of evaluating the individual performance of teachers?

127	16%	Yes
684	84%	No

Please explain your answer. Show details

Do you teach in a testing grade (DC-CAS)?

399	48%	Yes
429	52%	No

Under IMPACT, 50% of the performance evaluation for DCPS teachers who teach in testing grades will be based on the amount of growth their students show in their DC-CAS scores. Do you believe that basing 50% of a DCPS teacher's evaluation on their students' performance on the DC-CAS is an effective way to evaluate DCPS teachers?

83	10%	Yes
730	90%	No

Please explain your answer. Show details

Under IMPACT, teachers will be held accountable for their students achieving a predetermined amount of growth in their DC-CAS scores. The amount of growth your students must achieve is pre-determined through use of a "Value Added" model. Do you understand the "Value Added" model DCPS is using to determine the amount of student growth for which you are being held accountable?

147	19%	Yes
639	81%	No

Have you received sufficient training from DCPS on the "Value Added" model?

94	11%	Yes
733	89%	No

Has DCPS informed you of the amount of growth your students are expected to achieve on the DC-CAS?

167	20%	Yes
354	43%	No
310	37%	NA

Do you believe DCPS should include student performance on standardized tests (DC-CAS) as a component of the teacher evaluation process?

274	34%	Yes
533	66%	No

Please explain your answer. Show details

If student performance on standardized tests must be included in DCPS teacher evaluations, what percentage do you believe would be appropriate?

419	53%	0-10%
183	23%	11-20%
122	16%	21-30%
30	4%	31-40%
18	2%	41-50%
12	2%	50%+

Please provide any additional comments. Show details

The following statements capture some of the concerns WTU has received from our members and others regarding the implementation of IMPACT. Please indicate if you agree or disagree with each concern. Use the following space to further comment if necessary. Show details

DCPS should have piloted IMPACT and made necessary modifications prior to system-wide implementation.

820	95%	Agree
44	5%	Disagree

IMPACT should have been independently evaluated and validated through scientific evidence and research prior to implementation.

771	91%	Agree
72	9%	Disagree

Teachers were provided only one day of training on IMPACT prior to implementation. DCPS did not provide teachers enough training and allow sufficient time for teachers to understand IMPACT before implementing it.

785	92%	Agree
71	8%	Disagree

The IMPACT evaluation system is designed to hold teachers accountable for the new Teaching and Learning Framework. DCPS should have allowed sufficient time for teachers to become comfortable implementing the new Teaching and Learning Framework into their instructional practice prior to being assessed through IMPACT evaluations.

809	94%	Agree
49	6%	Disagree

Principals, supervisors and Master Educators need more training in order to correctly assess teacher performance in each of the Teach modules using the evaluation rubric.

798	94%	Agree
51	6%	Disagree

DCPS needs to provide teachers with a variety of well-designed exemplars that clearly illustrate what a 1,2,3, or 4 looks like in each of the 9 Teach modules.

830	97%	Agree
25	3%	Disagree

There is a lack of consistent understanding of IMPACT expectations by teachers.

795	94%	Agree
47	6%	Disagree

There is a lack of uniform understanding among teachers, principals, supervisors and Master Educators of the performance expectations in the 9 Teach modules to earn a 1,2,3, or 4.

788	94%	Agree
51	6%	Disagree

Please identify any specific concerns you have regarding IMPACT. Show details

Based on your understanding of the IMPACT evaluation system, do you feel that it is an effective way to evaluate the performance of DCPS teachers?

155	19%	Yes
651	80%	No