



# Washington Teachers' Union

FULFILLING THE COMMITMENT TO BUILD GREAT MINDS

## IMPACT Frequently Asked Questions

**If you receive a highly effective rating and can qualify for the incentive, are you still protected under the union contract?**

No, not for the purposes of excessing. Once you accept and receive the Highly Effective bonus but are later excessed, you are not entitled to file a grievance regarding your excess. However, you are entitled to protection by all other parts of the Collective Bargaining Agreement (CBA).

**Our Principal on several occasions told staff in a meeting, if she rated them today they will be rated minimally effective. Can she do that?**

The WTU believes these statements could represent a form of 'workplace bullying' as outlined in the DCMR Title 5, Chapter 5-B25 which states; "bullying is repeated intentional behavior that occurs in order to intentionally harm others through verbal or nonverbal Harassment, physical Assault, or other more subtle methods of coercion. Such behavior may include, but is not limited to, manipulation, teasing, taunting, threatening, hitting, stealing, destroying personal property, sending threatening, abusive emails, text messages, or other electronic communications." If this behavior continues, please document the incident with the date, time and place it occurred, staff witness names that were present to observe and contact your WTU Field Services Specialist as soon as possible to discuss.

**Can a Master Educator (ME) email you your scores without a post conference or without any notification?**

No. According to the IMPACT Guidebooks, there must be a conference 15 calendar days following the formal observation by the administrator or master educator. The observer will meet with you to share feedback and discuss next steps for professional growth. If your Master Educator failed to meet with you, **please contact your WTU Field Service Specialist as soon as possible as this could represent a procedural violation of the process.** Procedural violations can be grieved at the end of the year, once your Final Impact score is received.



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### **Are the IMPACT calculations correct when you drop the lowest score?**

WTU cannot attest to the validity of IMPACT scores but we are presently requesting the IVA formula used when calculating Value Added IMPACT scores. According to the DCPS IMPACT Guidebooks, there are cases when an observation score may be dropped. The IMPACT Guidebooks state; “We know that for any number of reasons- a lesson that just didn’t go very well, a first attempt at a new teaching strategy, a last minute change to the daily schedule- sometimes teachers have an observation score that is significantly lower than their other scores. If you receive an observation score that is one full point lower than the average of your other scores, the low score will be dropped when calculating your final TLF score at the end of the year.

For example, imagine that you receive the following observation scores, 2.1, 3.4, 3.5 and 3.6. Since the lowest score (2.1) is more than one point lower than the average of the other three scores (3.5), the 2.1 score will be dropped. In this case your overall TLF score will be 3.5.”

### **How is the revised Impact better than the last one?**

Please refer to DCPS Overview of Changes to IMPACT for 2013-14 on WTU’s website at [www.wtulocal6.org](http://www.wtulocal6.org)

### **How many Early Childhood teachers are impacted low at high order thinking T7 since the Tools Curriculum has been mandated?**

We don’t have data to answer this question. Tools of the Mind Curriculum is aligned to Common Core standards, and supports students with mastery high level content by scaffolding from independent to frustrational levels. From the Teaching and Learning Framework perspective, it may be worth supporting teachers with understanding the various levels of DOK (or Blooms), and explicitly aligning the various performance tasks of “Tools” to the various levels of DOK so that teachers are clear on how to leverage “higher order questioning.” Another approach may be to look at the goals of “Tools” and “backwards scaffold” to identify and teach the discrete skills of those goals so that teachers can see the progression from lower order thinking skills to higher order thinking skills.



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### **As an Early Childhood Professional, are we affected by our schools DC CAS scores? Affected in our overall IMPACT score?**

No. According to the IMPACT Guidebook for Group 2 A Teachers- there are four components for which teachers in this group are rated. They include the Teaching and Learning Framework. This component makes up 75% of your IMPACT score. Teacher Assessed Student Achievement Data (known as TAS). This component makes up 15% of your IMPACT score. Commitment to the School Community (CSC). This component makes up 10% of your IMPACT score. The Core Professionalism (CP component is a measure of the four basic professional requirements of all school-based personnel. This component is scored differently from the others, and is not represented in the pie chart featured in the IMPACT Guidebooks. Refer to Core Professionalism of your IMPACT Guidebook for further information.

### **Are principals on orders to deflate teachers' averages? My Principal is not certified in my area of teaching. How can s/he evaluate me under these circumstances?**

The WTU is not aware of any orders given by the Central Office to deflate teacher evaluation scores. As long as a principal meets the qualifications as a DC School leader and has obtained an Administrative Services Credential (ASC), then they can evaluate teachers without a specialty certification in the areas you mentioned.

### **A document that changes from year to year is merely a testing tool at the expense of DCPS teachers. When will it stop?**

The WTU agrees that a moving target is tough to hit. While it is understandable that performance management tools will change from time-to-time to reflect the changing needs of the District, our stance is that if IMPACT changes in any way, DCPS should clearly publicize the changes and provide the requisite training so that WTU members are not set up to fail.

Washington Teachers' Union is offering a series of professional development courses that seek to bolster teacher practice. Most of the current courses are E, R & D specific, but the new professional development platform is moving toward the design and implementation of WTU specific courses that support both non-classroom ET-15's and that improve teacher practice around the Teaching & Learning Framework. WTU is



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looking forward to creating job embedded professional development whereby the PD comes to teachers in the form of co-planning, co-teaching, modeling and facilitated data analysis.

### **Does the WTU believe that there are too many IMPACT evaluations, given that there are no training opportunities to strengthen performance?**

WTU believes there is not concrete support around teachers struggling with IMPACT evaluations. February 13, 2014 marked the beginning of the final phase of IMPACT evaluations for teachers; February 13- June 12, 2014 (Master Educator observations) and March 6-June 12, 2014 (Administrator observations)—The Washington Teachers' Union is looking to build an embedded teaching and learning support platform for teachers who, receive low scores after their first two observations. While DCPS professes to have Instructional Coaches, many schools, especially at the secondary level, do not have Instructional Coaches and DCPS has committed support from Master Educators only for teachers new to the teaching profession.

### **For purposes of IMPACT, teachers should be evaluated by the Master Educator once and your administrator once. Additionally, IMPACT should not given to first year teachers. IMPACT is highly subjective and allows for possible abuse of the tool. How does WTU Feel about IMPACT?**

IMPACT is used to evaluate all teachers, regardless of years in the profession. Classroom teachers are evaluated using the Teaching and Learning Framework cumulatively—meaning that teachers are evaluated on all of the components of the TLF simultaneously. There is little room for teachers to improve their craft incrementally, by focusing on specific parts of the TLF and attempting to improve those components specifically. While IMPACT measures specific detailed components of effective teaching and learning, it is qualitative in nature rather than quantitative making it more subjective than perhaps a high stakes teacher evaluation should be, especially when there is not a pre-conference that establishes goals and baseline data for teachers by which to improve.



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**With all the new charter schools opening in DC, many of students leave DCPS and attend charter schools. However, when they return to DCPS, does the federal money allocated for that student's education also go back to DCPS?**

No, that money does not follow a student who leaves a charter school in DC to attend a DC Public School. However, WTU believes that the money should follow students.

**How effective is Impact when teachers are being observed with no form of media support (i.e. video/audio recording)?**

There are teachers who would prefer to be recorded. While WTU understands that position, we are concerned that an audio/video recording may represent a privacy violation and may be used elsewhere without the teacher's permission. In addition, the recording may not capture students' reactions if focused on the teacher. It may prove more harmful than good.

**Case Managers in my high school setting are being impacted for academic content that is not their specialty versus strategies for accommodation and modification?**

Case Managers, like all other educators in DCPS, are evaluated on IMPACT based criteria determined by the DCPS IMPACT team. At this time, WTU cannot negotiate over the content of criteria set forth in the IMPACT guidelines. However, the WTU can ensure that DCPS evaluates Case Managers based on the criteria set forth in the appropriate guidebook. If you or someone in your school has reason to believe that you are not being evaluated based on the criteria for your IMPACT group, please send a written narrative to [impactsupport@wtulocal6.net](mailto:impactsupport@wtulocal6.net)