

Appendix 1: IMPACT

The excerpts below are taken directly from the DCPS IMPACT evaluation rubric for Group 1 teachers: teachers with Individual Value Added, or test score components as included in their IMPACT score. For a complete copy of the DCPS IMPACT guidelines, and guidebooks for other groups of educators, visit: <http://dcps.dc.gov>, located under “In the Classroom”, “Ensuring Teacher Success”.

Each of the “Teach” sections corresponds to a point within the DCPS Teaching and Learning Framework and is a specific goal for teachers to accomplish within the classroom. “CSC” stands for Commitment to School Community and represents factors outside the classroom that teachers are also evaluated on. “Level 4” indicates a “Highly Effective Educator”, in some examples, excerpts from “Level 3” or “Effective Educators” are also included for elaboration.

LEVEL 4 (HIGHEST)	
TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS	
TLF T1	Teacher is highly effective at leading well-organized, objective-driven lessons.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Students can authentically explain <i>what</i> they are learning, beyond simply repeating back the stated or posted objective. • Students can authentically explain <i>why</i> what they are learning is important, beyond simply repeating the teacher’s explanation. • Students understand how the objective fits into the broader unit and course goals. For example, this might be shown through an effective teacher explanation of how the lesson connects to the unit’s essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The teacher actively and effectively engages students in the process of connecting the lesson to their prior knowledge. For example, the teacher might ask students to connect concepts to their own experiences or to what they have learned in other courses.

LEVEL 4 (HIGHEST)	
TEACH 2: EXPLAIN CONTENT CLEARLY	
TLF T2	Teacher is highly effective at explaining content clearly.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none">• Explanations are concise, fully explaining concepts in as direct and efficient a manner as possible.• The teacher effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest.• When appropriate, the teacher explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other.• Explanations provoke student interest in and excitement about the content.• Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.

LEVEL 4 (HIGHEST)		
TEACH 3: ENGAGE STUDENTS AT ALL LEARNING LEVELS IN RIGOROUS WORK		
TLF T3	Teacher is highly effective at engaging students at all learning levels in rigorous work.	Teacher is eff learning level:
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as both of the following:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to all students at different learning levels. • The teacher makes the lesson challenging to all students at different learning levels. 	<p><i>The following</i></p> <ul style="list-style-type: none"> • The teacher almost all s teacher kno that the les they are. Fo might differ (using strat flexible gro ments) in o to access tl • The teacher almost all s

Teacher is effective at engaging students at all learning levels in rigorous work.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher makes the lesson accessible to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson meets almost all students where they are. For example, if necessary, the teacher might differentiate content, process, or product (using strategies that might include, for example, flexible grouping, leveled texts, or tiered assignments) in order to ensure that students are able to access the lesson.

- The teacher makes the lesson challenging to almost all students; there is evidence that the teacher knows each student's level and ensures that the lesson pushes almost all students forward from where they are. For example, the teacher might ask more challenging questions, assign more demanding work, or provide extension assignments in order to ensure that all students are challenged by the lesson.

LEVEL 4 (HIGHEST)		
TEACH 4: PROVIDE STUDENTS MULTIPLE WAYS TO ENGAGE WITH CONTENT		
TLF T4	Teacher is highly effective at providing students multiple ways to engage with content.	Teacher is ways to en
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as the following:</i></p> <ul style="list-style-type: none"> The ways students are provided to engage with content all significantly promote student mastery of the objective; students respond positively and are actively involved in the work. 	<p><i>The followi</i></p> <ul style="list-style-type: none"> The teach way to e all ways particul giving s (for exam verbal/l for man

LEVEL 3	
H CONTENT	
	Teacher is effective at providing students multiple ways to engage with content.
	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher provides students more than one way to engage with content, as appropriate, and all ways are matched to the lesson objective. For particular types of lessons, this may only entail giving students two ways to engage with content (for example, a Socratic seminar might involve verbal/linguistic and interpersonal ways), while for many lessons, this may involve three or more. The ways students engage with content all promote student mastery of the objective.

LEVEL 4 (HIGHEST)**TEACH 5: CHECK FOR STUDENT UNDERSTANDING**

Teacher is **highly effective** at checking for student understanding.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- The teacher checks for understanding at all key moments.
- Every check gets an accurate “pulse” of the class’s understanding.
- The teacher uses a variety of methods of checking for understanding.
- The teacher seamlessly integrates information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate.

**TLF
T5**

LEVEL 4 (HIGHEST)**TEACH 6: RESPOND TO STUDENT MISUNDERSTANDINGS****TLF
T6**

Teacher is **highly effective** at responding to student misunderstandings.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- The teacher responds to almost all student misunderstandings with effective scaffolding.
- The teacher anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson.
- The teacher is able to address student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand.

LEVEL 4 (HIGHEST)		LEVEL 3
TEACH 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
TLF T7	Teacher is highly effective at developing higher-level understanding through effective questioning.	Teacher is effective at developing higher-level understanding through effective questioning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher asks higher-level questions at multiple levels of Bloom's taxonomy, if appropriate to the lesson. • Students are able to answer higher-level questions with meaningful responses, showing that they are accustomed to being asked these kinds of questions. • Students pose higher-level questions to the teacher and to each other, showing that they are accustomed to asking these questions. 	<p><i>The following best describes Level 3:</i></p> <ul style="list-style-type: none"> • The teacher frequently develops higher-level understanding through effective questioning. • Nearly all of the questions are designed to develop higher-level understanding. • The teacher uses a variety of questioning techniques.

LEVEL 4 (HIGHEST)

TEACH 8: MAXIMIZE INSTRUCTIONAL TIME

TLF
T8

Teacher is **highly effective** at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.
- Transitions are orderly, efficient, and systematic, and require little teacher direction.
- Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- Students share responsibility for the operations and routines in the classroom.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.

LEVEL 4 (HIGHEST)**TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM**

Teacher is **highly effective** at building a supportive and learning-focused classroom community.

For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:

- Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher.
- Students may give unsolicited praise or encouragement to their peers for good work, when appropriate.
- Student comments and actions demonstrate that students are excited about their work and understand why it is important.
- There is evidence that the teacher has strong, individualized relationships with students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.
- Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work.

**TLF
T9**

CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES

CSC 1

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

CSC 3: HIGH EXPECTATIONS

CSC 3

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Examples of how one might promote high expectations include

Appendix 2: TeachPeaceDC Survey

This survey was created online using Zoomerang, a survey hosting website, and was distributed through email, Twitter, Facebook, Blog Posts, as well as paper copies to some schools.

Page 1 - Question 1 - Choice - Multiple Answers (Bullets)

What is your relationship to DC Public Schools?

- ☐ I am a DCPS teacher
- ☐ I work in a DCPS school
- ☐ I work in the central office
- ☐ I am a student
- ☐ I am a volunteer
- ☐ I am a parent
- ☐ I am a community member
- ☐ Other, please specify

Page 1 - Question 2 - Open Ended - Comments Box

Optional: Which school do you work in/with?

Page 2 - Question 3 - Choice - One Answer (Bullets)

Please respond to the statement: I am familiar with the term "peace education".

- ☐ Very familiar
- ☐ Somewhat familiar
- ☐ Not at all familiar

Page 2 - Question 4 - Rating Scale - Matrix

How familiar are you with the following terms?

	Very Familiar	Somewhat Familiar	Not at all familiar
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple intelligences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-bullying programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberating education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanizing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Rights education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disarmament education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global/international education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-posing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 2 - Question 5 - Choice - One Answer (Bullets)

I would like to know more about these resources

- ☐ True
- ☐ False

Page 2 - Question 6 - Choice - One Answer (Bullets)

I feel I have access to these resources

- ☐ True
- ☐ False

Page 2 - Question 7 - Choice - One Answer (Bullets)

I feel that my school supports the use of these resources in the classroom

- ☐ True
- ☐ False

Page 3 - Question 8 - Choice - One Answer (Bullets)

I think incorporating peace education into my classroom is...

- ☐ Very important
- ☐ Somewhat important
- ☐ Not at all important
- ☐ I don't know what peace education is
- ☐ Other, please specify
-

Page 3 - Question 9 - Choice - Multiple Answers (Bullets)

[Up To 4 Answers]

I would be more likely to use peace education resources in my classroom if...

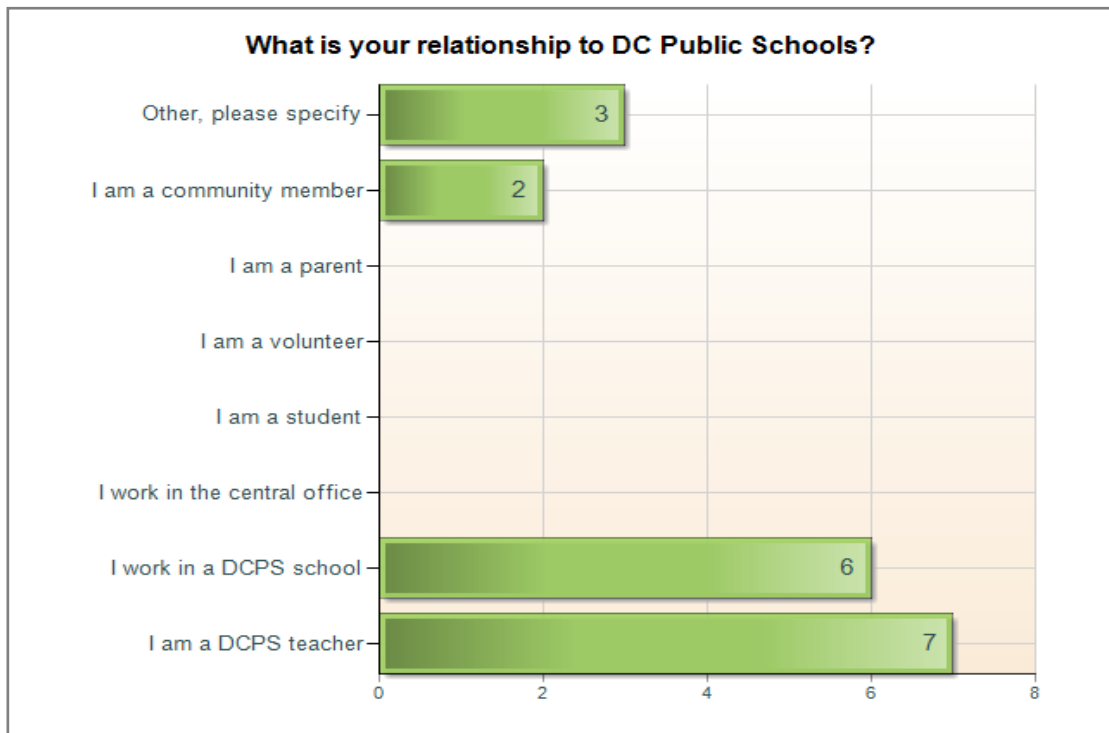
- ☐ I had more time
- ☐ I had more support from my school
- ☐ I had greater access to peace education resources
- ☐ I thought it would improve my IMPACT score
- ☐ I better understood what "peace education" means
- ☐ I had more information on how to incorporate them into my current curriculum
- ☐ Other, please specify
-

Page 3 - Question 10 - Choice - Multiple Answers (Bullets)

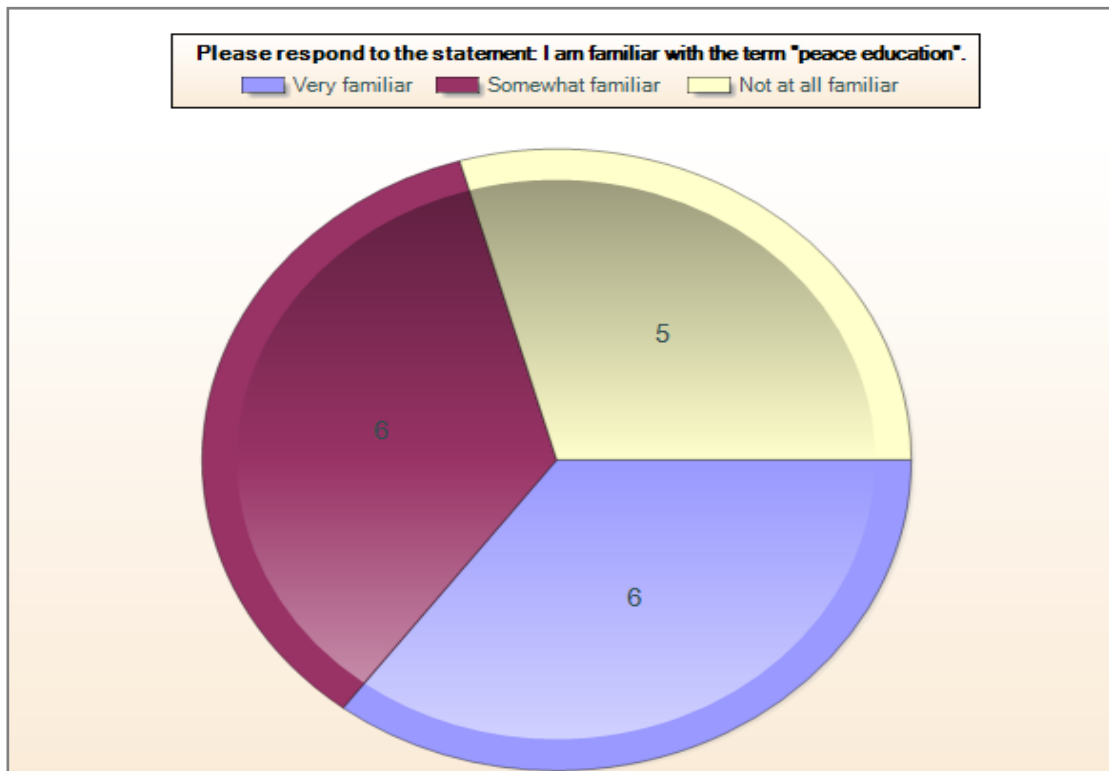
To get more information about peace education, I would prefer

- ☐ A website
- ☐ A book/print publication
- ☐ A workshop, class, conference, or professional development session
- ☐ A podcast
- ☐ A conversation with a peace educator

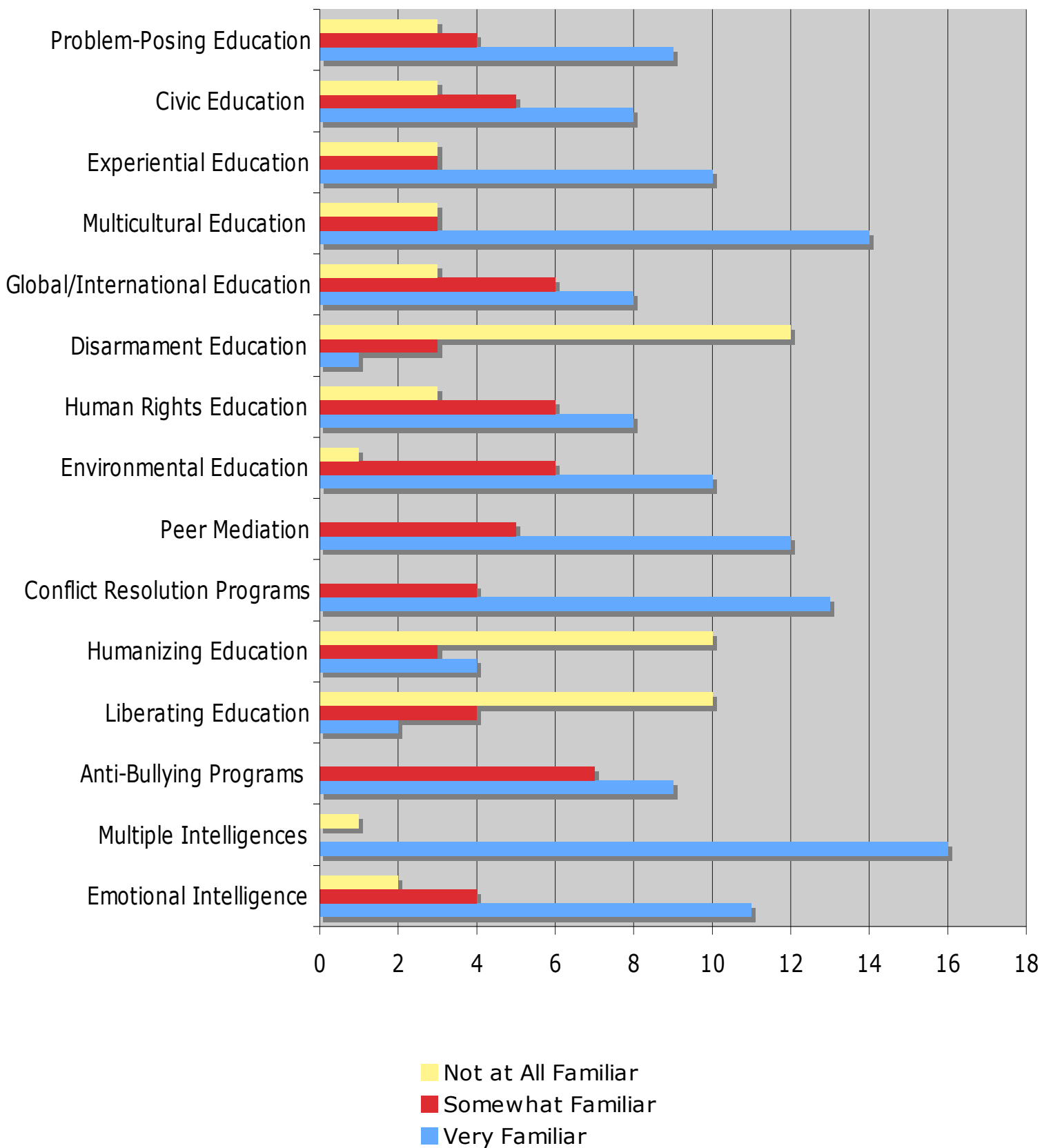
Appendix 3: Survey Results and Data

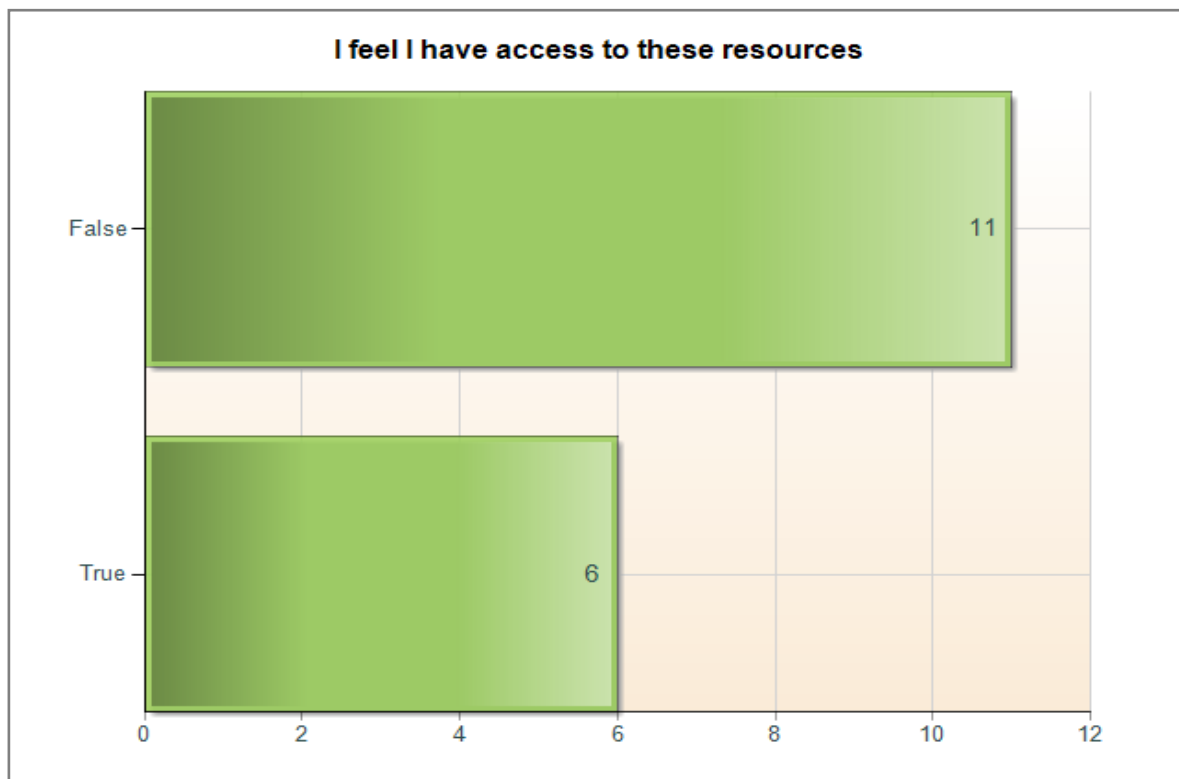
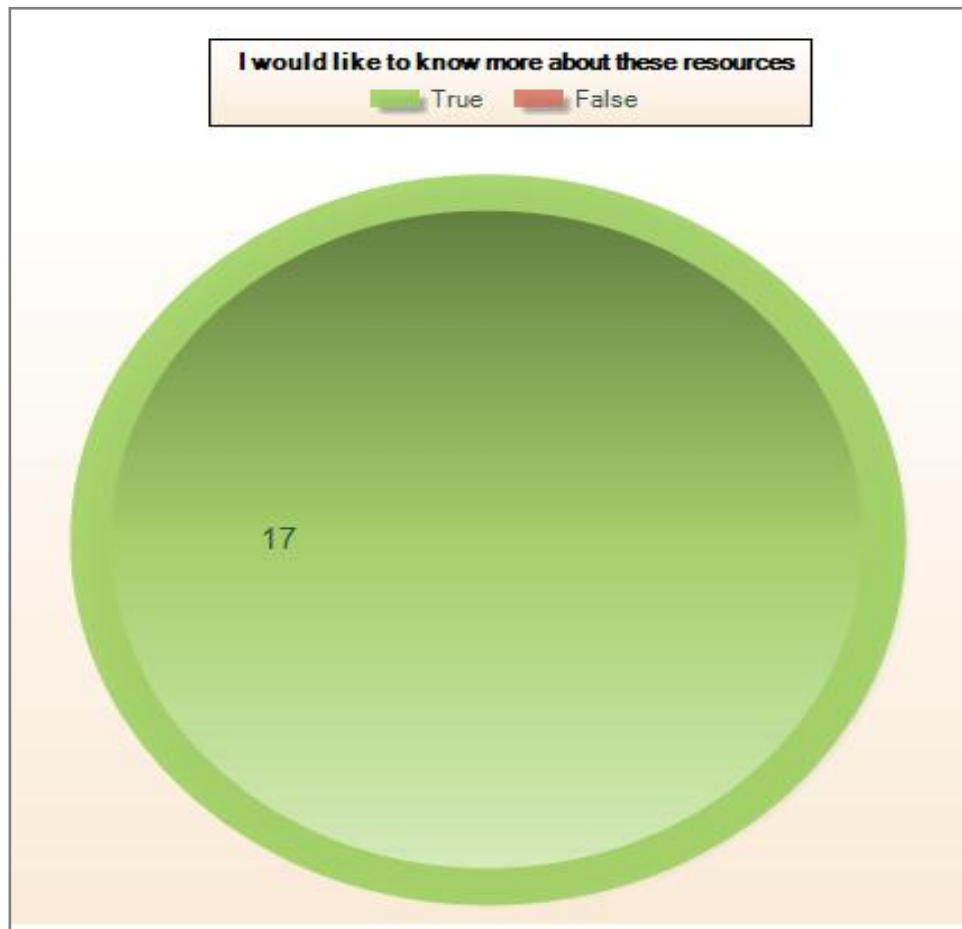


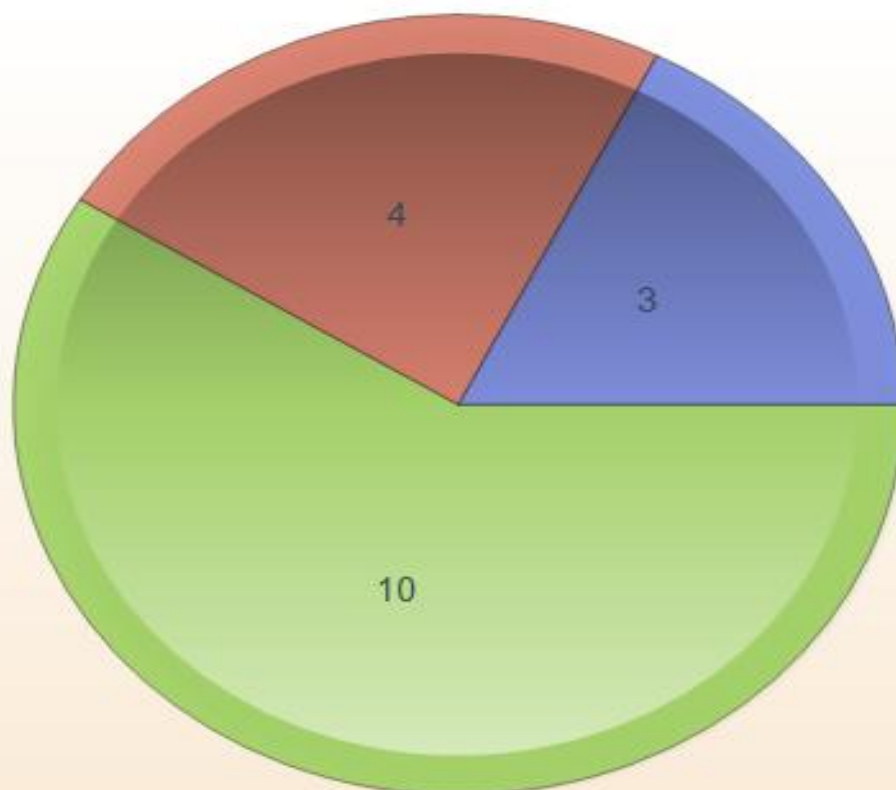
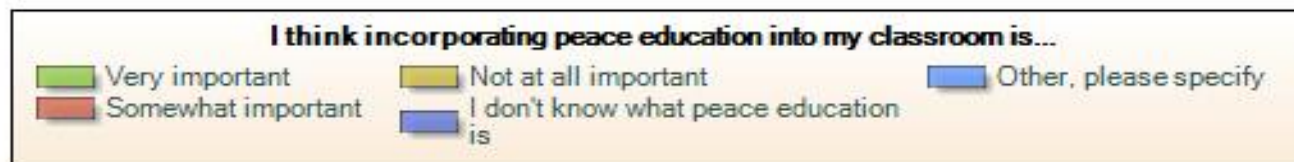
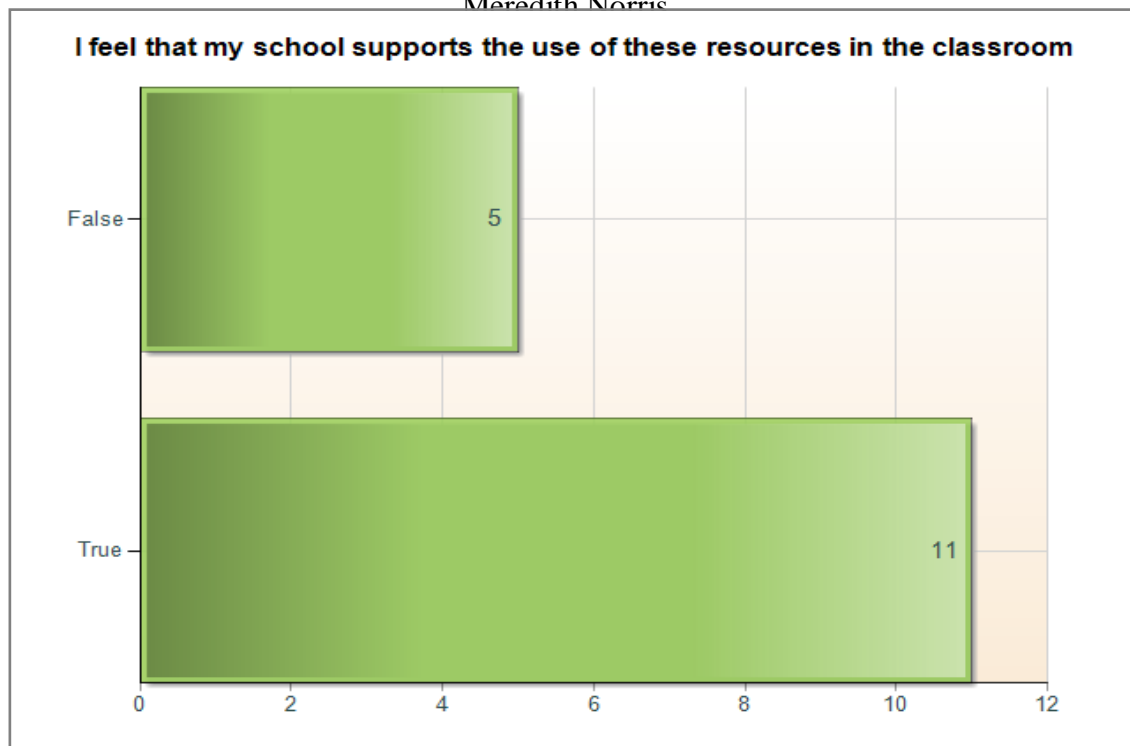
“Other” responses included: Student-teacher and Pre-service Teacher










How familiar are you with the following terms?

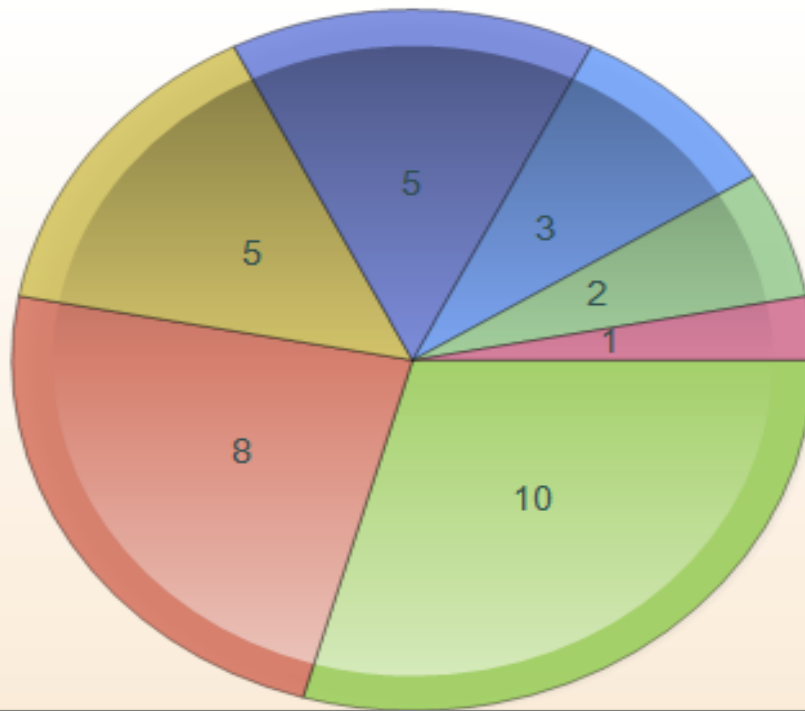











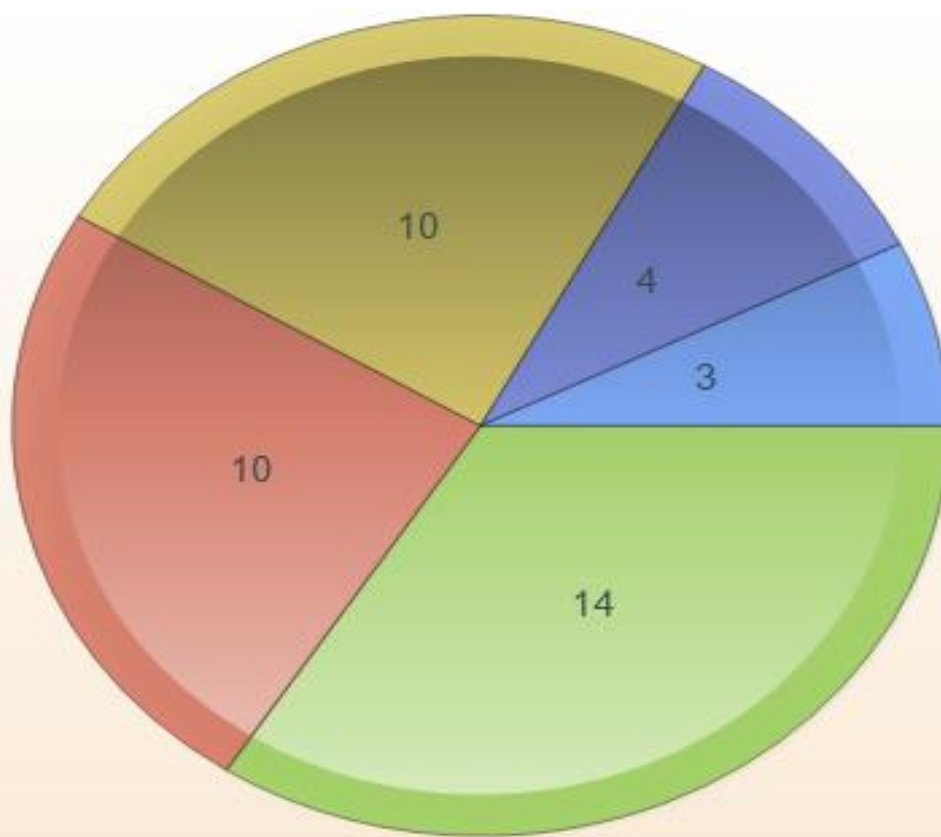
I would be more likely to use peace education resources in my classroom if...

- | | | |
|--|---|---|
|  I had more information on how to incorporate them into my current curriculum |  I had greater access to peace education resources |  Other, please specify |
|  I had more time |  I had more support from my school | |
|  I better understood what "peace education" means |  I thought it would improve my IMPACT score | |



To get more information about peace education, I would prefer

- | | | |
|--|--|--|
|  A workshop, class, conference, or professional development session |  A conversation with a peace educator |  A book/print publication |
| |  A website |  A podcast |



Zoomerang Survey Results

TeachPeaceDC
 Response Status: Completes
 Filter: No filter applied
 Dec 08, 2011 12:21 PM PST

1. What is your relationship to DC Public Schools?

I am a DCPS teacher	7	41%
I work in a DCPS school	6	35%
I work in the central office	0	0%
I am a student	0	0%
I am a volunteer	0	0%
I am a parent	0	0%
I am a community member	2	12%
Other, please specify	3	18%

2. Optional: Which school do you work in/with?

Respondent #	Response
1	Cesar Chavez Public Charter School Prep Campus
2	Horace Mann
3	Key ES
4	Lafayette ES
5	Oyster-Adams Bilingual
6	Fillmore Arts Center
7	KIPP DC
8	Bethesda Chevy-Chase High School
9	Alice Deal Middle School
10	Paul Public Charter School
11	elementary
12	Elementary School

3. Please respond to the statement: I am familiar with the term "peace education".

Very familiar	6	35%
Somewhat familiar	6	35%
Not at all familiar	5	29%
Total	17	100%

4. How familiar are you with the following terms?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Very Familiar	Somewhat Familiar	Not at all familiar
Emotional intelligence	1 11	2 4	3 2
Multiple intelligences	65% 16	24% 0	12% 1
Anti-bullying programs	94% 9	0% 7	6% 0
Liberating education	56% 2	44% 4	0% 10
Humanizing education	12% 4	25% 3	62% 10
Conflict resolution programs	24% 13	18% 4	59% 0
Peer Mediation	76% 12	24% 5	0% 0
Environmental education	71% 10	29% 6	0% 1
Human Rights education	59% 8	35% 6	6% 3
Disarmament education	47% 1	35% 3	18% 12
Global/international education	6% 8	19% 6	75% 3
Multicultural education	47% 14	35% 3	18% 0
Experiential education	82% 10	18% 3	0% 3
Civic education	62% 8	19% 5	19% 3
Problem-posing education	50% 9	31% 4	19% 3
	56%	25%	19%

5. I would like to know more about these resources

TRUE	17	100%
FALSE	0	0%
Total	17	100%

6. I feel I have access to these resources

TRUE	6	35%
FALSE	11	65%
Total	17	100%

7. I feel that my school supports the use of these resources in the classroom

TRUE	11	69%
FALSE	5	31%
Total	16	100%

8. I think incorporating peace education into my classroom is...

Very important	10	59%
Somewhat important	4	24%
Not at all important	0	0%
I don't know what peace education is	3	18%
Other, please specify	0	0%
Total	17	100%

9. I would be more likely to use peace education resources in my classroom if...

I had more time	8	47%
I had more support from my school	3	18%
I had greater access to peace education resources	5	29%
I thought it would improve my IMPACT score	2	12%
I better understood what "peace education" means	5	29%
I had more information on how to incorporate them into my current curriculum	10	59%
Other, please specify	1	6%

10. To get more information about peace education, I would prefer

A website	10	59%
A book/print publication	4	24%
A workshop, class, conference, or professional development session	14	82%
A podcast	3	18%
A conversation with a peace educator	10	59%