IMPACT
Implementation
Lessons

Who Does IMPACT Cover?

- All school-based staff

- Over 6,300 people

- 1/3 not teachers

Who Does IMPACT Cover?

- **Teachers**

    - Group 1: Teachers with Value-Added
    - Group 2: Teachers without Value-Added
    - Group 3: Special Education Teachers
    - Group 3a: Teachers of Students with Autism
    - Group 4: Non-Itinerant ELL Teachers
    - Group 5: Itinerant ELL Teachers
    - Group 6: Shared Teachers
    - Group 7: Visiting Instruction Service Teachers

- **Non-Teachers**

    - Group 8: Student Support Professionals
    - Group 9: Librarians
    - Group 10: Counselors
    - Group 11: Social Workers and Psychologists
    - Group 12: Related Service Providers
    - Group 13: Special Education Coordinators
    - Group 14: Program Coordinators and Deans
    - Group 15: Instructional Coaches
    - Group 16: Mentor Teachers
    - Group 17: Educational Aides
    - Group 18: Office Staff
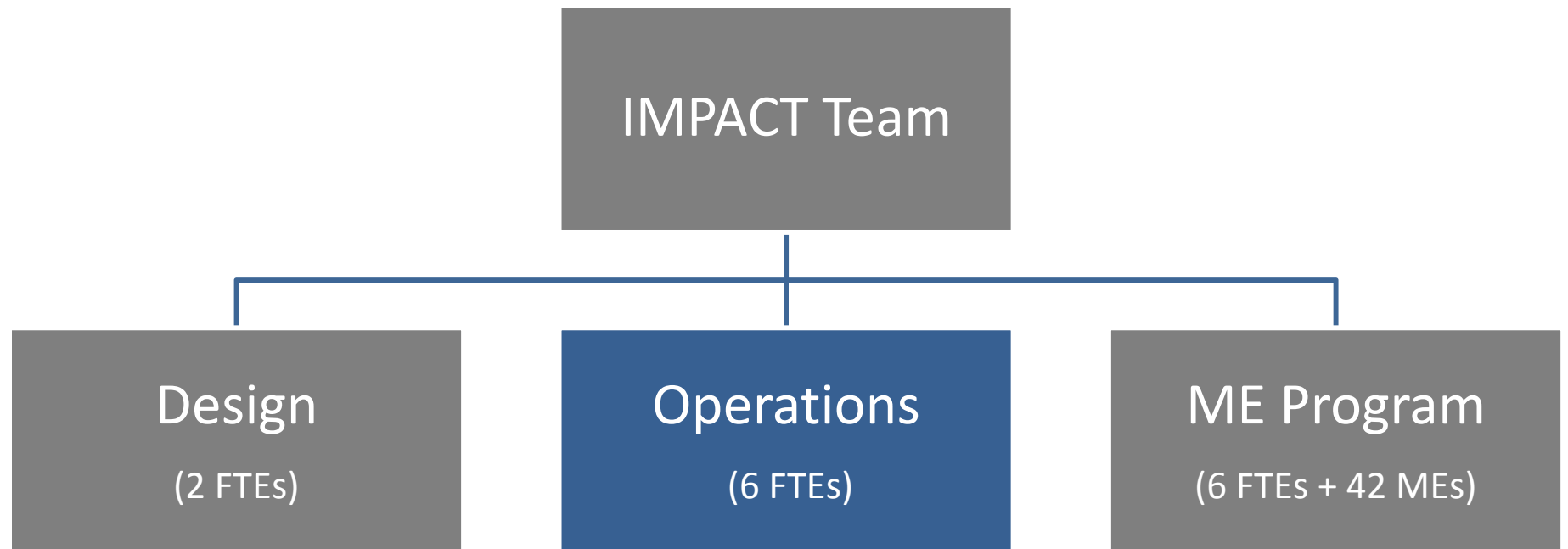   - Group 19: Custodial Staff
    - Group 20: Other

Group 1 Pie Chart
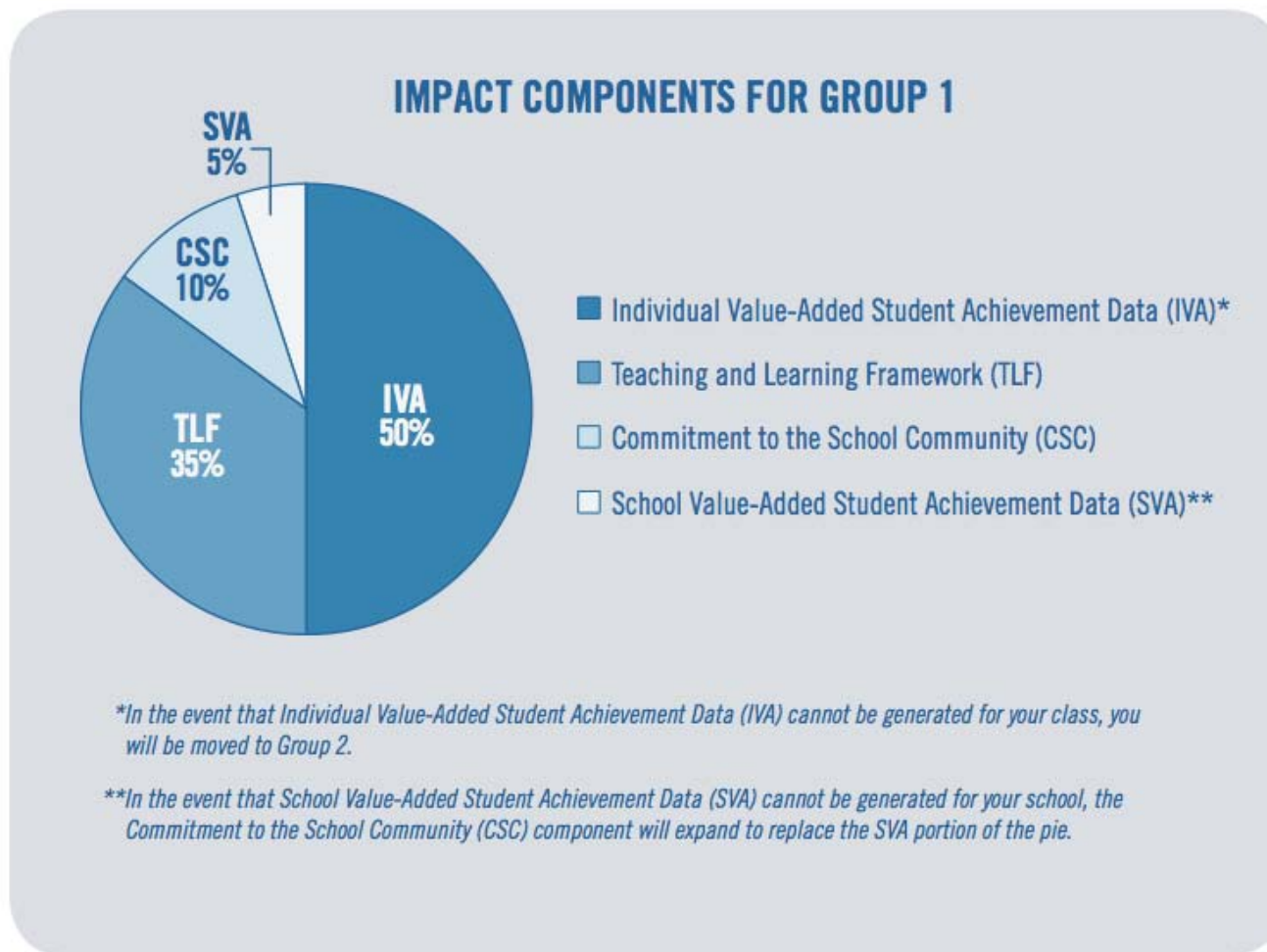
Implementation Lesson 1

You need a "nuts and bolts" operations team to support the ongoing implementation of your evaluation system.

Personnel

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                    │     IMPACT Team     │
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Design	Operations	ME Program
(2 FTEs)	(6 FTEs)	(6 FTEs + 42 MEs)

Operations Team Responsibilities

- Train superintendents, principals, APs, teachers, and other school staff

- Track and report principal completion data

- Coordinate operational details of value-added "roster confirmation"

- Manage the IMPACT platform

- Manage and respond to the IMPACT Helpline and email address

- Produce preliminary and final IMPACT reports for 6300+ employees

- Fulfill internal IMPACT data requests

- Manage operational details of IMPACT*plus* (performance-based compensation system)

Implementation Lesson 2

A pedagogical rubric is really just a bunch of words on a page. It doesn't "live" until you align your entire system to it.

Implementation Lesson 3

Train teachers, principals, instructional support personnel, and external observers (if applicable) together as much as possible.

Implementation Lesson 4

No matter how much training you do, bizarre things will happen. Decide on the front end how you're going to address these situations.

Implementation Lesson 5

Scheduling announced observations by independent observers (ones who are not school-based) is an enormous operational lift.

Implementation Lesson 6

What our teachers most want is to see what a "Level 4" actually looks like in our own classrooms.

Implementation Lesson 7

Prepare your principals for a dramatic shift in how they use their time. As much as possible, take non-instructional work off their plates.

Implementation Lesson 8

"Doing" value-added means a lot more than setting up a model. We meet weekly to keep our value-added effort on track.

Implementation Lesson 9

Make sure you have a strong and flexible technology partner to develop, maintain, and continuously improve your data system.

Implementation Lesson 10

Communicate clearly. Then assume no one heard you and communicate again. Have a plan for when the rumors start to swirl.

Implementation Lesson 11

Don't let the perfect be the enemy of the good. You don't need an inter-rater scoring correlation of .9 to go live.

Implementation Lesson 12

When you start to lose your nerve, pull out a picture of your own child, grandchild, niece, or nephew.