Impact Study

The Impact Study is a capstone product for the teacher education program. As an intern you will plan, implement and evaluate a unit of study designed to meet the needs of a specific group of learners in a P-12 public school setting. Simply stated, the Impact Study is an implemented unit of study. The purpose is an important one - to determine whether or not you can have a positive impact on all students' learning.

The Impact Study should contain the following common components:

1. Demographic Profile
   a. Part I - Introduction
      • Provide a brief paragraph defining the community where the school is located and the grades/subjects taught for the Impact Study
   b. Part II - The School and the School System
      • Describe the demographic characteristics of the school and of the assigned school system.
   c. Part III - The Classroom
      • Describe the demographic characteristics of classroom
   d. Part IV - Reflection
      • Discuss how the information about the school system, school, and classroom helped you to create a supportive classroom environment that was culturally inclusive and relevant to all students.

2. Unit Goals
   a. Standards of Learning
   b. Unit Goals (students will leave the unit knowing)

3. Assessment Plan
   a. Plan to pre-assessing student learning (pre-test)
   b. Plan for post assessment of student learning (post-test)
   c. Methods of assessment employed throughout the unit

4. Lesson Plans
   a. Detailed lesson plans
   b. Include any support materials created to support lessons
      i. PowerPoints
      ii. Handouts
   c. Photographs, samples of students work

5. Data Analysis
   a. Summarize and interpret the data analysis and impact of the unit on the students
   b. Outline plans for addressing needs of learners who did not do well

6. Reflection
   a. What worked and how do you know?
   b. What didn’t work and how do you know?
   c. How will you apply what you learned to the next unit?
The Impact Study is based on the mentor teacher's curriculum and your normal teaching assignment as an intern. The instructional purpose of the unit, the content and duration of the unit, the plan for pre- and post-assessment, the lesson plan format and the implementation schedule will be determined collaboratively by you, the mentor teacher and university supervisor.

### Evaluation Rubric:

<table>
<thead>
<tr>
<th>Demographic Profile:</th>
<th>The candidate provides a narrative description and demographic profile of the community, school system, school, and classroom.</th>
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<tbody>
<tr>
<td>Unit Goals:</td>
<td>The candidate translates goals into specific knowledge, skills, and dispositions for diverse learners aligned with the Standards of Learning.</td>
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<tr>
<td>Assessment Plan:</td>
<td>The candidate pre-assesses student knowledge, skills, and dispositions and uses that information to plan effective instruction; uses various authentic summative assessment strategies to determine learning gains; and employs authentic formative assessment strategies to monitor student learning on a daily basis.</td>
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<td>Lesson Plans:</td>
<td>The candidate incorporates multiple instructional strategies and organizes students for learning in various ways for various instructional purposes. The candidate modifies instruction to meet the needs of individuals and groups of students. The candidate designs meaningful learning experiences for diverse learners.</td>
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<tr>
<td>Data Analysis:</td>
<td>The candidate summarizes assessment data in a graphic display. The candidate analyzes and interprets data for individual students and groups of students. The candidate uses assessment results to plan remediation for individual students.</td>
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<tr>
<td>Reflection:</td>
<td>The candidate reflects on the experience, acknowledging what worked and what didn’t. The candidate articulates how to apply what was learned to future teaching experiences.</td>
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