

# Impact Study



# What is it?

A unit of study taught during the internship.

# Purpose

To demonstrate that the teacher candidate has a positive impact on all students' learning.

# Impact Study Components

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## 1. Demographic Profile

## 2. Unit Plan

1. Unit Goals & Objectives
2. Assessment Plan
3. Pre/Post Test



# Impact Study Components

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## 3. Data Analysis

1. Methods and Presentation
2. Conclusions

## 4. Reflection

1. Effective Instruction
2. Future Practice



# Demographic Profile

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The profile thoroughly describes with multiple examples the characteristics of the community, school and classroom, the diverse cultures, and explains, using related data, how to incorporate learners' experiences, cultures, and community resources into instruction.



# Demographic Profile

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## **Part I – Introduction –**

Provide a brief paragraph defining the community where the school is located and the grades/subjects taught for the Impact Study

## **Part II – The School and the School System –**

Describe the demographic characteristics of the school and of the assigned school system.

## **Part III – The Classroom –**

Describe the demographic characteristics of classroom

## **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.

# Unit Plan

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Select a unit of study taught during the internship

- Meet with your mentor teacher to select an unit of study to be profiled in the study
- The plan must be approved by the University Supervisor



# Unit Goals and Objectives

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- List the goals and objectives for the unit.
- Explain how the goals and objectives addressed the diverse needs of learners.
- Describe how the goals and objectives align with the Virginia Standards of Learning.



# Assessment Plan

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The plan -

- evaluates all learning objectives
- includes multiple assessment measures
- including both formative and summative assessment

# Assessment Plan

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- Pre-assess student learning (pre-test)
  - Work with your mentor teacher and university supervisor to determine an appropriate pre-test
- Plan for post assessment of student learning (post-test)
  - Compare the knowledge the student had prior to the unit with what was learned as a result of instruction – you are looking for “learning gains”
- Methods of assessment throughout the unit
  - Identify the methods used to assess student progress and learning during the presentation of the unit.

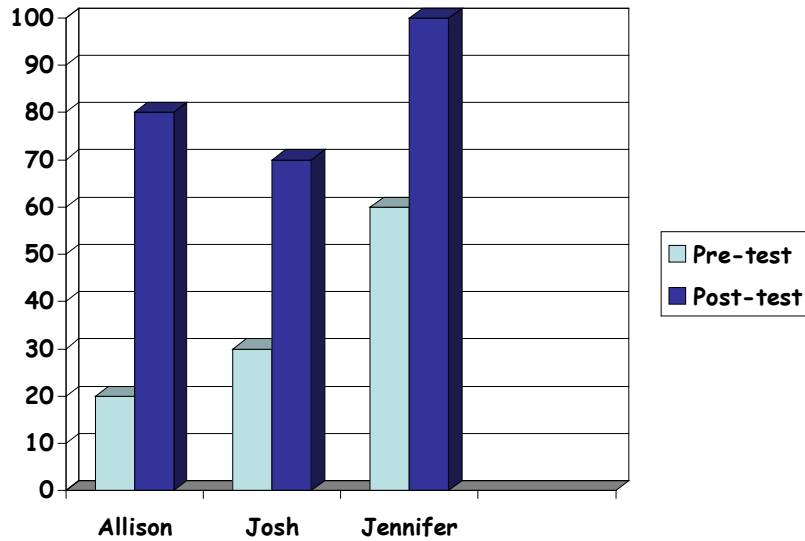
# Data Analysis

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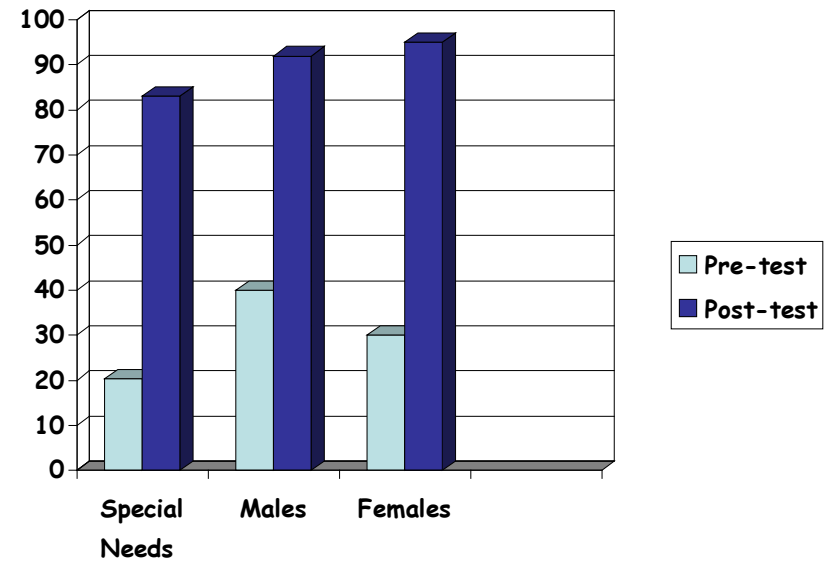
Pre-test  Post-test

Compare the pre and post test and present the information graphically – see examples on the next 2 slides.

# Graphic display of pre/post assessment differences and learning gains



**Individual students**



**Groups**

Calculate and chart learning gains for individuals and groups

	Pre-test	Post-test	Learning Gain
Student 1 Female	20	80	+60
Student 2 Male	30	70	+40
Student 3 Female	60	100	+40

# Data Conclusions

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Summarize and interpret the data and impact of the unit on the students

***Based on the data, I can draw the following conclusions...***

# Reflection

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Reflect on classroom planning and practice with thoughtful insights for the future planning.

The following questions will help you frame the reflection.

- What worked and how do you know?
- What didn't work and how do you know?
- How will you apply what you learned to the next unit?

# Evaluation Schedule

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## 1<sup>st</sup> Submission

- Must be turned into University Supervisor no later than **April 10**

## Revised Submission

- Must be turned into University Supervisor no later than **April 27**



# Writing Quality

• Writing Standard  
NOT MET

• Writing Standard  
MET

- **Organization:** concise, clear narrative and paragraph structure;
- **Style:** Appropriate and varied sentence structure to enhance meaning
- **Tone:** Professional tone in presenting information, free of colloquial language
- **Usage and Mechanics:** Appropriate grammar, punctuation and spelling; limited mechanical errors not impacting meaning; appropriate verb tense; properly formatted in-text citations

# Scoring

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- For each category, a candidate must earn the passing score and meet the standard for writing quality.
  - Demographic Profile (Passing Score **12/15**)
  - Unit Plan (Passing Score **28/35**)
  - Data Analysis (Passing Score **24/30**)
  - Reflection (Passing Score **16/20**)

# Scoring

Does Not  
Meet  
Standard

Emerging  
Competence  
Toward  
Standard

Approaching  
Standard

Meets  
Standard



# Resources

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- Clinical Experiences Link on COE home page
  - Impact Study Overview
  - Impact Study Outline
  - Impact Study Orientation PowerPoint
  - Impact Study Demographic Profile Sample
  - Demographic Data Links

# Questions

