



“THE *IMPACT* MODEL HAS BEEN OUR VEHICLE FOR CHANGE! IT HAS ADDED A 21ST CENTURY DYNAMIC TO OUR SCHOOL, THUS CHANGING THE MANNER IN WHICH WE DELIVER OUR CURRICULUM. AS INSTRUCTIONAL LEADERS, PRINCIPALS MUST FACILITATE COLLABORATION, SUPPORT FLEXIBLE ACCESS, AND ASSUME A PARTICIPATORY ROLE IN IMPLEMENTING THE *IMPACT* MODEL. SCHOOLS WILL TAKE DIFFERENT ROUTES TO GET TO THEIR DESTINATION; HOWEVER, THEY MUST HAVE A DRIVER WHO IS SUPPORTIVE AND COMMITTED TO GUIDING THEM IN THE RIGHT DIRECTION. LET YOUR JOURNEY BEGIN!”

- Susan C. Peele, Principal, E. J. Hayes Elementary School



IMPLEMENTING THE *IMPACT* MODEL: How-To Guide

- Personnel
 - Full-time instructional Technology Facilitator
 - Full-time School Library Media Coordinator
 - Full-time technology assistant and/or technician
 - Full-time media assistant
- Supportive administration
- Collaborative planning and teaching environment
- Hardware and connectivity
- Flexible scheduling in the computer lab and media center
- Resources
- Professional development
- Evaluation

FOR MORE INFORMATION, VISIT:

http://www.ncwiseowl.org/impact/div_it/

WHAT THE DATA SAYS!

- In the first year, students in *IMPACT* Model schools had stronger growth than comparison school students, and for particular subgroups, there was substantially stronger growth, varying from small differences to about half a grade level of extra growth, depending on the outcome and grade level.
- *IMPACT* students often started lower than their comparison school counterparts, but caught up within one school year.
- There was no significant difference in score growth based on race.
- In general, the most challenged *IMPACT* students showed the most growth in achievement.
- Students in *IMPACT* schools showed more comfort and enjoyment with computer use than did comparison school students
- Students in *IMPACT* schools showed more confidence in their computer skills than comparison school counterparts



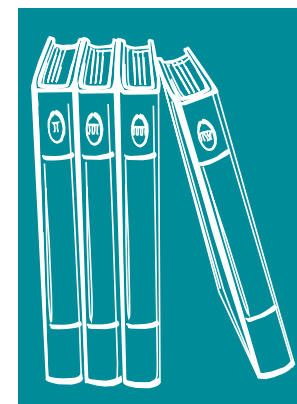
“[THE *IMPACT* MODEL] ALLOWS STUDENTS TO TAKE OWNERSHIP OF THEIR OWN LEARNING AND EMPOWERS THEM TO BECOME LIFELONG LEARNERS.”

- Kimberly Bethea, Instructional Technology Facilitator at Spring Lake Middle School



**The North Carolina Department of Public Instruction
Instructional Technology Division
Frances Bradburn, Director
fbradburn@dpi.state.nc.us**

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IMPLEMENTING THE *IMPACT* MODEL: How-To Guide



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction
Instructional Technology Division

IMPLEMENTATION GUIDE

PHASE 1: Building Support

The first step in implementing the *IMPACT* Model is creating an awareness of the benefits of the model to students and teachers.

- Ensure that the Media and Technology Advisory Committee (MTAC) is working within the school improvement team.
- Plan a school-wide retreat that focuses on flexibility, change, and collaboration as they relate to implementing the *IMPACT* Model.

PHASE 2: Readiness Assessment

The second step in implementing the *IMPACT* Model is determining the readiness of your school for successful implementation.

- Assess the need for additional personnel.
- Conduct a staff needs assessment to determine their readiness to utilize technology and information in a collaborative environment.
- Review and update content area curriculum mapping/pacing guides.
- Evaluate infrastructure, hardware, and software capacity and resources.
- Evaluate the school library media collection for print and non print resources to support the curriculum.
- Review the master schedule for options to create flexible access to media and technology facilities and personnel.
- Evaluate the existing budget for the capacity to fund needs identified in the readiness assessment.
- Identify all potential external and internal sources of funding.
- Conduct a benchmark assessment of the media and technology program using the *IMPACT* rubrics.



PHASE 3: Setting the Stage for Successful Collaboration

The next step in implementing the *IMPACT* Model is for the principal and media and technology personnel to create a foundation for collaborative planning that addresses needs identified in the readiness assessment.

- Attempt to meet personnel needs through re-assignment of existing staff and recommendations to the superintendent for hiring additional staff.
- Articulate school-wide expectations for collaboration through a principal/MTAC-designed master planning calendar based on curriculum mapping/pacing guides.
- Develop a schedule to provide flexible access to the school library media coordinator, technology facilitator, and facilities.
- Acquire print and non-print resources based on the collection development plan.
- Acquire adequate hardware/software including adaptive technology according to the recommendations of the North Carolina Educational Technology Plan and the MTAC committee.
- Offer professional development on best practices in using technology and media resources to support student achievement.
- Analyze student data to identify school-wide student needs.
- Identify goals for technology/information skills integration in the School Improvement Plan.
- Redesign the media center and classrooms to accommodate differentiation of instructional activities with technology and flexible grouping.



“NORTH CAROLINA SHOULD BE MOVING TO THE *IMPACT* MODEL. IT HAS TOTALLY CHANGED THE WAY TEACHERS TEACH AND STUDENTS LEARN IN MY SYSTEM.”

- Larry Price, Superintendent of Wilson County

PHASE 4: Formal Collaboration

The ultimate step in implementing the *IMPACT* Model is creating collaborative planning times. Using this time, the school library media coordinator, technology facilitator, and classroom teachers collaboratively will:

- Plan together to create and evaluate multidisciplinary units of instruction integrating technology/information skills across the curriculum;
- Design differentiated instructional activities to meet individual student needs;
- Identify regular common planning time for team collaboration by grade level and subject;
- Assess student products emerging from collaboratively planned units of instruction
- Celebrate student achievement and recognize teachers for their successes;
- Evaluate the outcomes of common planning times.

PHASE 5: Beyond the Classroom

Collaborative planning will expand the opportunities for integrating resources beyond the classroom.

- Identify and integrate local, state, and national resources into collaborative units of instruction.
- Work with partners to provide after school programs for children, parents, and community members.