

SUCCESSES

“(STUDENT X), A SEVERELY DEVELOPMENTALLY DELAYED AUTISTIC SIX-YEAR-OLD STUDENT WHO IS TACTILELY DEFENSIVE, IS NONVERBAL, WITH FEW COMMUNICATION SKILLS. THE SMARTBOARD HAS PROVIDED OUR STAFF A MEANS TO REACH HIM VISUALLY, WHILE PRESENTING SOME ACADEMIC SKILLS. TACTILE SKILLS HAVE IMPROVED SINCE HE NOW WILLINGLY TOUCHES THE BOARD TO MOVE CHARACTERS, MATCH ACTIVITIES, AND INDEPENDENTLY FOLLOW ACTIVITIES. WHAT AN EXCITING THING TO WITNESS!!”

- Billy Stallings, Principal at Perquimans Central



“I HAVE WITNESSED A REDUCTION IN DISCIPLINARY ACTIONS, INCREASED ATTENDANCE, MORE CLASSROOM PARTICIPATION WITH ALL STUDENTS, ESPECIALLY THE EXCEPTIONAL CHILDREN'S POPULATION AND MAJOR CHANGES IN STAFF MEMBERS' LEVELS OF PROFESSIONAL DEVELOPMENT AND THOUGHT PROCESSES AS [THEY] PERTAIN TO EDUCATING STUDENTS.”

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

FOR MORE INFORMATION, VISIT:

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

LEADERSHIP STYLE IS A KEY COMPONENT

LEADERSHIP STYLE IS IMPORTANT

- There is a significant relationship between leadership style for the leadership team and teacher technology skills.
- The more transformational/progressive a leader is, the more the teachers improved their skills.



“IT DOES NOT TAKE ANY ADDITIONAL FUNDING TO COLLABORATE AND THAT IS A LARGE PORTION OF THE *IMPACT* MODEL. TO ME IT IS THE MOST IMPORTANT PART OF THE MODEL.”

- Pete Peterson, Principal at Clearmont Elementary

“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

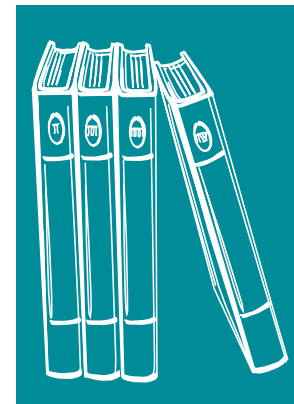


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WHY IMPLEMENT THE *IMPACT* MODEL



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

WHY IMPLEMENT THE *IMPACT* MODEL

IMPACT: Guidelines for North Carolina Media and Technology Programs is a tool that will help principals and other administrators to plan and build effective, comprehensive teaching and learning environments for the 21st Century.

“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

IMPACT is the vision for media and technology programs in North Carolina. *IMPACT* recognizes that an effective school library media and technology program is the infrastructure that supports both teaching and learning. This program is the key to making education relevant to a knowledge-based society and its economy. *IMPACT* is aligned to *Information Power: Building Partnerships for Learning*, the national standards for media and technology programs, the ISTE National Educational Technology Standards, and a growing body of school library media and instructional technology research.

“THE *IMPACT* MODEL HAS CAUSED MORE CROSS-CURRICULAR PLANNING AND HAS HELPED OUR SCHOOL BUILD A BETTER TEAM. IT IS THE GREATEST THING EVER; IT TAKES TIME TO DO, BUT IT IS WHAT’S BEST FOR THE KIDS.”

- Laura Bowers, Media Coordinator at Westwood Elementary

GOOD EFFECTS OF THE *IMPACT* MODEL ACROSS A BROAD RANGE OF OUTCOMES

- In the first year, students in *IMPACT* 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.



“CLEARMONT ELEMENTARY HAS SEEN A SIGNIFICANT INCREASE IN TEST SCORES. I THINK THE *IMPACT* MODEL GAVE EVERYONE A VISION TO STRIVE FOR. THIS IS WHERE WE BEGAN TALKING ABOUT FLEXIBLE SCHEDULING AND COLLABORATION.”

- Pete Peterson, Principal at Clearmont Elementary

“YOU CAN HAVE RESOURCES, YOU CAN HARDWARE, YOU CAN HAVE SOFTWARE, BUT YOU NEED PEOPLE THERE WITH THEIR KNOWLEDGE AND THEIR ADVOCACY FOR THE USE OF TECHNOLOGY.”

- Tracy Gregory, Perquimans Central classroom teacher



IMPACT SCHOOLS THAT ARE IMPLEMENTING THE MODEL MOST EFFECTIVELY . . .

- Have a technology facilitator who models technology use more often than those tech facilitators who do more technical and/or administrative duties.
- Conduct staff development needs assessments before implementing professional development and tailor the training to the needs analysis.
- Illustrate that leadership style is important.
- Demonstrate a significant relationship between leadership style for the leadership team and teacher technology skills.
- Reveal that the more transformational/progressive a leader is, the more the teachers improved their skills.

AT WILLIFORD ELEMENTARY, WHERE 33% OF THE STUDENT BODY IS CONSIDERED “HOMELESS” BY THE DEPARTMENT OF EDUCATION DEFINITION, PRINCIPAL SANDRA FARMER BELIEVES THAT “TECHNOLOGY OFFERS HOPE WHERE THERE IS NONE.”