Summary
This evaluation reports findings from a study of a UCLA teacher education program called IMPACT, Inspiring Minds through a Professional Alliance of Community Teachers. To measure program quality and goal attainment, the evaluation team used a comprehensive, multiple measures approach which included instructional artifacts, classroom logs, measures of pedagogical content knowledge, performance assessments, and teaching attitudes and beliefs. The evaluation team found that math and science teacher apprentices who completed the IMPACT program generally had a positive opinion of the program and applied what they learned in the classroom to their teaching. However, the team also found that the program did not significantly increase the pedagogical content knowledge of teachers nor contribute to substantial changes in teacher instructional strategies across lessons. Differences found in the experience and practices of math and science teacher apprentices suggest different support needs between the two groups. Study limitations and recommendations are discussed.