

Project IMPACT (Improving Motivation, Pedagogy, Assessment, and Collaboration for Teachers): Year Three Annual Report

Description of the activities and work completed October 1, 2021 – March 31, 2022:

Project IMPACT Eligible Partnership:

1. Toledo Public Schools (Urban)
2. Toledo School for the Arts (Urban, Community School)
3. Springfield Local School District (Suburban)
4. Perrysburg School District (Suburban)

The list of eligible partners has remained the same since our project was initially awarded. We meet monthly with an Advisory Board of representatives from each of the district partners and work closely with this team to develop, refine, and plan delivery for project PD. In addition, representatives from the partner districts participated in our Winter Virtual Conference in January 2022 and the annual conference of AACTE in New Orleans, LA, during March 2022. We also meet quarterly with a Curriculum Advisory Board that includes teachers from partner districts. Our plans for keeping our group of eligible partners intact involves continuing to meet monthly, and keeping these district partners' voices central in our decision making.

TQP Project Staff:

Please see Project IMPACT Organizational chart at the end of the Executive Summary.

100% Nonfederal Match Requirement:

Please see 524 Budget Summary. We have met 100% match through Year 4.

Project planning and implementation:

Project IMPACT centers on the following objectives:

- Recruit, prepare, and develop highly qualified teachers, particularly from historically under-represented populations, to fill difficult to staff positions.
- Establish, develop, and strengthen partnerships with area stakeholders including but not limited to local area districts, urban, rural, and charter schools, parents and families, and community organizations.
- Establish processes for the development of common course modules for infusion into teacher education curriculum.
- Assemble an advisory board to gain key stakeholder input on recruitment, areas of need, professional development, retention, and induction.

Project IMPACT Recruitment Snapshot

<i>Year/Cohort</i>	<i>Target Recruitment</i>	<i>Actual Recruitment</i>
<i>1</i>	30	26
<i>2</i>	60	53
<i>3a & 3b</i>	60	93
<i>4a & 4b</i>	60	87

The Leadership Team took a variety of approaches to recruiting students for Cohort 4a. This cohort is made up of students in their professional year of their educator preparation program. Professional Year at BGSU refers to final year of teacher preparation, including a minimum of 60 days field placement. All students in AYA & MCE math and science, intervention specialists, and workforce education are invited to be part of this cohort for Project IMPACT. Also, all students who are placed at our partner districts for

their field work are invited to participate in this cohort. Project leadership team members presented to BGSU teacher education classes at the beginning of the academic year. Regular emails were sent to eligible students communicating the benefits of the project and program opportunities. Cooperating Mentor Teachers at partner districts shared professional development (PD) opportunities with their teacher candidates. Teacher preparation program faculty shared program information with their students. We also purchased some recruitment materials like postcards, flyers, and water bottles with our project logo to help attract students to our project.

In addition to the professional year participants, Project IMPACT leadership team is offering programming to students in their first three years of teacher education for the Project IMPACT Student Group (Cohort 4b). All education majors were invited to join the group and participate in the programming. The programming involved monthly meetings that provide training specific to teacher preparation. The topics in Year 4 included *The Importance of Analyzing Demographics in Your Learning Environment*, *Having Difficult Conversations*, *Introduction to Unmasking Healthy Relationships*, *Practice What You Teach: Trauma-Informed Social Emotional Strategies and Self-Care*, *Dimensions of Identity and Implicit Bias: How Who We Are Impacts How We See the World*, and *Strategies for Managing Behavior in the Classroom*. In Year 4, we identified a group of students to serve as leaders for the Student Group and help with recruitment and planning activities.

The student demographics for Cohorts 1 - 4

Major	Cohort 1 students	Cohort 2 students	Cohort 3a students	Cohort 3b students	Cohort 4a students	Cohort 4b students
<i>Inclusive Early Childhood*</i>	13	24	13	14	5	15
<i>Dual Intervention Specialist</i>	6	12	5	5	3	4
<i>MCE Math</i>	0	1	1	1	11	3
<i>MCE Science</i>	0	4	3	7	1	6
<i>MCE Other</i>	0	0	0	2	0	1
<i>Business and Marketing Education</i>	1	0	2	0	0	0
<i>Family and Consumer Sciences</i>	0	0	1	0	0	0
<i>AYA Mathematics</i>	1	3	3	7	2	6
<i>AYA Science</i>	1	2	1	3	2	5
<i>AYA Other</i>	4	7	14	9	4	18
<i>Other</i>				2	0	1
Total	26	53	43	50	28	59

*(Dual early childhood and special education)

Progress Towards Reforming the Program

The Leadership Team worked with partner districts to plan and offer PD to teacher candidates, in-service teachers, and district administration in areas of identified need. Ohio is facing a substitute teacher shortage, and our partner districts have been severely impacted by this. One district could not allow teachers to attend PD during the school day, and the other three partner districts had to limit teachers attending PD. The Leadership Team and Advisory Board worked together to adjust to offer full-day, in-person PD for those who could attend and then to offer shorter, online professional development after school hours during the academic year that complemented the in-person PD. The participant feedback on all of our PD this year have been very positive (Appendix A).

Project IMPACT Year 4 PD Offerings

	Under-graduate BGSU Students	In-Service Teachers	Other District Personnel	BGSU Faculty & Staff	Total
<i>Using Video Technology to Reflect on Your Teaching</i>	10			2	12
<i>The Importance of Analyzing Demographics in Your Learning Environment</i>	19	1		2	22
<i>Having Difficult Conversations</i>	21			2	23
<i>Unmasking Healthy Relationships</i>	9	8	4	4	25
<i>Introduction to Unmasking Healthy Relationships</i>	14	9		12	35
<i>Unmasking Healthy Relationships Applications</i>	4	20	7	5	36
<i>Difficult Conversations in Education</i>		70	2	3	75
<i>Field Coach Training</i>		8		3	11
<i>Practice What You Teach: Trauma-Informed Social Emotional Strategies and Self-Care</i>	3	12	8	3	26
<i>Practice What You Teach: Social Emotional Strategies and Self-Care</i>	5			17	22
<i>Dimensions of Identity and Implicit Bias: How Who We Are Impacts How We See the World</i>	19			2	21
<i>Practice What You Teach: Applying Trauma-Informed Social Emotional Strategies and Self-Care</i>	3	13	4	6	26
Total	107	141	25	61	334

The leadership team, in coordination with both the Advisory Board and Curriculum Advisory Board, identified a need for deeper, sustained PD that would allow participants from partner districts to develop as leaders in their buildings. In Year 4, the project supported two educator learning communities (LC): one for High Quality Student Data (HQSD) with a focus on mathematics and science learning, and one focused on Culturally Responsive (CR) practices.

The HQSD LC included 29 math, science and special education teachers from the partner districts. Members of this LC researched HQSD and assessment tools and compiled a database of tools for producing HQSD. The participants implemented the HQSD tools, provided feedback on them and planned for conferences with administrators to explain the HQSD and related instruction throughout the academic year. The CR LC included 10 members from partner districts and included meetings throughout the 2021-22 academic year. The CR LC was facilitated by two leadership team members (Drs. Brodeur & LaVenita) along with two leaders from Toledo Public Schools, Dr. Treva Jeffries (district administrator) and Ms. Amerah Archer (teacher & teacher leader). The CR facilitator team held planning meetings in advance of each LC meeting, and content was developed collaboratively. CR LC members developed deliverables aligned with their teaching.

Mursion virtual simulation software and equipment was purchased in Year 1 of the grant. The use of Mursion has expanded every year of the grant. To date, simulations have been used in 165 classes or programs in Year 4 (Appendix B). The Project IMPACT Faculty Leadership Team has identified two simulations teacher candidates in all programs can experience each year of the teacher preparation program. The year by year plan is being pilot tested in several teacher preparation programs. Our virtual simulations are also being used in areas outside of undergraduate teacher preparation – master’s and doctoral education courses, field coach training, and student support teams. In Year 4, a sequence of virtual simulation practice was planned for several students who were struggling in their student teaching placements. The students were asked to meet certain objectives during the simulations, reflect on how they did, and receive feedback from faculty in order to improve their classroom skills.

One of the partner districts, Toledo School for the Arts, requested support for district-wide professional development events. The Project IMPACT leadership team worked with the district to discuss the content and programming needed for the PD. The first event the team planned was *Difficult Conversations in Education* on Jan. 28, 2022. For this, Alexis Lankford, BGSU EDHD Coordinator for Diversity and Inclusion, provided the training content, and the Project IMPACT Virtual Simulation team delivered simulations to allow several participants to practice the strategies covered in the training. 70 teachers, 2 administrators, and 3 BGSU staff participated in the event. The leadership team also connected TSA with an instructor to provide PD on problem-based learning and standards-based assessments.

On January 22, 2022, we offered our second annual half day virtual conference, *Educators for IMPACT: Reaching All Learners*. The Curriculum Advisory Board consulted on the focus and session topics for the conference. They identified reaching all learners by understanding the needs of the learners and strategies to promote inclusion and equity as the theme for conference presentations. Board members then reached out to educators that would be strong presenters for these topics. There were 74 total participants in the conference (16 pre-service teachers, 32 in-service teachers, 15 district staff, and 11 BGSU faculty and staff). Another half day virtual conference is planned for Year 5.

Project IMPACT provided field coaching to teacher candidates (8 total) in partner districts. The field coaches are experienced, in-service teachers that participated in a training session and virtual simulation practice session on providing non-evaluative feedback to teacher candidates. The teacher candidates shared recordings of lessons, and field coaches provided feedback through GoReact. The field coaches conducted conferences with the teacher candidates to promote reflection on the candidates' teaching and discuss their or learning goals. The field coaching provided by the Project is an addition to supervision and mentoring in BGSU's teacher preparation program. This work has been shared at state (Ohio Confederation for Teacher Education Organizations) and national (American Association of Colleges for Teacher Education) conferences, garnering positive and constructive feedback to strengthen the program. Additionally, these presentations prompted discussion with teacher educators interested in implementing a similar model at their institutions.

Project IMPACT has continued to support research teams consisting of faculty and graduate assistants. The research areas include social emotional learning, positive behavior interventions and supports, universal design for learning, literacy, culturally responsive pedagogy, lesson study and technology. To date in Year 4, seven conference proposals, one article and one book chapter were submitted (Appendix C).

Progress Towards Meeting Competitive Preference Priorities

To date, Project IMPACT is successful in meeting our goals toward Competitive Preference Priority 1; we have recruited and offered PD to Cohorts 1 - 4b and in-service teachers across all four district partners, and we are planning for recruitment of Cohort 5. Each of the four districts we partnered with for our proposal is still active in the planning and delivery of project PD. In addition, our relationships with each of these districts has strengthened as a result of the project. We are still working closely with our project Advisory Board members and offering PD to teachers from all four districts. The format for the PD includes virtual and in-person, full-day, half-day and 90-minute sessions. We are working hard to offer trainings at times that might work best for different teachers and districts (e.g., evenings, weekends and summer).

Evaluation

Our Evaluator is Kristina N. LaVenía, and she works as part of the project's leadership team. Dr. LaVenía participates in advisory board meetings, leadership team meetings, and retreats. In addition, she attends PD events when her schedule allows. For each of the PD offerings that included our partner districts listed in the Year 4 Project PD table, we have collected data on participants' perceptions of PD quality, relevance, and importance. Feedback on our PD sessions is consistently and overwhelmingly positive.

Challenges/Successes

Connecting with students to communicate the benefits of Project IMPACT has been an ongoing challenge with the project. Both student and teacher participation are a challenge when both groups are reporting high levels of stress and fatigue. While direct email is an easy way to send a lot of information out, it has not been particularly effective with students or teachers. We recognized this in Year 3 of the grant and made plans to meet in person with students during classes and college events. We purchased a variety of recruiting materials to improve student familiarity with the Project IMPACT name. We also worked with district leadership to communicate more with teachers. We continue to improve our social media presence, which helps with both student and teacher communications. We also are working with staff in the BGSU Office of Student Experience and Support to market events.

Other Important Project Activities

We have continued to develop strong working relationships with our partners in our Advisory Board. Three members of this board attended AACTE's annual meeting with our Leadership Team. Project IMPACT presented at two sessions of the annual meeting: *Reimagining the educative power of coaching: A new model for teacher candidate supervision* and *Taking action together: Faculty learning community as a space for developing liberatory consciousness*. We found many of the sessions at this conference to continue to push our reform-based thinking and are excited to continue to push for these changes in future years of the project.

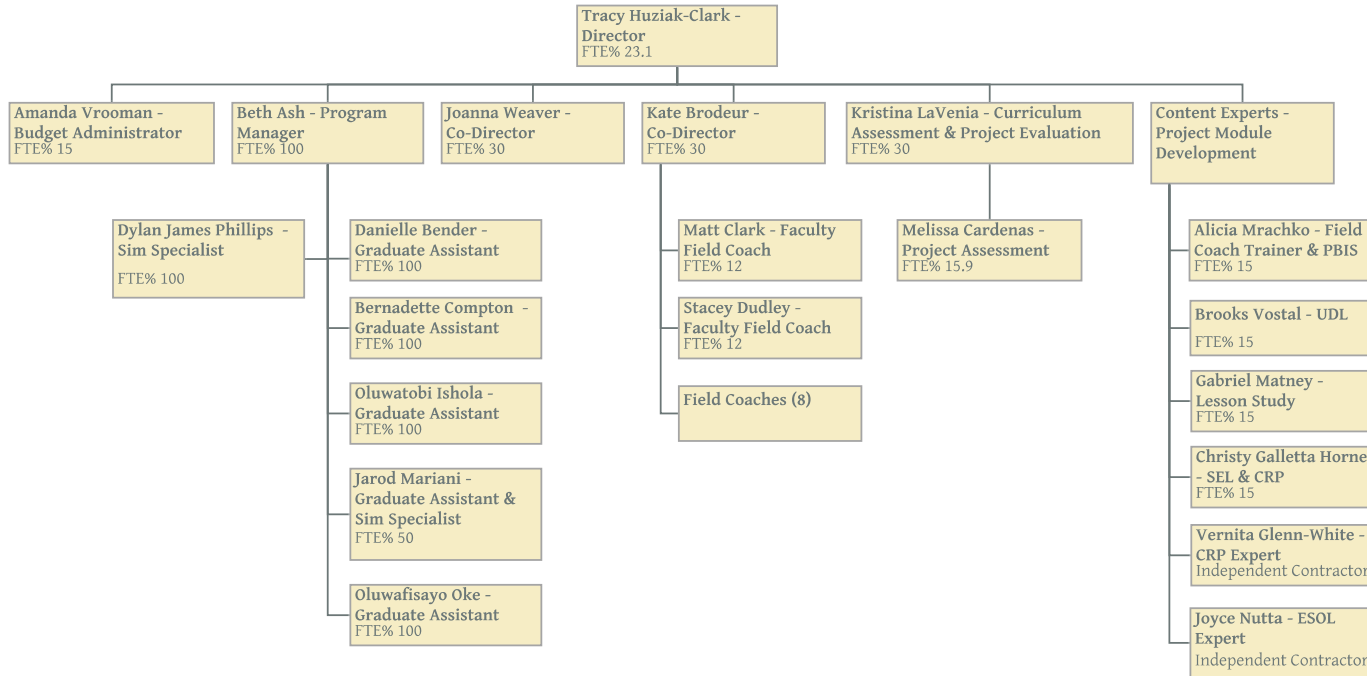
The project has supported a learning community for BGSU faculty in the College of Education and Human Development. There were 10 members of the learning community during AY 2021-22 from multiple units within the College. The group has read Ibram X. Kendi's book *How to be an Antiracist*. Group discussions have involved revising course syllabi and learning activities with a focus on anti-racism. This learning community met monthly in the fall and is continuing to meet in spring 2022.

Additional Data Collection:

- What specific activities, if any, is your project conducting to promote the importance of educator diversity? We had numerous events/trainings throughout the year that addressed culturally responsive practices (detailed in *Project IMPACT Year 4 PD Offerings table*). The events targeted all professional levels associated with the grant – preservice teachers, K-12 teachers and administrators, and college faculty and staff.
- Do you have program graduates who are credentialed in special education, related services, and/or early intervention preparation programs? Yes, see *The student demographics for Cohorts 1 – 4 table*.
- Do you consider your teacher prep program to be a 'Grow Your Own' model? If so, how are you recruiting and retaining these teachers in the high-need partner districts? No

Project IMPACT Organizational Chart

Award U336S180041



Project IMPACT Leadership Team

Plan Project programming, consists of Director, Budget Administrator, Program Manager, Co-Directors, Site Coordinator, and Evaluator

Project IMPACT Faculty Leadership Team

Review Project status, consists of Leadership Team, senior personnel, graduate assistants, and research team leaders

Project IMPACT Advisory Board

Evaluate needs of partner districts, plan activities with partner districts, and evaluate teacher needs, consists of Leadership Team and partner district administrators

Project IMPACT Research Teams

Develop module content and provide PD for participants, consist of content expert faculty, Leadership Team, and graduate assistant

Project IMPACT Curriculum Advisory Board

Evaluate teacher education programs, plan supplemental preparation for teacher candidates, consists of Leadership Team and partner district teachers



This material is based on **Project IMPACT (Improving Motivation, Pedagogy, Assessment, and Collaboration for Teachers)**, which is 50% funded by the U.S. Department of Education under Grant Award U336S180041 (\$2,667,817 over five years).



Appendix A
Project IMPACT Participant Quotes

Mental Health in Schools – July 22, 2021

“Thank you! This was a great overview of how I can best support my students after a challenging year.”

“Very easy to follow along and learn.”

“The presenters were very knowledgeable and included their own stories that helped understand the material.”

UnMasking Healthy Relationships - Nov 30 & Dec 1, 2021

“By far the best PD I have done to date :)”

“I really enjoyed the presentation. It brought light to my day and how much I need to think more of certain things and the important factors of my life. I definitely want to look more into Project IMPACT.”

“Ashanti was amazing! There was never a moment to be bored. He kept us engaged the entire time! It is apparent he put a lot of thought and time into his presentation.”

“This was by far the best PD session I have been to. I felt included within the activities and it really hit close to home.”

“Thanks so much for this PD. It was a well needed deep breath that reminding me of why I became a teacher.”

UnMasking Healthy Relationships Applications - Jan 11 & 12, 2022

“These sessions have been very helpful! I love the convenience and applicable topics.”

2022 Winter Virtual Conference - Jan 22, 2022

“Thank you for making this happen! It's really appreciated.”

“Extremely informative and worthwhile conference. Thank you to the presenters!”

“I appreciate the format of the conference (free and online) because it makes it very accessible.”

“Very well done, and timely information!”

“At this time I believe that I have taken away a multitude of information that I will be able to incorporate into my everyday teaching practices and personal self care practices.”

Practice What You Teach: Trauma-Informed Social Emotional Strategies and Self-Care - Feb 8 & 9, 2022

“It was a great day and well planned!”

“I really liked this presentation & look forward to attending future events put on by Project Impact!”

“I liked the selfcare piece to do with staff and possibility modify for students as well.”

“I really enjoyed this and learned a lot I can use thank you for having me!”

Appendix B

Virtual Simulation Offerings in Year 4

Virtual Simulation	Created in Year 4	Participant Population	Used in # of Classes/ Programs
Career Lesson Introduction for School Counselors		Graduate Students	5
Classroom Acclimation First Day of Student Teaching		Undergraduates	15
Field Coaching		Graduate Students, In-Service Teachers, Administrators	5
Formative Assessment in Small Groups		Undergraduates	2
Functional Analysis for Behaviors		Graduate Students	4
Gain Attention and Establish Group Expectations		Undergraduates	14
Intervention for Individual Student		Undergraduates	16
Interview with an Administrator		Undergraduates	2
Introduction to CMT for Early Field Placement		Undergraduates	16
Lesson Introduction: Focus on Classroom Management		Undergraduates, High School Students	6
Meet and Greet		Faculty, In-Service Teachers, Prospective Students	34
Perimeter Solution Discussion		Undergraduates	1
Positive Behavior Intervention Skills: Pivoting		Undergraduates	12
Upper Elementary Social Studies Language Translation Lesson		Undergraduates	6
Using a Class Discussion to Assess Background Knowledge on Perimeter and Algebraic Expressions		Undergraduates	2
Providing High Quality Feedback to Students	X	Undergraduates	2
Facilitating Controversial Academic Conversations	X	Professional Year Undergraduates	4
Facilitating Difficult Conversations Between Colleagues	X	Graduate Students, Faculty, Staff	3
Meeting with a Concerned Parent	X	Undergraduate, Graduate Students	6
Initial Meeting with New Client	X	Faculty, Staff, Undergraduate Students	2
Technology Issues: Google 1-1	X	Undergraduate Students	3
Lesson Intro: Focus on Questioning		Undergraduate Students	3
Lesson Intro: Focus on Explanation		Undergraduate Students	1

Appendix C

Conferences and Publications in Year 4

Year 4	Developing a field coaching model to transform supervision of teacher candidates. <i>Ohio Confederation of Teacher Education Organizations Fall 2021 Conference</i> . Brodeur, K., Mrachko, A., & Huziak-Clark, T.	Conference Presentation
	Reimagining the educative power of coaching: A new model for teacher candidate supervision. <i>American Association of Colleges for Teacher Education Annual Meeting Presenter</i> . Brodeur, K., Mrachko, A., & Huziak-Clark, T. (2022, March).	Conference Presentation
	Taking action together: Faculty learning community as a space for developing liberatory consciousness. <i>American Association of Colleges for Teacher Education Annual Meeting Presenter</i> . Keyes, S., LaVenias, K., & Brodeur, K. (2022, March).	Conference Presentation
	A Model for Preparing Internship Artifacts: A Teacher Educator Solution. <i>International Society for Technology in Education Live 22 Conference</i> . Goedde, A. and Patterson, N.	Conference Presentation
	Using Social Justice with Math & Science Frames to Integrate Students' Critical Reflection Skills: A TS4A Lesson Study. <i>Project IMPACT Winter Virtual Conference: Educators for Impact Reaching All Learners</i> . Fong, J., Weaver, J., & Matney, G. (2022, January).	Conference Presentation
	Lesson Study: How Teacher Learning Communities Improve Instruction. <i>Teaching and Learning Summit 2022, Bowling Green State University</i> . Goedde, A., Weaver, J., & Matney, G. (2022, March).	Conference Presentation
	Overcoming Challenges: Collaboration via Lesson Study Breaks down Instructional Obstacles. <i>Ohio Council of Teachers of English Language Arts 2022 Spring Conference</i> . Fong, J., Matney, G., & Weaver, J. C.	Conference Proposal
	The White Fragility Dilemma in Culturally Responsive Pedagogy Professional Development. <i>Equity & Excellence in Education</i> . UEEE-2022-0016. Galletta Horner, C, LaVenias, K., Brodeur, K., Ishola, O, Compton, B., Huziak-Clark, T., Glenn-White, V., & Oke, O.	Article Submission
	Teachers' learning through a cross-cultural lesson study in China and the USA. <i>Teacher Professional Learning through Lesson Study in Virtual/Hybrid Environments: Opportunities, Challenges, and Future Directions</i> . Singapore. (2022). Weaver, J. C., Huang, R., Matney, G., Painter, C.; R.Huang, N. Helgevold, J. Lang, & H. Jiang (Eds.)	Chapter Publication