

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

Description of the activities and work completed September 30, 2022 – March 31, 2023:

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 2023 and the annual conference of AACTE in Indianapolis, IN, during February 2023. 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 5.

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
<i>5a & 5b</i>	60	90

The Leadership Team took a variety of approaches to recruiting students for Cohort 5a. This cohort is made of students in their professional year of their education 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. 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 and meetings at the beginning of the academic year. Regular emails were sent to eligible students communicating the benefits of the project and program opportunities. Teacher preparation program faculty shared program information with their students.

In addition to the professional year participants, Project IMPACT continued offering programming to students in their first three years of teacher education for the Project IMPACT Student Group (Cohort 5b). All education majors were invited to join the group and participate in the programming. Programming involved monthly meetings focused on training specific to teacher preparation. The topics in Year 5 included *Dear New Teachers*, *Using Video Technology to Reflect on Your Teaching*, *Classroom Management: Teaching and Keeping Your Sanity!*, *Canva Beyond Presentations: App Smashing*, and *Special Education in the General Education World*. In Year 4, we identified a group of students to serve as leaders for the Student Group and help with recruitment and planning activities. Those students continued as leaders in Year 5 and recruited additional leaders to help in the future.

The student demographics for Cohorts 1 - 5

<i>Major</i>	<i>Cohort 1 students</i>	<i>Cohort 2 students</i>	<i>Cohort 3a students</i>	<i>Cohort 3b students</i>	<i>Cohort 4a students</i>	<i>Cohort 4b students</i>	<i>Cohort 5a students</i>	<i>Cohort 5b students</i>
<i>Inclusive Early Childhood*</i>	13	24	13	14	5	15	0	13
<i>Dual Intervention Specialist</i>	6	12	5	5	3	4	5	4
<i>MCE Math</i>	0	1	1	1	11	3	2	4
<i>MCE Science</i>	0	4	3	7	1	6	2	10
<i>MCE Other</i>	0	0	0	2	0	1	1	2
<i>Business and Marketing Education</i>	1	0	2	0	0	0	0	1
<i>Family and Consumer Sciences</i>	0	0	1	0	0	0	0	2
<i>AYA Mathematics</i>	1	3	3	7	2	6	0	8
<i>AYA Science</i>	1	2	1	3	2	5	2	4
<i>AYA Other</i>	4	7	14	9	4	18	3	15
<i>Other</i>				2	0	1	1	11
Total	26	53	43	50	28	59	16	74

*(Dual early childhood and special education)

Progress Towards Reforming the Program

As with previous years of the grant, the Leadership Team worked with partner districts to plan and offer PD to teacher candidates, in-service teachers, and district staff in areas of identified need. However, knowing that this is the last year of the grant, the team specifically planned summer workshops in Year 4 that led to four learning communities that met throughout the academic year (Year 5). The workshop topics were culturally responsive curriculum, problem-based learning, lesson study, and incorporating environmental research into K-8 curriculum.

During the Year 5 academic year, participants continued to meet and do independent work to implement the concepts covered in the workshops. Teacher collaboration and feedback were key for all of the learning communities. The idea behind these offerings was that teachers would have extensive experiences with the topics and then could lead further efforts at their school buildings to sustain the project work after the grant ends. We received positive feedback on all of the learning communities, and there are plans for additional work if the no cost extension is granted. (Appendix A)

Project IMPACT Year 5 PD Offerings & Events

	<i>Undergraduate BGSU Students</i>	<i>In Service Teachers</i>	<i>Other School District Personnel</i>	<i>BGSU Faculty & Staff</i>	<i>Total</i>
<i>Lesson Study - Interdisciplinary Study Phase</i>		10		3	13
<i>Lesson Study - Facilitating the Plan Phases</i>		7		3	10
<i>Project PRAIRIE & GLOBE: Environmental Observations</i>		12	2	4	18
<i>Student Group Kickoff</i>	53			3	56
<i>Problem Based Learning: PBL Design</i>		21	1	2	24
<i>Lesson Study - Facilitating the Teaching and Reflection Phases</i>		5		3	8
<i>Project PRAIRIE & GLOBE: Research Action Plan</i>		11	2	4	17
<i>Dear New Teachers</i>	34			1	35
<i>Culturally Responsive Educators LC Meeting 1</i>		17	2	1	20
<i>Using Video Technology to Reflect on Your Teaching</i>	2			2	4
<i>Classroom Management: Teaching and Keeping Your Sanity!</i>	31			2	33
<i>Problem Based Learning: Reflection & Feedback</i>		23	1	2	26
<i>Culturally Responsive Educators LC Meeting 2</i>		15	2	1	18
<i>Culturally Responsive Educators LC Meeting 3</i>		15	2	1	18
<i>Project PRAIRIE & GLOBE: Environmental Curriculum</i>		10	2	4	16
<i>Problem Based Learning: Implementation Winter Virtual Conference</i>	13	65	5	36	119
<i>Educators' Emotional Labor</i>	23			2	25
<i>Culturally Responsive Educators LC Meeting 4</i>		13	2	1	16
<i>Culturally Responsive Educators LC Meeting 5</i>		13	2	1	16
<i>Canva Beyond Presentations: App Smashing</i>	29			2	31
<i>Special Education in the General Education World</i>	19		1	1	21
<i>Project PRAIRIE & GLOBE: Student Research Projects</i>		10	2	3	15
<i>Problem Based Learning: PBL Unit Evaluation</i>		21	1	2	24
<i>Total</i>	204	287	28	86	

Participants of all Project IMPACT programs receive digital badges to document their time and work. To date in Year 5, 12 new digital badges were created, and 237 were issued to Project IMPACT participants. Student participants can create professional development transcripts from their digital badges to include with their resumes, and in-service teacher participants can document contact hours and content for license renewal.

On January 21, 2023, we offered our third annual half day virtual conference, *Educators for IMPACT*. The Advisory Board consulted on session topics for the conference and recommended presenters. Board members then reached out to educators that would be strong presenters for these topics. There were 119 total participants in the conference (13 pre-service teachers, 65 in-service teachers, 5 district staff, and 36 BGSU faculty and staff). Like the learning communities, we received positive feedback on the Winter

Virtual Conference. (Appendix A) Another half day virtual conference is planned for 2024 pending no cost extension.

Site Based Supervision

Prior to COVID-19 Ohio changed its teacher evaluation system. There was a delay in implementation due to the pandemic. We have been working closely with our partner districts to adapt our field supervision model to align with their new practices so that our candidates can be fully prepared when they graduate and are hired by our partners. As they conducted their pilots of the Ohio Teacher Evaluation System (OTES 2.0), we also conducted a pilot with a group of our faculty, coaches, university mentors, and a random group of student teachers placed in our partner districts. As part of this pilot, we made appropriate adjustments to OTES 2.0 for pre-service teachers so that the evaluation met their needs as a developing educator. Also, we modified our coaching training and provided professional development throughout the summer and into the academic year. We utilized Mursion simulations to practice coaching skills. Our partners are excited about the continuity between their model and this change at BGSU. We look forward to scaling this process next academic year, especially as the state required mentoring system in Ohio has changed from four years to two.

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. The virtual simulations allow learners to practice communication skills in a safe space, without being in the professional field. To date, simulations have been used in 181 classes or programs in Year 5 (Appendix B). 18 new virtual simulations were created to supplement course content, and 11 new courses or programs incorporated virtual simulations into their programming in Year 5.

Project IMPACT has continued to support research teams consisting of faculty and graduate assistants. The research areas include positive behavior interventions and supports, literacy, culturally responsive pedagogy, lesson study and technology. To date in Year 5, eight conference proposals, two articles and three 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 - 5b and in-service teachers across all four district partners. 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 both 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). Our project team consistently works to include faculty at Bowling Green State University in our work so that we can support implementation of programming (e.g., modules and Mursion simulations developed) even after the grant cycle ends.

Evaluation

Our Evaluator is Kristina N. LaVenia, and she works as part of the project's leadership team. Dr. LaVenia 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 5 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. While email is an easy way to send a lot of information out, it has not been particularly effective with students. We have recognized this in previous years of the grant and made ongoing changes to our communications with students. We have presented directly to students in classes or at program meetings; we have had faculty make class presentations for us. We also have had student leaders present at campus events and assist with social media campaigns. In Year 5 we saw new participants at each event we held. We will continue to market in a variety of ways and seek new avenues for recruiting.

Other Important Project Activities

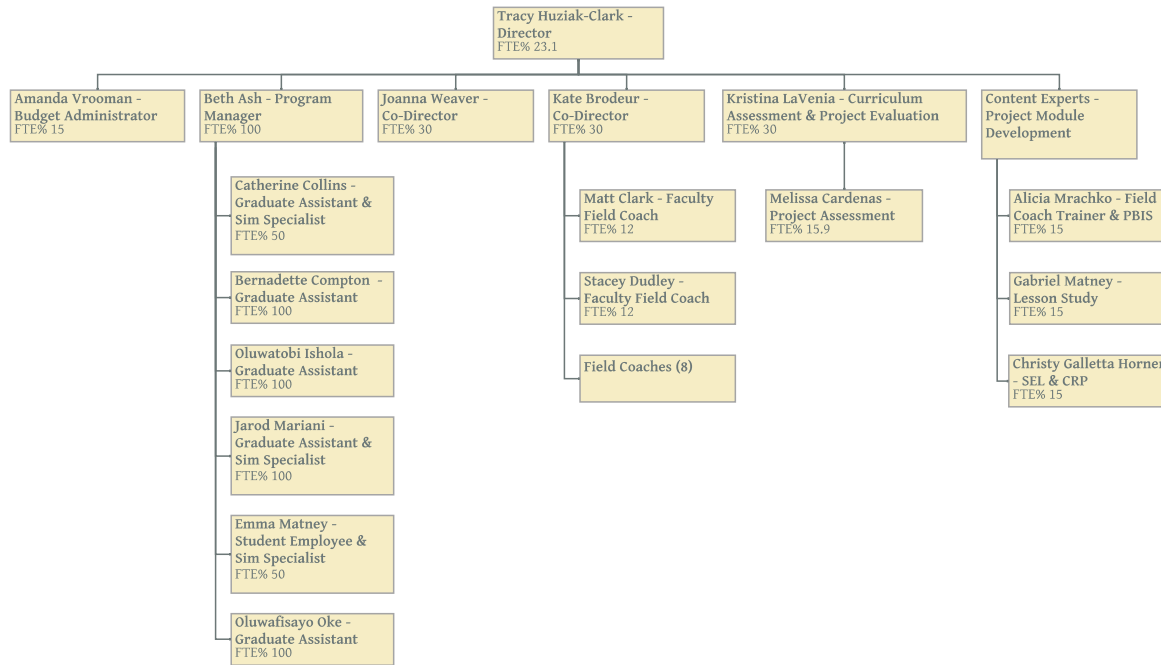
We are continuing with our monthly advisory board meetings, and these have been very helpful for project planning and troubleshooting. In Year 5, planning with the advisory board led to plans for in-person summer workshops with continued academic year work and online synchronous and asynchronous PD.

Another example of successful collaboration and extension of Project IMPACT efforts are two educator learning communities that were managed and delivered by partner district personnel to provide culturally responsive education (CRE) training in our partner schools. The CRE Learning Communities are an outgrowth of our leadership team's work during Year 4 to provide CRE training via a learning community model. Participants in that CRE learning community wanted to continue the work and we now have two on-site CRE learning communities in partner districts that are being delivered by teachers directly to colleagues in their school sites.

You can find more information about our project activities on our website bgsu.edu/projectimpact.

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



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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

2022-23 Project PRAIRIE & GLOBE AY PD Sessions

“Thank you for always keeping things engaging and hands on! It is helpful after an already long day.”

“I am inspired by the projects I have seen today. It is amazing! Seriously, Todd has 1st graders checking out plant diversity? That's awesome!”

“Thank you, Jodi! Once again loved being in session with you and seeing your commitment and passion for what you do! :)”

“This was an amazing training! I'm so excited to continue exploring all of the things we did this year.”

“Jodi does a great job and inspires to get my kids excited about the prairie. Thank you!”

2022-23 PBL AY PD Sessions

“Thank you! This PD in combination with the Project Prairie PD has had such a huge impact on my teaching.”

“I'm so grateful for this experience!”

“I am really grateful for the experience and exposure to really wonderful projects!”

“I really learned a lot from this PD and appreciate the experience, thank you!”

Winter Virtual Conference - Jan 21, 2023

“Thank you for this AMAZING, informative virtual conference! I am having a better Monday because of it.”

“I appreciate being asked to present one of the sessions by Beth Ash. The platform was easy to use and the selection of topics and keynote speaker was very informative. I hope BGSU will continue to provide Project Impact each year for educators and education students. I really enjoyed seeing education students in attendance on a Saturday morning and interacting with the speaker and attendees.”

“I need to learn more about Project IMPACT! I learned a lot of things this morning that I can immediately implement in my classroom and share with my peers/families! I also found the presenters to be very knowledgeable and engaging! I attended both room 5 sessions! In the future I will be looking into more professional development opportunities with Project IMPACT!”

“The sessions I attended were relevant. I now have two books I want to read! I also have strategies I can use on Monday! A colleague attended other sessions, and we plan to discuss what we learned. I love BGSU, and I cannot appropriately express how amazing this morning has been! Thank you so much for making this available for FREE and on a Saturday so I could attend without missing school!”

“I love that we open with a keynote. The topics were wonderful and we appreciated the choice options. Thank you also for allowing us to see missed content choices. Very grateful to BGSU for continuing to invest in teachers through Project Impact.”

Appendix B
Virtual Simulation Offerings in Year 5

Virtual Simulation	Created in Year 5	Participant Population	Used in # of Classes/Programs
Addressing Negative Behavior – PBIS Recess	x	School District Staff	1
Addressing Negative Behavior – PBIS Lunch	x	School District Staff	1
Career Lesson Introduction for Guidance Counselors		Graduate Students	3
Coaching - Fostering Authentic and Effective Reflection within Novice Teachers		Graduate Students, In-Service Teachers, Administrators	11
Coaching – Providing Educative Feedback Following Lesson Delivery	x	In-Service Teachers, Administrators	3
Facilitating a Difficult Conversation Between Colleagues		In-Service Teachers, Administrators	1
Facilitating Controversial Academic Conversations		Undergraduates	1
Family Communication – Four Horsemen Overview	x	Undergraduates	2
Family Communication – Criticism	x	Undergraduates	2
Family Communication – Contempt	x	Undergraduates	2
Family Communication – Defensiveness	x	Undergraduates	2
Family Communication – Stonewalling	x	Undergraduates	2
Family Conference – Conversation with a Concerned Parent		Graduate	1
Family Conference – Student Behavioral Issues		Undergraduates	3
Family Conference – Discussing Student Test Results	x	Undergraduates	4
Formative Assessment During Group Work – Reading Assignment	x	Undergraduates	4
Formative Assessment During Group Work – Water Cycle		Undergraduates	2
Functional Analysis for Behaviors		Graduate Students	3
Gain Attention and Establish Group Expectations – Gapminder Lesson		Undergraduates	10
Intervention for Individual Student – MS Source Analysis		Undergraduates	18
Intervention for Individual Student – 3 rd Grade Counting Task	x	Undergraduates	1
Interview for an Administrator Position	x	Graduate	2
Interview with a Mentor Teacher for Early Field Placement		Undergraduates	16
Leading a Class Discussion of Word Problems (Fractions)	x	Undergraduates	12
Lesson Introduction: Focus on Classroom Management, Team Teaching Content	x	Undergraduates	1
Lesson Introduction: Focus on Classroom Management		Undergraduates	1

Lesson Introduction: Focus on Student Engagement, Letter Sounds – Upper Elementary	x	Undergraduates	8
Lesson Introduction: Focus on Student Engagement, Work Force Education – High School	x	Undergraduates	1
Managing Student Behaviors While Reading Aloud		High School Students	6
Meet and Greet - Middle School		High School Students, Outside Partners	6
Meet and Greet – Upper Elementary		High School Students, Undergraduates, Outside Partners	26
Perimeter Solution Discussion		Undergraduates	1
Positive Behavior Intervention Skills: Pivoting		Undergraduates	2
Program Evaluation: Logic Model Development	x	Graduate Students	2
Project Design Pitch – Life Design	x	Undergraduates	5
Social Studies Language Translation Lesson in the Declaration of Independence		Undergraduates	14
Using a Class Discussion to Assess Background Knowledge on Perimeter and Algebraic Expressions		Undergraduates	1

Appendix C
Conferences and Publications in Year 4

Teacher Candidates in the Remix: A Collaborative DEI Curriculum Overhaul in a Midwestern Teacher Prep Program. <i>2022 Ohio Counsel for the Social Studies Annual Conference</i> . Patterson, N., Sado, M., Jefferson, K., Houdeshell, S., & Rosenberger, B.	Conference Presentation
Unpacking the buzz words: Developing literacy around equity. <i>2022 Ohio Academic Excellence for All Conference</i> . Archer, A., Pendry, N., Newell, R., Jeffries, T., Brodeur, K., & LaVenía, K.	Conference Presentation
Culturally responsive toolkit for middle and high school Educators. <i>2022 Ohio Academic Excellence for All Conference</i> . Archer, A., Newell, R., Pendry, N., LaVenía, K. & Brodeur, K.	Conference Presentation
“Important work in the midst of everything else”: Developing an anti-racist learning community during a global pandemic. <i>2022 Mid-Western Educational Research Association Annual Meeting</i> . Keyes, S. E., Brodeur, K., LaVenía, K., Olson, E., Horner, S., Vostal, B., & Morgan, A.	Conference Presentation
Coaching teacher candidates during student teaching: What does treatment fidelity tell us? Mrachko, A. A., Compton, B., & Brodeur, K.	Conference Presentation
Interdisciplinary Collaboration Impacts Professional Knowledge and Student Learning through Lesson Study. <i>American Association of Colleges for Teacher Education</i> . Weaver, J. C., Matney, G. (2023 February)	Conference Presentation
Developing Teacher Leaders’ Empowered Mindset: Practitioners as the Driving Force for Professional Learning. <i>American Association of Colleges for Teacher Education</i> . Lavenía, K., Brodeur, K. Huziak-Clark, T., Weaver, J. C. , Ferguson, L., Falkenberg, D., Reffert, L. , Swartzmiller, B. (2023 February)	Conference Presentation
Leveraging Collaboration to Reimagine Teacher Candidate Supervision. <i>American Association of Colleges for Teacher Education</i> . Brodeur, K., Huziak-Clark, T., Mrachko, A., Bigelow, L., Falter Thomas, A., Gill, K. (2023 February)	Conference Presentation
Virtual reality sims: Instructional tools for middle grades teacher candidates. <i>Action Research in Education</i> . Pagels, J., Ash, B., and Phillips, D.	Article Submission
Jigsaw Lesson Study in a Teacher Education Classroom. <i>Journal on empowering Teaching Excellence</i> . Weaver, J. C., Matney, G., Becker, C., & Zalar, A. (2023).	Article Submission
Using mixed-reality simulations to develop instructional coaching skills. In T. Cherner & A. Fegeley (Eds.) <i>Bridging the XR Technology-to-Practice Gap: Methods and strategies for blending extended realities into classroom instruction, Vol. II</i> (pp. 173-193). AACE2023. Brodeur, K., Mrachko, A.A., & Huziak-Clark, T. (2023). https://www.learntechlib.org/p/222293/ .	Chapter Publication
Adapting lesson study for preservice teachers’ instruction & learning. In Dotger, Matney, Heckathorn, Chandler-Olcott, and Fox (Eds) <i>Lesson Study with Mathematics and Science Preservice Teachers: Finding the Form</i> . Weaver, J. C., & Matney, G. (2023).	Chapter publication
Promoting Interdisciplinary Connections and Mathematics Collaborations Through Literacy-centered Lesson Study. In Dotger, Matney, Heckathorn, Chandler-Olcott, and Fox (Eds) <i>Lesson Study with Mathematics and Science Preservice Teachers: Finding the Form</i> . Haydar, H., Kaya, M., & Weaver, J. C. (2023).	Chapter publication