

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

By Kristina LaVenía, Beth Ash and Tracy Huziak-Clark

Description of the activities and work completed in October 1, 2019 – September 30, 2020:

Project IMPACT “Eligible Partners” List:

1. Toledo Public Schools
2. Toledo School for the Arts
3. Springfield Local School District
4. Perrysburg School District

The list of eligible partners has remained the same since our project was initially awarded. We meet monthly with representatives from each of the district partners and work closely with this team to develop, refine, and plan delivery for project PD. In addition, a representative from each district attended the annual conference of AACTE in Atlanta, GA during February 2020 and helped present our work to conference attendees. Our plans for keeping our group of eligible partners intact involves continuing to meet monthly, and keeping these district partners’ voices as central in our decision making. We also have added a Curriculum Advisory Board that includes teachers from partner districts. Please note that due to COVID-19 challenges, all of our meetings are now taking place virtually as of March 2020.

TQP Grant 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 2.

Project planning and implementation:

Project IMPACT centers on the following objectives:

- Recruit, prepare, mentor, and develop highly qualified teachers to fill difficult-to-staff positions.
- Establish, develop, and strengthen partnerships with area stakeholders.
- Develop and implement a program to support new teachers in partner LEAs.
- Develop reform-based course modules for infusion into existing teacher education curriculum.

Project IMPACT Professional Recruitment Snapshot

Year/Cohort	Target Recruitment	Actual Recruitment
1	30	26
2	60	53
3	60	46

The Leadership Team took a variety of approaches to recruiting students for Cohorts 2 and 3. Students that are in our cohorts are in their professional year of their education program. Team members presented at program meetings 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. Leadership faculty offered individual meetings to explain the project and answer student questions.

The student demographics for Cohorts 1 - 3 Professional Year Students

Major	Number of Cohort 1 students	Number of Cohort 2 students	Number of Cohort 3 students*
Inclusive Early Childhood (Dual early childhood and special education)	13	24	15
Dual Intervention Specialist	6	12	9
MCE Math	0	1	2
MCE Science	0	4	3
MCE Other	0	0	1
Business and Marketing Education	1	0	2
Family and Consumer Sciences	0	0	1
AYA Mathematics	1	3	4
AYA Science	1	2	2
AYA Other	4	7	7
Total	26	53	46

Note: *We have 46 students who have expressed interest in being part of Cohort 3; we are actively recruiting these students, but do not yet know how many of them will commit to attending and participating in project activities. We will continue to recruit through the start of spring semester.

In addition to the professional year participants, Project IMPACT leadership team has made plans to start offering programming to students in their first three years of teacher education (Project IMPACT Student Group). The majority of the recruiting and programming will take place in Year 3. We currently have 89 students who have expressed interest in participating in the student group. The programming will involve monthly meetings that provide training that is specific to teacher preparation.

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. In-person, full-day PD was offering to district teachers and administrators, as well as teacher candidates, in November, February, and March.

Weeklong, summer workshops were planned; however, based on feedback from partner districts and uncertainty with the upcoming school year, those plans were cancelled. Partner districts still indicated a need for professional development, especially considering the new demands of teaching and learning online and the social emotional toll on both students and teachers. Again, the leadership team consulted with the partner districts and identified topics that would be of interest to teachers and offered eleven, 90-minute online PD sessions over the summer.

	Project IMPACT Year 2 PD Offerings				Total
	Undergraduate BGSU Students	In-Service Teachers	Other District Personnel	BGSU Faculty & Staff	
Trauma Informed Care and Social Emotional Learning	38	47	11	8	104
Professional Communications	4	0	0	5	9
Culturally Responsive Teaching	10	17	8	40	75
Facilitating Critical Conversations	27	29	8	9	73
Building Meaningful Connections with Your Students Online	7	101	17	0	125
Social Emotional Learning: What, Why, and How?	5	48	3	0	56
Student Views of 1st Amendment Rights and Responsibilities in Schools	3	29	8	0	40
Building Effective Relationships with Parents and Guardians	6	39	12	0	57
Assessments for 21st Century Learning	3	39	4	0	46
Digital Citizenship: Curating Content and Resources on the Web	1	32	3	0	36

Project IMPACT holds biweekly Faculty Leadership meetings and during the summer, held three days of curriculum mapping work. One of the goals of the Faculty Leadership meetings and curriculum mapping is to identify areas of BGSU's teacher education programming that might need supplemented. As a result, in Year 2 sixteen curriculum modules were developed. These modules could be added to courses by instructors or could be completed independently by students. Students completing modules independently can earn digital badge microcredentials. The modules developed in Year 2 include:

- Wellness and Self-Care
- Mental Health in School (PreK-6)
- Mental Health in Schools (6th – 12th)
- Lesson Study: A Worldwide Education Phenomenon to Empower Teachers
- Lesson Study by Mathematics Teachers
- Lesson Study for ILA Teachers
- Lesson Study: Diving Deeper into Why Lesson Study Empowers Teachers
- Family Literacy
- Reading Motivation
- Data Literacy

- Promoting Reading Achievement Across Content Areas
- Social and Emotional Learning: What, Why, and How
- PBIS Tier 1 - Universal Prevention
- An Introduction To SEL and PBIS, and How They Relate
- Universal Design for Learning
- Introduction to ESOL

In Year 2 thirteen digital badges were created, and 510 were issued to Project IMPACT participants. See **Appendix A** for a sample of what our digital badges issued through Acclaim look like or visit our Acclaim website <https://www.youracclaim.com/organizations/bgsu-project-impact/badges>.

Project IMPACT provided field coaching to teacher candidates in partner districts. The field coaches were experienced in-service teachers or teaching professors (20 total) that participated in three training sessions 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 discuss areas of their teaching. The field coaching provided by the Project is an addition to BGSU's teacher preparation program.

Project IMPACT's work with GoReact has been so well-received and deemed valuable that the software has been shared with all faculty in teacher preparation and is being used in multiple courses. GoReact is also being used for field experience supervision to minimize visitors entering school buildings. Teacher candidates will share recordings of their teaching through GoReact, so that university mentors can observe their teaching and provide feedback. 86 university mentors that work with all BGSU teacher candidates will be trained (through 12 sessions) on GoReact and will be using it in the 2020-21 academic year.

Mursion virtual simulation software and equipment was purchased in Year 1 of the grant. Early in Year 2, the project leadership team made numerous efforts to inform BGSU teacher preparation faculty on the ways virtual simulations can be incorporated in courses to allow application of course content through simulated field experience. The project was able to provide simulations remotely while classes were not being held in-person. The project has seen increased interest in using the simulations to make up for lost field experience due to COVID precautions. The virtual simulations have been used in graduate and undergraduate courses, as well as teacher professional development (Appendix B).

Virtual Simulation	Created in Year 2	Participant Population	Used in # of Classes/Programs
Career Interest Lesson Introduction	X	Graduate Students	1
Classroom Acclimation First Day of Student Teaching		Undergraduates	6
Field Coaching	X	In-Service Teachers, Graduate Students	2
Functional Analysis for Behaviors	X	Graduate Students	2
Lesson Introduction with Focus on Classroom Management		Undergraduates	6
Lesson Introduction with Focus on Engagement		Undergraduates	4
Middle School Meet and Greet		Faculty, Undergraduates, High School Students	10
Mock Interview with Principal	X	Undergraduates	4
Positive Behavior Reinforcement Using PIVOT Strategy	X	Undergraduates	4
Professional Communication Skills	X	Undergraduates	1
Questioning Techniques	X	Undergraduates	1

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 Cohort 1 and in-service teachers across all four district partners, we have provided PD to Cohort 2 members, and we are planning for recruitment of Cohort 3. 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. Prior to COVID-19, our biggest challenge with partnerships was negotiating induction activities with one of our project partner's union leadership. Since spring 2020, our project's most pressing challenges have been due to the pandemic. 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 has shifted to virtual, and we are working hard to offer trainings at times that might work best for teachers (e.g., evenings and weekends).

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 listed in the Year 2 Project PD table, we have collected data on participants' perceptions of PD quality, relevance, and importance.

Challenges

In terms of implementation challenges, the primary challenge has been coordinating schedules for all participants (i.e., students, advisory board members, inservice teachers, and BGSU faculty). For every activity we plan to provide or lead, scheduling seems to always be one of the biggest obstacles. Students have their individual course schedules to navigate, districts have constraints around securing substitute teachers and honoring testing windows, faculty have their own teaching schedules and outside research activities to plan around. We are working with our partners and BGSU faculty to find ways to minimize these obstacles. Due to COVID-19, we do not see this challenge being overcome in spring 2020. Our hope is that by summer 2020 we can resume in-person trainings. We also hope that as the pandemic eases we will see higher participation rates in our PD offerings.

COVID-19

COVID-19 prevention measures have caused us to modify some of our planned Project work. We were able to complete all of our academic year programming. We have continued to hold all leadership, faculty, and partner meetings remotely. We also have been able to offer virtual simulations remotely. Some of our undergraduates were not able to submit their last teaching video for field coaching; however, the students and coaches were still able to connect online. We cancelled our planned summer workshops and instead scheduled 90-minute online PD sessions. The PD topics were selected based on student and teacher needs due to modified instruction for COVID measures.

Other Important Project Activities

We are continuing with our monthly advisory board meetings, and these have been very helpful for project planning and troubleshooting. We have also added quarterly curriculum advisory board meetings that allow in-service teachers from partner districts to give input on both Project programming and BGSU teacher preparation. We held several events to support Project activities; the events include a Student Kickoff, a Virtual Simulations Training Center Open House, a New Teacher Celebration, and Mock Interviews.

We have continued to develop strong working relationships with our partners in our advisory board. Four members of this board traveled with the leadership team to AACTE to present about the work we have done to build a more equitable partnership. Our presentation was titled: *Disrupting Partnership Norms: Educating for the Change our Partners Need*. 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 are 14 members of the learning community, and the group is focused on revising course syllabi and learning activities with a focus on anti-racism. This learning community meets monthly, and all members are required to produce a "deliverable" (e.g., revised course syllabus) at the end of the fall semester. The learning community will continue to meet in spring 2021, and members will work collaboratively on deliverable for EDHD (e.g., revised program learning objectives).

We also created a video to highlight some of the important aspects of our project. The link to this short video is: <https://youtu.be/DdJPZH AHZOE>

You can also follow all of our work on social media:



@ProjectIMPACTBGSU



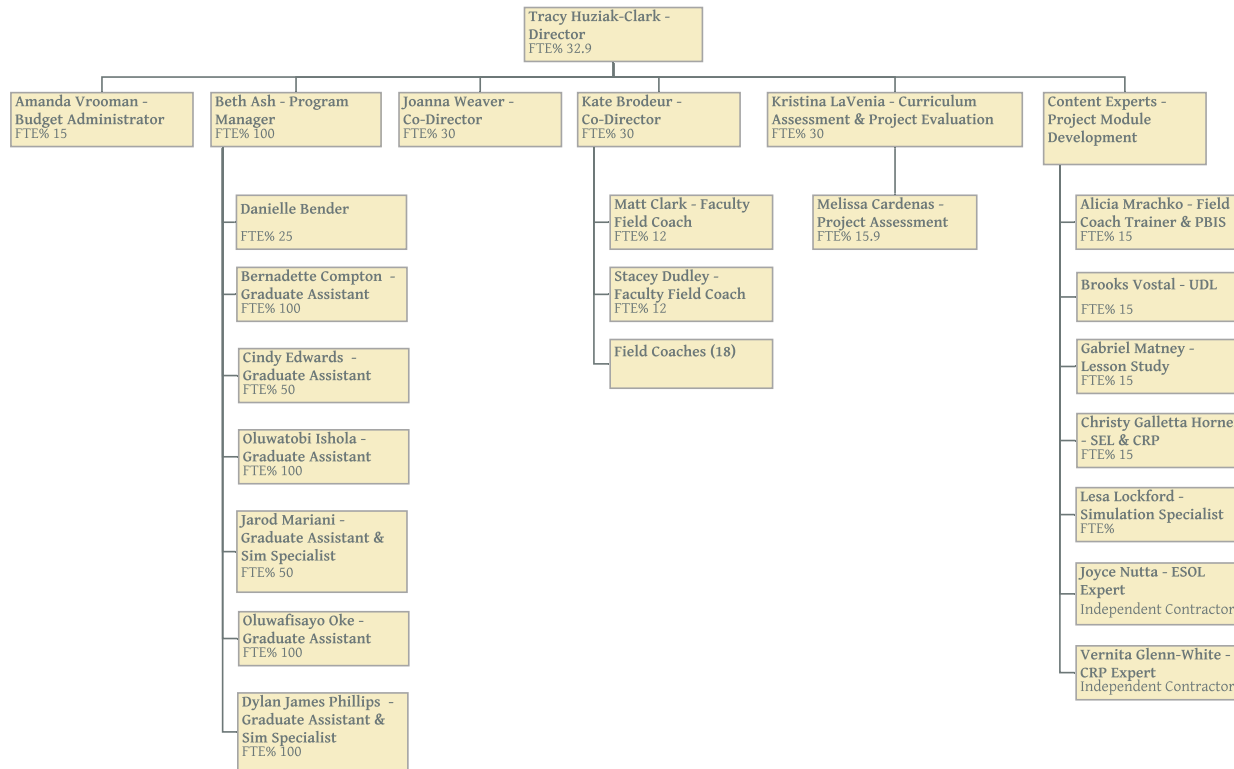
@ProjectIMPACT12



@projectimpact3

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

BGSU Project IMPACT



Project IMPACT (Improving Motivation, Pedagogy, Assessment, and Collaboration for Teachers) is committed to equitably and effectively educating each child through meaningful P20 partnerships focused on facilitating high-quality, relevant professional development that supports and empowers preservice and inservice educators. Project IMPACT offers micro-credentials or “badges” for achieving competencies through our various professional learning experiences.



Badges

17 badges

Sort by: Most Popular ▾



Building Meaningful Connections with Your Students Online

BGSU Project IMPACT



Social Emotional Learning: What, Why, and How?

BGSU Project IMPACT



Building Effective Relationships with Parents and Guardians

BGSU Project IMPACT



Assessments for 21st Century Learning

BGSU Project IMPACT



Student Views of 1st Amendment Rights and Responsibilities in Schools

BGSU Project IMPACT



Understanding Your Why

BGSU Project IMPACT

Appendix B

