

**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, 2020 – March 31, 2021:

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 made 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 the annual conference of AACTE during February 2021 and helped present our work to conference attendees. 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 as 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 3.

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

The Leadership Team took a variety of approaches to recruiting students for Cohort 3a. 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 are invited to participate in this cohort. Team members presented to 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.

In addition to the professional year participants, Project IMPACT leadership team began offering programming to students in their first three years of teacher education for the Project IMPACT Student Group (Cohort 3b). All education majors were invited to join the group and participate in the programming. The programming involved monthly meetings that provide training that is specific to teacher preparation. The topics in Year 3 included Understanding Your Why, Mental Health First Aid, Creating Interactive Bitmoji Environments, Digital Citizenship, and Active Listening.

The student demographics for Cohorts 1 - 3

<i>Major</i>	<i>Number of Cohort 1 students</i>	<i>Number of Cohort 2 students</i>	<i>Number of Cohort 3a students</i>	<i>Number of Cohort 3b students</i>
<i>Inclusive Early Childhood (Dual early childhood and special education)</i>	13	24	13	14
<i>Dual Intervention Specialist</i>	6	12	5	5
<i>MCE Math</i>	0	1	1	1
<i>MCE Science</i>	0	4	3	7
<i>MCE Other</i>	0	0	0	2
<i>Business and Marketing Education</i>	1	0	2	0
<i>Family and Consumer Sciences</i>	0	0	1	0
<i>AYA Mathematics</i>	1	3	3	7
<i>AYA Science</i>	1	2	1	3
<i>AYA Other</i>	4	7	14	9
<i>Other</i>				2
Total	26	53	43	50

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. COVID prevention measures would not allow full-day in-person professional development, as originally planned. District leadership also had concerns about teachers participating in professional development during the school day due to lack of substitute teachers and the demand on teachers. The Leadership Team and Advisory Board worked together to adjust to offer shorter online professional development after school hours. The feedback on all of our PD this year have been very positive (Appendix A).

The Project IMPACT Lesson Study research team worked with one of the partner schools, Toledo School for the Arts, to provide extensive lesson study professional development work and facilitate lesson study cycles. The team provided two full days of professional development prior to the start of the school year, and then led numerous planning and research meetings throughout the year. The result was two interdisciplinary teacher teams conducting full lesson study cycles throughout the year. The feedback from the partner school has been extremely positive. The teacher teams plan on continuing to conduct lesson study cycles next year and to train other teachers in their building, so they also can participate in lesson study.

Project IMPACT Year 3 PD Offerings

	<i>Undergraduate BGSU Students</i>	<i>In-Service Teachers</i>	<i>Other District Personnel</i>	<i>BGSU Faculty & Staff</i>	<i>Total</i>
<i>Building Meaningful Connections with Students Online</i>	12	0	0	2	14
<i>Understanding Your Why</i>	33	0	0	3	36
<i>Creating Equity: Moving from Cultural Competency to Cultural Humility</i>	10	16	6	19	51
<i>Lesson Study - What is it? What can it do?</i>	9	22	2	9	42
<i>Lesson Study – Teacher Educator Discussion</i>	0	0	0	10	10
<i>Mental Health First Aid</i>	26	0	0	3	29
<i>Real World Issues: A Scenario Based Workshop</i>	8	14	3	8	33
<i>Creating Bitmoji Interactive Rooms</i>	20	0	0	2	22
<i>Learning for Justice: Speak Up At School</i>	11	14	5	4	34
<i>Digital Citizenship</i>	14	0	0	2	16
<i>LAFF Don't CRY: Active Listening for Parent Communications</i>	13	0	0	2	15

Both the Advisory Board and the Curriculum Advisory Board believed that a half day virtual conference would be well-received as an option for additional training. Both Boards were asked to identify major topics that should be the focus of the conference. They identified social emotional learning, relationship building, online teaching, and instruction practices as themes for conference presentations. Board members then reached out to educators that would be good presenters for these topics. The conference sessions are listed below. There were 72 total participants in the conference (21 pre-service teachers, 27 in-service teachers, 9 district staff, and 15 BGSU faculty and staff).

- Lesson Study and the Power of Collaboration, *Allison Goedde, Gabriel Matney, Jeremy Nadler, Nancy Patterson, and Joanna Weaver; Bowling Green State University*
- Ecology and Citizen Science in the Elementary and Middle School Classroom, *Amy Boros, Hull Prairie Intermediate, Perrysburg Schools*
- So You Want to be a Teacher: Well Here Is What It Takes!, *Marty Perlaky, Springfield High School, Springfield Local Schools*
- Supporting Students with a Trauma Informed Lens, *Grant Toepfer-Gaver, Holland Elementary, Springfield Local Schools; Kelsey DePompei, Springfield High School, Springfield Local Schools*
- Pushing the Limit: Mental Health in Education During a Pandemic, *Carlyn Campbell-Johannes, MA, LPC, LPSC (she/her/hers), Toledo School for the Arts*
- Seeking Help From the School Mental Health Providers for Both Students and Educators, *Robin DuFresne and J.P. Oehrtman, Bowling Green State University*
- Pedagogical Prepping: A Survivalist's Guide to Teaching in a Time of COVID, *Joe Boyle, Waite High School, Toledo Public Schools*
- Social Studies and COVID-19: How to Reach Students When They Seem So Far Away, *Mckenzie Weaver, DuBose Middle School, Dorchester School District Two*
- Building Effective Relationships with Parents and Guardians, *Kimberly Christensen, Bowling Green State University*

Project IMPACT holds biweekly Faculty Leadership meetings. The focus of the meetings alternates between project programming and research work. The Faculty Leadership team meetings have allowed for discussion to expand the use of Mursion, GoReact and Project IMPACT modules throughout the College. Faculty have the opportunity to share how they have used these resources, and then other faculty

can ask questions to improve their comfort using the same resources. The Faculty Leadership team meetings also help identify facilitators for professional development. The research work from Faculty Leadership has expanded drastically in Year 3. Eight conference presentations and two publications resulted from Project work in Year 3 (Appendix B).

In Year 3 to date, 12 digital badges were created, and 251 were issued to Project IMPACT participants. Some of the Project IMPACT student group participants also are involved in the College of EDHD Student Ambassadors program. The Vice-President of the Student Ambassadors contacted the Leadership Team to ask for support in issuing digital badges to their participants, so that students would have documentation of all of their additional training in Credly. Project IMPACT was able to create and issue three badges to support their work. Visit our Credly website <https://www.credly.com/organizations/bgsu-project-impact/badges> to see what our digital badges look like.

Project IMPACT provided field coaching to teacher candidates in partner districts. The field coaches were experienced in-service teachers or teaching professors (7 total) 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 discuss areas of their teaching. The field coaching provided by the Project is an addition to BGSU's teacher preparation program.

One of the partner districts, Springfield, expressed interest in using the field coaching model and GoReact in some of their teacher observations. In Year 3, they worked with the Project IMPACT leadership team to provide coaching professional development and GoReact training and access to their building administrators. The goal for this was to allow for more administrator teaching observations leading to formative feedback for the teachers. Springfield hopes to expand the coaching model and GoReact use to mentor teachers in the district next year.

Mursion virtual simulation software and equipment was purchased in Year 1 of the grant. In Year 2, simulations were used with Project programming and some courses. In Year 3, the use of Mursion expanded greatly. To date, simulations have been used in 116 classes or programs (Appendix C). Due to COVID prevention measures, many field placements were cancelled for teacher candidates. Project IMPACT was able to create virtual simulations to allow students to practice skills they would have used in their field placements. The Project IMPACT Faculty Leadership Team has identified two simulations teacher candidates in all programs can experience each year of the teacher preparation program.

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 - 3b and in-service teachers across all four district partners, and we are planning for recruitment of Cohort 4. 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. 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 3 Project PD table, we have collected data on participants' perceptions of PD quality, relevance, and importance.

Challenges/Successes

Connecting with students to communicate the benefits of Project IMPACT has been an ongoing challenge with the project, and it was enhanced due to COVID prevention measures. While email is an easy way to send a lot of information out, it has not been particularly effective with students. We recognized this in Year 2 of the grant and made plans to meet in person with students during classes and college events. All of the classes and events we planned on for presentations went online. As much as possible, the Leadership Team joined online classes and other events; however, we still had to resort to email communications for follow up. For Year 4, we plan on seeking opportunities to connect with students in-person to better communicate the benefits of project participation.

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 are also continuing with quarterly curriculum advisory board meetings that allow in-service teachers from partner districts to give input on both Project programming and BGSU teacher preparation. In Year 3 planning with both advisory boards led to bringing in a nationally recognized speaker and offering a winter virtual conference. We also were able to offer mock interviews to our professional year students. Partner district administrators conducted mock interviews, and we used virtual simulations for interviews.

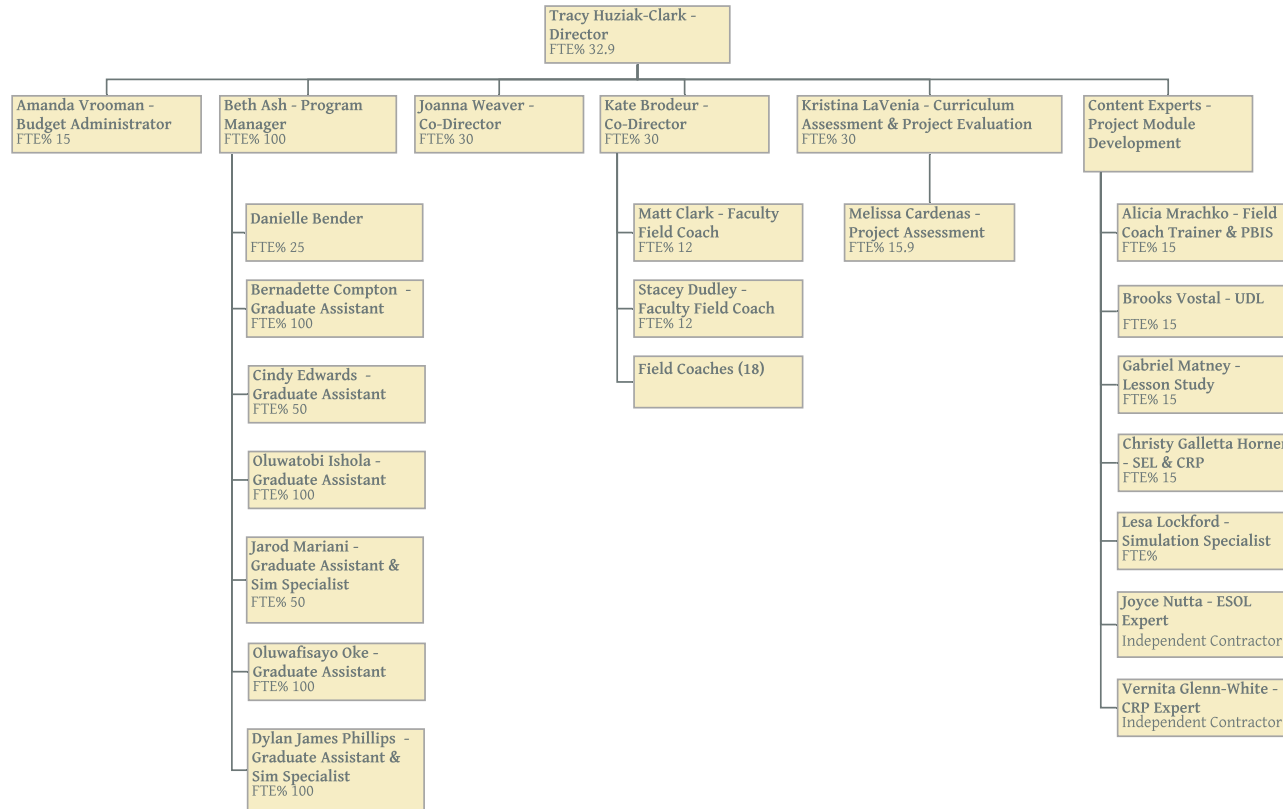
We have continued to develop strong working relationships with our partners in our advisory board. Four members of this board worked with the leadership team to present at AACTE's annual meeting. Our presentation was titled: *Developing Shared Vision: Collective Commitment and Professional Responsibilities*. 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. As a result of connections made and commitment to improvement, a book study group of Project IMPACT faculty and Advisory Board members was started. The group read and discussed *White Fragility* by Robin DiAngelo and has plans to read *So You Want to Talk About Race* by Ijeoma Oluo this summer.

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). The group has read *So You Want to Talk About Race* by Ijeoma Oluo.

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



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

Understanding Your Why - Oct 10, 2020

"I am excited to use the skills I have learned today about my own values and share them to build a stronger connection with future students."

"I am going to better understand my assumptions and practice not assuming things about certain types of people. I am going to practice recognizing stereotypes that I might carry and put those aside in my mind so I can get away from putting people in boxes and believe in every student fully."

Creating Equity: Moving from Cultural Competency to Cultural Humility - Nov 2020

"I enjoyed the insight into some of the things that I am aware of as well as things that I can do to be more sensitive to my students."

"I thought the part on how you ask questions in the beginning was huge. Even though it may be an innocent question it can be perceived the wrong way."

Ashanti Branch: The Masks We All Wear - Jan 21, 2021

"Thank you for such an inspiring presentation! I was so impressed with Ashanti and his story and commitment to helping young people."

"Thank you so much! This was so eye opening and touching. Just what I needed to hear!"

2021 Winter Virtual Conference - Jan 23, 2021

"I felt the sessions touched on a variety of important topics and the presenters were very honest and real about the information they were talking about and their experiences. Thank you to everyone who worked to make this conference happen!"

"I really enjoyed the organized format of this conference and the ability to choose which sessions interested me the most. I would love to attend another conference similar to this one."

Real World Issues: A Scenario Based Workshop - Feb 1, 2021 – Feb 3, 2021

"I very much enjoyed getting to talk to like-minded educators. I also felt that the Assess and ABAR model are very helpful. I am excited to use them in my own practice."

"The scenarios were very applicable to my position and gave me ideas to use when having conversations with some of my teachers."

Creating Bitmoji Interactive Rooms - Feb 13, 2021

Student Email:

"Hello! I wanted to share that I am using my Bitmoji classroom for my writing class!!! I am writing a paper on racism in education and ways to fix it and thought this would be a great tool! Thank you so much!!!"

Mock Interviews - March 2021

Student Email:

*"Hello Project Impact Team,
Last night I was able to participate in your mock interviews with both Jeff Pendry and Doug Mead. This is an experience I will never forget. I am so incredibly thankful that you extend these services to BGSU pre-service teachers. Thank you for creating a path to help me succeed. I hope to be able to work with you all more in the future. Thank you again"*

Appendix B

Conferences and Publications in Year 3

Year 3	Moving Teacher Mentoring from Face-to-Face to a Virtual Environment. <i>Ohio Confederation of Teacher Education Organizations Fall 2020 Conference</i> . Ross, C., & Thompson, D.	Conference Presentation
	Lesson Study Promotes Innovative Pedagogy and Student Learning. <i>Ohio Confederation of Teacher Education Organizations Fall 2020 Conference</i> . Weaver, J., Matney, G., Goedde, A., Nadler, J., and Patterson, N.	Conference Presentation
	Developing Shared Vision: Collective Commitment and Professional Responsibilities. <i>American Association of Colleges for Teacher Education Annual Meeting Presenter</i> . Huziak-Clark, T., Brodeur, K., LaVenias, K. & Weaver, J.	Conference Presentation
	Lesson Study: Collaborative Learning, Planning, and Reflection Promotes Student Learning and Strengthens Instructional Practice. <i>Ohio Council of Teachers of English Language Arts 2021 Spring Conference</i> . Weaver, J., Matney, G., Goedde, A., Nadler, J., and Patterson, N.	Conference Presentation
	Teaching the Coach: Professional Learning Experiences of Novice Coaches. <i>American Educational Research Association Conference Presenter</i> . Brodeur, K., Phillips, D., Mrachko, A., and Compton, B.	Conference Presentation
	Checking the Box or Smacking the Water: The White Fragility Dilemma in Professional Development. <i>American Educational Research Association Conference Presenter</i> . Galletta Horner, C., Glenn-White, V., Brodeur, K., Compton, B., Huziak-Clark, T., Ishola, T., LaVenias, K., and Oke, O.	Conference Presentation
	Motivate, Engage, and Apply: Reading Motivation. <i>Ohio Deans Compact 8th Annual Statewide Conference</i> . Weaver, J., Clark, M., Bertelsen, C., Christensen, K., Dudley, S., Borchardt, K., and Hoerig, A.	Conference Presentation
	Digital Tools to Promote Remote Lesson Study. <i>International Society for Technology in Education Live 21 Conference</i> . Weaver, J., Matney, G., Goedde, A., Nadler, J., and Patterson, N.	Conference Presentation
	Promoting Innovative Pedagogy and Student Learning through Lesson Study. <i>Ohio Deans Compact 8th Annual Statewide Conference</i> . Weaver, J., Matney, G., Goedde, A., Nadler, J., and Patterson, N.	Conference Proposal
	Digital tools to promote remote lesson study. <i>International Journal of Learning and Lesson Study</i> . Weaver, J. C., Matney, G., Goedde, A. M. Nadler, J. R., & Patterson, N.	Article Published
	Interrupting the pattern: Knowing why and respecting who we teach. <i>Midwestern Educational Researcher</i> . Brodeur, K., LaVenias, K. N., Horner, C. G., & Huziak-Clark, T.	Article Published

Appendix C

Virtual Simulation Offerings in Year 3

Virtual Simulation	Created in Year 3	Participant Population	Used in # of Classes/Programs
Career Lesson Introduction for Guidance Counselors		Graduate Students	6
Classroom Acclimation First Day of Student Teaching		Undergraduates	18
Field Coaching		Graduate Students, In-Service Teachers, Administrators	4
Formative Assessment in Small Groups	X	Undergraduates	4
Functional Analysis for Behaviors		Graduate Students	2
Gain Attention and Establish Group Expectations	X	Undergraduates	37
Individual Reading Inventory	X	Undergraduates	1
Intervention for Individual Student	X	Undergraduates	8
Interview with an Administrator		Undergraduates	9
Introduction to CMT for Early Field Placement	X	Undergraduates	8
Lab Activity Instructions	X	Undergraduates	1
Lesson Introduction: Focus on Classroom Management		Undergraduates	2
Middle School Meet and Greet		Faculty, In-Service Teachers	1
Perimeter Solution Discussion	X	Undergraduates	1
Positive Behavior Intervention Skills: Pivoting		Undergraduates	1
Upper Elementary Social Studies Language Translation Lesson	X	Undergraduates	12
Using a Class Discussion to Assess Background Knowledge on Perimeter and Algebraic Expressions	X	Undergraduates	1