

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

Description of the activities and work completed October 1, 2020 – September 30, 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 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 2021 and 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 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 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 are taking a similar approach to recruiting for Year 4, but have 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 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 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*. We received positive feedback on the Student Group and will offer it again in Year 4.

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
<i>Total</i>	26	53	43	50

We have 40 students who have expressed interest in being part of Cohort 4a and 87 in Cohort 4b; we are still 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.

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 during the academic year.

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, as documented in [this article by the school principal](#).

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.

The Advisory Board and Curriculum Advisory Board also recommended offering a variety of options for summer PD. During Year 2, eighteen modules were developed. Of those, ten were identified to be offered to partner district teachers for independent completion. 48 digital badges were issued to district teachers for module completion. Short online PD remained popular with district partners, so twelve, 90-minute online sessions were offered over the summer. 190 digital badges were offered for the online PD sessions. Our final summer PD offering was a four-day summer institute on High Quality Student Data (HQSD) for Math and Science learning. 32 math, science and special education teachers from the partner districts researched HQSD and assessment tools and compiled a database of tools for producing HQSD. The participants will continue to meet throughout Year 4 to implement the tools, provide feedback and continue to add to the database. The feedback on all of our PD this year have been very positive (Appendix A).

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			2	14
<i>Understanding Your Why Student</i>	33			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 Mental Health First Aid</i>				10	10
<i>Real World Issues: A Scenario Based Workshop Creating Bitmoji Interactive Rooms</i>	26			3	29
<i>Learning for Justice: Speak Up At School Digital Citizenship</i>	8	14	3	8	33
<i>LAFF Don't CRY: Active Listening for Parent Communications</i>	20			2	22
<i>Mental Health in School (PreK-6)</i>	11	14	5	4	34
<i>Mental Health in School (7-12)</i>	14			2	16
<i>Creating Connection: Relationship Development with Students to Increase Engagement</i>	13			2	15
<i>Zooming in the Sweet Spot of Student Engagement Onsite and Online</i>	1	13	5	3	22
<i>Communicating with Families to Promote Engagement</i>	2	12	5	3	22
<i>Digital Resources to Connect with Your Students</i>		29		4	33
<i>Differentiating Instruction After an Unusual Year Independent Module Completion</i>	2	17	6	4	29
<i>HQSD for Math and Science Learning</i>		24		4	28
Total	2	15	6	4	27
	3	18	2	6	29
		48		1	49
		32		1	33
	166	274	40	94	

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. 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). Another half day virtual conference is planned for Year 4.

Project IMPACT holds regular 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. Nine conference presentations and two publications resulted from Project work in Year 3 (Appendix B).

One of the goals of the Faculty Leadership meetings is to identify areas of BGSU's teacher education programming that might need supplemented. As a result, in Year 3 seventeen curriculum modules were developed (Appendix C). These modules could be added to courses by instructors or could be completed independently by students or in-service teachers. Participants completing modules independently can earn digital badge microcredentials.

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, requested help with their administrator training for the new Ohio Teacher Evaluation System. The Project IMPACT leadership team worked with the district to provide coaching, high quality student data, and GoReact professional development. As follow-up to the training, Project IMPACT delivered virtual simulations to allow the administrators to practice their skills during simulated teacher conferences. The Project also covered the cost for GoReact licenses for the district administrators.

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 D). 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. 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, 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.

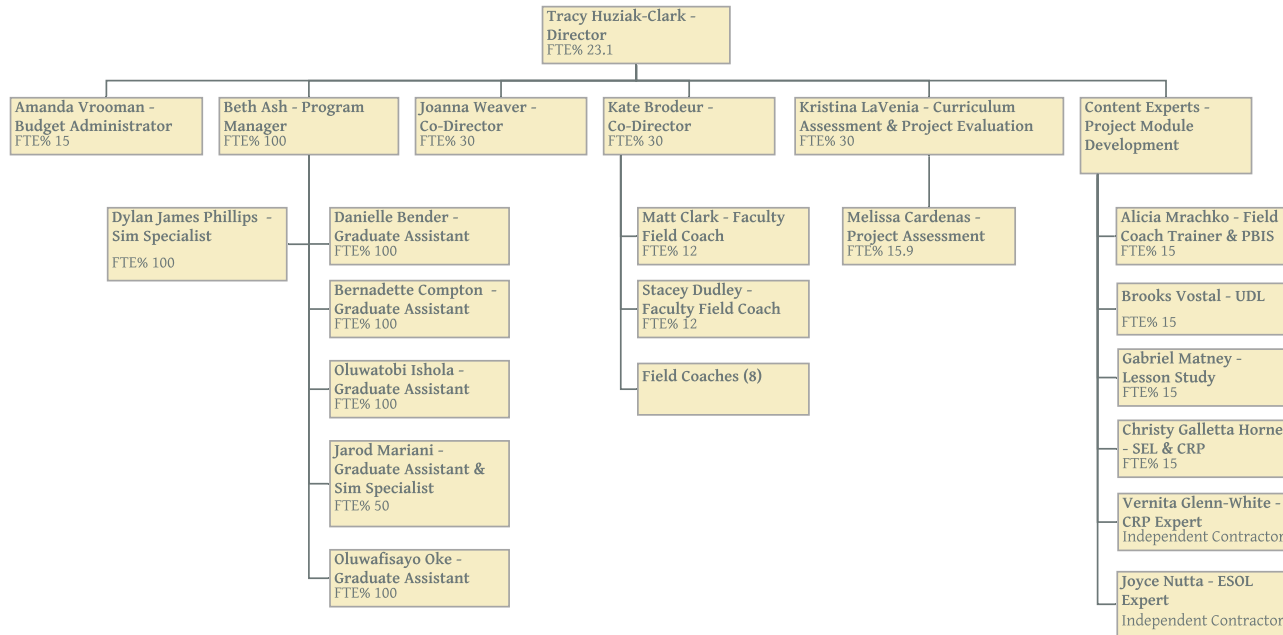
We have continued to develop strong working relationships with our partners in our advisory board. Four members of this board worked with the leadership team to present at AACTE's annual meeting. Our presentation was titled: *Developing Shared Vision: Collective Commitment and Professional Responsibilities*. 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.

The project has supported a learning community for BGSU faculty in the College of Education and Human Development. There were 14 members of the learning community during AY 2020-21, and the group focused on revising course syllabi and learning activities with a focus on anti-racism. This learning community met monthly, and all members was required to produce a "deliverable" (e.g., revised course syllabus) at the end of the fall semester. The learning community continued to meet in spring 2021, and members worked collaboratively on deliverables for EDHD (e.g., revised program learning objectives). The group has read *So You Want to Talk About Race* by Ijeoma Oluo. Another learning community is planned for Year 4.

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

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.”

HQSD for Math and Science Learning – July 26-29, 2021

“I appreciate all of the resources you have shared with us!”

“This is one of the rare times that PD is math-focused.”

“Working with peers and listen to new ideas was refreshing.”

“I'm very happy that I signed up to take this professional development!”

“Love your enthusiasm and depth of knowledge. Best PD I have been to in a while. Thank you for the opportunity!”

Creating Connection: Relationship Development with Students to Increase Engagement - July 28, 2021

“The session was excellent. The speaker was very genuine and I felt like I gained new perspectives!”

Communicating with Families to Promote Engagement – July 29, 2021

“A phenomenal presentation...engagment, pace, information, all of it. Thank you.”

“Great Job! This was all very helpful and great information to use during my last year at BG.”

“I found this session so helpful!! Communication is something teachers new and experienced can improve upon!!”

Digital Resources to Connect with Your Students – Aug 3, 2021

“Presenter was delightful and had so much energy to get me going today! Great ideas and enjoyed the different formats she used (Padlet, surveys.....).”

“Great Presentation, Great Presenter. Full of Energy and very Knowledgable! Awesome tools to use for this school year!!!! Thank you!”

“This was an excellent presentation. The instructor was so engaging and, although there was a lot of info, I never felt overwhelmed. There were several platforms presented that I'm excited to explore more and use this year.”

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., LaVenía, 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., LaVenía, 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> . Goedde, A., Weaver, J., Matney, G., Nadler, J., and Patterson, N.	Conference Presentation
	Moving CTE Teacher Mentoring from Face-to-Face to Virtual. <i>2021 NCLA/ACTE Best Practices and Innovations in Career and Technical Education Conference</i> . Ross, C., & Thompson, D.	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., LaVenía, K. N., Horner, C. G., & Huziak-Clark, T.	Article Published
	The White Fragility Dilemma in Culturally Responsive Pedagogy Professional Development. <i>AERA Open</i> . AERA-21-0278. Galletta Horner, C, LaVenía, K., Brodeur, K., Ishola, O, Compton, B., Huziak-Clark, T., Glenn-White, V., & Oke, O.	Article Submission
	Preparing to Coach Preservice Teachers: Professional Learning of Novice Coaches. <i>Teacher Development</i> . RTDE-2021-0163. Brodeur, K., Mrachko, A., & Compton, B.	Article Submission

Appendix C
Curriculum Modules Developed

Creating Connection: Relationship Development with Students to Increase Engagement , JP Oehrtman
Social Studies Lesson Study: Enacting Deliberative Discussion , Nancy Patterson
Incorporating Lesson Study into Teacher Education Courses , Gabriel Matney and Joanna Weaver
Lesson Study by Science Teachers , Gabriel Matney and Rick Worch
Technology, Pedagogy, and Content Knowledge (TPACK) for Teacher Educators , Allison Goedde
Science of Reading , Stacey Dudley, Matt Clark, Andrea Hoerig, and Kim Christensen
Writing to Express Learning , Cynthia Bertelsen and Joanna Weaver
PBIS Module Tiers 2 and 3 Intervention , Alicia Mrachko and JP Oehrtman
The Individualized Education Program (IEP) , Brooks Vostal
Tech Tools and ISTE Standards for Educators , Allison Goedde and Cindy Ross
Tech Tools and ISTE Standards for Students , Allison Goedde and Cindy Ross
Cultural and Linguistic Diversity in Early Childhood Education , Nancy Patterson and Chris Frey
Understanding Structural Racism and Oppression in US Education 7-12 , Nancy Patterson and Chris Frey
Culturally Responsive Interventions and Supports PK-6 , Nancy Patterson and Chris Frey
Culturally Responsive Interventions and Supports 7-12 , Nancy Patterson and Chris Frey
How do I implement CRP principles? 7-12 , Nancy Patterson and Chris Frey
Identity and Community , Nancy Patterson and Chris Frey

Appendix D

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