

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

### **Description of the activities and work completed October 1, 2021 – September 30, 2022:**

#### **Project IMPACT Eligible Partnership:**

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

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

#### **TQP Project Staff:**

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

#### **100% Nonfederal Match Requirement:**

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

#### **Project planning and implementation:**

Project IMPACT centers on the following objectives:

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

#### *Project IMPACT Recruitment Snapshot*

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

The Leadership Team took a variety of approaches to recruiting students for Cohort 4a. 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. Teacher preparation program faculty shared program information with their students. We are taking a similar approach to recruiting for Year 5, but we have involved student leaders more in our recruiting efforts. They are making presentations to other students and managing social media and electronic communication efforts.

In addition to the professional year participants, Project IMPACT leadership team continued offering programming to students in their first three years of teacher education for the Project IMPACT Student Group (Cohort 4b). All education majors were invited to join the group and participate in the programming. Programming involved monthly meetings focused on training specific to teacher preparation. The topics in Year 4 included *The Importance of Analyzing Demographics in Your Learning Environment*, *Having Difficult Conversations*, *Introduction to Unmasking Healthy Relationships*, *Practice What You Teach: Trauma-Informed Social Emotional Strategies and Self-Care*, *Dimensions of Identity and Implicit Bias: How Who We Are Impacts How We See the World*, and *Strategies for Managing Behavior in the Classroom*. In Year 5, we identified a group of students to serve as leaders for the Student Group and help with recruitment and planning activities.

*The student demographics for Cohorts 1 - 4*

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

\*(Dual early childhood and special education)

We have 20 students who have expressed interest in being part of Cohort 5a and 108 in Cohort 5b; 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*

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 four summer workshops that led to learning communities that will meet 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. 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.

The Advisory Board and Curriculum Advisory Board also recommended continuing to offer online sessions and independent module work for summer PD. During Years 2 & 3, 29 curriculum modules were developed. Of those, 16 were identified to be offered to partner district teachers for independent completion. 109 digital badges were issued to district teachers for module completion. Four, 90-minute online sessions were offered over the summer. 70 digital badges were offered for the online PD sessions. The feedback on all of our PD this year have been very positive (Appendix A).

*Project IMPACT Year 4 PD Offerings*

	<i>Undergraduate BGSU Students</i>	<i>In- Service Teachers</i>	<i>Other District Personnel</i>	<i>BGSU Faculty &amp; Staff</i>	<i>Total</i>
<i>HQSD for Math &amp; Science Learning</i>		25		3	28
<i>Using Video Technology to Reflect on Your Teaching</i>	10			2	12
<i>The Importance of Analyzing Demographics in Your Learning Environment</i>	19	1		2	22
<i>Having Difficult Conversations</i>	21			2	23
<i>Culturally Responsive Educator Learning Community Session</i>		11		4	15
<i>Unmasking Healthy Relationships</i>	9	8	4	4	25
<i>Introduction to Unmasking Healthy Relationships</i>	14	9		12	35
<i>HQSD for Math &amp; Science Learning</i>		16		3	19
<i>Culturally Responsive Educator Learning Community Session</i>		9		4	13
<i>Unmasking Healthy Relationships Applications</i>	4	20	7	5	36
<i>Difficult Conversations in Education</i>		70	2	3	75
<i>Field Coach Training</i>		8		3	11
<i>Culturally Responsive Educator Learning Community Session</i>		9		4	13
<i>Practice What You Teach: Trauma-Informed Social Emotional Strategies and Self-Care</i>	3	12	8	3	26
<i>Practice What You Teach: Trauma-Informed Social Emotional Strategies and Self-Care</i>	5			17	22
<i>Dimensions of Identity and Implicit Bias: How Who We Are Impacts How We See the World</i>	19			2	21
<i>Culturally Responsive Educator Learning Community Session</i>		8		4	12
<i>HQSD for Math &amp; Science Learning</i>		21		3	24
<i>Practice What You Teach: Applying Trauma-Informed Social Emotional Strategies and Self-Care</i>	3	13	4	6	26
<i>Culturally Responsive Educator Learning Community Session</i>		7		4	11
<i>Challenging Behavior in the Classroom: Prevent and Respond</i>	16			2	18
<i>Independent Module Completion</i>		39			39
<i>Toledo Zoo &amp; Aquarium Project PRAIRIE &amp; GLOBE</i>		14		6	20
<i>Motivating and Engaging Your Students with Problem-Based Learning</i>		37		3	40
<i>Digital Storytelling with Google</i>		12		2	14
<i>Digital Storytelling with Book Creator</i>		17		2	19
<i>Overcoming Professional Challenges Together: The Power of Teacher Driven Lesson Studies</i>		24		5	29
<i>Integrating Social &amp; Emotional Learning into your School Environment</i>		21	2	2	25

<i>Programs that Support Social &amp; Emotional Learning and How to Implement Them</i>		20	2	2	24
<b>Total</b>	123	431	29	114	

On January 22, 2022, we offered our second annual half day virtual conference, *Educators for IMPACT: Reaching All Learners*. The Curriculum Advisory Board consulted on the focus and session topics for the conference. They identified reaching all learners by understanding the needs of the learners and strategies to promote inclusion and equity as the theme for conference presentations. Board members then reached out to educators that would be strong presenters for these topics. There were 74 total participants in the conference (16 pre-service teachers, 32 in-service teachers, 15 district staff, and 11 BGSU faculty and staff). Another half day virtual conference is planned for Year 5 (Jan 21, 2023).

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 4. Nine conference presentations and two publications resulted from Project work in Year 4 (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 4 seven 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 (8 total) in partner districts. The field coaches are experienced, in-service teachers that participated in a training session and virtual simulation practice session on providing non-evaluative feedback to teacher candidates. The teacher candidates shared recordings of lessons, and field coaches provided feedback through GoReact. The field coaches conducted conferences with the teacher candidates to promote reflection on the candidates' teaching and discuss their or learning goals. The field coaching provided by the Project is an addition to supervision and mentoring in BGSU's teacher preparation program. This work has been shared at state (Ohio Confederation for Teacher Education Organizations) and national (American Association of Colleges for Teacher Education) conferences, garnering positive and constructive feedback to strengthen the program. Additionally, these presentations prompted discussion with teacher educators interested in implementing a similar model at their institutions.

One of the partner districts, Springfield, requested help with their positive behavior interventions and support training for their paraprofessionals. The Project IMPACT simulation specialist team worked with the district to develop and virtual simulations to allow the Springfield staff to practice the skills covered in their training.

Mursion virtual simulation software and equipment was purchased in Year 1 of the grant. The use of Mursion has expanded every year of the grant. To date, simulations have been used in 165 classes or programs in Year 4 (Appendix D). The Project IMPACT Faculty Leadership Team has identified two simulations teacher candidates in all programs can experience each year of the teacher preparation program. The year by year plan is being pilot tested in several teacher preparation programs. Our virtual simulations are also being used in areas outside of undergraduate teacher preparation – master's and

doctoral education courses, field coach training, and student support teams. In Year 4, a sequence of virtual simulation practice was planned for several students who were struggling in their student teaching placements. The students were asked to meet certain objectives during the simulations, reflect on how they did, and receive feedback from faculty in order to improve their classroom skills.

### **Progress Towards Meeting Competitive Preference Priorities**

To date, Project IMPACT is successful in meeting our goals toward Competitive Preference Priority 1; we have recruited and offered PD to Cohorts 1 - 4b and in-service teachers across all four district partners, and we are planning for recruitment of Cohort 5. Each of the four districts we partnered with for our proposal is still active in the planning and delivery of project PD. In addition, our relationships with each of these districts has strengthened as a result of the project. We are still working closely with our project Advisory Board members and offering PD to teachers from all four districts. The format for the PD includes 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 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. 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. We are seeing increased participant numbers in our early Year 5 events.

### *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 4, planning with both advisory boards led to plans for summer PD offerings that continued independent module work and short online PD sessions, but added in-person summer workshops. 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.

One recent development in our work that we are excited about is the request from one of our partner districts, Toledo Public Schools (TPS), to use Mursion in our leadership development coursework. Our university has been providing instruction for a grow-your-own principal leadership program with TPS, the Urban Leadership Development Program (ULDP), for the past six years. TPS has asked our team to use Mursion simulations in the ULDP coursework as a way to strengthen aspiring principals' skills during their job interviews.

Another example of successful collaboration and extension of Project IMPACT efforts is an educator learning community currently being managed and delivered by TPS personnel (one classroom teacher and one district administrator) to provide culturally responsive education (CRE) training in our partner schools. This CRE Learning Community is an outgrowth of our leadership team's work during the last academic year 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.

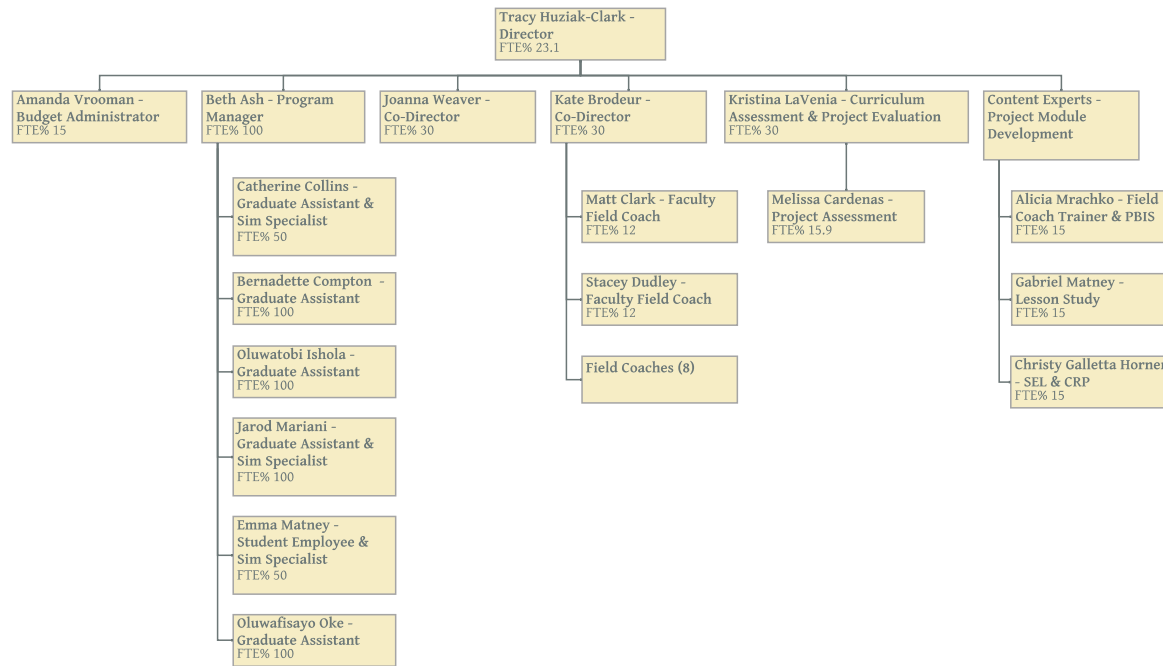
You can find more information about our project activities on our website [bgsu.edu/projectimpact](https://bgsu.edu/projectimpact).

#### **Additional Data Collection:**

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

# Project IMPACT Organizational Chart

Award U336S180041



**Project IMPACT Leadership Team**

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

**Project IMPACT Faculty Leadership Team**

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

**Project IMPACT Advisory Board**

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

**Project IMPACT Research Teams**

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

**Project IMPACT Curriculum Advisory Board**

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



BOWLING GREEN STATE UNIVERSITY



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Appendix A  
Project IMPACT Participant Quotes

**Toledo Zoo & Aquarium Project PRAIRIE & GLOBE, Summer Institute - July 18 – 21, 2022**

“Thank you! This was a great experience and well worth giving up summer time:)”

“This has been the most worthwhile PD I have ever attended. HANDS DOWN!! I have learned more than I ever could have imagined learning in 4 days.”

“One of the best PD's I've been to.”

“Thank you so much for the excellent training. I have several things I can do in my classroom.”

**Motivating and Engaging Your Students with Problem-Based Learning, Summer Institute - July 25 – 27, 2022**

“It was an amazing professional development experience. It was a perfect mix of direct instruction and collaboration.”

“Thank you both so much! I've been telling everyone that this was the best professional development that I've participated in. There was so much helpful content and ways for us to try things out. I love having a fun student-led classroom and PBL is an awesome way to engage students and teachers. Thank you for making us confident enough to try it out!”

“Thank you for a great in-service! I am taking away a lot and and excited to use what I learned!”

“You guys are AMAZING and I am so glad I signed up!!!”

“Our presenters were beyond knowledgeable and energetic- made this course amazing!”

“Thank you! This was some of the most useful PD I've done.”

**Digital Storytelling with Google Earth - July 25, 2022**

“The online format is wonderful. It makes it more convenient to do. The delivery of this session was great.”

**Tools for Digital Storytelling - July 27, 2022**

“Loved the structure & interaction opportunities.”

**Integrating Social & Emotional Learning into your School Environment - Aug 1, 2022**

“I like how each standard was broken down and there were multiple options for how to approach this.”

“Enjoyed this session, please do not change anything!”

**Programs that Support Social & Emotional Learning and How to Implement Them - Aug 2, 2022**

“I really liked infusing feeling into the curriculum and then talking about the feeling triggers. These are things that I never thought about and am going to work on this year!!”



## Appendix B

*Conferences and Publications in Year 4*

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

Appendix C  
Curriculum Modules Developed

<p><b>Core Concepts: Culturally Responsive Pedagogy</b></p> <p>This module will explore the foundations of Culturally Responsive Pedagogy, as well as issues of Diversity and Equity. It contains a variety of assignments regarding Culturally Responsive Pedagogy in the classroom, as well as diversity and inclusion.</p>
<p><b>Cultural and Linguistic Diversity in Early Childhood Education</b></p> <p>This module will focus on the usage of appropriate and inclusive vocabulary when discussing and addressing diverse population. It will address supporting the social and emotional health of Newcomer Immigrant students. It will also provide strategies to support racially and ethnically diverse students in the classroom.</p>
<p><b>Culturally Responsive Interventions and Supports PK-6</b></p> <p>This module will help learners define culturally responsive pedagogy and set personal goals. Learners will examine implicit bias and how it directly impacts their management style, impacts of zero tolerance policy, disproportionate discipline, and the school to prison pipeline</p>
<p><b>Culturally Responsive Interventions and Supports 7-12</b></p> <p>This module will help learners define culturally responsive pedagogy and set personal goals around the three elements. It will define and give examples of the Opportunity Gap. Learners will reflect on their learnings and experiences while also being sure to thoughtfully consider culturally responsive areas they need to improve on.</p>
<p><b>How do I implement CRP principles in 7-12?</b></p> <p>This module will identify elements of bias in teaching and education. The learner will apply new culturally responsive learnings and findings through constructing a Block Plan with a culturally responsive focus and will determine which culturally responsive principles they need to improve on at the end of the Block Plan in the Culturally Responsive Section in the template.</p>
<p><b>How do I implement CRP principles in PK-6?</b></p> <p>The overall goal of this module is to prepare students to explore and use multicultural children's literature in their classrooms. The module will examine the effects of cultural representation in children's literature on students and compare representation vs. stereotyping. The learner will understand how to use multicultural literature in the classroom.</p>
<p><b>The School-to-Prison Pipeline (STPP): From Inequities to Inclusivity</b></p> <p>In this module, the learner will be completing a variety of assignments related to The School-to-Prison Pipeline (STPP). This topic is extremely complex and multi-faceted, so please review the information knowing that this is a primer to this topic. The learner will examine the inequitable treatment of historically marginalized students through the use of disciplinary exclusion and bias.</p>

*Virtual Simulation Offerings in Year 4*

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