

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

**By Kristina LaVenia, Beth Ash and Tracy Huziak-Clark**

**Description of the activities and work completed in October 1, 2019 – March 31, 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 Recruitment Snapshot*

<b>Year/Cohort</b>	<b>Target Recruitment</b>	<b>Actual Recruitment</b>
1	30	26
2	60	53

The Leadership Team took a variety of approaches to recruiting students for Cohort 2. 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 and 2*

<b>Major</b>	<b>Number of Cohort 1 students</b>	<b>Number of Cohort 2 students</b>
Inclusive Early Childhood (Dual early childhood and special education)	13	24

Dual Intervention Specialist	6	12
MCE Math	0	1
MCE Science	0	4
Business and Marketing Education	1	0
AYA Mathematics	1	3
AYA Science	1	2
AYA Other	4	7
<b>Total</b>	<b>26</b>	<b>53</b>

### *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. Teachers from partner district, Toledo Public, provided the PD on Trauma Informed Care and Social Emotional Learning; Dr. Vernita Glenn-White from Stetson University provided the Culturally Responsive Teaching PD; and Teaching Tolerance provided the PD on Facilitating Critical Conversations. The Professional Communications PD was provided by a BGSU faculty member and was only offered to teacher candidates.

	<b>Project IMPACT Year 2 PD Offerings</b>			
	<b>Trauma Informed Care and Social Emotional Learning</b>	<b>Professional Communications</b>	<b>Culturally Responsive Teaching</b>	<b>Facilitating Critical Conversations</b>
<b>Undergraduate BGSU Students</b>	38	4	10	27
<b>In-Service Teachers</b>	47	0	17	29
<b>Other District Personnel</b>	11	0	8	8
<b>BGSU Faculty &amp; Staff</b>	8	5	40	9
<b>Total</b>	104	9	75	73

We are developing curriculum modules as well as digital badges for microcredentials. Current module development includes:

- Universal design for learning (UDL)
- Social-Emotional Learning (SEL)
- Positive Behavior Intervention Supports (PBIS)
- Mental Health First Aid Support for K-12 students

In Year 2 six digital badges were created, and 121 were issued to Project IMPACT participants (Appendix A).

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. The use of GoReact was 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. University mentors that work with all BGSU teacher candidates are currently being trained 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 virtual simulations have been used in graduate and undergraduate courses, as well as teacher professional development (Appendix B).

<b>Virtual Simulation</b>	<b>Participant Population</b>
Career Interest Lesson Introduction	Graduate Students
Classroom Acclimation First Day of Student Teaching	Undergraduates
Field Coaching	In-Service Teachers, Graduate Students
Lesson Introduction with Focus on Classroom Management	Undergraduates
Lesson Introduction with Focus on Engagement	Undergraduates
Middle School Class Meet and Greet	Faculty, Undergraduates, High School Students
Mock Interview with Principal	Undergraduates
Positive Behavior Reinforcement Using PIVOT Strategy	Undergraduates
Professional Communication Skills	Undergraduates
Questioning Techniques	Undergraduates

### *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. The biggest challenge with partnerships so far has been negotiating induction activities with one of our project partner's union leadership. These conversations are ongoing, and we are determined to find a way to achieve our project goals while respecting and responding to the union's questions and concerns.

### *Evaluation*

Our Evaluator is Kristina N. LaVenja, and she works as part of the project's leadership team. Dr. LaVenja 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. Where possible, we have collected data on any expected changes in participants' knowledge, skills, or attitudes (e.g., self-efficacy for CRT).

### *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.

### *COVID-19*

At the current time, COVID-19 prevention measures have had a limited impact on our 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 have summer work planned that could be

impacted if we are not able to meet in person, however, we are also exploring ways to conduct virtually if we are not able to meet in person.

#### *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.

We also created a video to highlight some of the important aspects of our project. The link to this short video is: <https://www.youtube.com/watch?v=z2SShcdLzKA>

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

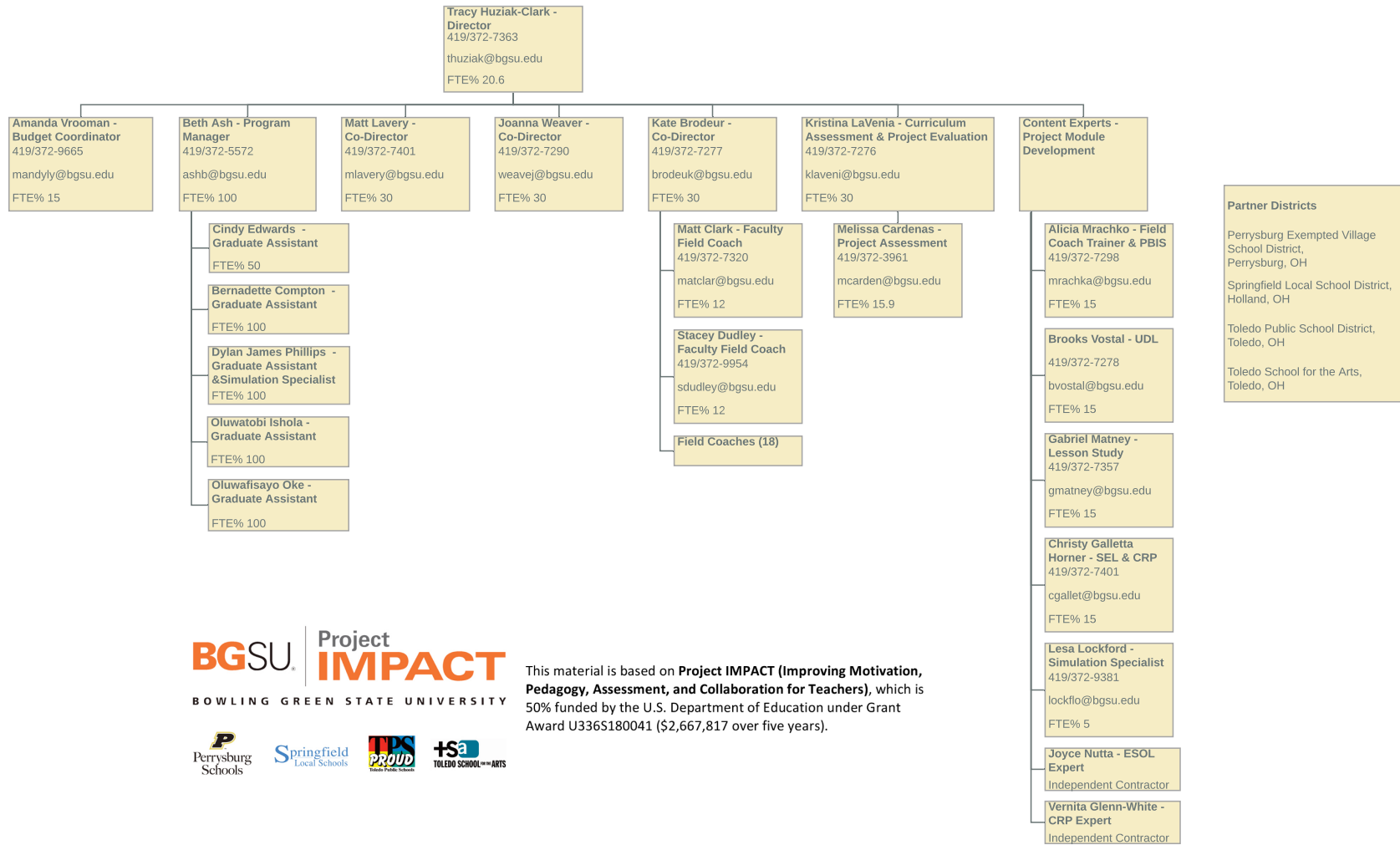
 @ProjectIMPACTBGSU

 @ProjectIMPACT12

 @projectimpact3

## Project IMPACT Organizational Chart

Award U336S180041



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**

6 badges Sort by: Most Popular ▾

 <p><b>Social Emotional Learning</b></p> <p>BGSU Project IMPACT</p>	 <p><b>Trauma Informed Care</b></p> <p>BGSU Project IMPACT</p>	 <p><b>Facilitating Critical Conversations</b></p> <p>BGSU Project IMPACT</p>	 <p><b>Culturally Responsive Teaching</b></p> <p>BGSU Project IMPACT</p>
 <p><b>Professional Communications</b></p>	 <p><b>Culturally Responsive Teaching Level 2</b></p>		

Appendix B

