

More Smart Books Event 2015

Report of Survey Findings

Collaborative Center for Literacy Development

Research Department

August 15, 2016



Summary of Data

More Smart Books Event 2015

In November of 2015, teachers from across the state were invited to participate in the More SMART Books Event. The focus of the workshop was to look at children's and young adults' literature through a mathematical lens. With the provided literature, participants collaborated to plan lessons that integrated literature and mathematics. Following the event, the teachers were asked to finalize their lesson plans and upload to the Smart Books website.

This report provides a summary of the data gathered from a survey administered to participants of the More Smart Books Event. The survey focuses on the impact of the 1.5 day workshop on how participants teach and think about integrating literature and math. Survey data was collected by the Collaborative Center for Literacy Development's (CCLD'S) Research Department with the goal of presenting the findings to the Smart Books team to help with planning and funding additional professional learning events.

Participants were asked to complete the online survey via email with one reminder email. The survey was available between July 13, 2016 and August 1, 2016. Fifteen of 24 participants responded to the survey; of these surveys, fourteen were complete and one partially complete. Data from each survey question is presented with percentage of each response reported. The small number of participants (N=24) and survey respondents (60%) are considerations in reviewing the data. Information provided in this report is intended to inform the planning of future professional learning events. A copy of the survey is provided in Appendix A. Data for all questions is included in Appendix B.

Descriptive Data

School Characteristics

Survey data indicates that of the 2015 More Smart Books participants 33% were from schools with an enrollment of 0-200, 33% had an enrollment of 401-600, 20% had an enrollment of 601-800, 7% had an enrollment of 0-200 and 7% had an enrollment >800.

Regarding geographic region, the majority of the respondents stated their schools were in Central Kentucky (47%). Other areas included Louisville (27%), Eastern Kentucky (13%), Northern Kentucky (7%) and Western Kentucky (7%).

When asked about the free/reduced lunch status of the children in their schools, half of the participants responded that 80-100% of their students qualified for free/reduced lunch. (See Appendix B for graphs and tables depicting data for all school characteristics.)

Teacher Characteristics

While many teachers are teaching at multiple grade levels in their schools, 40% reported teaching first grade, 40% third grade, 33% second grade, 27% kindergarten, 27% fourth grade, 27% fifth grade, 13% sixth grade, 13% seventh grade and 7% eighth grade.

The survey requested data about the teachers' participation in literacy and mathematics professional development. Fifty percent indicated involvement in the Kentucky Reading Project (KRP). Other involvement included KCM Content Coaching (29%), Mathematic Response to Intervention Middle (21%), Enacting Effective Response to Intervention (21%), the Kentucky Writing Project (14%), Mathematics Achievement Fund (14%), Kentucky Numeracy Project Intensive (7%) and Mathematics Response to Intervention Plus (7%). None of the respondents were involved with the Adolescent Literacy Project.

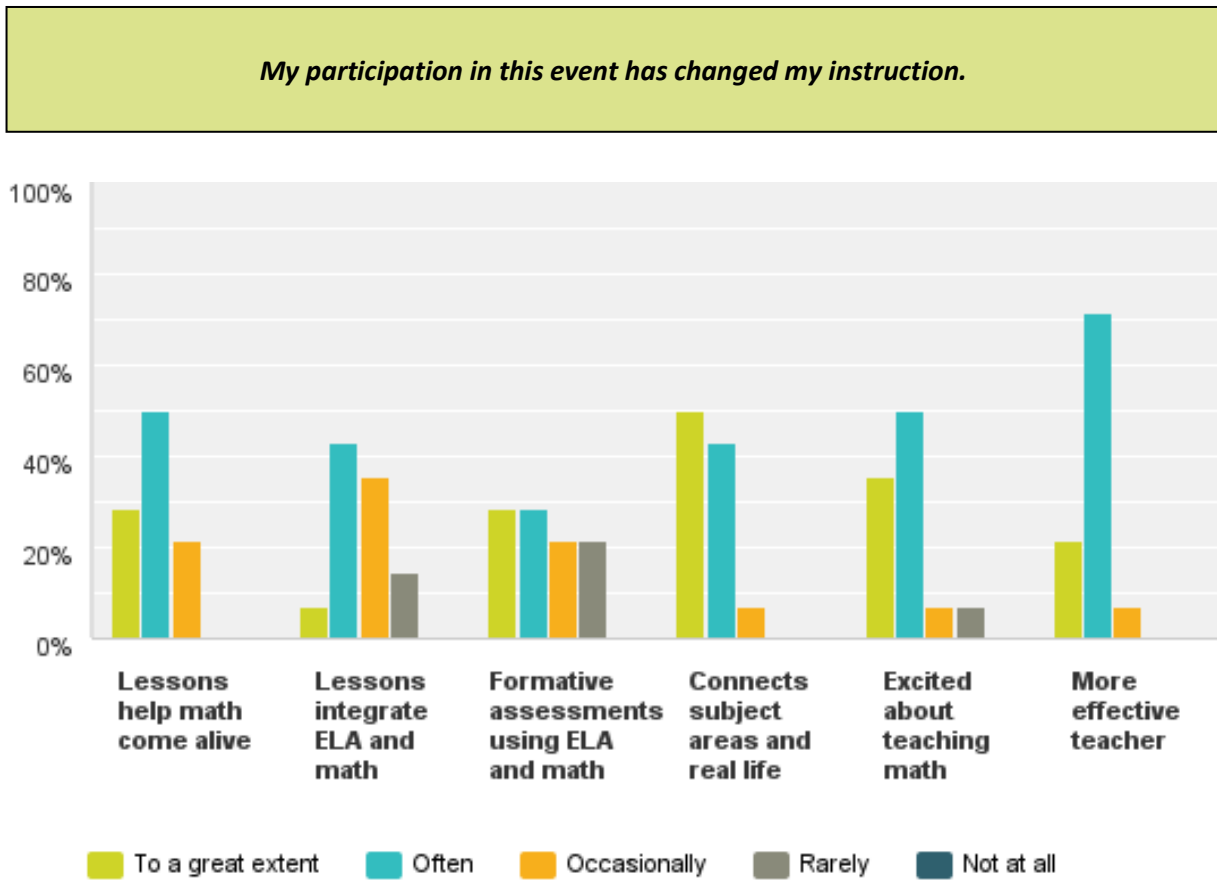
Years of teaching experience for the participants ranged from 5 years to up to 28 years with an average of 15 years teaching experience and 20% indicating they were Nationally Board Certified.

While many teachers teach multiple subjects, seventy-three percent of the teachers reported teaching mathematics, 40% teach language arts and 27% report teaching neither subject. Those participants teaching neither math nor language arts (N=4) were primarily media specialists, using books with students regularly.

Respondents were asked to what extent they would describe themselves as *a numbers person* or *a books person*. Forty percent described themselves as *a numbers person* "to a great extent", 33% said "often" and 27% said "occasionally". Respondents described themselves as *a books person* "to a great extent" 47% of the time, "often" 33% of the time and "occasionally" 20% of the time. The fact that a greater percentage of teachers described themselves "to a great extent" as *a books person* (47%) compared to *a numbers person* (40%) is interesting considering 73% reported in this survey that they teach mathematics. (See Appendix B for graphs and tables depicting data for all teacher characteristics.)

Teacher Survey Results

In addition to information regarding school and teacher characteristics, the survey requested data on how participation in the workshop changed instruction and thoughts about integrating math and literacy, as well as any noticeable changes in how students connect math and literature. Additional data regarding the workshop’s impact on participants’ professional resources and connections was also gathered. The data for each question is presented below. (See Appendix B for more graphs and tables.)

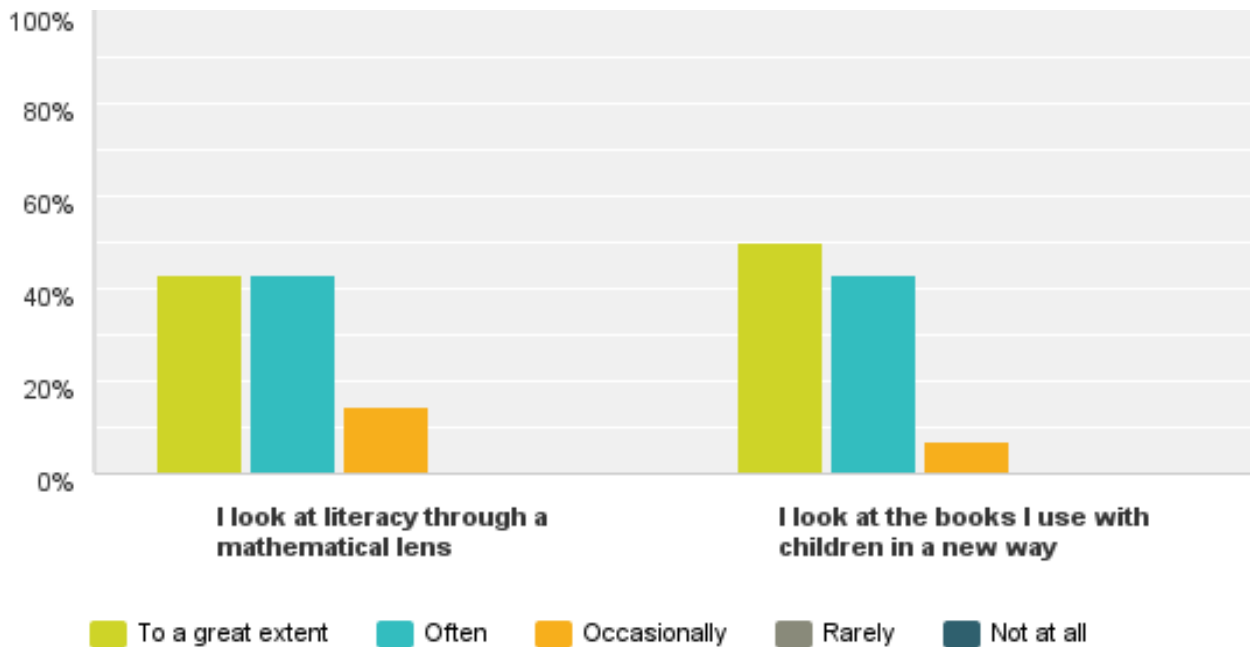


Q10: My participation in this event has changed my instruction.

The most frequent responses to *I create lessons to help make math come alive for my students* were “often” (50%) and “to a great extent” (29%). With *I teach purposeful lessons integrating ELA and math standards*, teachers most frequently reported “often” (43%) and “occasionally” (21%). Excluding “not at all”, *I use formative assessment incorporating both math and literacy* was endorsed rather equally with “to a great extent” and “often” both at 29% and “occasionally” and “rarely” at 21%. Participants heavily

endorsed *I work to connect subject areas and real-life experiences for my students* with “to a great extent” (50%) and “often” (43%). The most frequent responses to *I am more excited about teaching mathematics* was “often” (50%) and “to a great extent” (36%). With *I am a more effective teacher*, participants indicated “often” (71%) and “to a great extent” (21%).

My participation in the More SMART Books event has changed the way I think about integrating math and literacy.

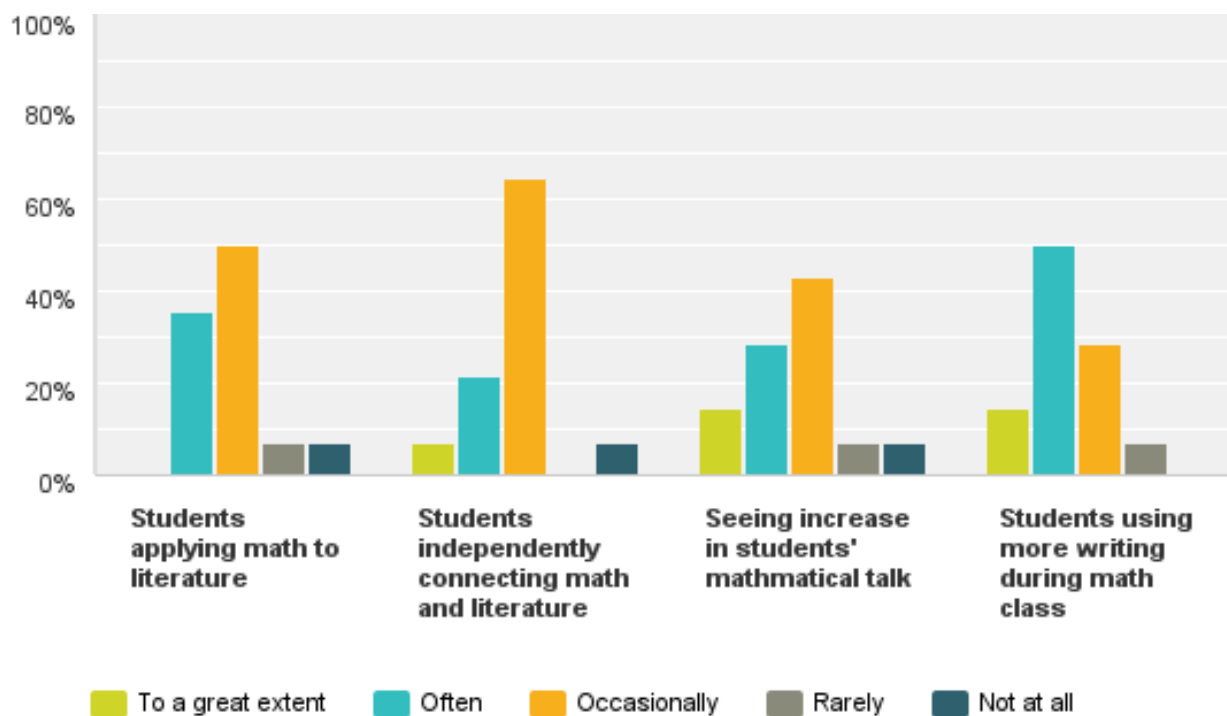


Q11: My participation in the More SMART Books event has changed the way I think about integrating math and literacy.

Teachers were asked to what extent *I look at literacy through a mathematical lens* since attending the More SMART Books event. They equally endorsed “to a great extent” and “often” (both 43%) when agreeing with this statement for a total of 86% of respondents. They were also asked to what extent *I look at the books I use with children in a new way*. Teachers reported they believe this statement is true “to a great extent” 50% of the time and “often” true 43% of the time for a total of 93% of respondents. These results indicate respondents strongly believe the More SMART Books event has changed their thinking about integrating math and literacy.

To illustrate how participation in the event has changed instruction and thoughts, teachers were asked to give an example of a lesson that integrated literacy and math along with the book title. One example provided was *“The Greedy Triangle - Students learned the names of polygons and places in the world where they might see these shapes for math. For ELA we retold the story and talked about the lesson the triangle learned.* Another example was *“I used The Doorbell Rang to discuss fractions and talking about equivalent fractions. It allowed the students to use real world examples to connect. We used the book, charts and tables, as well as real cookies to see it and have a hands on approach.* (See Appendix B for a complete list of examples).

As a result of my participation, I have noticed changes in how my students connect with math and literature.



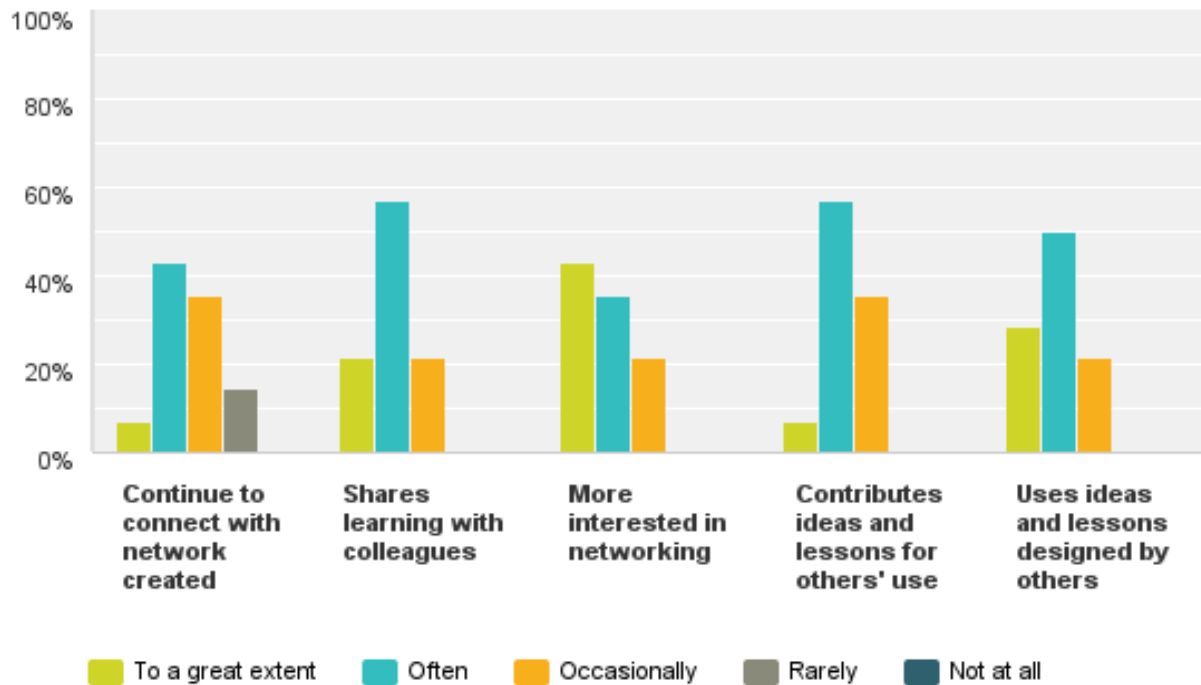
Q13: As a result of my participation I have noticed changes in how my students connect with math and literature.

Teachers were asked to what extent they have noticed specific changes in how their students connect with math and literature. Teachers report noticing *students are applying a mathematical activity to a literature activity “often” (36%) and “occasionally” (50%).* Also, they have noticed *students independently connect a mathematical concept during a literature activity “often” 21% of the time and*

“occasionally” 64% of the time. Respondents report they “often” (29%) and “occasionally” (43%) see an increase in my students’ self-initiated mathematical talk. Students are using more writing during math class was noticed “often” 50% of the time and “occasionally” 29% of the time. Based on these findings, it appears that participants see greater changes in themselves than they do in their students.

To illustrate the changes they noticed in their students, participants were asked to think of a specific student who had been impacted by the changes in their teaching and to discuss how this was apparent. A participant reported “After discussing how we can look for math ideas in the books we read, a first grade student commented how many of the books she read focused on the number “3” (for example, a character attempted something 3 times before he was successful).” Another participant reported “One of my students was making connections to sharing and fractions independently during a reading lesson.” (See Appendix B for a complete list of examples).

As a result of my participation in this event, the strength of my professional resources and connections has increased.



Q15: As a result of my participation in this event, the strength of my professional resources and connections has increased.

The most frequent responses to *I continue to connect with the network of resources and other professionals we created* were “often” (43%) and “occasionally” (36%). Participants indicated *I share what I learned with my colleagues through informal or formal interactions* “often” (57%) and “to a great extent” and “occasionally” (both equally at 21%). With *I am more interested in networking with teachers and other professionals*, teachers endorsed “to a great extent” (43%) and “often” (36%). Teachers indicated *I contribute ideas and lessons for others’ use* “often” (57%) and “occasionally” (37%). The most frequent responses to *I use ideas and lessons designed by others* were “often” (50%) and “to a great extent” (29%).

The final survey questions were related to the More SMART Books website. Participants were asked to contribute suggestions about how to expand the website and if they had uploaded their requested two lesson plans. Suggestions included having more trainings/workshops, having More SMART Book workshop attendees train other teachers at their school/district, as well as offering stipends to contributors. One participant noted “I would like to have more time with the group that I was working with in order to continue this work. Once you get back to your own classroom, it is hard to find the time to create more of these awesome lessons. Also we could upload our work while we are there to ensure we can all see the contributions.” (see Appendix B for entire list of suggestions). When asked if they had successfully uploaded their two lesson plans, 71% indicated they had.

This summary of the data from the More SMART Books survey is being disseminated to all More SMART Books participants and the More SMART Books leadership team. The data gathered in this survey will be used to help with the planning and funding of additional professional learning events.

APPENDIX A

More Smart Books

Welcome to My Survey

The following is a survey about the More SMART Books Event in which you participated in November. Data is being collected by the Collaborative Center for Literacy Development's (CCLD'S) Research Department. They will de-identify the data and present the findings to the Smart Books team to help them with planning and funding additional professional learning events.

Thank you for participating in our survey. Your feedback is important.

More Smart Books

Survey - demographics

Please provide the following information about you and your school.

* 1. School's student enrollment

- 0-200
- 201-400
- 401-600
- 601-800
- >800

* 2. Geographic region

- Central
- Louisville
- Northern
- Eastern
- Western

* 3. Percentage of students Free/Reduced lunch status

Survey - teaching/training

* 4. I teach the following grade(s).....

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade

5. I have participated in the following (check all that apply)

- The Kentucky Reading Project (KRP)
- The Adolescent Literacy Project (ALP)
- The Kentucky Writing Project (KWP)
- Enacting Effective Response to Intervention (EERTI)
- Kentucky Numeracy Project Intensive (KNPI)
- Mathematics Response to Intervention (MaRTI) Plus
- Mathematics Response to Intervention (MaRTI) Middle
- KCM Content Coaching
- Mathematics Achievement Fund (MAF)

* 6. I am a Nationally Board Certified Teacher

- Yes
- No

* 7. In total, I have been teaching for ___ years

* 8. I teach the following subject(s)....

Language Arts

Mathematics

Neither

* 9. Describe yourself as a teacher

	To a great extent	Often	Occasionally	Not at all
I would describe myself as a numbers person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would describe myself as a books person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

More Smart Books

Survey - my instruction

To what extent do you agree with the following statements as a result of the More SMART Books Event?

* 10. My participation in this event has changed my instruction

	To a great extent	Often	Occasionally	Rarely	Not at all
I create lessons to help make math come alive for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach purposeful lessons integrating ELA and math standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use formative assessments incorporating both math and literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work to connect subject areas and real-life experiences for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more excited about teaching mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a more effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. My participation in the More SMART Books event has changed the way I think about integrating math and literacy

	To a great extent	Often	Occasionally	Rarely	Not at all
I look at literacy through a mathematical lens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look at the books I use with children in a new way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. *For Example...* Briefly describe a lesson you have used that integrates literacy and math. What book(s) did you use?

More Smart Books

Survey - my students

* 13. As a result of my participation I have noticed changes in how my students connect with math and literature.

	To a great extent	Often	Occasionally	Rarely	Not at all
Students are applying a mathematical activity to a literature activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students independently connect a mathematical concept during a literature activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see an increase in my students' self-initiated mathematical talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are using more writing during math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. *For Example...* Think of a specific student who has been impacted by the changes in your teaching. How was this apparent?

More Smart Books

Survey

* 15. As a result of my participation in this event, the strength of my professional resources and connections has increased.

	To a great extent	Often	Occasionally	Rarely	Not at all
I continue to connect with the network of resources and other professionals we created.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share what I learned with my colleagues through informal or formal interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in networking with teachers and other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I contribute ideas and lessons for others' use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ideas and lessons designed by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 16. One goal of the More SMART Books event was to update and expand this resource for all to use. Do you have any ideas about how to get more lessons on the SMART Books website?

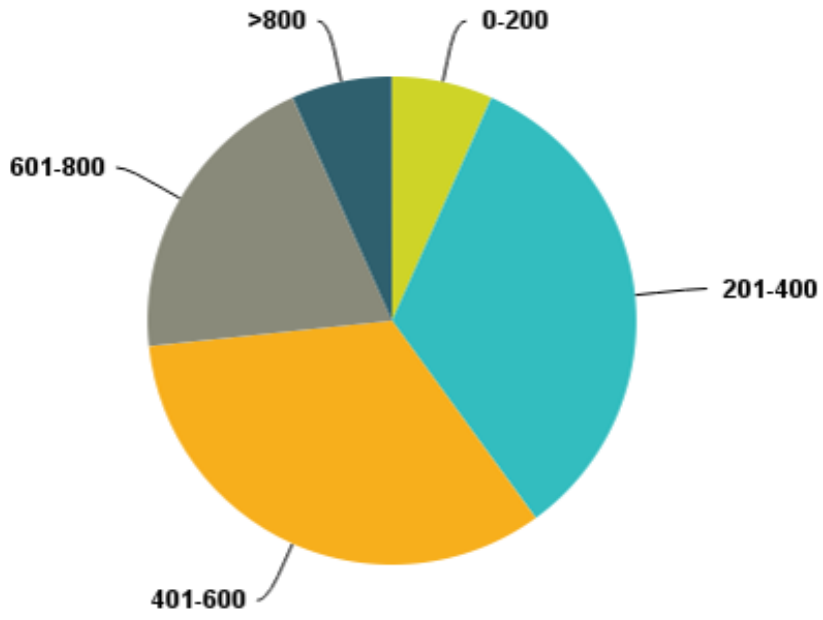
17. After the More SMART Books event, each participant was asked to submit two lesson plans for the SMART Books website. Have you uploaded your lesson plans?

- Yes, I have uploaded two lesson plans to the SMART Books website.
- I have uploaded one of my lesson plans to the SMART Books website.
- No, I have not uploaded any lesson plans to the SMART Books website.

If you have not already uploaded your own lessons to the Smart Books website please upload them here, cldresearch@coe.uky.edu

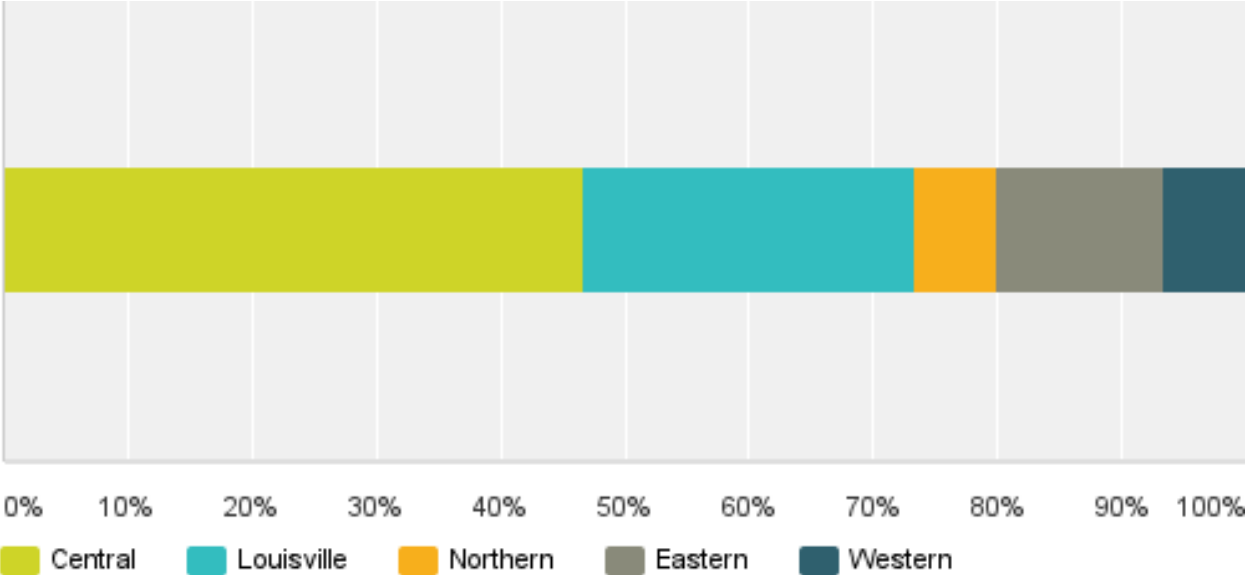
APPENDIX B

Q1: School's student enrollment



Answer Choices	Responses	
0-200	6.67%	1
201-400	33.33%	5
401-600	33.33%	5
601-800	20.00%	3
>800	6.67%	1
Total		15

Q2: Geographic region

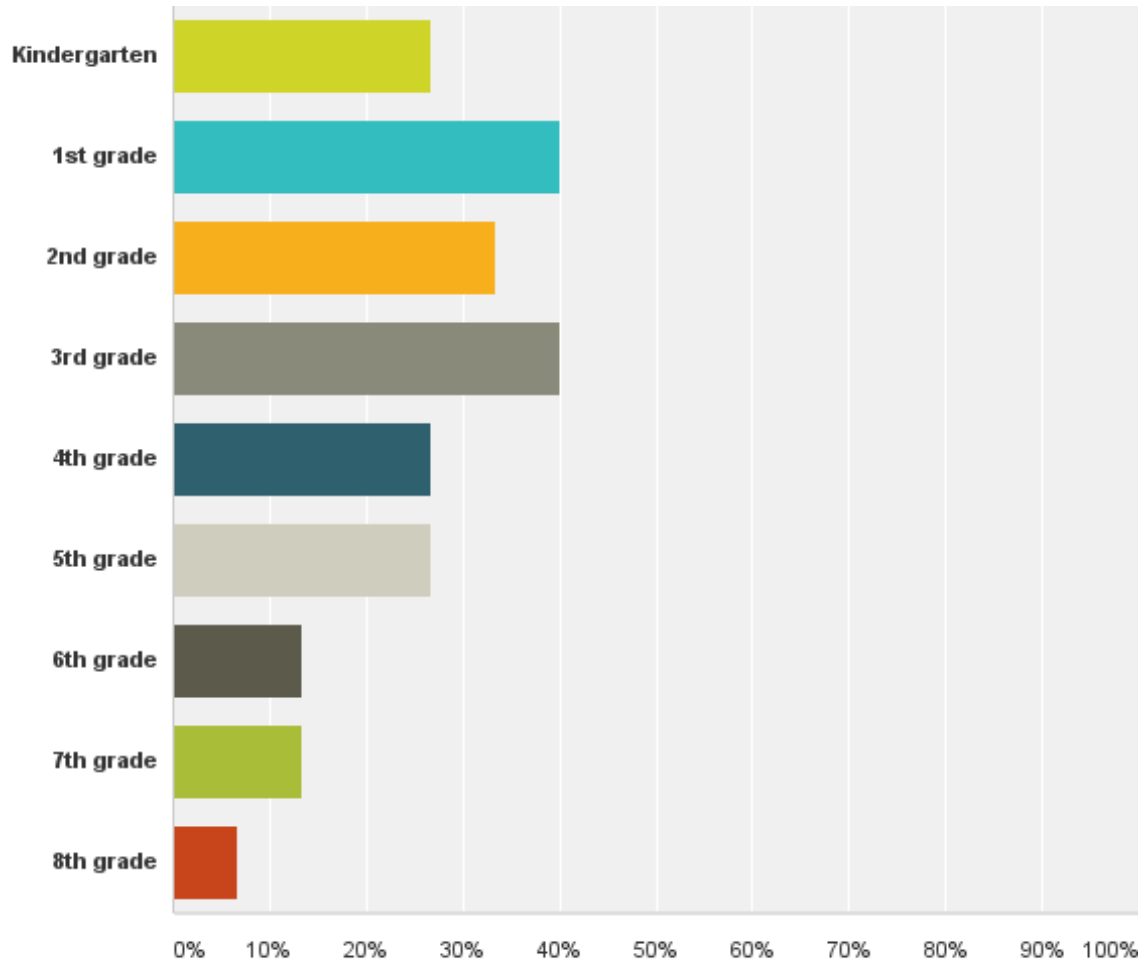


Answer Choices	Responses	
Central	46.67%	7
Louisville	26.67%	4
Northern	6.67%	1
Eastern	13.33%	2
Western	6.67%	1
Total		15

Q3 Percentage of students with Free/Reduced Lunch

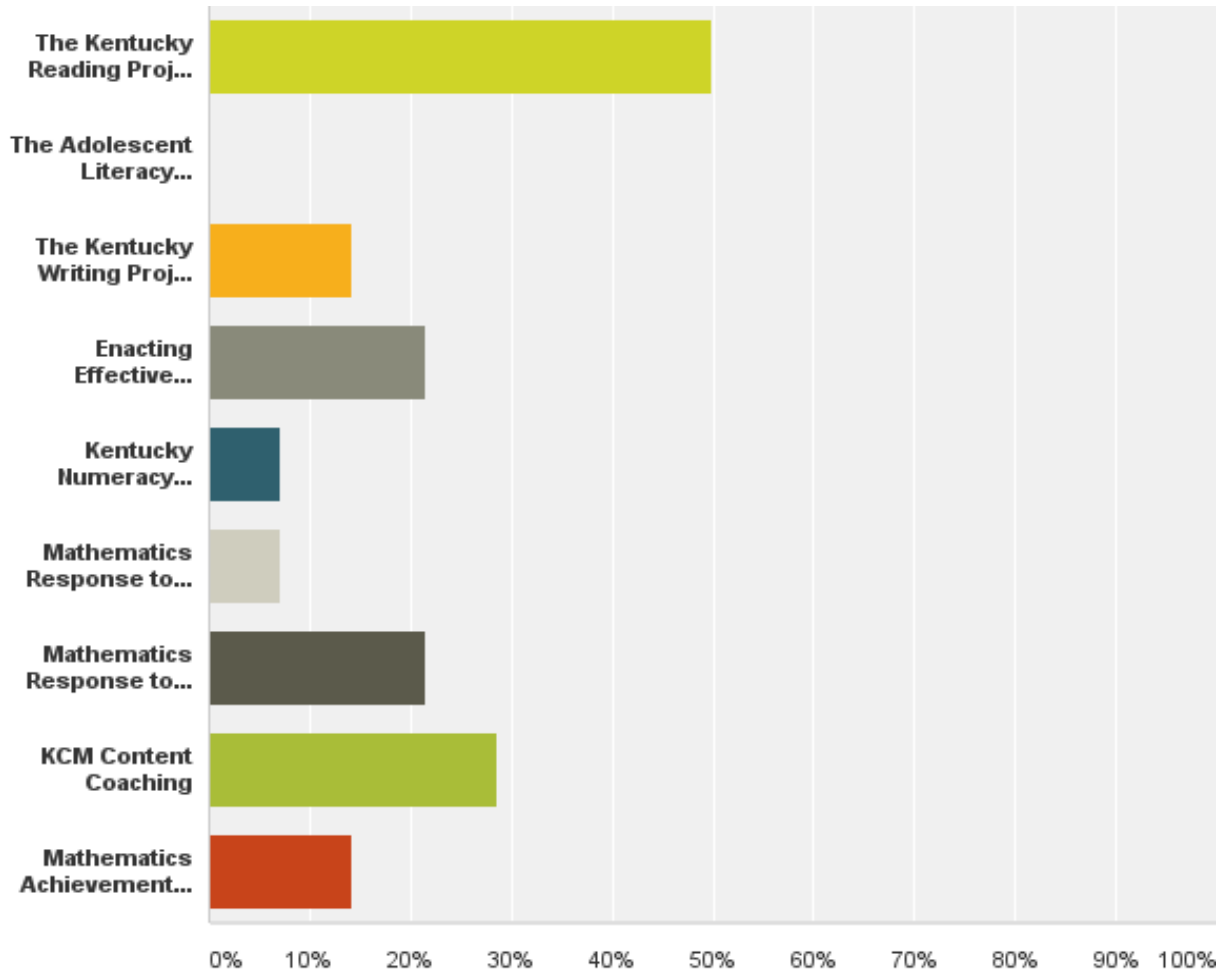
Responses
62%
85%
80%
60% plus
94%
100%
95%
80%
68%
60%+
30%
100%
50%
53%
n/a

Q4 I teach the following grade(s).....



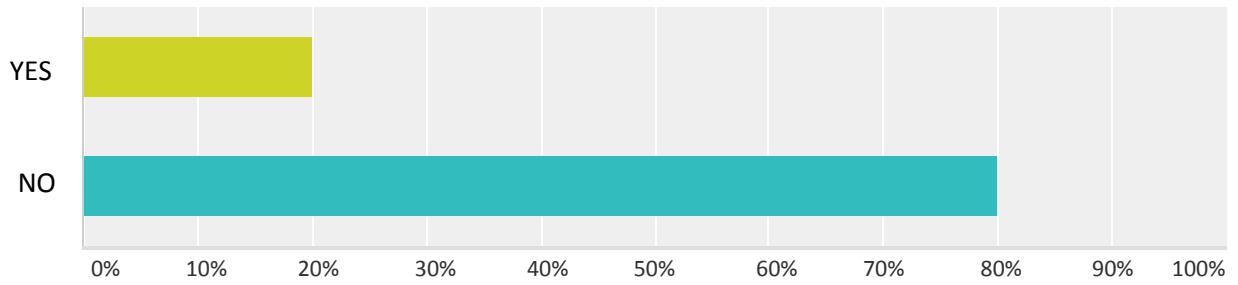
Answer Choices	Responses	
Kindergarten	26.67%	4
1st grade	40.00%	6
2nd grade	33.33%	5
3rd grade	40.00%	6
4th grade	26.67%	4
5th grade	26.67%	4
6th grade	13.33%	2
7th grade	13.33%	2
8th grade	6.67%	1
Total	15	

Q5: I have participated in the following (check all that apply)



Answer Choices	Responses	
The Kentucky Reading Project (KRP)	50.00%	7
The Adolescent Literacy Project (ALP)	0.00%	0
The Kentucky Writing Project (KWP)	14.29%	2
Enacting Effective Response to Intervention (EERTI)	21.43%	3
Kentucky Numeracy Project Intensive (KNPI)	7.14%	1
Mathematics Response to Intervention (MaRTI) Plus	7.14%	1
Mathematics Response to Intervention (MaRTI) Middle	21.43%	3
KCM Content Coaching	28.57%	4
Mathematics Achievement Fund (MAF)	14.29%	2
Total Respondents: 14		

Q6: I am a Nationally Board Certified Teacher

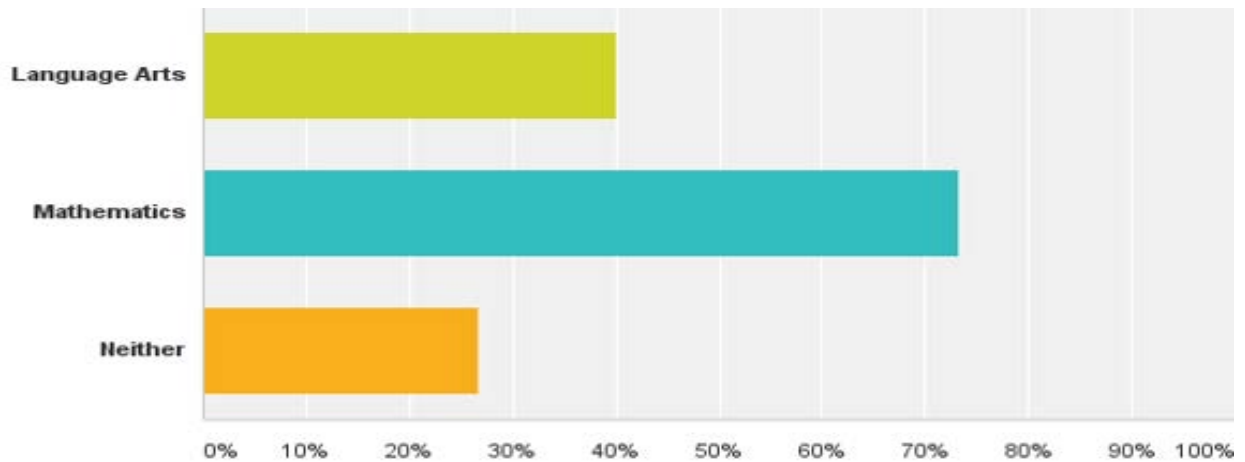


Answer Choices	Responses	
Yes	20.00%	3
No	80.00%	12
Total		15

Q7 In total, I have been teaching for _____ years.

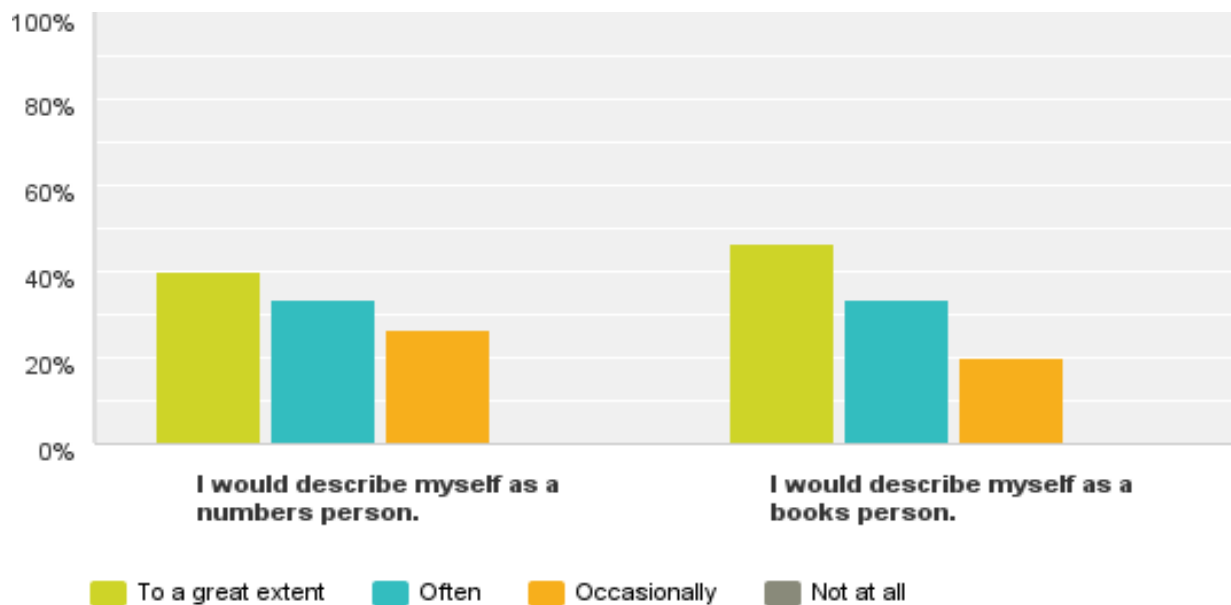
Responses (in years)
21
10
19
24
28
9
27
3
7
10
10
5
23
23
6

Q8: I teach the following subject(s)....



Answer Choices	Responses	
Language Arts	40.00%	6
Mathematics	73.33%	11
Neither	26.67%	4
Total Respondents: 15		

Q9: Describe yourself as a teacher.



	To a great extent	Often	Occasionally	Not at all	Total
I would describe myself as a numbers person.	40.00%	33.3	26.	0.0	15
	6	5	4	0	
I would describe myself as a books person.	46.67%	33.3	20.	0.0	15
	7	5	3	0	

Q10 My participation in this event has changed my instruction.

	To a great extent	Often	Occasionally	Rarely	Not at all	Total
I create lessons to help make math come alive for my students.	28.57%	50.00%	21.43%	0.00%	0.00%	14
	4	7	3	0	0	
I teach purposeful lessons integrating ELA and math standards.	7.14%	42.86%	35.71%	14.29%	0.00%	14
	1	6	5	2	0	
I use formative assessments incorporating both math and literacy.	28.57%	28.57%	21.43%	21.43%	0.00%	14
	4	4	3	3	0	
I work to connect subject areas and real-life experiences for my students.	50.00%	42.86%	7.14%	0.00%	0.00%	14
	7	6	1	0	0	
I am more excited about teaching mathematics.	35.71%	50.00%	7.14%	7.14%	0.00%	14
	5	7	1	1	0	
I am a more effective teacher.	21.43%	71.43%	7.14%	0.00%	0.00%	14
	3	10	1	0	0	

Q11 My participation in the More SMART Books event has changed the way I think about Integrating math and literacy.

	To a great extent	Often	Occasionally	Rarely	Not at all	Total
I look at literacy through a mathematical lens	42.86%	42.86%	14.29%	0.00%	0.00%	14
	6	6	2	0	0	
I look at the books I use with children in a new way	50.00%	42.86%	7.14%	0.00%	0.00%	14
	7	6	1	0	0	

Q12 For Example...Briefly describe a lesson you have used that integrates literacy and math. What book(s) did you use?

Responses
The Greedy Triangle - Students learned the names of polygons and places in the world where they might see these shapes for math. For ELA we retold the story and talked about the lesson the triangle learned.
I used Rikki tikki tembo to create an outlier for a box and whisker lesson.
Pete the cat and his four groovy buttons (I believe is the name of it).
Tikki Tikki Tembo
Using the book "Two," with a kindergarten class, we explored how many different pairs we could create using a group of 3.
I used different texts to teach text structure. The students used math to calculate years for a time line
Red rectangles and green lizards- a lesson I submitted for the web site
I used the book "The Doorbell Rang" in a lesson about partitioning.
I used a picture book to look for geometry in the real world. Circles and squares! Kids loved it!
I am currently in our computer lab as a technology teacher, but I did pass along the materials to our math RtI teachers and it was used during our math family fun night.
I have used the book Seven Blind Mice to teach making predictions and part-part-whole math
Fortunately Used it to prompt discussion about terms used to think about the correctness of an answer....likely , unlikely, reasonable, unreasonable, unreasonable
One Grain of Rice to work on exponential growth with 8th graders that also includes literacy in the math classroom.
I used The Doorbell Rang to discuss fractions and talking about equivalent fractions. It allowed the students to use real world examples to connect. We used the book, charts and tables, as well as real cookies to see it and have a hands on approach.

Q13 As a result of my participation I have noticed changes in how my students connect with math and literature.

	To a great extent	Often	Occasionally	Rarely	Not at all	Total
Students are applying a mathematical activity to a literature activity.	0.00%	35.71%	50.00%	7.14%	7.14%	14
	0	5	7	1	1	
Students independently connect a mathematical concept during a literature activity.	7.14%	21.43%	64.29%	0.00%	7.14%	14
	1	3	9	0	1	
I see an increase in my students' self-initiated mathematical talk.	14.29%	28.57%	42.86%	7.14%	7.14%	14
	2	4	6	1	1	
Students are using more writing during math class.	14.29%	50.00%	28.57%	7.14%	0.00%	14
	2	7	4	1	0	

Q14 For Example...Think of a specific student who has been impacted by the changes in your teaching. How was this apparent?

Responses
This student takes more delight in math and is developing math vocabulary and literacy skills as she talks more about stories.
He started self analyzing his own work. Volunteered to stay after for additional help and wanted to work to achieve a higher grade.
From the beginning of the year there were just words in a page. After connecting literacy and math, there were real-life connections being made that were not there before.
Talking more about how math was incorporated into the math
After discussing how we can look for math ideas in the books we read, a first grade student commented how many of the books she read focused on the number "3" (for example, a character attempted something 3 times before he was successful).
One student talked about how what we were doing in reading class was like what he was doing in math class.
These questions do not apply in that I see students only once per week, but oral discussions and technology activities demonstrate their connections.

One of my students was making connections to sharing and fractions independently during a reading lesson.
Students refer to books often making text to text connections.
Na
Students are questioning each other using "math talk" during independent centers due to the modeling I have done during whole groups.
...
A student who was more interested in language arts connected more with the engagement in the math lesson and they seemed to understand the content more.
I had a student who loved reading but seemed to struggle with math and did not initiate the work as easily. y using books to teach concepts and connect with math this student loves to work on math with it. He initiates it himself and now points out math frequently when reading and using books.

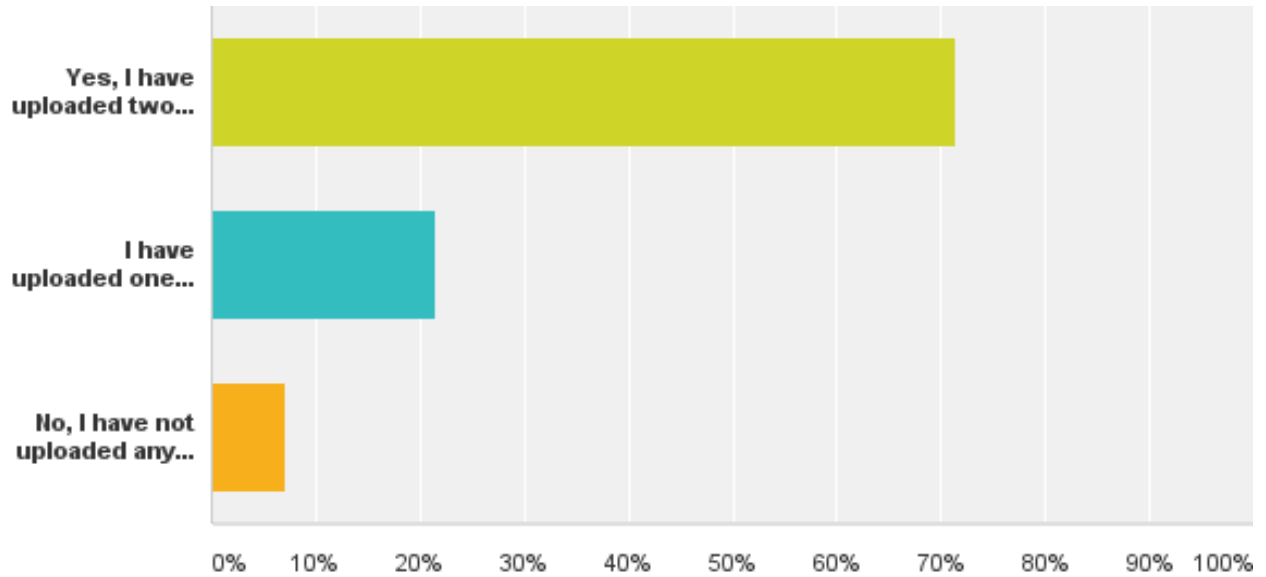
Q15 As a result of my participation in this event, the strength of my professional resources and connections has increased.

	To a great extent	Often	Occasionally	Rarely	Not at all	Total
I continue to connect with the professionals we created.	7.14% 1	42.86% 6	35.71% 5	14.29% 2	0.00% 0	14
I share what I learned with my interactions.	21.43% 3	57.14% 8	21.43% 3	0.00% 0	0.00% 0	14
I am more interested in networking professionals.	42.86% 6	35.71% 5	21.43% 3	0.00% 0	0.00% 0	14
I contribute ideas and lessons for others' use.	7.14% 1	57.14% 8	35.71% 5	0.00% 0	0.00% 0	14
I use ideas and lessons designed by others.	28.57% 4	50.00% 7	21.43% 3	0.00% 0	0.00% 0	14

Q16 One goal of the More SMART Books event was to update and expand this resource for all to use. Do you have any ideas about how to get more lessons on the SMART Books website?

Responses
No.
The opportunity to collaborate again with other teachers.
No
More training
Perhaps allow more people to submit lessons (after providing them professional development on the MSB template)
Have each member of the SMART Books team collect lessons from their schools for submission
Have each attendee ask for ideas within their own buildings and submit them in the correct format. Open the training to other teachers.
Sending information to principals about the website would help create awareness among teachers, who may have lesson ideas.
Do this training again!
Continue to offer trainings to increase the number of contributors. Offer stipends to contributors.
More workshops
No
I would like to have more time with the group that I was working with in order to continue this work. Once you get back to your own classroom, it is hard to find the time to create more of these awesome lessons. Also we could upload our work while we are there to ensure we can all see the contributions.
Getting more teacher involved and having teacher leaders from different schools who have completed More SMART Books that can do mini trainings with KCM at school's in their district. I would love to go out and talk to teachers at other schools and do this with them.

Q17 After the More SMART Books event, each participant was asked to submit two lesson plans for the SMART Books website. Have you uploaded your lesson plans?



Answer Choices	Responses	
Yes, I have uploaded two lesson plans to the SMART Books website.	71.43%	10
I have uploaded one of my lesson plans to the SMART Books website.	21.43%	3
No, I have not uploaded any lesson plans to the SMART Books website.	7.14%	1
Total		14