

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: *Rebecca V. Sheard Literacy Center*

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Assessment Year: *2022-2023*

PURPOSE

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

SECTION 1: ASSESSMENT PLAN FOLLOW-UP

A key component of the continuous improvement assessment process is regularly following up on [your assessment plan](#). Please review your plan and select one-third of your unit goals, along with related desired outcomes and objectives to report on the progress made.

Selected Goal

Provide resources and materials to faculty, college students and the community for development of skills in literacy education.

Desired Outcomes/Objectives

1A. The Rebecca V. Sheard Literacy Center will purchase books that are current Coretta Scott King award winners each year.

1B. The Rebecca V. Sheard Literacy Center will purchase and/or provide resources in collaboration with one or more faculty members to support their coursework and/or special events each semester.

1C. The Rebecca V. Sheard Literacy Center will add at least five books to the Diversity, Equity and Inclusion or Social Emotional book collections each year.

1D. The Rebecca V. Sheard Literacy Center will purchase materials and books to supply the after-school program themed mentoring sessions.

Related Targets/Measures

1A/C. A list of the Coretta Scott King, Diversity, Social Emotional and themed books purchased will be generated.

1B. At least one collaboration with an instructor in the education department during the spring and fall semester. Report of project conducted will be generated with collaboration description and number of students involved.

1D. Lists of books and materials purchased for the after-school program will be generated and surveys of their effectiveness will be conducted with mentors Program needs will be met at 100%.

Describe the progress made toward the selected goal and the related desired outcomes and objectives. Be sure to include steps taken and any information/data collected and results.

1A/C. 100 % achievement of goal

Books were purchased and put into circulation addressing the topics of Diversity, Equity and Inclusion, Social Emotional Development, and the Coretta Scott King Award Winners. These books were put into circulation and used by professors and students for coursework, student projects and pleasure reading. On the Trapline, Stolen Words and When We Were Alone, all by David Robertson were used for class activities by college instructors. The Todd Parr books were used in connection with a station created by the Graduate Assistant in the Center, which was a collaboration with the Community Performance Series.

Books on Diversity and Social Emotional Development:

- *On the Trapline* by David Robertson
- *Stolen Words* by Melanie Florence
- *When We Were Alone* by David Robertson
- *The Daddy Book* by Todd Parr
- *The Mommy Book* by Todd Parr
- *The Thankful Book* by Todd Parr
- *The I Love You Book* by Todd Parr
- *It's OK to be Different* by Todd Parr
- *The Kindness Book* by Todd Parr

- *Be Who You Are* by Todd Parr
- *The Don't Worry Book* by Todd Parr
- *She Persisted* by Chelsea Clinton
- *Legacy: Women Poets of the Harem Renaissance* by Nikki Grimes
- *The Song That Called Them Home* by David Robertson

Coretta Scott King Award Winners:

- *A Few Red Drops: The Chicago Race Riot of 1919* by Claire Hartfield (Coretta Scott King Award)
- *The Me I Choose to Be* by Anastasia Natasha (Coretta Scott King Award)
- *Unspeakeable: The Tulsa Race Massacre* by Carole Boston Weatherford (Coretta Scott King Award)

1B. 100% achievement of goal

Collaboration with Sheryl Scales, Fall '22 and Spring '23 purchased books for class use 45 students for class project.

Project title: "Literacy-Arts Pirathon"

Project description: *A pair or triad of students will read a contemporary young adult literature text (fiction or nonfiction) to **connect, respond, produce / perform, and create** a thoughtful artistic response to any significant event, character, theme, metaphor, &/or other literary device (literacies) that resonate with you. With your thought-partners, you will provide background on the essential elements in the plot (its arc) then **show & tell** your creative response to the literature.*

- *The House of the Scorpion* by Nancy Farmer
- *Me Moth* by Amber McBride
- *Wonderstruck* by Brian Selznick
- *I'm Not Dying with You Tonight* by Kimberly Jones
- *The Boy Who Dared* by Susan Bartoletti
- *Long Way Down* by Jason Reynolds
- *Jazz Owls: A Novel of the Zoot Suit Riots* by Margarita Engle
- *All the Broken Pieces* by Ann Burg
- *Hey Kiddo* by Jarrett Krosoczka
- *Feed* by M.T. Anderson
- *Dear Martin* by Nic Ston,
- *Mockingbird* by Kathryn Erskine
- *Rain Reign* by Ann Martin

Collaboration with the LoKo Festival (over 100 students and faculty involved) – Author Visit by Allan Wolf: books were ordered for student and faculty use in preparation for this visit which were used in Dr. Scales’ class for instructional purposes as well as made available for students to sign out.

- *The Day the Universe Exploded My Head* by Allan Wolf
- *The Watch That Ends the Night: Voices from the Titanic* by Allan Wolf
- *The Snow Fell Three Graves Deep: Voices from the Donner Party* by Allan Wolf
- *The Blanket Where Violet Sits* by Allan Wolf

Collaboration with LoKo Festival (over 100 students and faculty involved) – Author Visit by David Robertson: books were ordered for student and faculty use in preparation for this visit as well as sale to the participants in David’s sessions. Books, which address sensitive topics of indigenous communities and residential schools, were used in advance of David’s visit as a DEI focus to help students prepare for the author visit. David presented a keynote, visited 5 college classes and an after-school writing club, during which the books were referenced. David’s books were sold to participants before and after the keynote. These books are now available in the Rebecca V. Sheard Literacy Center collection for future use by faculty and students.

Faculty and student comments following David’s visit were very positive.

- *On the Trapline* by David Robertson
- *When We Were Alone* by David Robertson
- *The Song That Called Them Home* by David Robertson
- *Barren Grounds* by David Robertson
- *Black Water* by David Robertson
- *Sugar Falls* by David Robertson
- *The Theory of Crows* by David Robertson
- *The Stone Child* by David Robertson
- *The Great Bear* by David Robertson

Collaboration with local area teachers, St. Lawrence-Lewis BOCES, local reading council and Dr. Marta Albert’s Class – a book study using the book *Disrupting Thinking* by Kyleen Beers and Robert Probst was conducted during March and April with 11 students and 11 area teachers. During this book study, participants were assigned reading from the book and subsequently responded to online prompts which generated professional discussions around practices presented in the book. This “professional community” enhanced overall teaching expertise and skills and directly related back to practice in a classroom. Assessment data is below:

ASSESSMENT DATA (EVALUATIONS):

Book Study Results: This collaboration was highly successful between the college, area BOCES, and local reading council. College students were able to interact with practicing teachers and benefit from their experience in the field as they responded to the book study prompts. This was made possible through a grant awarded by the St. Lawrence Valley Teachers’ Learning Center.

Survey Results (7 respondents)

Rating Scale of 1 – 5, with 5 being the highest:

5- 5

4 – 1

2 – 1

Comments:

What were the best aspects of this professional development?

Hearing and reading other teacher's ideas/perspectives

The information was amazing to hold your interest in the study presented

Great book study text choice

I liked from Day 1 that the presenter was active in our learning. The initial videos she made helped me understand what the expectations would be for my own Flip video. This was the very first time I have ever used Flip myself and at first I was nervous. The course outline and expectations were very well organized and paced throughout the book study. One extra big take away for me was the use of a variety of technology that I learned to use, an added bonus for me. The book itself was excellent and I would highly recommend this book to my fellow teachers.

I loved that I was pushed out of my comfort zone to try new things in technology. I loved the book. I highly recommend it to other educators

Speaking with other educators throughout the county and learning the BHH framework.

I really like the "engage" section of the slides with the Screencastify weekly introductions. It was really helpful to be able to see and listen to how to use the format we were using for that week. It was a good way to use the tools we have access to that we could be using with our students. The culminating activity is a great idea and resource for the future.

What could be done to improve this activity?

Nothing at this time.

I liked the set up and format. I wouldn't have changed anything.

It seemed like the syllabus and the activities didn't match up 100% so I wasn't sure exactly what needed to be completed. There were a lot of different activities to try and keep up with

NA

Additional Comments/Feedback:

Thank you so much for all of your hard work preparing this book study for us.

Thank you for offering this book study. The authors are amazing bringing the light to issues that need to be changed to better the students.

Thank you for offering this book study, I truly enjoyed it. I look forward to participating in other book studies, they are my new favorite type of PD.

Thank you for offering this book study. The authors are amazing bringing the light to issues that need to be changed to better the students.

I have taken many book studies, this one was way too challenging to learn multiple different tech platforms. Extremely difficult to track which assignments had been completed and spent a lot of time learning how to use different websites/tools just to post responses. The work on the syllabus also did not always match the work that was listed in the chapter work sections.

Relevant Book Study Feedback from College Course Participants (taken from course surveys):

Throughout this semester, I have learned so much. I very much enjoyed the book study we were able to participate in and have already integrated the BHH framework into my classes.

I could take the examples from the text and relate them to our novel. The main aspects that stood out to me as a learner are the role of the Literacy Specialist and how we will become mentors to other teachers when assisting in teaching reading and writing instruction. Looking back on week 15 it was interesting to see the writing instruction throughout various disciplines.

Collaborating with other content teachers in general (outside of the Literacy role) is crucial for student learning.

One of my colleagues and I were just discussing how to collaborate in teaching writing, scaffolding the process, and build off one another, from ELA to History. We discussed the aspects we each have taught so far and the apparent gaps that the students have....

PLANNED ACTIONS AS A RESULT OF THE ASSESSMENT DATA:

Judging from the evaluation results of this book study, this was a highly worthwhile endeavor. This type of collaboration promotes professional growth for both college students and practicing professionals. Future collaborations around the practice of book studies area already “in the works”.

1C. 100% achievement of goal

Books and Materials for After-School Programs – books and materials were supplied to the B.E.A.R.S. Literacy Club, The Write Spot and Crazy 8’s Math Club. The B.E.A.R.S. Literacy Club, which focuses on love of literacy and development of reading/writing skills, serves children in grades K-2 from area schools and home-schoolers. The Crazy 8’s Math Club, which focuses on development of math conceptual skills, serves children in grades 3 & 4 from area schools and home-schoolers. The Write Spot, an afterschool writing club, serves students in grades 5-12. This club supports writing endeavors chosen by the participants to encourage written language skills, creativity and engagement in writing. The enrollment in the three programs was approximately 150 school-aged students. These programs, which meet once a week for 8 weeks each semester, provide valuable, authentic experience for college students in the education programs on our campus. All materials listed below were directly used in the programs mentioned above.

- Gift Boxes (for book related project)
- *Vampire Vacation* by Laura Lavoie
- *Cougar Crossing* by Meeg Pincus.
- *What To Do With A Box* by Jane Yolen
- *Mira, abuela!/Look Grandma* by Art Coulson
- *Someone Builds the Dream* by Lisa Wheeler
- Celebration Gift Bags
- *Little Chef* by Elisabeth Weinberg
- *From Seed to Plant* by Gail Gibbons
- *Lola Plants a Garden* by Anna McQui9nn
- *My Magical Foods* by Becky Cummings
- *Anywhere Farm* by Phyllis Root
- *Up in the Garden and Down in the Dirt* by Kate Messner
- *The Tree* by Dana Lyons
- Play Money
- Qwixx Game

ASSESSMENT DATA:

Programming and collaborations sponsored by the Rebecca V. Sheard Literacy Center were highly successful. Online surveys and written responses were collected. See examples below:

PARENT SURVEY:

<https://docs.google.com/forms/d/11U1l0QScFdy0azyNyhYwkJfF826jcPFI3fxFYGNTnaM/edit>

COLLEGE STUDENT (MENTOR) SURVEY:

https://docs.google.com/forms/d/1cJvff1FxoszXV_5Oee21WfholdyfiqH2R2-7MUgiWxg/edit

Parent responses (although only a small percentage responded) for The B.E.A.R.S Literacy Club and Crazy 8's math were as follows:
Satisfaction rating 1 – 5, with 5 being the highest:

5 – 57.1%

4 – 28.6%

3 – 14.3%

Comments included:

What did you like best about the program?

it was great

Snacks and art projects

Doing projects

Book sale and crafts

I can socialize during this time

Liked the arts and crafts and liked the mentors

She gets to work with another adult on her reading skills. She learns from various people that reading is fun

Ideas that you would like to share with us (from students attending and parents):

keep up the good work

"Thank you for all that you do and I hope I can come back again next year."

None

Have more kids come

Make it more challenging, more interesting math games.

They enjoyed their time there!

a scavenger hunt using math or reading skills

Survey results: Interns working in the program will be encouraged to make the lesson content more challenging in some cases. A set program is used (Crazy 8's Math), however, there is room to expand on the content to make it more challenging for students that are ready for it. However, it should be noted that not all students that attend our programs are advanced. Many of them attend because they need supplemental support in literacy and math.

College student (mentors) responses – satisfaction rate 1-5 (with 5 being the highest):

10 - 57.1%

8 – 35.7%

6 – 7.1%

What do you feel went well with the program:

Kids enjoyed the program for the most part

I learned a lot about teaching with this program

The benefit of this program is you get to see a little bit about what teachers do and get a feel if this is the career path you want to continue.

Planning and creating your own lesson plans are important and this program gave an insight of what it takes to create one.

I learned a lot and it was a very good first experience with kids. It helped me figure out what age i truly wanted to teach and it allowed me to experiment with lesson plans. It honestly made me feel a whole lot better about the whole lesson building process.

It was nice to be able to go off on our own with them and come up with our own activities.

We learned a lot about how to plan lessons and new activities to do with kids.

Writing lesson plans and getting to actually see them play out

What suggestions do you have?

None that I can think of!

More organization when we're doing full group lessons

None

I would prefer more to get more time to make our own lesson plans, but i think everything is perfect the way it is.

It needs to be ran more smoothly when it comes to getting students off the busses. There would be a handful of students that would stand out side and wait for the busses then come inside and have more than one mentee and having too wait for the other one to get there would become chaotic and there was not help on how to make that better.

Longer class period

More involvement from mentors when doing the first few lesson plans, let them decide on a book or write the questions or help develop an activity earlier on

PLANNED ACTIONS AS A RESULT OF ASSESSMENT DATA:

As we move forward, we will work on more student involvement from the beginning of the program. We use a gradual release of responsibility model and find that some students are better prepared to create their own lesson plans than others. A theme is developed for each semester, which requires pre-ordering of the books used in the first few sessions; however, when students start planning their own lessons, book selections (within that theme) are their choice.

These programs are a valued part of the education community on our campus. We work closely with faculty to develop skills in lesson planning and delivery. Over the years that I have been involved in these programs (15 years), numerous students have indicated that they chose SUNY Potsdam for their education degree because they are provided an opportunity to get experience working with children early in their program. Some students are not sure teaching is the career for them – this program gives them experience working with children to determine if education, indeed, is the right fit for them. Very few students leave the education program (I can recall 5-7 in the past 15 years), but for those that do, they appreciate being able to making this decision early in their college education.

SECTION 2: ADDITIONAL ASSESSMENT ACTIVITY

The Sheard Literacy Center collaborated with **NYSCATE** (The New York State Association for Computers and Technologies in Education) to host a technology conference on our campus in November, 2022. The Technology Committee which functions under the Math and Science Center, (which is under the umbrella of the Rebecca V. Sheard Literacy Center) continuously seeks opportunities to offer information on how to integrate technology into teaching practices for our faculty, students and area educators. During COVID, virtual workshops on various technology practices were streamed from the Math and Science Center. During the course of the semester in which they were offered, over 100 participants attended these sessions virtually. The numbers alone provided data that this type of training was valued by our education community. Subsequently, one of our committee members was charged with planning a NYSCATE Technology Conference for the North Country Area during fall 2022. Recognizing this continuing need for professional development in the use of technology, the college was able to take advantage of collaborating with this event and hold it on our campus. The event held in Barrington Union, was attended by over 125 educators from around the state and several vendors that support technology in our New York State schools. Evaluations were offered to participants, however, response was limited. Out of the respondents, 90+% expressed a high level of satisfaction. We will continue to find ways to offer

this kind of professional development. Future goals include training on effective use of Clear Touch technology – we hope to tackle this endeavor in the next academic year.