Mission / Purpose
bby Publications mission is to make math learning a joyful discovery for both elementary children and teachers. We accomplish this by using visual models in a two-fold approach: professional development and materials. First, we provide meaningful professional development opportunities for teachers to improve their knowledge of content and their teaching strategies. Second, bby Publications creates exceptional supplemental teaching materials that help develop students' basic skills and higher level thinking skills, without sacrificing one over the other. This two-fold approach dramatically improves children's understanding of mathematics, which not only results in higher state test scores, but more importantly increases excitement about learning math. We are dedicated to helping children and teachers retain the joy and excitement of learning.

I. Goals and Student Learning Outcomes/Objectives, with Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the major educational, social, cultural and economic issues of the region
   Address the major educational, social, cultural and economic issues of the region, and in doing so, promote a positive self-image of the Institution and the area.

1. Outcome: bby Publications and research
   bby Publications will develop opportunities for scholarly research for both its consultants and UWA faculty, staff, and students.

   a. Measure: Black Belt training
      bby Publications will train teachers in the Black Belt Region.

   1. Achievement Target:
      bby Publications will have at least two consultants present papers at conferences focused on mathematical learning. bby will also introduce a new "Bait" - fraction bait in 2012 with at least two accompanying Practice Page books.

2. Findings (2011-2012) - Target: Met
b. Measure: Grant writing
bbv Publications will submit two grants to offer training for teachers in Alabama and Mississippi.

1. Achievement Target:
bbv Publications will identify at least three possible research projects and/or partners in research that provide potential for grant funding.

2. Findings (2011-2012) - Target: Met
During this year, bbv Publications has identified and received permission from two potential elementary schools (one in Kentucky and one in New Mexico) that would like to see if the use of bbv supplemental materials increases the performance of their students in meeting certain Common Core State Standards for Mathematics. bbv has also identified three UWA professors in the College of Education that are interested in developing a research study using bbv. A Ph.D. candidate in Education from the University of Wyoming has been contacted about using bbv as part of her research on visually based, hands-on materials in the teaching of mathematics.

3. Action Plan:
Research study
During the 2012-13 year, bbv will work with the identified partners to develop a study with a plan for implementation.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Chasity Taylor, Teresa Partridge

II. Goals and Other Outcomes/Objectives, with Measures, Targets, Findings, and Action Plans

A. Goal: Address the major educational, social, cultural and economic issues of the region
Address the major educational, social, cultural and economic issues of the region, and in doing so, promote a positive self-image of the Institution and the area.

1. Objective: Increase awareness of bbv Publications in Alabama and Georgia
bbv Publications will increase awareness of its professional development services and math supplemental programs in Alabama, Georgia, and Mississippi.

a. Measure: Black Belt training
Train teachers in Black Belt

1. Achievement Target:
bbv will host a minimum of two workshops on our campus for area teachers in the 2011-2012 year. Teachers will have to apply for this program, but test
scores from Black Belt Counties K-6 grades will be used to determine needs to the region. Data on the both the teachers and students will be used to assess the program.

2. **Findings (2011-2012) - Target: Met**
   bby hosted one workshop on Number Literacy: Reading and the Writing the Language of Numbers for Black Belt teachers in September 2011 on the UWA campus and held three classroom demonstration lessons for teachers in UWA's Education Leadership program. The lessons were on Fraction Bait and Shape Bait and common core connections. bby also did demonstration lessons for Pike County Schools on connecting to the Common Core Standards for Mathematics with Fraction Bait and Shape Bait.

3. **Action Plan:**
   **On campus professional development programs**
   Although this year's target was met, two other workshops were planned and advertised, but did not make. Using the contacts that have been made through the demonstration lessons in which 21 schools were represented, bby will increase communication with these schools to yield more participation.
   
   **Established in Cycle:** 2011-2012  
   **Implementation Status:** Planned  
   **Priority:** High  
   **Implementation Description:** Update the professional development directory to include services. Increase Facebook presence. Maintain website. Follow-up mail-outs with phone calls and school visits.  
   **Projected Completion Date:** 06/03/2013  
   **Responsible Person/Group:** Chasity Taylor

b. **Measure: Increased awareness**
   bby Publications will see an increase of 15% of school contacts in Alabama and Georgia.

   1. **Achievement Target:**
      The target was a 15% increase in awareness in Alabama and Georgia. bby is measuring this through increased contracts and exposure to an area.

   2. **Findings (2011-2012) - Target: Met**
      Troup County, Georgia, has notified us that bby will be implemented in their entire system 2012-13. This is an increase from 4 schools to 7 schools. This increase is due to raised awareness and will represent a 47% increased in schools served in this area in Georgia. Since bby Publications is new in Alabama, there had in school-side contracts. However, there are estimates that through participation in the UWA College of Education's workshops, a campus professional development workshop, and a campaign to restore classroom materials to Center Point Elementary School in Alabama following a tornado
via Facebook and local newspapers, we have increased exposure in Alabama by at least 15%.

c. **Measure: bby Publications and Elementary Education**

bby Publications will work with College of Education faculty to introduce math supplemental materials and teaching methods to elementary education majors. bby will provide 25 Number Literacy books for classroom use.

1. **Achievement Target:**
   bby will see the number of hits on the bby Publications Facebook page and web page increase by 25%.

2. **Findings (2011-2012) - Target: Met**
   bby Publications has seen our number of hits increase by 45% and reached 205 "likes" goal for 3-month period.

d. **Measure: Increased awareness**

bby Publications will see an increase of 15% of school contacts in Alabama and Georgia.

1. **Achievement Target: Met**
   Target was a 15% increase in awareness in Alabama and Georgia. bby is measuring this through increased contracts and exposure to an area.

2. **Objective: bby Publications and grants**

bby Publications will seek grant funding to offer for K-12 workshops in mathematics.

a. **Measure: Black Belt training**

Train teachers in Black Belt

1. **Achievement Target:**
   bby applied for a grant through the Malone Foundation in Birmingham and we are still waiting to hear the status of our grant. Another grant will be applied for that will focus on professional development training in math instruction for K-6.

2. **Findings (2011-2012) - Target: Met**
   Although the Office of Sponsored Programs was contacted by Malone Foundation and given additional information, grants have still not been awarded due to leadership change. bby did apply for a grant through Honda Foundation and did not receive. Chasity Taylor attended the Office of Sponsored Programs grant writing institute and completed an additional grant, but the grant has not been posted yet.
3. Action Plan:
   Grant submission
   bby will utilize partnerships to increase chances of grant award.
   **Established in Cycle:** 2011-2012
   **Implementation Status:** Planned
   **Priority:** High
   **Implementation Description:** Identify potential funding resources. Identify partnership opportunities with UWA College of Education and K-12 schools.
   **Responsible Person/Group:** Chasity Taylor and Tina Jones

b. Measure: Grant writing
   bby Publications will submit two grants to offer training for teachers in Alabama and Mississippi.

   1. Achievement Target:
      bby will submit two grants to offer professional development training in our region.

   2. Findings (2011-2012) - Target: Met
      bby submitted a grant to the Honda Foundation, which was not received. The Kemper County School System received a grant for professional development training and issued an RFP for proposals to provide training. bby submitted a request and although we were not selected, but were one of three professional development services to be called for a district interview.

3. Objective: Consultant Training
   To ensure the quality of the bby Publications at UWA retains its high standards, a training workshop for consultants will be held in the summer.

   a. Measure: Consultant Training
      After each workshop the professional development coordinator will follow up with schools to ensure that the quality of training meets their satisfaction and expectation. In addition, in the summer training workshop for consultants, a survey will be given to trainees to provide feedback for future training sessions.

      1. Achievement Target:
         bby Publications will have a 80% satisfactory rate with school systems using our training.

      2. Findings (2011-2012) - Target: Met
         bby held 48 workshops for a total of 163 days in 2011-12. In our evaluations, there was only one school that submitted a negative evaluation. This represents a 97% satisfaction rate. In follow-up on the negative rating (a review of the evaluations, debrief with consultant, and follow-up with principal), it was determined the evaluation resulted primarily from sixth grade teachers being placed in a workshop targeted towards grades K-5. In our consultant training,
there have been discussions added about how to link material when teachers from higher grades are added to lower level workshops.

III. Analysis Questions and Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
The strengths demonstrate, especially through school satisfaction, that bby Publications provides useful professional development in mathematics for K-5 grade teachers. In addition, the continued development of new publications that address specific domains in the Common Core State Standards help bby to continue to meet the changing needs of teachers while continuing to further our mission of developing teachers own mathematical skills.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
The canceling of two workshops on the UWA campus because of low response shows a need for continued efforts to increase teacher awareness about bby's professional development offerings. This also demonstrated the need for the Professional Development Coordinator to be more heavily in marketing efforts and to be "on the road" to meet face-to-face with teachers and school administrators so that relationships can be cultivated.

C. What plans were implemented?
In the bby budget for 2012-13, an increase in travel for the professional development coordinator and an increase in advertising have been made to work with increased awareness of the bby name and its services to this region.

D. What plans were not implemented?
All plans from last year were either implemented or started. Although bby came under the University July 2009, 2011-12 represented the first full year of operation at UWA.

E. How will assessment results be used for continuous improvement?
Now that there is a full-time professional development and full-time business manager, a single person will not be divided between running the office and building/maintaining relationships with schools and bby consultants. The assessment demonstrated the need for more focused attention to specific areas that will allow for not only continued building, but sustainable growth. In addition, the analysis of book sales over the last three years and professional development training has demonstrated where our marketing dollars need to be spent. This analysis has demonstrated that our dollars need to be focused on raising awareness about professional development.

IV. Annual Report Section Responses

A. Key Achievements
• bby completed 48 workshops in 8 states for a total of 163 days of professional development training in mathematics for teachers K-5.
bby published a total of 16 new books as supplemental materials for teachers of mathematics K-5.

bby developed its first professional development directory for distribution to school administrators

bby launched its Facebook presence to increase awareness about PD and supplemental materials.

bby completed its first full-color catalog and linked all materials to the Common Core State Standards for Mathematics

bby launched its four-day Fraction Boot Camp for teachers

bby developed a Common Core State Standard for Mathematics transition document and training for Troup County, Ga. using the Blackboard platform.

bby provided internship and learning opportunities for UWA students. A journalism intern worked with bby on template design for new books with PR specialist Gena Robbins and UWA professor Dr. Amy Jones. An elementary education major worked with professional development coordinator, Chasity Taylor, for a community service project and was given classroom materials for her "Future" classroom following her service. Student worker, Jordan Mahaffey, participated in UWA’s four-day fraction boot camp and works with all shipping and inventory supervised by business manager Teresa Partridge.

B. Faculty Achievements
Dr. Tina Jones served as a copy editor for all 16 new bby products.

C. Staff Achievements
PD Coordinator Chasity Taylor appeared with bby co-founder, Libby Pollett at the National Council for Teachers of Mathematics national conference in Philadelphia, PA, in April 2013. Teresa Partridge served as a proofreader on the nine new Fraction Bait and fraction-based Practice Pages. Chasity Taylor and Dawn Key designed the new professional development directory. PR Specialist Gena Robbins coordinated design of all 16 new books and Eadie Caver, a student intern and journalism minor, worked on template design for Practices Pages and Shapes library. UWA Printing handled all printing of new books and design of new catalog.

D. Public/Community Service
Following a tornado that destroyed Center Point Elementary School in Jefferson County, AL, bby launched an Adopted-a-Teacher and replaced classroom materials. In addition to replacing lost bby math supplement materials, bby raised over $500 for teacher use. Through partnerships with bby schools Roswell and Clovis, New Mexico, our consultants collected classroom materials that also replaced the classroom library, bulletin board materials, language arts manipulatives, games, etc.
# Planning and Assessment Approval

**Department or Division:** Publications at UWA / Division of Educational Outreach

**Chair or Director:** N/A

**Dean or Vice President:** Tina Namwve Jones

## ANNUAL PLAN

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Goals</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.</td>
<td>NO</td>
<td></td>
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<tr>
<td>Outcomes/Objectives</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.</td>
<td>YES</td>
<td></td>
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<tr>
<td>Measures</td>
<td>YES</td>
<td></td>
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<tr>
<td>Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.</td>
<td>NO</td>
<td></td>
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<tr>
<td>Achievement Targets</td>
<td>YES</td>
<td></td>
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<tr>
<td>Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.</td>
<td>NO</td>
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As we completed this self study, we learned that these measures need to be written in clearer terms so that achievement targets are more clearly identified.
### SELF-STUDY

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td><strong>Findings</strong></td>
<td>YES</td>
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</tr>
<tr>
<td>Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weaknesses.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Action Plans</td>
<td>YES</td>
<td>These need to be emphasized more, especially for budget planning.</td>
</tr>
<tr>
<td>Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable).</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Action plans created in previous cycles have been updated with implementation notes.</td>
<td>YES</td>
<td>This is another area where there will be strengths so please use more.</td>
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<tr>
<td>Annual Report</td>
<td>YES</td>
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<tr>
<td>The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.</td>
<td>NO</td>
<td></td>
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<tr>
<td>Analysis Report</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.</td>
<td>NO</td>
<td></td>
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Approved by: ______________________

Date: 7-27-2012

Received by OIE: ______________________

Date: 8/8/12