

Using A District/School Summer Book Read to Build Inclusive Culture

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About Me



30+ years in education.

23 years as a middle school and high school English teacher.

9 years as a District Curriculum Coordinator/Director in the Moultonborough School District, SAU 45.

Do you have a school-wide or district wide summer book read?

If you have a summer
read:

What is working?

If you don't have a
summer read:

What do you want to
accomplish with one?

If you have a summer
read:

What is something
you wished worked
better?

If you don't have a
summer read:

What do you see as
the greatest obstacle?

Summer Book Read Design Goals

1. Articulate the alignment with district pd goals
2. Model UDL by providing choice of book titles and choice of format (text/audio/ebook)
3. Provide opportunity for staff to meet and discuss their reading, while respecting those who did not to participate
4. Offer a title with universal appeal; “The beach read/poolside read”
5. Provide opportunity for staff to suggest titles
6. Provide vehicle for staff who do not like to read to participate (add film)
7. Feed participants

Meets the needs of adult learners:

- Adult learners need to know that the material is relevant to their own personal professional learning goals.
- Adult learners want to be in control of their own education path.
- Appreciate being given options.

Reading stories builds empathy!

Bal, P. M., & Veltkamp, M. (2013). How does fiction reading influence empathy? An experimental investigation on the role of emotional transportation. *PloS one*, 8(1), e55341.
<https://doi.org/10.1371/journal.pone.0055341>

Find 2023 summer list shared with staff through a canva presentation here:

https://www.canva.com/design/DAFkfa0K-9Q/dVzw3HDhPnJuhuhIP6lh-Q/view?utm_content=DAFkfa0K-9Q&utm_campaign=designshare&utm_medium=link&utm_source=editor



SCAN ME

the form used to collect requests:



[Google Form:](#)

Collect emails

Have asked which school to deliver to

May complete more than one request

Examples of “beach reads”:

2021: *Becoming Nicole* by Amy Ellis Nutt

2022: *Born a Crime* by Trevor Noah

2023: *The 57 Bus* by Dashka Slater

2024 (proposed): *Kasher in the Rye* by Moshe Kasher

Why is our New & Improved District
Summer Book Read Successful?

designed for Adult Learners
AND
designed to build Empathy

The Text Discussions!

Book/Text Discussion Format

Challenge to making this work:

Not all same book

Schedule is based on convenience of participant not title

Book/Text Discussion Format:

Based on numbers of participants and titles, divide participants into groups of 3 - 5 people.

Try to have people who read same text be in same groups.

Book/Text Discussion Format: Protocol

1. A person reads the question, but does NOT answer it. Going around each person has the opportunity to answer the question.
2. The person who read the question summarizes what they heard.
3. Repeat steps 1 & 2 until everyone has had a chance to ask a question.

The Questions:

- A. Was the reading what you expected? Why or why not?
- B. What stuck with you the most from the chapters?
- C. What about the text relates to the work that you do as an educator?
- D. Was there anything about the text that bothered you? If so, what and why?
- E. Would you recommend the text to others in the district to experience? Why or why not?
- F. Is there more we should/could do with this text in the district? If so what?
- G. Who do you most want to experience this text? Why?
- H. Are there any lingering questions from the text that you are still thinking about?

Book/Text Discussion Format: Closing

Each group shares out something that they want others to know from the discussion.

Copy of grant activity:

Activity Description:

The district will engage in summer professional development through a district-wide book read available to teachers, administrators, and paraeducators. Educators were provided opportunities to recommend titles. All titles select connect to ongoing district goals. This PD aligns with the needs of adult learners. Titles would be available for educators to read over the summer 2024 and times would be provided during the summer and in the fall for book study groups to meet and discuss the impact and connection the books have on their work. The grant funds would support the purchase of selected titles for summer book studies. Each educator in the district would have a book title (available in a format of the educator's choosing: print, ebook, or audible, when available). (3000.00)

Titles include:

I wish my teacher knew (connects to our PD on SEL)

The Students Are Watching (connects to our middle school initiative)

Fewer Things Better (connects to our self-care PD)

Born a Crime (connects to our equity PD)

Teaching for Deeper Learning (connects to our focus on instruction)

Performance measure w/evidence citation

Through a survey, educators will articulate the connection between the book selected and their own work and explain how knowledge gained from the reading will impact or be put into practice.

Blanton, B. S., Broemmel, A. D., & Rigell, A. (2020). Speaking Volumes: Professional Development Through Book Studies. *American Educational Research Journal*, 57(3), 1014–1044. <https://doi.org/10.3102/0002831219867327>

"The Outcomes Theme provided insight into how participants changed instructional practices, academic thinking, and personal beliefs. The book studies provided components of effective professional development and principles of adult learning. Participants believed that the book study groups provided professional development that met their needs in more powerful ways than traditional professional development."