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SLM 501
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Assignment 2

School and Librarian Background

The Lower School librarian at Roland Park Country School, Beverly Edwards, has been working in the library for thirteen years. While I was the Upper and Middle School substitute librarian for six months at the same school, I got to know Ms. Edwards and learn about her library program. Roland Park Country School is an all-girls independent school in Baltimore City. The Lower School has about 140 students in grades K-5 with two teachers per grade level. Because the school operates on a ten-day cycle, students come to the library once every ten days. Ms. Edwards tries to meet with each grade level one day per cycle to collaborate.

A McDaniel alumna herself, Ms. Edwards enthusiastically agreed to be interviewed. Since school was out for the summer, we decided to discuss ideas for an advocacy plan over the phone. Many of the students love to read, so focusing on literacy for an advocacy plan did not make sense. One of the possibilities Ms. Edwards immediately thought of was helping teachers with research. She mentioned she has not been successful in collaborating with all teachers on research projects. With the receipt of the Lower School Social Studies Curriculum Grant, the Head of the Lower School is implementing a research thread in the social studies curriculum that will build on skills through all the grade levels. Ms. Edwards sees this opportunity to advocate for collaboration with teachers on research skills she can teach students and using the resources the library offers.

Identifying the Agenda	
Teachers Agenda	LMC Agenda
What is important to target audience? Teachers want to create effective research lessons in the social studies content. Teachers	What is important to the LMC goals?

<p>want students to be successful and independent researchers.</p> <p>What is foremost in their minds? Teachers want to meet the expectations of the new research strand that will be in their curriculum.</p> <p>How can you link up to their agenda? The librarian can provide instruction in research skills and access to high quality research resources.</p> <p>What can the LMS do to help move their agenda forward? The librarian can collaborate with teachers to integrate research lessons into their projects for meaningful instruction. She can also provide instruction for students on how to use the databases in library classes.</p> <p>How can you benefit them and their needs? The librarian can benefit teachers by saving them time by teaching research lessons in the library and/or classroom. The librarian can meet their needs as an expert in research skills that can provide students support in their projects.</p>	<p>The librarian wants to enable students to be effective researchers and use high quality resources.</p> <p>How can you fulfill LMC goals by linking to their agenda? The librarian can provide lessons on research strategies and steps that build on those skills from one grade to the next.</p> <p>What services can you provide? The librarian can provide training sessions about the research resources in the library. She can collaborate with teachers on integrating research lessons into their project units. The librarian can teach the research lessons to students. Screencasts about the databases can be made for teachers and students.</p> <p>What resources do you have? The library has access to databases and high-quality books for students to use for research. Web tools to make screencasts.</p> <p>What benefits can you provide? The librarian can provide students with essential research skills that can be incorporated into existing projects and allow students to become independent and effective researchers. The librarian can provide teachers with support in planning and teaching research as well as familiarizing them with the library's databases.</p>
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What are the benefits?

Valuable benefits of this advocacy plan exist for teachers. Teachers will gain knowledge about the databases in the library. Collaboration will allow research skills to be seamlessly incorporated into projects fulfilling the new research thread in the social studies curriculum. Guided by an information specialist, teachers will help students to become responsible information users and independent researchers, which will improve their critical thinking skills.

What service is provided?

The librarian will serve the teachers in different ways through this advocacy plan. Common planning time with the librarian will take place to develop research lessons that coordinate with class projects. Co-taught lessons for research skills will be incorporated in units. Teachers will receive professional development on the use of databases.

Evaluation

How do you know the plan has been successful?

Several methods of evaluation will take place to measure the success of the advocacy plan. The librarian will use her plan book to document the number of collaborative research lessons taught. This can be used to measure an increase in lessons from the previous year and years to come. Notes from grade level meetings will document the amount of collaborative planning that takes place during the campaign. A teacher survey will be given at the beginning of the year to determine what aspects of research they want or need help with and potential project ideas. Another survey will be given after a project is completed that involved working with the librarian that will measure the satisfaction of the teachers' experience and whether their needs were met. The librarian will seek feedback from the Head of the Lower School through conversation in curriculum meetings and observations.

How do the desired outcomes show a strengthening of the advocates and supporters?

Through this advocacy plan, teachers will learn about the resources in the library and the research skills the librarian can help students gain. Collaborating will build partnerships among the faculty that allows everyone's expertise to be used, which will provide students with rigorous

and engaging learning experiences. Administrators and parents will see student success in researching, which could lead to an increase in support for the faculty and library.

Key Message

The school librarian is a collaborative partner and information specialist that can plan and teach research skills in class assignments and projects. Using the expertise of the school librarian will make teacher instruction time more manageable and give them support through the entire project. Students will gain the necessary skills to be independent researchers and critical thinkers in a world full of information.

Goal

By the end of the school year, collaboration with teachers to incorporate research skills and the library's databases into their projects will have increased. This supports the Head of the Lower School's initiative to include a research thread in the social studies curriculum for all grade levels.

Target Audience

Teachers are the target audience, especially those that teach social studies.

Stakeholders

- Students – Students use the library's resources for research such as databases and books. They are acquiring research skills the librarian teaches them that enable them to be independent information seekers and users.
- Administration – The Head of the Lower School is tasked with developing a research thread that builds on research skills from kindergarten to fifth grade in social studies. She wants students to be able to research more independently and consistently build on those research skills as they progress through the grade levels.

- Teachers – Teachers design student and class projects that require research but may not feel like experts at research. They also might not know the best resources to use in the library, so they do not use the library and librarian to their fullest potential.
- Parents – Parents want their children to be effective researchers as it is a life skill. Parents are also involved in the school and support the students in their project showcases by attending culminating presentations and activities.

Activities

First Month

- Show the collaboration video and give handout to teachers at the faculty meeting.
- Give survey to teachers about collaboration on research.

Second Month

- Show previous projects the librarian has collaborated on with other teachers at faculty meeting. Include testimonials from those teachers highlighting the positive experience.
- Teach students about the library's databases and how to access and use them in library classes.

Third Month

- Give brief overview of all seven databases using PowerPoint presentation at faculty meeting. Point out students have been learning about these databases as well.
- Attend grade level meetings to guide teachers as they take an in-depth look at databases on their computers following the schedule below:
 - First ten-day cycle visit with grades 3-5 to look at CultureGrams and Scholastic Go!

- Second ten-day cycle visit with grades 3-5 to look at World Book Student, PebbleGo Next, and Explora Primary.
- Third ten-day cycle visit with grades K-2 to look at PebbleGo and World Book Kids.
- Post screencasts for each database to library page for teacher and student use.

Other Activities to include throughout the year

- At Back to School Night, have a display highlighting databases and students participating in research projects.
- Attend grade level meetings during the year to determine upcoming projects.
- In the monthly school newsletter, include what students have been accomplishing with research skills and projects.
- Attend content area department meetings during the year to share research projects that the librarian has been a collaborative partner.
- Attend any meetings where the social students research thread is discussed to learn about the continuum of skills being implemented.

Campaign Materials

- Teacher research survey
<https://forms.gle/zz2KCZz2X2d7omMj7>
- Project feedback form
(Attached at end of document)
- Collaboration video
<https://www.powtoon.com/c/dbImRvKP3MC/1/m>
- Research handout to faculty
https://www.canva.com/design/DADepfcg70A/dGxW4qieZXCf_VjZJK0LHA/view?utm_content=DADepfcg70A&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

- PowerPoint presentation for overview of databases
(See PowerPoint file)
- School newsletter includes library section to highlight projects
(Attached at end of document)
- Screencasts of databases

Sample of one for CultureGrams - <https://screencast-o-matic.com/watch/cqiihtOQww>

Future Advocacy Ideas

1. Integrating educational technology for students and teachers to present information.

Weisburg, Hilda K. *Leading for School Librarians: There is no Other Option*. Neal-Schuman, 2017.

Once teachers and librarian collaborate on research skills, another opportunity to advocate for the library would be using more technology to enhance how students present their information from their research. The Lower School has a technology teacher that manages the Innovation Lab, so she might not use as wide a variety of technology as the librarian. Considering all the apps and web tools available as well as the knowledge of knowing where to find high quality tools, the librarian can work with teachers to increase student use of technology in their presentations. Through this educational technology advocacy, the librarian will promote collaboration even more.

2. Developing a Library Advisory Committee

Pickett, Jamie. "First Steps with a Library Advisory Committee." *Knowledge Quest*, vol. 42, no. 1, Sept./Oct. 2013, pp. 14-17,
www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KQ%20SeptOct13%20FINAL_TAGGED_REDUCED.pdf.

Forming a Library Advisory Committee would allow the librarian to gain insight into what all users expect from the library. This committee would enhance the

collaboration already taking place by giving feedback to the librarian from different perspectives. By meeting on a regular basis, changes can take place as needed and probably sooner than before. The library would truly belong to everyone because the librarian can discuss possible decisions with a representative group of all stakeholders. Even students would be committee members, but most likely a couple of fifth graders. Students would ultimately benefit since they are the main library users.

3. Summer Access

Baren, Melody. "Trend Alert: More school Libraries Staying Open All Summer." *School Library Journal*, 24 Jun. 2016, www.slj.com/?detailStory=trend-alert-more-school-libraries-staying-open-all-summer.

More open hours mean students have more access to the library's resources.

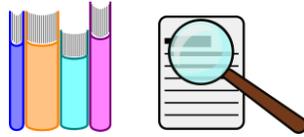
Students can check out books about topics they want to explore more, possibly ones they learned about during the school year. The school library will have a collection based on student interest and the curriculum. The librarian knows the students as readers and can provide reader's advisory services. Students and families can spend time exploring the library's resources and asking questions with the guidance of the school librarian.

Teachers can schedule planning time over the summer with the librarian, which supports the research projects taking place during the school year. Through summer access, the librarian promotes reading and information literacy.

Examples of Campaign Materials

School Newsletter Library Section

Library Corner



Lower School REDS' Research is Rockin'

Check out Ms. Smith's class project in the pictures below about some of the states in our country. Students worked hard finding information in the database *Culture Grams*, organizing their notes, and creating commercials.

Insert picture here.

Insert picture here.

Project Feedback Form

Name _____ Project _____ Date _____

1. What parts of collaboration went well? Check all that apply.

_____ Communication

_____ Planning sessions

_____ Lesson Instruction

_____ Student success with skills taught

_____ Other: Explain _____

2. What parts of collaboration could use improvement? Check all that apply.

_____ Communication

_____ Planning sessions

_____ Lesson Instruction

_____ Student success with skills taught

_____ Other: Explain _____

3. List suggestions for improvements.

4. Briefly reflect on the quality of student outcomes in their research.

Works Cited

Edwards, Beverly. Personal Interview, 25 Jun. 2019.