

**School Board Meeting/Workshop**

March 9, 2015

**Subject:**Library Media & Technology  
REFLECT Report**Presenter:**Pam Miller and  
Library Media & Technology  
Instructors**SUGGESTED SCHOOL BOARD ACTION:**

Report only.

**DESCRIPTION:**

The district's continuous improvement process includes seven different phases designed to assist all programs in developing and refining excellence for the students of BHM Schools. Those phases are REFLECT, RESEARCH, PILOT, IMPLEMENT, ADJUST, MONITOR, and EVALUATE.

Each phase of the process identifies specific desired outcomes and related tasks to achieve those outcomes for the program to be prepared to continue to the next phase of improvement. There are two opportunities within the Continuous Improvement Process (CIP) for the programs to prepare and present information to the school board either as reports or as recommendations for curriculum adoption proposals.

The Library Media & Technology (LMT) Program recently completed the phase of REFLECT. During this time, teachers examine program strengths and limitations and current research in the field, as well as revised state or national standards. This research of best practice, along with the examination of current strengths and program limitations, then helps to formulate a recommended program improvement action plan for the next phase of the continuous improvement process.

At Monday's board workshop, instructors will be sharing current BHM LMT program offerings, current research, a comparison of programming with other districts, and an overview of the standards that guide their instruction. They will also be happy to answer any questions you have about the current status or potential future direction of library media technology instruction in the district.

Assisting with the presentation by representing LMT will be:

Mike Quady, Parkside Elementary Library Media Specialist  
Joan Olson, Northwinds Elementary Library Media Specialist  
Linda Emmel, Montrose Elementary Library Media Specialist  
Kari Lenzmeier, Hanover Elementary Library Media Specialist

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## **BACKGROUND INFORMATION**

We currently offer the Library Media Technology program at four sites--Hanover, Montrose, Northwinds, and Parkside. Each of these sites has a licensed Library Media Specialist (LMS) who delivers instruction as part of the prep schedule. Most Discovery students check out books at Parkside, and Tatanka's students use the Library Media Center (LMC) under the supervision of an educational support professional (ESP).

The library media specialist's role is both instructional and administrative. While much of his or her time is spent teaching information, literature, and technology skills to students, the specialist is also responsible for selecting and maintaining relevant, current library resources for students and staff. LMSs strive to collaborate with teachers for professional development and curriculum development.

Students' time with library media specialists varies among the buildings based on prep time schedules but most students visit the LMC on a three or four-day rotation. The LMT program has some common curriculum expectations by grade level.

In the primary classes, students are exposed to multiple standards from using the LMC to using technology. Students learn how to find books using the call numbers, how to check out books, and beginning genre studies during library. During technology time, students begin basic computer use to support what occurs in the classroom.

In the intermediate classes, students are ready for more advanced units. For example, intermediate students conduct research projects, do author studies, and learn more about how to effectively use the LMC. Technology lessons include units on production and use of video and audio or digital cameras to make presentations. LMSs look forward to supporting the recently created ISD 877 Technology Scope and Sequence.

### Comparison of Area Library Media Services

- Full-time certified media specialist at each school in the district
  - Dassel Cokato, Monticello, St. Michael
  - BHM (in 4 of the 6 elementary schools)
- One media specialist for the entire district
  - Rockford
- Flexible schedule

- Dassel Cokato, Monticello and St. Michael secondary
- Dassel Cokato elementary - partial prep plus gifted ed services
- Fixed schedule (provide prep)
  - Monticello and St. Michael elementary
  - Rockford - one time per week K-4
  - BHM
- ESP support
  - Dassel Cokato - All the media centers have a part-time ESP
  - Monticello - All the media centers have a part time ESP with the exception at the high school where there is no ESP
  - Rockford - One ESP for each school
  - BHM (5 elementary schools have ESPs, Tatanka has only ESP support)

## STANDARDS

### National Standards

1. AASL American Association of School Librarians Learning Standards
2. ISTE International Society for Technology and Education
3. 21st Century Skills: Creativity, Critical thinking, Communication and Collaboration [21st Century Skills](#)

### State Standards

1. MN English Language Arts [MN English LA Standards](#) (includes Common Core)
  - a. LMSs support and reinforce the MN ELA Standards
  - b. Minnesota ELA Standards most relevant to the LMT department:
    - Reading Benchmarks Literature K-5
    - Informational Text K-5
    - Writing Benchmarks K-5
    - Speaking, Viewing, Listening and Media Literacy Standards K–5
2. ITEM: Information Technology Educators of MN (formerly MEMO: MN Educational Media Organization ): <http://memotech.ning.com/page/standards>  
 ITEM Strands:
  - Inquiry, Research, and Problem Solving
  - Expanding Literacies
  - Technology Use and Concepts
  - Ethical Participation in a Global Society

## BHM PROGRAM STRENGTHS

The Elementary Library Media and Technology Program complements and supports classroom instruction centering on literature and technology. LMSs not only teach skills that support the language arts standards, but also help teachers find materials to use with their curricula.

LMSs are literature champions and lifelong reading advocates who see books, in whatever form, as an avenue to information and entertainment. They have a particular advantage in encouraging students' love for reading because they can focus on students reading what they want to read rather than that which they are assigned to read.

The Library Media and Technology program also provides a high-quality, relevant library collection. Students not only have access to popular titles, but also have the opportunity to read critically acclaimed, award-winning literature as well. Continual maintenance of the library collection assures staff and students that current materials are available that will support their teaching and learning.

Additionally, the Library Media and Technology program has historically been a place where elementary students experience technological learning programs and applications, and where they learn to use those programs to access and present information. Although this function has changed somewhat with the hiring of more “tech-savvy” classroom teachers and technology integration specialists, the library media department still provides students with access to databases, instruction of keyboarding skills, and other technology competencies so that the students can apply them to their classroom assignments.

## **BHM PROGRAM LIMITATIONS OR CHALLENGES**

### Inconsistencies among buildings

BHM elementary students, due to differences in scheduling and staffing, experience inequitable access to library media centers and licensed library media specialists.

Because of this, BCMS staff have noticed varying levels of competence for incoming 6th graders.

### Fixed Schedules

The fixed schedule that provides prep time for classroom teachers limits constant and continual collaboration between the media specialist and the classroom teachers concerning lesson plans, class projects, and the integration of research skills and technology into those lesson plans. Collaboration is an essential facet of the Charlotte Danielson model for media specialists, the evaluation model identified in the BHM Teacher Evaluation & Development Plan.

### Information Age Dilemma

There is the assumption that with the growth of the internet and easier access to databases, students’ needs for libraries and a licensed LMS is diminished. However, because of the sheer volume of information, the role of the LMS is more important than ever today, to guide students to efficiently find useful and accurate information for their needs and then to evaluate that information.

### Changing Technologies

Constantly changing technologies lead the library media specialists to continually adapt curricula for students to master. Keeping current with technology and providing enough hardware is an ever-present challenge. Being visionaries and anticipating technology for the future is a stretch. What will be important in ten years?

### Variations in staffing and funding

Budgets and ESP support vary widely from building to building. Collections need to stay current and book prices are increasing. Higher volume of device use and online education apps are costs that continue to rise. Updating hardware is another ongoing issue. All of this affects the quality of our library collection and the access students have to information.

## **NEXT STEPS**

The LMSs will be researching current and best practice in library media and technology in the surrounding communities, across the state, and across the nation. The goal is to ensure that BHM's elementary LMT services stay current and provide the best resources that they can to staff and students. The team will be reviewing standards and updating the current curriculum maps to reflect changes. They will review various options out there for curriculum and technology that would support the LMT program. From there an action plan will be created that will help guide the future needs of the LMT program.

Library Media Specialists will continue to promote reading, accessing information and effectively using technology skills. The collaboration and resources that they provide to building staff is an area that will continue to be fostered and grown. LMSs will work on ways to keep students, staff, and parents informed about what is occurring in Library Media and Technology.