

Thought Provokers:

1. After reading Chapter 1 in Helping Teachers Teach, go back to the three purposes that you listed for the exercise earlier in this chapter. Think about the roles of the school library media program that would be most beneficial to you as a teacher, media specialist, or technology specialist. Is there a significant congruence with the three-purpose model proposed in the chapter? Rethink your model. Should it be expanded? Should one or more of the purposes be replaced? If you feel your three purposes are more appropriate than those indicated in the chapter, explain why.

When I first read the chapter, I quickly jotted off Read, Tech & Teach for the exercise. I am blessed to have come through my library program when I did. Georgia State taught me to be the librarian that this book is shooting for.

I consider fostering a love of reading to be my primary objective, with Information Literacy as my secondary objective. My role as an Information Technology instructor facilitates the first 2 objectives.

I take for granted that lessons that will be taught in the library include me as a co-teacher. The classroom teachers covers the content and I cover the rest- conducting an effective search on the web or in a database, how to use the computer programs (Power Point, First Class email, Accelerated Reader, etc.) effectively, how to take the information they find (from books and the web) and produce a quality assignment. True, not every teacher is used to this kind of librarian, but once we share the experience, future collaboration is almost always guaranteed.

I found it amusing yet sad that the scenarios put forth in the book show willing principals and reluctant teachers. In my experience it has always been the opposite. My principals have been completely clueless as to my actual role and duties, dumping on me all of the clerical tasks that need to be taken care of to "keep up appearances" leaving me little time to plan fully collaborative lessons or do book talks or produce poetry jams, etc. Of course, the staffing cuts have played a part in the overload – I have not had a clerk for the past 3 years and without a competent clerk, it is virtually impossible to do everything you want to do, on top of everything you have to do.

Hopefully, having more of 'us' out there will turn the tide and restore our position as one of the most important in the school!

2. After reading Chapter 2 of Helping Teachers Teach and Chapters 1 and 2 of Understanding by Design, describe how teachers, media specialists, and technology specialists can work together to gain insight into the value of identifying the desired results of instruction before planning specific instruction.

When teachers and school librarians plan together the results of instruction will be more meaningful than if either were planning alone. Isolating the 'enduring understandings' in the content by the classroom teacher and in the AASL/NETS by the school librarian ensures that the individual lessons will have many different layers of knowledge and meaning.

Transferring knowledge from one content area to another would be one way to define understanding. Being able to take knowledge to the next level, to put it into practice, would be another way. A bit like the difference between the 500s (Natural Sciences/Math) and the 600s (Applied Science) of the Dewey Decimal System

I think the ability to transfer knowledge from one context to another is essential before we can say that a true "understanding" of content has occurred. It does little good to remember information or ideas in one context unless that knowledge can be applied in other similar contexts. So in my opinion, "understanding" is "applied knowledge."

3. After reading Chapter 3 of Helping Teachers Teach, describe your own experiences with collaboration - this is a chance for you to raise the issues surrounding the pros and cons of collaboration - the goal of this course is to take you from where you are currently are regarding collaboration to a point where you can visualize the potential value of collaboration - in other words it is OK to voice negative thoughts and feelings about collaboration.

In my 5 short years as a school librarian for DeKalb county, I've experienced widely varied instructional settings. My first year I only had 2 ELA teachers who regularly booked the library, but those teachers booked the library months in advance, each on a 2 week rotation for check out and Accelerated Reader assessments. I was in the Reaction stage with these teachers. They knew what they wanted from the library and I supported their instruction, fitting my instruction around them. Because of these 2 teachers, I was able to offer research instruction to 2 other teachers when it came time for the Science and Social Studies Fairs. I will never forget the initial lesson for the Social Studies fair. I had created a Power Point that combined a Dewey Decimal System lesson with where they would likely find books they needed for research for the fair project. I was about a third of the way through, with the students actively answering my questions (testing) and another teacher came right up to me in the middle of my lesson and asked for an overhead bulb.

I said: I'm teaching a lesson here. Mrs. Carswell (my clerk) can get you the bulb. I'm sure now there were a million other ways for me to handle this situation, but when she insisted that I find her the bulb, I walked her away from the students and repeated what I originally said. She was incensed and became loud when I went to return to my lesson.

I put instruction ahead of service, and that was my first lesson on how a school librarian is perceived in a school. We are a hundred and one things, and only for a small number are we actually teacher-librarians.

But, these are the ones that make it worthwhile. We actively, or passively, collaborate and we are blessed with the ah ha moments when the students understand. And these teachers talk, which opens the door for collaboration with more teachers.

4. After reading Chapters 4, 5, and 6 of Helping Teachers Teach and Chapter 3 of Understanding by Design, suppose your school has a new principal and you have been given the task of giving the new principal an overview of the vision or goals of the curriculum process. Describe the different ways in which teachers, media

specialists, and technology specialists can all be involved in the curriculum planning process.

Ideally? Principals should expect their teachers to be masters of their content, or striving for mastery. They should put into effect planning across grade levels and content areas. Principals should expect the same of their librarians. Aren't we all k-12 certified 'library teachers' ?

School librarians should be masters of their content, both information literacy and information technology. With the digital age upon us, there is no reason for a librarian not to embrace the technology surrounding him or her. We should not only want to plan with teachers but make the time to plan or set up resources or do whatever it takes to open the dialog of co-teaching, including meeting after school with a few you get along with, around the corner, for real food.

Reading some of y'all's posts I had to stop myself from posting: JEALOUS! and reading some of your fantasies made me want to work there with you!!

I would have to say that other than taking the initiative and influencing the curriculum by collaborative planning and co-teaching, school librarians need to make sure they are on the leadership team, or whatever your county calls it- administrators, department chairs and forward thinkers of each discipline, all meeting at least once a month to review data and pose new directions. If you aren't on this team, just start sitting in or ask to host the next meeting in the library (with snacks!).

5. After reading Chapters 4, 5, and 6 in Helping Teachers Teach and Chapter 4 of Understanding by Design, describe how you as a teacher, media specialist, or technology specialist could present the Six Facets of Understanding to a group of your peers to help prepare them to work collaboratively to develop curriculum plans.

I would introduce the topic by letting the teachers know that I know they are probably already using most, if not all of the facets in their lessons. What we would do is use the 6 facets to understand the 6 facets. Once that is covered, we can break into content areas and start creating a curriculum plan that begins with the end in mind and includes opportunities for enduring understandings.

Facet 1: Explanation – I would use an LCD projector to display a Powerpoint that briefly covers the creators, lists the 6 facets and defines backward design.

Facet 2 – I would create a new slide, label it Interpretation and ask the teachers to define or describe what each facet means. I would type the definitions as they are called out.

Facet 3 – I would reate another slide, label it Application, and ask the teachers to call out examples from their lessons where students are asked to apply their knowledge. Again, I would type their answers into the Powerpoint.

Facet 4 – I would then create a new slide, label it Perspective, and ask the teachers to again, call out examples from their lessons where students would be asked to demonstrate perspective on an issue or topic.

Facet 5 – The next slide I would label Empathy and instead of asking for student examples, I would ask why they thought Empathy was needed for understanding. After a few answers, I would point out that what they were doing, by putting themselves in their students' place, was in itself an example of Empathy, and perspective.

Facet 6– The final slide I would label Self-Knowledge and ask the group what they might change for tomorrow's lessons to ensure that the students would have a better chance at achieving enduring understandings.

We would then break into groups, pick one expectation/ set of questions from the GHSGT, and start creating a curriculum plan that would ensure that the students understood the topic well enough to answer a variety of questions.

6. Read Chapter 5 in Understanding by Design. Several viewpoints of the optimum instructional consultant-teacher relationship were presented in Chapter 6 of Helping Teachers Teach - expert/passive client, physician/patient, and helper/partner. Think about your own style of interaction with others. Which of the viewpoints presented in the chapter matches your vision of the instructional consultant-teacher relationship? Based on the information presented in Chapter 5 of Understanding by Design, develop an example of how your style of interaction could be helpful in guiding your peers to develop appropriate essential questions.

Like most of you, I also tend to fall into the helper/partner category. I'm a partner when we collaborate on a lesson and a helper when I do my magic with resources and materials.

But, for things like technology inservices, there is sometimes a bit of the physician/patient. An area of weakness is identified (the document camera hasn't been checked out this year) and it's my job to 'fix it' (work with someone on a lesson that incorporates the use of the document camera).

I think when teachers and librarians work together to create EQ it's both helper/partner and expert/passive. We are both experts in our respective content areas, taking a passive role when your partner is more skilled than you is probably the most respectful way to handle that situation. If we work together to create EQs, then we can both be assured that our content areas are covered, AASL, NETs and GPSs.

7. After reading Chapter 7 of Helping Teachers Teach, describe ways in which you would assess the needs of your colleagues in a school setting to determine the most appropriate content and delivery format for inservice materials that you might develop.

I would work with the API/instructional coaches using the GHSGT results, and determine which areas our students are weakest. Then, I would meet with my Library Technology Committee, which is comprised of the department chairs, the principal, API, librarian/tech. specialist, a parent and a student.

I usually do virtual meetings, where an email is sent to the group and we Reply All. We would

discuss ways that technology the school already owns or has access to could be used to enhance understanding in these areas – technology like Brain Pop or United Streaming used with LCDs from the library.

I would then create a survey (using survey monkey, for example) listing 5 pieces of equipment, applications or websites deemed most useful by the Tech. Committee, and ask the teachers to rate them from 1 to 5, with 5 being 'I don't use this at all' and 1 being 'I use this resource all the time.'

Inservices would be developed with the department chairs ensuring that the content is applicable and can be conducted during faculty meetings.

8. Chapter 8 of Helping Teachers Teach, describes the use of a variety of surveys and inventories to gather information about learners. Using yourself as the learner, complete and analyze the Student Learning Styles - A Survey, Appendix E, pages 261-265 and the Learning Tools Inventory, Appendix F, pages 266-268. After completing the two instruments, describe yourself as a learner and the tools you prefer. Also, describe how the type of information collected by using such instruments with others would enable you to plan more appropriate learning situations.

I am a audio/visual individual learner, but I am also a kinesthetic learner. I'm pretty sure I became this kind of learner to compensate for my poor eyesight. It wasn't until 6th grade, when a 'bad kid' had to be moved to the front of the room and I got sent to the back that anyone knew I couldn't see past my nose :)

To this day I hear everything I write in my head. In a note taking situation, I do best when I copy my notes many times, hearing the information over and over. When writing papers, I take a lot of time rearranging and rewriting, which hasn't changed any from pen and paper to typewriter to word processor.

But the best way for me to learn is by doing it, *after* I've gone over it a hundred times in my head :)

9. After reading Chapter 14 of Helping Teachers Teach, consider the questions on pages 222-226 of the text in relation to the sample lessons in the handouts and your group discussions for student instruction project. Write a summary describing ways in which you could evaluate the effectiveness and impact of collaboration in the planning and implementation of student instruction. You do not have to answer every question – use the questions as a guide for your discussion - keep in mind you are evaluating the collaboration between teachers, media specialists/technology specialists - you are NOT assessing students.

Like some of my classmates, I think a simple checklist form or short answer survey would suffice and that the form should also be used during the planning process – beginning with the end in mind.

As Patsy said, we need to be open and honest with each other, approach the situation

objectively, and remain focused on the identification of areas of improvement. Knowing the barriers to collaboration, if we are here, at the end of the lesson, it is safe to say that we have overcome them and it really is just about student instruction and delivering effective lessons (and having fun!).

1. Needs Assessment: (Planning) content, information literacy and skills goals. (Evaluation) As Melissa pointed out, we will know if our collaboration was effective if the learning objectives have been met. We just need to be honest here and assess what we need to modify to improve our instruction.

2. Learner Analysis: (Planning) Ensure that our instruction suits various learning styles. (Evaluation) Were all students fully engaged? If not, how can we modify our instruction to ensure that all learning styles are included.

3. Instructional Objectives: (Planning) What are the essential questions? What do we want the students to know/understand/be able to do? (Evaluation) What needs to be changed in our instruction to ensure that the instructional objectives are met in the shortest amount of time.

4. Assessment of Student Performance: (Planning) How will we assess student performance? (Evaluation) Develop an alternate assessment, or continue working on a rubric for an alternative form of assessment that we have already begun (webpage, video, skit, etc)

5. Materials Section: (Planning) What materials best meet our objectives and the learning styles of our students? (Evaluation) What materials does the library need to obtain to ensure a richer learning experience?

6. Implementation: (Evaluation) How can we tweak lesson delivery to ensure that students are fully engaged and developing enduring understandings/ are they ready to learn more?

10. After reading Chapter 13 of Helping Teachers Teach and reviewing the sample plans in the handouts, answer the following questions in relation to the logistical aspects of implementing student instruction in general:

- **What are some ways in which teachers/media specialists/technology specialists can keep track of information presented to the students and information generated by the students throughout a lesson?**
- **What considerations might need to be made regarding the physical environment?**
- **What needs to be considered regarding how will actual instructional events be managed - classroom management?**

You may want to discuss these questions on your group discussion board before you post your individual response to this TP discussion board.

- What are some ways in which we can keep track of information presented to the students and information generated by the students throughout a lesson?

I was lucky enough to have enough computers in my last library to accommodate even the largest class, so I'm going to approach this thought provoker as if all of my students had access to their daily lessons via WebCT or something similar. The task or intended discovery for the lesson would be open to the student, some students will work ahead and those that are not

progressing as expected could be targeted for remediation. I love the Assignments area of webCT, as a teacher and student!

Even though it is kind of elementary, I use KWL (already Know, Want to know, what I Learned) charts, and would ask the students to fill that out as they progress through the lesson (AASL 4, Pursue personal and aesthetic growth.). I can use their answers to improve my instruction.

- What considerations might need to be made regarding the physical environment?

Lessons geared toward kinesthetic learners are life savers right after lunch!! That said, I like a library that is divided in half, computers on one side and work tables on the other. Often, temperature can be addressed just by moving out of the vent path. The library and computer labs are usually colder than the classrooms, so sensitive students learn quickly to stash a sweater in their locker. Having the different work areas on separate lights is good too. I find I do my best computer work in semi-dark but I prefer full light for reading print materials and taking notes on paper. Having separate work areas and plenty of work tables is good for addressing instructional needs as well. With the content teacher and librarian working the class together, students who need remediation or extra supervision can be grouped together.

- What needs to be considered regarding how will actual instructional events be managed?

I am a firm believer that students will rise to the expectations. I expect students to be decent humans, both in the real world and online (NETS 5, Digital Citizenship. AASL 3, Share knowledge and participate ethically and productively) Unfortunately, this results in reactionary discipline and to an outsider, it can look like you are playing favorites.