

Top 10 Topics and Trends

Virginia Association of School Librarians

Spring 2013

This year we'll examine the top ten topics and trends through the lens of Virginia's new performance-based teacher evaluation system. We'll connect topics and trends, the seven standards, and a variety of resources--books, journal articles, and Web sites.

1. Virginia's Uniform Performance Standards and Evaluation Criteria

- a. *VDOE Teacher performance and evaluation*. (2012). Retrieved from http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml
 - i. VDOE's home page for teacher performance evaluation—links to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, the *Research Base for the 2011 Uniform Performance Standards for Teachers*, as well as Phase I and Phase II training materials
 - b. *Phase I teacher evaluation training materials*. (2012). Retrieved from http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/training_phase1/index.shtml
 - i. More information about the standards themselves, but also PowerPoints and Word documents for Documenting teacher performance, Connecting teacher performance to student academic progress, Rating teacher performance, etc. including an annotated bibliography and the Yourtown Public Schools Teacher Evaluation Handbook
 - c. *Phase II teacher evaluation training materials*. (2012). Retrieved from http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/training_phase2/index.shtml
 - i. “The training materials were developed to provide technical assistance and professional development to Virginia’s school divisions in the implementation of the Board of Education’s recommended model teacher evaluation system. The training materials are intended to provide support to central office supervisory personnel, principals, and teachers in the implementation of the 2011 *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* with specific assistance provided in the evaluation of Standard 7 – Academic Progress.”
 - d. Educational Specialist model:
 - i. *Orange County Public Schools Educational Specialist Performance Evaluation System*. (2011). Retrieved from http://www.ocss-va.org/public/departments/hr/docs/Educational_Specialist_Evaluation_Handbook.pdf
70+ page document developed by Dr. James Stronge and Associates—performance standards, indicators, and guidelines for educational specialists—defined as library media specialists, school social workers, guidance counselors, school psychologists, speech pathologists, etc.
 - ii. Stronge, J. H., & Tucker, P. D. (2003). *Handbook on educational specialist evaluation*. Larchmont, NY: Eye on Education.
Addresses topics such as Who are educational specialists? Developing performance standards; Rating performance; Documenting performance; Performance indicators for library media specialists; Tools to use
- ✓ **“The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information...”** *Empowering Learners*, p. 8.

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2. Standard 1: Professional Knowledge

➤ Library Program Elements: Information Literacy, Multiple Literacies, Inquiry Process, Reading

- a. *Literacy in the digital age: Kathy Schrock's guide to everything*. (2012). Retrieved from <http://www.schrockguide.net/literacy-in-the-digital-age.html>
 - i. The amazing Kathy Schrock provides links for all sorts of literacies: traditional, information, visual, critical, media, tool, digital, data, global, economic, civic, health, and historical.
 - b. Fontichiaro, K. (2012). Nudging toward inquiry (regular column): Knowledge construction: From fact posters to synthesis. *School Library Monthly*, 28(4), 48-49.
 - i. In her regular Nudging toward Inquiry column, Fontichiaro provides tips and tweaks that move librarians and classroom teachers closer to deeper, more inquiry-oriented instructional practice. Practical ideas, suggestions, and strategies abound.
 - c. Moreillon, J. (2012). Reading comprehension at the core of the library program. *School Library Monthly*, 29(2), 2, 5-8.
 - i. The chart and article provide essential connections to academic standards that place school libraries at the core of the academic program with reading as the foundation of learning. Moreillon provides an alignment matrix for reading comprehension strategies and the AASL *Standards for the 21st Century Learner* and asserts "in a collaborative climate focused on literacy improvement, school librarians can serve as teacher leaders...Carpe diem!"
 - d. Moreillon, J. (2012). *Coteaching reading comprehension strategies in secondary school libraries: Maximizing your impact*. Chicago: ALA.
 - i. Early chapters address collaborative teaching and maximizing impact. Remaining chapters present seven specific strategies, from activating or building of background knowledge to making predictions and drawing inferences to synthesizing.
 - e. Moreillon, J. (2013). *Coteaching reading comprehension strategies in school elementary school libraries: Maximizing your impact*. Chicago: ALA.
 - i. Available spring 2013: "As part of the U.S.-wide drive to improve test scores and build a nation of readers, Moreillon's book offers proven teamwork tools to accomplish both goals."
- ✓ "The school library program provides instruction that addresses **multiple literacies**" *Empowering Learners* guideline, II.III, p. 23.
 - ✓ "The school library program models an **inquiry-based approach** to learning and the information search process" *Empowering Learners* guideline, II.IV, p. 25.
 - ✓ "The school librarian collaborates with teachers and other specialists to integrate **reading strategies** into lessons and units of instruction" *Empowering Learners* action, II.II, p. 21.

3. Standard 2: Instructional Planning

➤ Library Program Elements: Instructional Design, Collaborative Planning

- a. AASL *Standards for the 21st Century Learner lesson plan database*. (2012). General information retrieved from <http://www.ala.org/aasl/guidelinesandstandards/lessonplandatabase/lessonplandb>
Lesson plan database available at <http://aasl.jesandco.org/>
 - i. "Users can search the database for lesson plans by learning standards and indicators, content topic, grade-level, resources used, type of lesson or schedule, keyword and much more. In addition, registered users can bookmark lesson plans in a portfolio for future use, rate and

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comment on lesson plans in the community, print to PDF and socially share lesson plans on the web, and create and publish their own lesson plans in the database.”

- b. Kimmel, S. C. (2012). Collaboration as school reform: Are there patterns in the chaos of planning with teachers? *School Library Research*, 15, 1-15. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_Collaboration_as_School_Reform_V15.pdf
 - i. “The purpose of this study is to describe the patterns found in the planning meetings of a team of teachers and a school librarian; the study is intended to begin the development of a more robust model of what collaboration entails. Such a model would enable school librarians to better articulate the work of planning and collaboration to new and pre-service school librarians, to the teachers we aspire to work with, and to the administrators whose support is needed for collaboration (Morris and Packard 2007). This research question guided the study: What kinds of activities characterize the talk of planning between a team of teachers and a school librarian?”
- c. Cooper, O. P., & Bray, M. (2011). School library media specialist-teacher collaboration. *TechTrends*, 55(4), 48-54.
 - i. “In the context of well-planned instructional projects, collaboration with teachers is a primary way that school library media professionals can demonstrate that their work is a vital part of the academic life of their schools and a positive factor in improving student achievement.”
Note: “Collaboration itself is not the goal.”
- d. Reeves, A. R. (2011). *Where great teaching begins: Planning for student thinking and learning*. Alexandria, VA: ASCD.
 - i. “The most challenging feature of instructional design is creating objectives that focus on appropriate student learning instead of on classroom activities.... Our goal is student- and learning-centered instructional design.”

✓ **The school librarian collaborates with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units” *Empowering Learners* action, II.I, p. 20.**

4. Standard 3: Instructional Delivery

➤ Library Program Elements: Educational Technology

- a. AASL’s *Best websites for teaching and learning*. (2012). Retrieved from <http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsites25>
 - i. “The ‘Top 25’ Websites foster the qualities of innovation, creativity, active participation, and collaboration. They are free, Web-based sites that are user friendly and encourage a community of learners to explore and discover.” Categories include Media sharing, Digital storytelling, Manage & organize, Social networking & communication, Content resources, and Curriculum collaboration.
- b. *Bloomin’apps: Kathy Schrock’s guide to everything*. (2012). Retrieved from <http://www.schrockguide.net/bloomin-apps.html>
 - i. “This page gathers all of the Bloomin’ Apps projects in one place! Each of the images has clickable hotspots and includes suggestions for iPad, Google, Android, and Web 2.0 applications to support each of the levels of Bloom’s Revised Taxonomy.”
- c. Fredrick, K. (2012). Fostering media-literate students. *School Library Monthly*, 28(8), 21-22.
 - i. “Our students are growing up online with social media....but knowing about a tool doesn’t mean they have an understanding of the ramifications of their actions through using these tools.” Fredrick asserts that we must redesign and rethink, gives ideas of tools and options, and suggests thoughtful work.

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- d. Berger, P., & Trexler, S. (2010). *Choosing Web 2.0 tools for learning and teaching in a digital world*. Santa Barbara, CA: Libraries Unlimited.
 - i. Chapters address the following topics: Learning, Literacy, and Web 2.0; Searching the Web; Social Bookmarking; Managing and Organizing Information; Content Collaboration; Media Sharing; Social Networking; and Digital Mapping.
- ✓ **The school librarian integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning” *Empowering Learners* action, II.III, p. 23.**

5. Standard 4: Assessment of and for Student Learning

- **Library Program Elements: Assessment of and for Student Learning**
- a. *Assessments and rubrics: Kathy Schrock’s guide to everything*. (2012). Retrieved from <http://www.schrockguide.net/assessment-and-rubrics.html>
 - i. The amazing Kathy Schrock provides links to multiple assessment tools: Student Web page rubrics, Subject specific rubrics, General rubrics, Multimedia and apps rubrics, Web 2.0 rubrics, Rubric builders, Alternative and performance-based assessment links, Electronic portfolios, Graphic organizers
- b. Owen, D., & Sarles, P. (2012). Exit tickets: The reflective ticket to understanding. *Library Media Connection*, 31(3), 20-22.
 - i. “What can librarians do to help students think both about what they are learning and how they are learning, so that these skills of reflection stay with them when they graduate?...Exit tickets provide students the opportunities to think about what they have learned, how they learned it, where they learned it, and/or what they need to find out next.”
- c. Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
 - i. Fisher and Frey begin by telling us why we should check for understanding and then give examples of techniques using oral language, using questions, using writing, using projects and performances, using tests, and using common assessments and consensus scoring.
- d. Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners*. 2nd ed., revised and expanded. Westport, CT: Libraries Unlimited.
 - i. Harada and Yoshina discuss assessment, explain various tools useful in authentic assessment (checklists, rubrics, rating scales, conferences, logs, graphic organizers), give an elementary, a middle, and a high school example, and discuss how to communicate evidence of learning. This new revised edition has chapters on assessing for critical understanding, for dispositions, and for technology-related learning.
- ✓ **The school library program is guided by regular assessment of student learning to ensure the program is meeting its goals” *Empowering Learners* guideline, II.V, p. 27.**

6. Standard 5: Learning Environment

- **Library Program Elements: *Climate for Learning, Resources and Materials, Resource Sharing, Equitable Access, Intellectual Freedom, Social Learning, Social Responsibility, Use of Resources--Facility***
- a. Maycock, A. (2011). Issues and trends in intellectual freedom for teacher librarians: Where we’ve come from and where we’re heading. *Teacher Librarian*, 39(1), 8-12.
 - i. Maycock addresses such issues as The trouble with technology, Censorship in the digital age, and Labels and rating systems run amok and concludes with a challenge: “In a changed and

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changing world, let's work together to ensure that school libraries remain true centers of inquiry, learning, and success for young people."

- b. Loertscher, D. V., Koechlin, C., & Zwaan, S. (2011). *The new learning commons: Where learners win! Reinventing school libraries and computer labs*. 2nd ed. Salt Lake City, UT: HiWillow.
 - i. The authors justify and explain the learning commons concept, then, in the context of the learning commons, address Knowledge building, Learning literacies, Technology, Collaboration, Personal learning environments, building the learning commons as a Client side organization, School improvement, and Connections with people and ideas.
- c. *The school learning commons knowledge building center*. (2012). Retrieved from <https://sites.google.com/site/schoollearningcommons/>
 - i. Companion site for Loertscher and Koechlin's 2nd edition of *The Learning Commons Where Learners Win!* with information about and links to virtual learning commons and physical learning commons as well as a directory of learning commons and a list of related resources
- d. Hay, L. (2012). Experience the "shift: Build an iCentre: A spotlight on what's trending in Australia. *Teacher Librarian*, 39(5), 29-35.
 - i. "An iCentre is more than a school library. An iCentre is a high-end multimedia production facility that acts as the information-technology-learning hub for a school...a possible solution to 'breaking down the silos' or domains of technology, library/information, and curriculum that might exist...the key construct of the iCentre brand is that of a dynamic, responsive, fluid, 'instructional zone' within and beyond the school."

- ✓ **The school librarian creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff"** *Empowering Learners* action, III.III, p. 33.

7. Standard 6: Professionalism

➤ Library Program Elements: Professional Growth, Program Advocacy

- a. National Center for Literacy Education's *Literacy in Learning Exchange*. (n.d.). Retrieved from <http://www.literacyinlearningexchange.org/>
 - i. "If you believe that school librarians play a key role in improving student literacy learning, that we all benefit from sharing our questions/findings about student learning, and collaborating about what is most important to accomplish..." sign up for the free Literacy in Learning Exchange. Capacity building, Collaborative inquiry, and Literacy are the foci; communities of practice, resources, even free tools to assess the collaboration potential of your faculty are available.
- b. Levitov, D. (Ed.). (2012). *Activism and the school librarian*. Santa Barbara, CA: ABC-CLIO.
 - i. Following a definition of advocacy, chapters by various authors address "Teaching and Learning: The Heart of Advocacy," "Taking a Proactive Stance," "Developing a Culture of Advocacy," "Working with Parents, Community Groups, and Businesses," and Building Champions in the School Community." Multiple "Use This Page" appendices.
- c. Johnson, D. (2012). Rules of advocacy. *Library Media Connection*, 30(5), 98.
 - i. Doug Johnson, once again, offers clear and concise, practical advice: five rules of advocacy from "1st Rule: Use, but don't depend on, national studies, statistics, or publications" to "5th Rule: Advocacy must be ongoing."

- ✓ **"The school librarian participates in local, regional, state, and national professional associations for education and librarianship"** *Empowering Learners* action, IV. I, p. 45.

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- ✓ “The school librarian takes responsibility for professional growth through continuous program improvement” *Empowering Learners* action, IV. I, p. 45.
- ✓ “The school library program is guided by an advocacy plan that builds support from decision makers who affect the quality of the school library program” *Empowering Learners* guideline, III. VII, p. 41.

8. Standard 7: Student Academic Progress

➤ Library Program Elements: Student Growth—Student Achievement Goals

- a. VAASL webinar series: *Best practices for Virginia’s school librarians*. (2012). Retrieved from <http://www.vaasl.org/>
 - i. A series of three Webinars presented in May and June, the first webinar gives an overview of the teacher performance standards and process; the second webinar focuses on standards 1-6; the third webinar focuses on standard 7 with suggestions for writing Student Achievement Goals.
 - b. *Phase II teacher evaluation training materials*. (2012). Retrieved from http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/training_phase2/index.shtml
 - i. Day 2 Student Achievement Goal Setting PowerPoint gives examples of strong SMART goals.
 - c. *Phase I teacher evaluation training materials*. (2012). Retrieved from http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/training_phase1/index.shtml
 - i. *Yourtown Public Schools Teacher Evaluation Handbook* provides examples of well-written SMART goals.
- ✓ “The school library program is guided by regular assessment of student learning to ensure the program is meeting its goals” *Empowering Learners* guideline, II.V, p. 27.

9. Standard 7: Student Academic Progress

➤ Library Program Elements: Student Growth—Program Goals

- a. VAASL webinar series: *Best practices for Virginia’s school librarians*. (2012). Retrieved from <http://www.vaasl.org/>
 - i. A series of three Webinars presented in May and June, the first webinar gives an overview of the teacher performance standards and process; the second webinar focuses on standards 1-6; the third webinar focuses on standard 7 with suggestions for writing Program Goals.
 - b. Recent school library impact studies that may facilitate writing program goals:
 - i. *School librarians continue to help students to achieve standards: The third Colorado study*. (2010). Retrieved from http://www.lrs.org/documents/closer_look/CO3_2010_Closer_Look_Report.pdf
 - ii. *Pennsylvania school library project*. (2012). Retrieved from <http://paschoollibraryproject.org/home>
 - c. *School library research summarized: A graduate class project*. (2011). Retrieved from <http://libweb.mansfield.edu/upload/kachel/ImpactStudy.pdf>
 - i. In both chart and narrative form, summarizes the 20+ library impact studies, addressing staffing, collaboration, instruction, technology, access, collections, etc.
- ✓ The school library program is guided by regular assessment of student learning to ensure the program is meeting its goals” *Empowering Learners* guideline, II.V, p. 27.

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10. From the Larger Assessment World...

➤ Other states:

- Alabama: EducateAlabama for Librarians. (2011). Retrieved from <http://www.livebinders.com/play/play/93898>
- Delaware: Delaware Performance Appraisal System DPAS II Guide Revised for Specialists. (2012). Retrieved from <http://www.doe.k12.de.us/csa/dpasii/specialist/DPASIISpecFullGuide.pdf>
- Missouri: Missouri's Educator Evaluation System. Retrieved from <http://dese.mo.gov/eq/ees.htm>
- North Carolina: Professional Standards—School Library Media Coordinator. (2012). Retrieved from http://it.ncwiseowl.org/standards/pro_standards
- Tennessee: Tennessee Educator Acceleration Model. (n.d.). Retrieved from <http://team-tn.org/>

➤ Interesting articles:

- i. Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. *Kappan*, 93(6), 8-15.
"Successful systems use multiple classroom evaluations, expert evaluators, multiple sources of data, are timely, and provide meaningful feedback to the teacher."
- ii. Entire November 2012 issue of *Educational Leadership*, Theme: Teacher Evaluation: What's Fair? What's Effective?

BONUS RESOURCES:

- ✓ Coatney, S. (Ed.). (2010). *The many faces of school library leadership*. Santa Barbara, CA: ABC-CLIO. Topics addressed include
 - Librarians as Learning Leaders: Cultivating Cultures of Inquiry (Harada)
 - The School Librarian as an Advocacy Leader (Levitov)
 - Intellectual Freedom: Leadership to Preserve Minor's Rights in School Library Media Programs (Adams)
 - Literacy Leadership and the School Library (Achterman)
 - The Teacher-Librarian as a Curriculum Leader (Howard)
 - Pride and Prejudice and Technology Leadership (Fontichiaro)
 - Staff Development—Teacher-Librarians as Learning Leaders; Leadership and Your Professional School Library Association (Woolls)
 - Shifting our Vision for Our Futures: Leadership as a Foundational Element for Teacher-Librarians (Loertscher)
- ✓ A 21st century approach to school librarian evaluation. (2012). Chicago: AASL.
 - Aligned with *Empowering learners: Guidelines for school library programs*, this workbook provides suggested readings and action tips for each guideline, a rubric, a summative conference form, and multiple examples of evidence of accomplishment.

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