



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2008-2009
FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Technology and the Library Media Center

List of group members: Carolyn Mattern, Rebecca Stephens, Dodie Ainslie, William Brower, Karen Vill, Tracey Donaldson

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

Develop a philosophy for our library media program that includes technology in the delivery of instruction.
Define our role as it relates to the infusion of technology.
Create a model for a new program that includes technology.
Effect of our model on student learning.

We realized at the second session it is extremely difficult to separate technology from our entire information literacy program. It truly is an integral part of our entire program. Our model evolved into goals and an action plan. This was a natural progression from the development of our role.

Describe the ACTION PLAN that the group followed.

Session One

- Discuss our four foundation resources, NYS Standards, AASL Standards for the 21st-Century Learner, School Libraries Work: Research Foundation Paper, and Chapter 10 'Technology: the Crucial Link' from Administering the School Library Media Center, by Betty J. Morris.
- Discuss and revise our essential questions.
- Discuss the impact of our study on our district's library media program.

- Begin to develop our philosophy of instruction.

Session Two

- Brainstorm what we want to learn by reading the state studies.
- Divide the state studies and research them independently.
- Discuss our findings as they relate to our district.
- Review and revise our philosophy of instruction.
- Choose the most applicable for further group study.

Session Three

- Study and discuss the most applicable finds from the previous session.
- Review and revise our philosophy.
- Begin setting goals for our district's library media program; keeping in mind our goals should flow from our philosophy.

Session Four

- Research state models such as the sample from NC.
- Discuss our findings.
- Review and revise our philosophy and goals.
- Choose the most applicable model(s) for further group study. Divide the studies to read for the following session.

Session Five

- Study and discuss the most applicable state models from the previous session.
- Review and revise the philosophy and goals for our program as they relate to recent readings and discussions.

Session Six

- Presentation by John P. Brock, NYSED, School Library Media Services, on the NYS ties to our own project.
- Brainstorm ideas from the previous sessions.

- Focus on answering the essential questions.
- Discuss the impact of our research on our library media program.
- Review and revise the philosophy and goals for our library media program.

Session Seven

- Synthesize information to create presentation to all stakeholders.

Describe how the action plan was implemented.

Read, discussed, brainstormed, referred back to our readings, revised our ideas, reread and researched more, finalized our thoughts, and began developing a presentation to implement our ideas. John Brock was unable to fully understand the hopes of our study group and what we hoped to achieve with his help. Therefore we chose not to invite him to participate. We spent that time working to finish our essential questions which evolved into our final attachments: Our role as LMS's, our Goals, and our Action Plan. In addition, we also added a Student Impact Statement and some thoughts on our final presentation. We all felt that we worked well together and are in support of our final documents.

Evaluate the impact of the study group effort on teacher/student performance. How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

We feel energized with a renewal of dedication to our profession and our district. We feel that we will see an increased use ourselves as professionals, in the media center, and our resources. We are excited about moving forward as a group.

What evidence do you expect to see of student achievement improving as a result of your participating in this study group?

**See attached

What evidence is there that the goals of the study group has/has not been met?

We have attached all the work we have done. Please see the final copies:

ROLE OF A VESTAL LIBRARY MEDIA SPECIALIST/INFORMATION MEDIA TEACHER

GOALS

ACTION PLAN

STUDENT IMPACT

DIGITAL PRESENTATION OUTLINE

We have also obtained the support of the district Curriculum Coordinator; she has worked through the process with us and contributed to our progress.

We have also begun discussions with our Assistant Superintendent of Instruction, both through the Curriculum Coordinator and our Department Chairperson.

Comment on the value of the study group process? Did it work for you?

Yes, we had the opportunity to work together, which for a district wide department is difficult to do. The readings were extremely valuable both as a starting point for our discussions, and as a resource for our work. Collaborating and sharing ideas has allowed us to brainstorm and discuss ideas vital to the library media center program.

How can we make this study group program better?

The paperwork is overwhelming especially when you meet over 7 sessions. Some of the questions refer to student work which is unavailable over the summer. Some of the questions could be interpreted as either the study group as the classroom student, or our students which made it confusing when attempting to construct a response.