COLLABORATE

- ❏ **Opportunities**
1. <u>**Integrates collaborative and shared learning by partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.**</u>

   Each year we reserve the Mel Fisher Pop Up Museum and collaborate with the Social Studies department to use the annual museum to address information about our state. We have the pop-up museum panels as well as the student and teacher workbooks, we create additional activities to assist the students in understanding the museum effectively. It is a great opportunity to collaborate not only within our school but outside of our school with a state museum.

   Artifact:

2. <u>**Leads inquiry-based learning that enhances the information, media, visual, and technical literacies of all members of the school community.**</u>

   Since through our PLCs we have identified research as one of our most needed things to add this year students are Skype collaboration with Columbia South American classroom. Our advanced Spanish students had to develop a presentation about Florida, translate it into Spanish, practice pronouncing the presentation in Spanish, and learning how to use Skype & Powerpoint most effectively to present their project and hear the Columbia South American students project.

   Artifact:

3. **Aids the school in achieving curricular goals.**

Our main school curricular goal is to improve reading for our lowest quartile students and for our school in general. I meet weekly with the Reading students who are in the lowest quartile and many are ESE students as well. Every week we work on reading, phonics since these students are in special phonics coursework, and vocabulary in general. While in the library I have incorporated Osmo Words for vocabulary, and three card games including two levels of Speedy Recall and Words 2 Go. biAdditionally, the Vertical English Language Arts PLC goal was to increase opportunities for students to learn how to research. We have now established research projects for all three grade levels. We have done war time animal research to go with "Elephant in the Garden" novel study, Biographies of "People that impacted the world" 7th grade research, and Holocaust 8th grade research project. The final school goal is to increase school wide recreational reading we do that through our Sunshine State Young Readers Award, brag tags, and Who Was quarterly challenges, and audio books through Learning Ally. Our school also uses iReady and the library computer lab is used for students that need additional support in reading and math. The library is mostly used for the reading component.

Artifact:

4. **Meets the learners' personalized learning goals.**

We are an AVID school as well so our students use all the AVID strategies and much of that is to keep them organized and focused on their personal learning goals. Students frequently are using the library resources to catch up or remediate or accelerate their learning from their AVID elective. During summer we have created a Summer Genre Bingo for summer reading.

Artifact:

GENRE BINGO form & Summer winners last year

5. **Engages on a consistent basis with learners, educators, administrators, and community members to ensure that the school library's resources, services, and standards align with the school's mission.**

   Due to the fact that the library is so central to everything that occurs in the school and that the main copy machine is in the library allows us to see the entire staff frequently. Our TV production grades 6-8 students produce the weekly RTV video news program each week so we are kept in the loop and it has been our job to ensure the entire school community is aware of what is occurring academically with our focus on our school mission.

   Artifact:

   www-grms.stjohns.k12.fl.us/newsletter

6. **Collaborates, communicates, and includes the school community in the development of school library policies and procedures.**

   Most of my efforts have been through the library advisory councils, through our Instructional Literacy Coach and our Curriculum Resource Coordinator.
   Artifact:

7. **Participates in curriculum development and implementation through**

membership on instructional curriculum, textbook, technology, professional development, and new program adoption committees.

This year, I have assisted our two Spanish teachers with the World Language textbook adoption for the Spanish textbook adoption. I participate and present monthly at our school librarian full day professional development at the district, and have been very active in many state and national professional organizations. I also actively participate with school library social media groups.

Artifact:

8. **Collaborates with principals and administration on the development of the library budget.**

The budget at GRMS has remained relatively stable during my three years here. It has been impacted slightly by some changes in how Title 1 funds were allocated from the district. The most important thing I can say is that the principal frequently makes sure to tell me if I need additional money to please let him know. The two book fairs we hold help supplement what we have and the PTO helps with appropriate gently used book donations especially of titles we need additional copies of for our collection.

Artifact:

9. **Designs and leads professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.**

Our school doesn't have many opportunities for full group professional development Since our school is a PLC school and focus is in our professional learning communities for professional development. I have focused my professional development efforts on specific teachers and courses and role alikes. I tend to train teachers at the point of need which I find is more effective than large group professional development with the teachers I serve. This year that has included some specific copyright information, how to find resources at the public library, and using Learning Ally audio books with text for our ESE students.

Artifact:

Collaborate

Best Practices to Include for Collaborate – scaffold work of learner teams by providing explicit direction at the beginning of work and slowly allow groups to take on more decision making

In our student country video documentary, video autobiographies using iMovie projects as well as our "Who Was" iBook Author autobiography creations scaffolding occurs as the work of learner teams go from explicit direction at the beginning of work and slowly allow groups to take on more decision making. Each year, we are amazed by some of the outstanding student work with those projects. We use those sample video projects as exemplars and post them in Schoology for other students to view.

Ensure each group includes a mix of talents, experiences, and learning styles and ideas when grouping learners.

With our video projects especially many students help each other with voice overs, manipulation of images needed, help each other with staying within the rubric ensure each group includes a mix of talents, experiences, and learning styles and ideas when grouping learners.   I also see this when students are working together on our over 20 Makerspace stations especially with some of the STEM projects that are not a naturally fit for some students but as a team they are able to complete the projects because of working together.

Personal Relationships build trust, eat with colleagues or attend dept. or grade level meetings

Our district is growing now rapidly but over my 42 years of being an educator in this county I know many of these people and their families.   I have known our school secretary for our 45 years. I have taught at the college level several of our faculty when they were in undergraduate school.   I am committed to never closing the library during the school day so I eat lunch while I allow students to come in for Makerspaces, our Minecraft competition, or Battle of the Books practice. The copy machine is in a back room of the library so I have the opportunity to speak with our entire faculty almost every day as they walk through. Our school principal and administrative team are in the library almost every day. I have never been in a school where the principal is in the library every day and often multiple times a day. He never fails to attend special activities in the library like author visits, Jeopardy games, Mystery Skype or our Escape Rooms. As mentioned earlier I plan with the English/Language Arts teachers in 6th grade through our PLCs and meet with the 7th and 8th multiple times a week to discuss what they need and how I can assist instruction with them. Personal Relationships build trust, eat with colleagues or attend dept. or grade level meetings.

Our ongoing Skype Classroom Collaboration with a school in Columbia South America project with our advanced Spanish students <u>leads inquiry-based learning that enhances the information, media, visual, and technical literacies of all members of the school community.</u>

As a Title 1 school, our largest challenge is we have many incoming 6th graders that are years behind in reading ability. The library program <u>aids the school in achieving this particular curricular goals</u> by having the "Who Was" challenge to increase student reading with titles students can successfully read. Students read 10 Who Was books a month and then I hold a special lunch for the students that complete them. It is usually a pizza lunch. We also are ensuring each student who has an IEP is actively using Learning Ally with voicetext which includes highlighted text and audio of over 80,000 books and helping the students self select titles of interest to them. The Escape Rooms are another reading motivation we include as well as our Stick Together mosaic painting wall. We are constantly looking for ways to make reading fun. With the lowest quartile we have talked to the parents during Open House for our "20 minute a day reading" initiative and especially for those students that can complete it through Learning Ally audio books.

Share with educators the ways in which you collaborate in your next monthly, quarterly, or annual report.   *Monthly, I speak to the PTO (Parent Teacher Organization) and the SAC (School Advisory Council) about the current state of activities and learning in the library. Additionally, our youth services public librarians are also in attendance each month. The meetings are also held in the GRMS library!*