

INQUIRE

INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Systemic Inquiry Process

- 1. Provides a systemic inquiry process that is embedded in collaborative instructional practices in which curriculum, standards, and all literacy skills are intertwined.**

The main process is through our Sunshine State Standards and we always begin with the English Language Arts standards for our state and grade level. You will see where to locate those in the annotation artifact below. For our research projects we are conducting at all three grade levels we use the state model of FINDS if there isn't a teacher directed model already in use. Our inquiry process is what the state department of education has provided and is used in the state to assist students with research projects. It is the FINDS research process model which stands for F (Focus on Information Need), I (Investigate resources to search for answer), N (Note & evaluate facts and ideas to answer the question, D (Develop information into knowledge for presentation, and S (Score presentation and search process. It. The FINDS process is posted in the library near the computer stations where students compile much of their information for project.

Artifact: <https://www.cpalms.org/Public/search/Standard>

Artifact: <http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/info-literacy-fls-library-media-curric.shtml>



FINDS: Research Process Model



FINDS Research Model is designed to help find, use, apply, and evaluate information for specific needs and tasks. It includes:



- **FOCUS** on the information need
- **INVESTIGATE** resources to look for an answer
- **NOTE** and evaluate facts
- **DEVELOP** information into knowledge for presentation
- **SCORE** your presentation and search

2. Implements a learning technology curriculum developed in coordination with district and building level instructional leaders.

The library doesn't directly teach the technology curriculum since it is embedded in the 6th grade required computer courses our students take. However, through our Makerspace stations and Makerspaces passport we provide all the technology tools that are in the district curriculum and encourage students to try as many opportunities as possible. We have 25 PC desktops and 9 Mac Minis with 5 that have large screen monitors for collaborative student productivity projects. We do Hour of Code, Makers Empire for 3D printing, use Ozobot coding, and have several animation apps (Stop Motion Video & Stykx) the students can use. Additionally, we have 25 iPads we use with many apps and video game creating apps such as Bloxels and Floors. Our district hosts monthly librarian trainings with a technology component each month and many of our technology initiatives have come through those trainings such as Hour of Code and our Minecraft Education school building competition with one other middle school.

Artifact: <http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/info-literacy-fls-library-media-curric.stml>

3. Innovates, Implements, and models an inquiry process in authentic ways for learning and other educators.

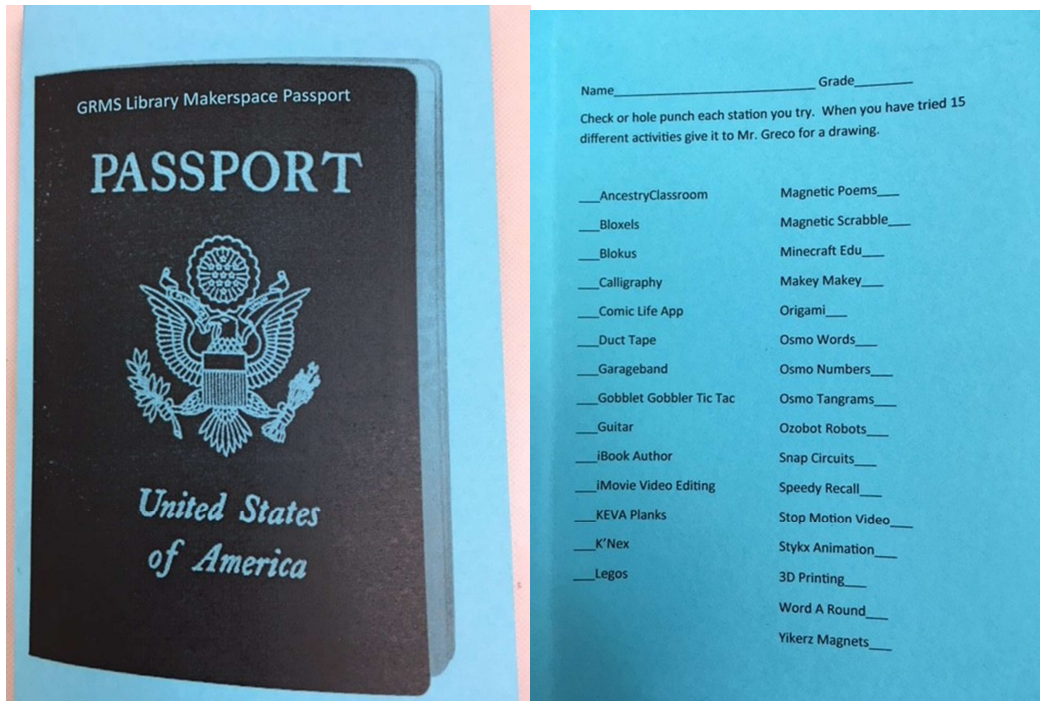
One project we did with the WEB 8th grade students was Ancestry Classroom where students were able to learn how to use ancestry.com to discover information about themselves and their families. It was very eye opening since many of the students didn't even know the complete names of many of their relatives including grandparents. It was a very authentic and engaging way to use the inquiry process to learn about themselves. Student even found yearbook photos of their grandparents which was quite interesting. One of the other librarians in our district applied for the grant to get access and our public libraries have access to Ancestry through use at the brick and mortar library. Additionally, our student autobiography video project allows students to tell their own story using an inquiry process that includes their family members.

Artifact: <http://www.ancestryclassroom.com>

4. Generates an atmosphere that enables learner to wonder, explore, innovate, question, teach and create.

Through our Makerspaces Passport program the library program generates an atmosphere that enables learners to wonder, explore, innovate, question, teach, and create. A video is available on the library website of students trying many of the different tools available for them to satisfy their learning curiosities. Students can use the Makerspaces during lunch time using a Stingray pass and during Stingray Success. Once students have their passport stamped multiple times they are put in a drawing for prizes to encourage them to try many things. We have recently added a Makerspace Weekly Challenge to help students take that next step to wonder, explore and innovate.

Artifact: <https://vimeo.com/379110101>



5. Creates unique synergies throughout the school, with the school library as the learning catalyst.

The library is indeed the academic and instructional hub of our school, which creates unique synergies throughout the school, with the school library as the learning catalyst. Due to a need we identified with geography skills that wasn't directly measured by our state standards or assessment the library started a Mystery Skype program last year and it has continued with our WEB classes, PE classes, and 6th grade science classes. Mystery Skype has motivated our students to learn more about the world, geography, their own city, and how to research in a competitive manner. Author visits, Skype career visits, special events, and PTO and SAC meetings all occur in our dynamic space in the library.

Annotation: https://sjschools-my.sharepoint.com/personal/e011498_stjohns_k12_fl_us/_layouts/15/WopiFrame.aspx?sourcedoc={c9d8710f-33e0-4dbc-9cf9-2920da18cbe3}&action=view&wd=target%28_Content%20Library%2FContent%20Library%202018-2019%2FDigital%20Citizenship.one%7C5017a6b1-aa6d-4823-ae03-4c3dee921b5f%2FDigital%20Citizenship%20Lessons%7C045526c3-d920-40e0-ad56-08dbcc8b1334%2F%29

6. Provides a space for collaboration and creation that is conducive to learners' inquiry and creative problem-solving efforts.

The large, unique and imposing architecture of our school library provides a space for collaboration and creation that is conducive to learners' inquiry and creative problem-solving efforts. We have two comfortable seating areas, large tables with five large screen monitors with Mac Mini computers for students to create and produce collaboratively with classmates, large group seating, small group seating, side rooms for private areas for students to work, video production areas and a cart of iPads for mobile work, and a case of iPod Touch devices. Two years ago we did a renovation which included repainting in three colors, moving shelves to expose more electrical outlets for more collaborative technology stations, used Cricut machines to decorate for signage. We also have comfortable vinyl soft seating for relaxed reading and low tables for small group work like puzzles and KEVA planks.

Artifact:



- 7. Utilizes a schedule that ensures that learners and educators have access to both school library staff and resources at the point of**

need.

Our school utilizes a schedule that ensures that learners and educators have access to both school library staff and resources at the point of need. We have a paper schedule on a large calendar that is at the circulation desk. Teachers meet informally with the librarian to determine needs and the particular spaces of the library necessary for the work and they schedule when they want to use the library. Also students can come in all day with a pass from teacher. We never close during the school day. We are open 30 minutes before school starts and an hour after school. However, we don't have large groups before and after school since all of our students are transported via bus or parent pickup. Teachers can schedule which parts of the library they wish to utilize. Students can also leave the cafeteria to come to the library at lunch time.

Artifact:

8. Provides a barrier-free, universally designed environment that allows equitable physical and intellectual access.

Our large physical space on one level provides a barrier-free, universally designed environment that allows equitable physical and intellectual access. We have very large tables and moveable chairs so students in wheelchairs can be access anywhere in the library. The space is open and is designed so visually impaired students can also make their way around the library space without obstructions. Our public library system has a large collection of braille books and we have a large collection of audio books for our visually impaired students.

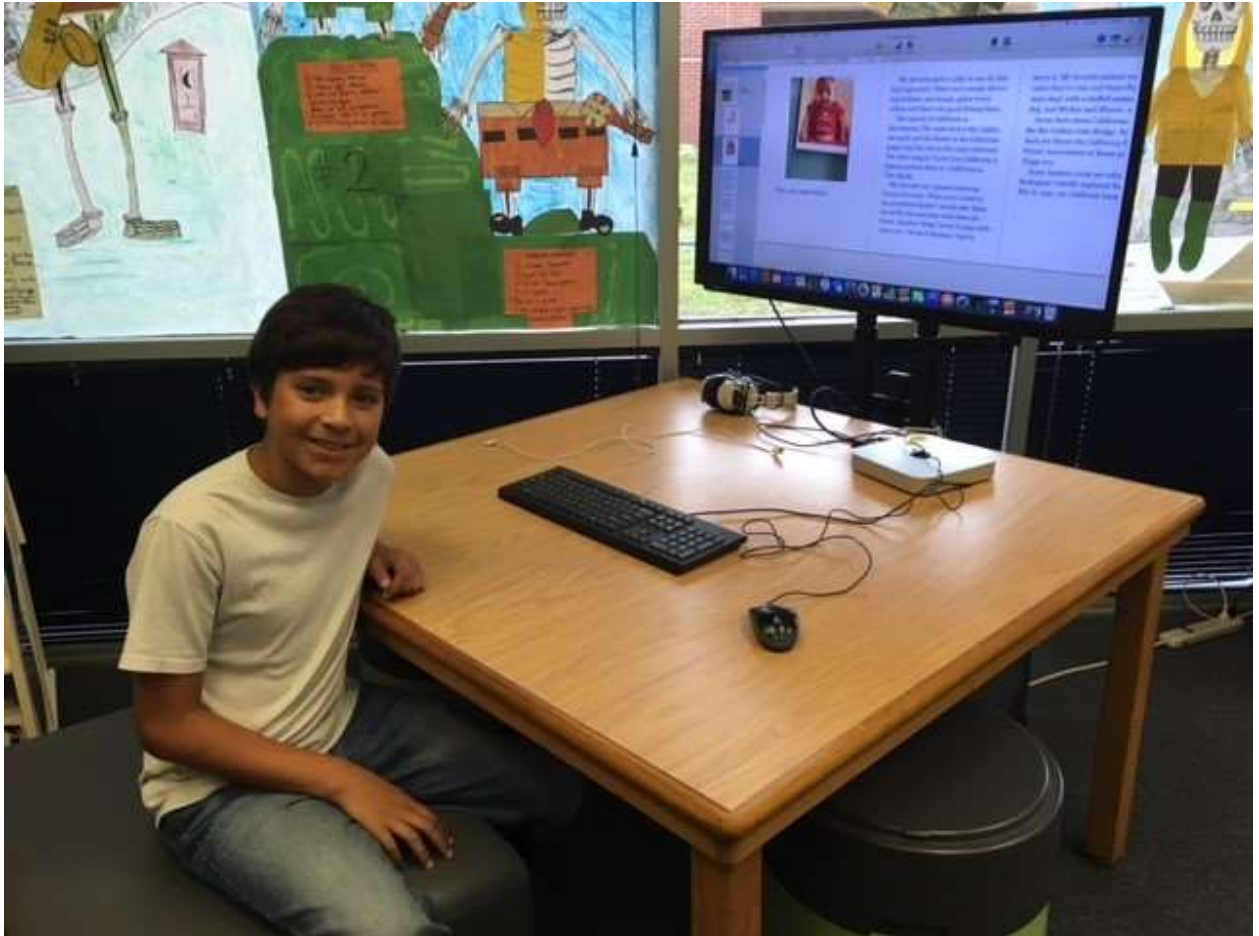
All of our Makerspace materials are portable and can be relocated to any area that is the most accessible. You will notice the library welcome video has American Sign Language interpretation for mainstreamed hearing-impaired students and for the many parents we have that are deaf. I am fluent in American Sign Language and am able to assist deaf students when we have had them enrolled. Our school resource officer, guidance counselor, and social worker are fluent in Spanish and have been able to provide communication for library services for us.

Artifact:

Book Drop



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□ **Assessment**

9. Utilizes measurable learner outcomes and data sources to improve resources, instruction, and services.

In our PLC we are always reviewing throughout the year which ELA standards are students are struggling with at the time. This is through summative assessments the ELA teachers are doing quarterly. We also use rubrics for research projects that students are working with to determine if their outcomes are appropriate. We also review Learning Ally audio book data, MackinVIA ebook data, Patron History in Follett Destiny, teacher conversations with our Who Was Challenge & SSYRA data and multiple choice quizzes for brag tags

for students completing those books.

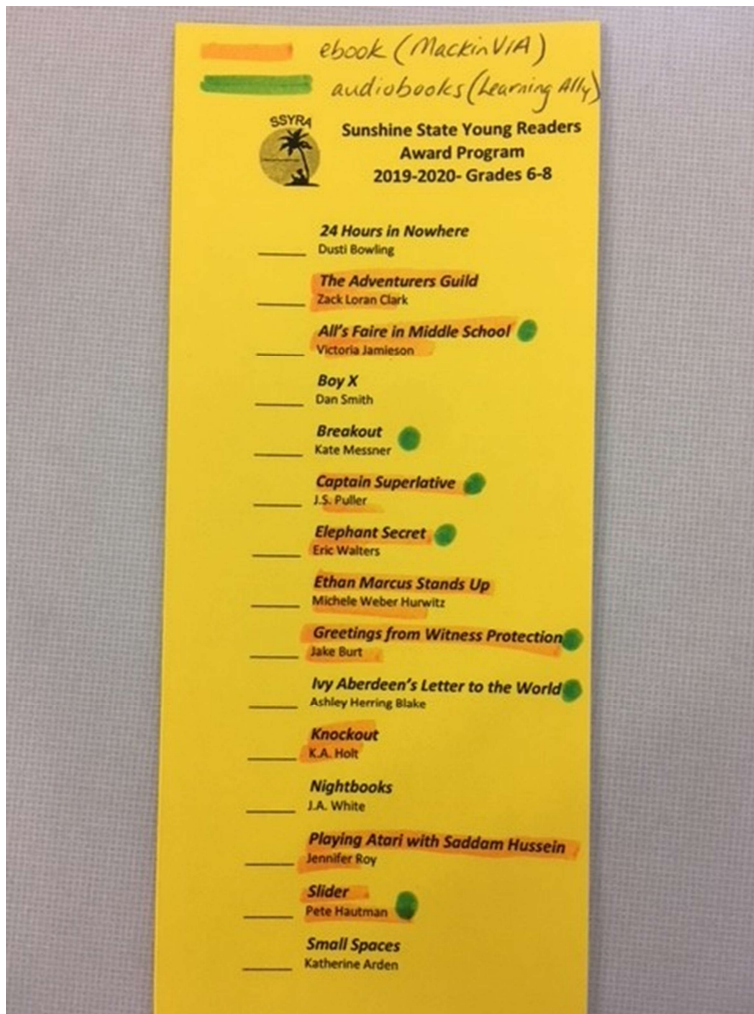
Artifact:

10.Implements collaborative formative assessment approaches.

We utilize Learning Ally audio book monthly data, MackinVIA ebook monthly data, Follett Destiny circulation data and patron history,multiple choice quizzes for our students reading Sunshine State Young Readers award book for students earning brag tags, and Who Was Challenge bookmarks to measure learner outcomes and data sources to improve resources, instruction, and services.

Artifact:



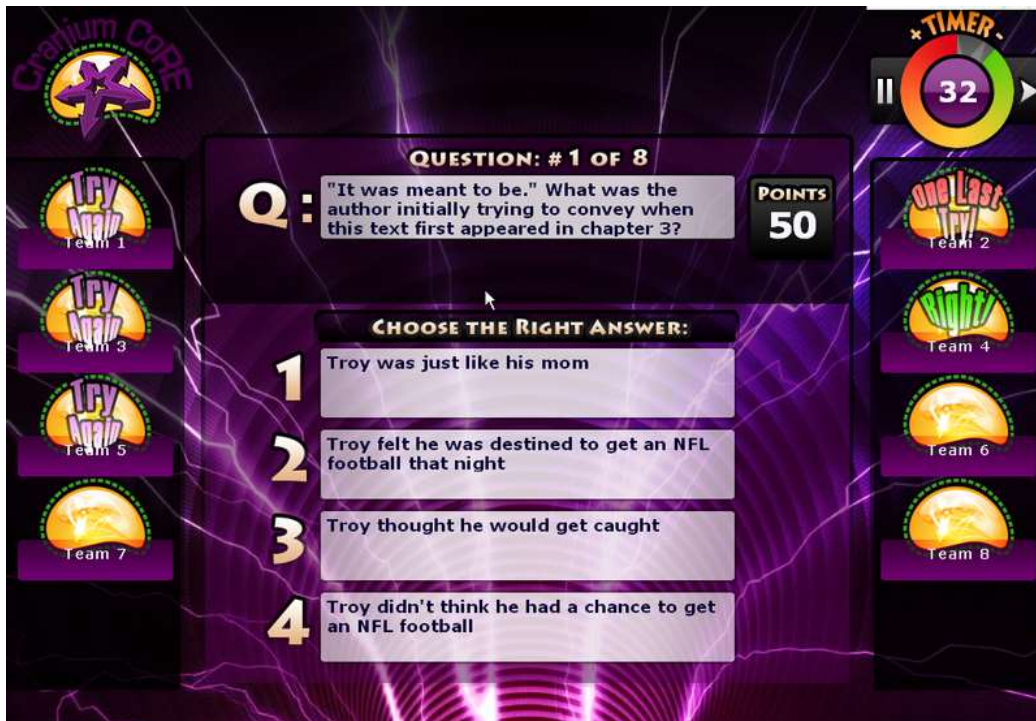


11. Provides opportunities for learners to confidently share knowledge products and work in teams to design evaluation protocols that include data gathering and outcomes measurement related to their products.

Student products are available for others to see via our electronic bulletin board, our weekly RTV News, paper and print projects are displayed on the shelf tops and students create rubrics to evaluate each others video projects. We have been creating a Minecraft world of our school in competition with another middle school in our district and the students daily have been comparing our architectural floor plans to ensure our project meets the necessary outcomes needed to win. Another way we build teams is with a product called CraniumCore. It is related to reading but has a positive and exciting way to build team work. We use a print copy of a book they are reading and divide the class into teams of four. It is a video game like format.

Students see a question on the screen and then must find text evidence to prove their answer. Since sometimes more than one passage in a book can prove an answer it promotes working as a team to find and explain your answer by sentence, paragraph and page. The students love the competitive and video game nature of the game. Building teams in this fashion can transfer to other areas of work.

Artifact:



Provide evidence how the school library demonstrates the Key Commitment for the Shared Foundation. All artifacts should include an annotation.

Best Practices Inquiry process

In the past three years since I have arrived we have embedded research projects in all three grade levels, partnered with our public library system to provide more online databases and resources, had a National History Day student state winner

for the first time, and had a Jim Harbin Video competition state first place winner.

Engaging in professional learning

As the school librarian, I am a participant and reader of library focused Twitter, Facebook and Instagram and other social media sites. I was asked to present a session on “Males as School Librarians” at our state library conference FAME. We use the GRMS social media school wide accounts purposefully so the library is seen as the instructional and discovery heart of the school that is seen as an integral part of our school not a stand alone program. I also share every month activities that are occurring in our library at our district trainings with my fellow school librarians during our librarian PLC.

Variety of products to use for learners to demonstrate learning

Students produce animations, video products, and writing at our large monitor collaborative computer workstations. We use our Makerspaces passport to identify which areas students have tried. “Who Was” bookmarks identify the conversations students have regarding the Who Was books they have read with the librarian, SSYRA Journal for mastery of the books they have read and for the students to participate in authentic writing with adults.

Inquire

*Our school is deeply involved in the Professional Learning Community model and as librarian I am assigned to the 6th grade English/Language Arts PLC. The purpose of this placement is to be integrally involved with looking at the data of our incoming sixth graders and planning their three years with us regardless of reading level. It is extremely important to the school and me to make immediate contact especially with our lowest quartile students and those reading below grade level. All of our notes and information from our PLC is stored in a OneNote folder so we can all have access to the information needed to address our direction with reading and language arts. Additionally to our normal 6th grade English/Language Arts PLC, we also have a vertical English/Language Arts PLC to plan for all three years of instruction. Through the PLC process we have determined a **systematic inquiry process** now through projects in each grade level to ensure our students are using research skills all three years. Up until last year, there was very little research occurring in 6th and 7th and only fourth quarter in 8th grade. The Florida Department of State FINDS model is encouraged but not all teachers take advantage and often have their own grade level model for research and inquiry projects. The library does have the FINDS model posted throughout the library for students that are researching without a model from the teacher.*