Field Experience

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School Librarian Interview

My field experience consisted largely of working as the interim library media specialist at my school during the spring semester of the 2018-2019 school year. I work at a Title I Middle School with large Hispanic and Pacific Islander populations. During that experience I was immersed in the role of library media specialist for almost 5 months. As I work through the course material I am finding a discrepancy between what I witnessed and the roles defined by the American Association of School Libraries (National School Library Standards, 14-16). I am not convinced that the discrepancy is because the academic theorists are too far removed from the practice. Rather, in the case of library studies, I believe factors such as financing, a lack of availability of qualified professionals, and a lack of understanding of the principles and theories play a large role in creating a situation where sound theoretical concepts are not as prevalent as they could be in the day to day practice of the school library. Added to the many roles school librarians fill, working to marry theory and practice should be a priority. That is not to say that the school librarians I have worked with are not striving for excellence. Rather, they are not fully supported in their efforts. The school libraries I encountered were understaffed and often the support staff within the library did not have the training to be considered "highly trained technical and clerical support staff," as prescribed in the National School Library Standards. (National School Library Standards, 221) The primary support staff in many school libraries are students registered in a class called, "Library Aide." While this practice can be beneficial for the students assigned to the library, it creates another facet of the responsibility for the librarian without truly providing support. The decision for staffing of the library most often is made by

administration above the building level, whom my experience indicates, do not have a full understanding of the 21st century school library. The school budget also plays a factor in these decisions. In addition to the factors previously mentioned, the relative newness of the AASL Standards, which were released in November of 2017, very likely play a role in the theory versus practice I witnessed. These standards were introduced to the library media specialists in my district at a Professional Development day in January of 2019.

The library media specialist is both a librarian and a teacher. The librarians I met with largely fulfil the role as a teacher within the library. I believe this is partly due to the administration seeing them as teachers who reside inside the library. Typically what happens is English Language Arts (ELA) teachers bring classes to the library twice each month. One week the library media specialist teaches a lesson on an ELA standard, such as genres,and the ELA teacher themselves either does not stay or stays but does not participate in the lesson. There is little or no collaboration outside of communication of the standard to be taught. The weeks where the library media specialist is not teaching a lesson are the class's book check out day. Additionally, because the library media specialist is also a certified teacher, if there is a class without a teacher because the regular teacher is out, and a substitute is not available, the class is sent to the library for the day. Personally, I had 2 classes of English Language Learners (ELL) in the library every day during testing. Students in ELL classes test in small groups meaning that both our ELL teachers were testing at the same time for the majority of the day, during the entire month of April. There were class periods when I had 40 ELL students to engage and supervise in addition to 4-6 library aides. While this was a fun and exploratory time. We used the time to explore many of the items in our makerspace collection but this meant very little of the other

library duties were accomplished. The secondary library media specialists are very excited that the only standard they are teaching in the 2019-2020 school year is the research standard.

After exploring the role of the library media specialist as a teacher through this course I believe there are more appropriate and productive ways for the library media specialist to perform this role. The library media specialist's role should be collaborative with classroom teachers, and need not be confined to ELA classes. By collaboratively creating lessons with all teachers the library media specialist can partner with teachers to enhance and expand lessons providing a richer learning experience for the students. By the library media specialist co-teaching in the classroom and the classroom teacher co-teaching in the library we are able to more clearly demonstrate that the library and the library media specialist are not separate from the rest of the school but rather an integral part of and a partner in the learning environment. I believe this is the tenet of the Teaching for Learning standard which states that school librarians should "model and promote collaborative planning, [and provide] instruction in multiple literacies." (ALA/AASL, 1) While the view I have of the library media specialist in the appropriate role of co-teacher in the library and in the classroom, in addition to the library lessons they deliver in the library, is currently largely theoretical I look forward to seeing this in practice in the future.

School librarians are tasked with promoting reading and literacy. This standard seems to be one of the main focuses of most of the librarians I know. To make sure they are familiar with youth literature the library media specialists I spoke with make an effort to read middle grade or young adult fiction and to try to keep up with current trends. One resource that seems to be popular with my local librarians is the Sequoyah list that comes out each year. Any middle grade

or young adult book that has a movie coming out soon is also popular. Other librarians I heard from on Twitter said they use best seller lists and vendor "most wanted" lists. Another idea I heard was to solicit recommendations from students. I think this idea aligns nicely with the collaborate and include standards as you are not only demonstrating how to solicit and respond to feedback from others but you are also providing opportunities for students to engage in conversations and contribute to discussions. This also gives students a voice in their library.

School wide reading challenges and Sequoyah events encourage personal reading for pleasure. We are starting an app based reading challenge next year in our secondary schools which we hope will encourage more students to read for pleasure. In an attempt to model a love of reading I know one library media specialist who used to put her earbuds in and listen to audiobooks while she worked. She would leave a sign on the door that said, "Your Librarian is listening to an audiobook and may not hear you." I found this problematic in a school setting because it could easily be perceived that she was not really available to be helpful, even though I am sure that was not her intent.   I personally find it difficult to read all the books I would like as there just isn't enough time to read. Being passionate in my discussions of reading and taking a genuine interest in the books my students are reading shows a love of reading. I also read to my students and have a large personal library in the office. When I move into a classroom next year I will continue to display my personal library and maintain a classroom library.

Librarians are not only the keepers of knowledge and information but are charged with disseminating that knowledge and information. In the 21st Century we are supposed to be incorporating current technology into our methods of sharing this information. (ALA/AASL, 10) Many of our library media specialists who have been active in the field for a long time seem to

struggle with incorporating technology. I am very excited about technology and the opportunities new technology provides to immerse my students in a world where they not only consume information digitally, which they do naturally in the digital age they live in, but also to be active participants in the dissemination and creation of information.

We have district technology integration specialists and largely it is viewed as their responsibility to introduce technology to the schools. When I stepped into the interim library media specialist position last spring I was dismayed to find that library aides did not know how to check their school email. An outline of the responsibilities of library aides, which were supposed to also be "tech stop aides," was created by the technology integration specialist. Because we are a 1:1 district and the library media specialist is also a site based tech for the IT department, students in the library were supposed to learn how to do some basic troubleshooting of chromebooks and other minor technology issues in the school. One example of something students were supposed to be taught to do is connecting speakers in a teacher's classroom. Not only did I find this was not happening at my school, the other secondary librarians reported they did not "use" students in this way either. My vision of incorporating technology includes not only sharing resources like online encyclopedias and how to research on the web, but also teaching students how to do basic computer troubleshooting, how to create websites, blogs, and vlogs, and how to share their knowledge in a variety of subject areas through online tools and resources. We started this last year by having chromebook troubleshooting bootcamps and by creating blogs for each class. Some groups within each class preferred to break into even smaller groups. I believe exploration should be student driven as much as possible. One group created a blog to showcase video games they were interested in. This group delved into writing html code

so they could embed webpages into their blog. Other groups focused on introducing themselves and blogging about their experience as library aides. Other options include "how to" sections highlighting resources in the makerspace and showcases the students personal reading lists with review of the books they read. One student decided she wanted to create a 3D printing competition which would encourage students to come and use the 3D printers in the library.

By using the powerful web tools available to create and share the library can be a place that incorporates all of the AASL Standards. Students inquire by building on their existing knowledge. They expand on their understanding of what it means to include by being included in the process of sharing information about the library, the school, or their experience as a young person. They collaborate not only be working together but by practicing receiving and responding to feedback from peers, staff, and community members. They curate by gathering information and then sharing that information with others. They explore by creating something, reviewing their own work and the reactions of others, and then creating again. They engage by sharing information in ways that their target audience, generally their peers, can appreciate and understand. If we are not teaching and using these powerful tools we are failing to prepare our students for the world they will be adults in.

Advocate and leader are important roles for the library media specialist . I do not believe this is new for the 21st century, nor do I think it is reserved for school librarians. All librarians should be advocates for libraries. Given my concerns that our upper administration does not seem to be aware of the many roles of the school library and the library media specialist I believe this role is crucial. I further believe the problems are not unique to our school district. In his review of the AASL standards, David Loertscher says that of his 28 grandchildren, who live in

various different U.S. locations, none speak excitedly about their school library. (37) I cannot

believe we have lackluster school libraries because there aren't passionate librarians. Every

librarian I know is passionate about libraries. I did find the majority of the library media

specialists in the district are not strong advocates, specifically in conversations with

administration. Most of the library media specialists discuss with cohorts but do not advocate for

themselves and their libraries. Effective advocacy can be difficult. There is a concern that if you

are passionate and assertive you will be perceived as a trouble maker. There is also the matter of

advocating in the right direction. Many decisions about funding come from groups well

removed from the public school. Advocating effectively with these groups is critical. Finding a

way to convince administrators, such as our school superintendent who meets with local

legislators once a month, that school libraries play an integral part in the education of our

children and that the support of libraries affects not only how complete our students' education is

but also the test scores that seem to supersede everything else in education. The topic of support

and funding is important enough to warrant discussion and consideration. As I consider the

current state of education funding in Oklahoma I think one of the best ways to advocate for

school libraries is to quantitatively show that better libraries lead to better test scores. We have

to show this is true not simply in studies that have already been done but also in our own schools.

That requires collecting and analyzing even more data and being able to present those findings to

decision makers. It also requires encouraging students, staff, and community members to utilize

the library.

Leadership in terms of promoting a culture of continued learning within our staff is an

area I see with room for improvement. Our head library media specialist for secondary schools

leads professional development regularly with library staff. The library media specialist at the high school led professional development on diversity a couple of years ago at a district event. I taught professional development on technology tools and integration at our district EPS*it event 3 years in a row. Our district has decided to cancel the EPS*it event in favor of building level professional development days. I plan to work with teachers throughout the year on project based learning ideas and technology integration.

The library media specialists I know are excellent managers and administrators of their collections. The library collections at Waller Middle School and at Enid High are well organized and accessible, although some materials may only be accessible with assistance to those confined to wheelchairs because of the height of the shelves. The collections are well maintained and weeded on a schedule to make sure the collection is relevant. The libraries are welcoming. When we, as a group, discussed the placement of shelving the new library at my school all three of the library media specialists gave great suggestions explaining movement through the library and about how to make the space inviting, logical, and inviting. While digital citizenship and copyright are taught to employees through annual online professional development, digital citizenship is largely left to advisory teachers to introduce and to classroom teachers to discuss plagiarism. When asked, the library media specialists are well informed about ethics and I believe model professional ethics. Often, teachers seem to think, "Oh, it's OK, it's for educational purposes." They dismiss licensing and copyright ethics as no applying to educational uses of materials.

After the experience of being immersed into the school library community and the materials in this course I am sure there is a lot to explore and learn to be fully prepared to truly

bring our current library into the 21st century model of outstanding libraries. The possibilities are exciting.

Meeting Plan with Principal

In meeting with my principal I am excited to say that we agree on a lot of things about the school library. We both believe that the library should be a central meeting point in the school, one of the hearts of the school. We both envision a lively, active library where things are happening. Our main goals for the library this year are to get students and staff involved in using the library and library resources more. In the past few years the library program has dwindled. We have a brand new space and we want to rebuild the program. The new tables and chairs, and even some of the shelves can easily be rearranged into configurations that make the library space suitable for small groups, entire classes, or individual students or staff. This aligns with the best practices in the include standard by assuring that individual students and student groups are able to utilize the space in ways that are appropriate to their needs. (82)

Students are allowed to come to the library any time their classroom teacher deems appropriate. There is still some debate about whether the library will be open access during lunch and recess. The assistant principal has concerns about how to keep track of which students are where and how to know which students are in the library with permission and which are skipping classes. She also does not want students "hanging out" in the library before school for similar reasons. After breakfast, students are assigned areas based on grade; they go and sit in one of the gyms for 15 minutes. I personally enjoy having groups of students gathered in the library even if they aren't checking out books. Students who feel welcomed into the library to sit and talk before school are more likely to ask questions or pick up books than students who are

told they can't be there. When the school day is over, students are required to leave. If I were to be the library media specialist next year I would be advocating for more access to the library.

To meet the collaboration standard we decided the library media specialist would collaborate on the research standard with the social studies teachers. This will create a natural involvement with the library in more than just the ELA classes. This way students are getting invited into the library in two of their classes instead of just one. We also have resources, like ozobots and a Google Expedition for science and math teachers to utilize. Google Expedition is an amazing tool for any class to go on a virtual field trip. Last year our 7th grade science class went on a virtual tour of the respiratory system and social studies classes visited Mexico and Gettysburg from the library. We were originally told we would have both a library media specialist and a library assistant. However, we are not able to hire a library assistant this year. This likely means collaboration classes will need to happen in the library more often than in the classroom. While the library aides are typically "good kids" even good kids shouldn't be left to supervise themselves for an entire class period.

Our library is fortunate to have a decent budget for collection development through Title 1 and other project funds, some specifically for technology. We also have several grants we apply for each year for special projects. Which items are added to the library collection are at the discretion of the library media specialist. Last year we received a couple of large donations, one in funds for book purchases and a couple in books.

The annual reports are submitted to the head library media specialist at the end of the school year. Those reports include inventory of the furniture in the library which includes computers, tables, chairs, and any other miscellaneous furniture like a podium. Also reported are

the number of materials in the collection and an assessment of strengths and areas of the collection needed development. The actual inventory is done in Destiny. The circulation is reported as the number of books checked out. For example, "The collection consists of 10,155 volums, 13.89 volums per student. Circulations equalled 6626." The total number of students and the demographic breakdown of the study body is also presented in the end of year report. Other information in this report include: the mission statement and goals of the library, staffing, services provided to faculty, services provided to students, any celebrations of successes in the year, and areas of focus for the next year. My principal prefers that the report be filed in the library and that the library media specialist give him a synopsis verbally during the evaluation at the end of the year.

What Can Your School Librarian Do For Your Classroom Teacher

My plan for delivering services to faculty include technology integration and collaborative lesson planning. Our building has a curriculum coach; providing materials on curriculum and professional development on subjects such as classroom management are her domain. Those materials were weeded out of the library collection last year. As the library media specialist I would work with the district technology integration specialist to bring new technology to the school, train teachers how to utilize that technology, and create collaborative lesson plans to help introduce new ideas to students centered around the teacher's learning objectives. The Google Expedition is a great resource that can be used in the library, but can also be checked out by classroom teachers for use in their rooms. Students can virtually visit museums, foreign countries, and even explore space with the use of the Google Expedition. Another resource I would like to see teachers using is virtual guest speakers or classroom visits.

With the technology we have available the Spanish class could partner with a class in a Spanish speaking country and gain access to valuable authentic interactions without leaving the classroom. This would be a great way to "model the use of a variety of communication tools and resources" as prescribed by AASL standard collaborate. (88) I plan to have my media class collaborate with a media class in Mechanicsburg, PA I met at ISTE. These types of experiences provide authentic experiences for students to collaborate and share beyond the classroom and posters in the hallway. To facilitate better collaboration, all secondary library media specialists in our district will attend the district level ELA professional learning community (PLC) meeting each month. I plan to attend a building level PLC meeting with every department at least once each month so that I am knowledgeable about their subject and am able to offer resources, including collaboration. This is considered a best practice under the collaboration standard. (91) Partnering with subject area teachers increases collaboration opportunities and demonstrates that the library media specialist and the library are resources for the entire school community.

Resources I plan to provide to students, in addition to the physical library collection, include: book clubs focusing on books chosen by students, increased makerspace opportunities, opportunities to display projects or art in the library space, writing competitions, and a space for open exploration. Providing book club opportunities driven by student interest meets the explore standard best practice by encouraging choice. Last year I created a google form embedded into our website for students, faculty, or community members to suggest additions to the collection. This meets the same standard and is specifically mentioned as a best practice. (110) This, along with creating opportunities for students to display their work in the library space, also meets the include standard best practice. (82) Allowing students to showcase their work or artistry also

helps foster a sense of belonging and ownership in the library space. I believe the school library is the students' space more than it is mine. As the Library Media Specialist I am entrusted as caretaker for a space that belongs to the school community. This is also the idea behind creative writing contests I have hosted in the past and will continue to host in the future. Creative writing contests encourage students to share their ideas, explore their creativity, and practice the skills they are learning in classes in an authentic way. I also plan to expand on makerspace opportunities by not only adding resources to our makerspace, which currently includes programmable robots, 3D printers, circuitry kits, various types of building blocks, and some audio/video equipment, but also by allowing more time for students to use these resources. I plan to advocate for, and work with the administration to design appropriate procedures for, time before school and during recesses for students to be able to use the library space, including makerspace items. Because the hour directly after school is the collective planning period and when PLCs will be taking place this time isn't viable as open library time unless more staff is added to the library.

Behavior Observation Summary of Students

I would like to report that I observed all the best practices in the libraries. Unfortunately, that is not the case. Access to the library seems to be a problem, partly because students need to be doing classwork during school hours. I believe a lack of understanding of the full purpose and potential of the school library is another factor. What I can report is that students want a library full of the best practices. Students want to be able to come to the library to work collaboratively with their peers. Students want to be able to explore creative, hands on

experiences in the makerspace. Students want to peruse bookshelves for academic and pleasure

reading, discuss selections with their peers, and to do so without being hurried or hushed.

My students love time to create and explore in the library, even when reading in English

is tedious and difficult. Pictured below are groups of students working collaboratively

with makerspace blocks. We need hard, flat building bases that can sit on the floor. I never

expected they would build a tower so tall they would have to stand on chairs and even the table

to continue to reach the top.

Libraries can be a space for students to explore, create, and learn. The chromebooks that

my students are issued mean they do not need to come to the library to explore the internet.

However, they will come to the library for resources, including the human resource of the library

media specialist, to provide answers to questions about how to find information on the internet,

how to use the internet as a tool, and what to do when your chromebook isn't working properly,

provided the library media specialist has proven they are available and eager to help. My

students want to know you are emotionally available before they will trust you as a source for

information.

When the library is available during non-structured or less structured times, students use

the space to explore friendships, books on topics they are interested in, and the limits (or lack

thereof) of their own imaginations and abilities. While some people see students playing around in the library, I would argue that real learning takes place when students engage in activities adults define as play. I witnessed this when I had 40 students in the library during testing and the expectations were, "find something to do, with your peers, in the library." There were groups of students building circuit boards. Other groups of students played Uno, which meant they were practicing English, collaboratively establishing rules of play, and engaging with a diverse peer group. Other groups worked with blocks like the Keva blocks, shown above, or Legos. A few students decided they wanted to create a video showing all the exciting things happening in the library. Other students played collaborative games using their chromebooks. The atmosphere is much more subdued when students visit the library as a class to perform a specific task, such as locate a book on the animal they are researching for a class project. Students forced to come to the library and pick a book even if they don't want to read and are given 5 minutes to do so are somber.

When furniture came in needing to assembled, many students volunteered to assemble it. Because scheduling only allowed the students assigned as library aides to be in the library, other students did not have this opportunity. The library aides that were interested in assembling the furniture were provided tools and instructions and allowed to work through the process of assembling, disassembling, and reassembling the furniture until it was completed. This was an organic learning opportunity for students, driven by their own inquiry, that involved taking on a task that involved finding information including what materials or tools they needed, following written technical instructions, tinkering, assessing, re-tinkering, reassessing, possibly collaborating, and ultimately achieving a goal. Unfortunately this opportunity wasn't available

to all students, only a select few. There were 6 carts that needed to be assembled. If that opportunity had been available any student interested in taking on the task it would have been more inline with the best practice of access to all.

If I were to design the library program, every student would be allowed access to the library on an as needed basis determined by students collaborating with their classroom teacher. I understand that some students will ask to go to the library to avoid school work. However, when there is independent or group work times that may require research, or even just a place to work, students should have access to do that work in the library. Students who finish work early and are expected to sit quietly and let others work could be in the library instead of playing games on their chromebook, if the student wanted to. I think it is counterproductive to force students into the library or to make them pick a book. The library and reading should never feel like a punishment.

Students want a library that shows student involvement. My students would like periodicals that reflect their interests. We do not currently have a periodicals section. I would like subscriptions to a variety of magazines and newspapers, some of which would be chosen by the students. My students are excited to tell you which magazines they want, if you ask them. I want themed decorations created by students. One thing we did last year was a window decorating competition among the library aid classes. There were 7 classes and 7 windows which allowed each class to come up with an informative celebration of a theme each month. The students researched the theme, worked together to create a plan, determined resources they needed to create their display, collaboratively created their display, and shared their work by displaying it on a window that looks into the hallway. I would like to be able to open this idea up

to the entire student body; any student can create a poster or a work of art, based on a theme, to be displayed in the library during the month. Heritage and awareness month themes celebrate inclusion and diversity. By allowing students to create something they are interested in within that theme you create a student driven project. By displaying those creations in the library you provide an authentic opportunity for sharing and the library becomes a space in which the students feel valued and celebrated.

I believe that learning is constantly taking place; human beings are continually taking in information, processing it, deciding how or if it applies to them, and then deciding how to respond to what they've learned. If we teach students that the school library is a welcoming place where they are safe to explore, fail, and explore more they will utilize their school library, and are more likely to develop a lifelong love of libraries and learning. If students visit a school library that reflects the personality of the library media specialist (or no personality at all) only when they are forced to do so, and are scolded for talking or taking too long to choose a book, they learn that libraries are unpleasant places and are more likely to avoid them in the future. By making the school library unpleasant we create adults who only visit their public library to find tax forms in March and April.

Observation of School Librarian Teaching

Because I worked in a school library until after the last day of school, I did not get an opportunity to observe other library media specialist teaching. I did teach in the library at my school. Teachers in my building find it unusual to truly collaborate. Every time a class was scheduled to come to the library I attempted to create a lesson with the classroom teacher but

their response is generally, "whatever you want to do." This is an area that needs work, encouragement from the library media specialist to create a culture of true collaboration.

A 7th grade geography class came to the library to learn more about Mexico. The geography teacher did work with me to find a suitable Google Expedition that fit the curriculum. When a class comes into the library I always greet them and tell them I am happy they are in the library. With the Google Expedition there are some rules, the first of which is students must be seated. I invite students to sit wherever is comfortable within the area for the lesson. Typically, students will sit in chairs at the tables until one student asks, "Can we sit on the floor?". When the answer is yes there is some movement as more students decide they also want to sit on the floor. Google Expedition is a virtual reality tool that includes a viewer that covers your eyes; it can be disorienting. If you are standing it is not uncommon for people to try to walk around the space, tripping or bumping into objects in the physical world they do not see in the virtual world. There is a brief safety discussion where I explain why students need to be seated and try to avoid pointing at things they see to show their friends. Pointing at the things you are interested in often results in banging your arm into the viewer of the person sitting next to you, hurting both of you. I try to make this short safety briefing fun by being animated. Students often giggle and relax. Generally classes visiting the library have been admonished by their teacher to be on their best behavior, which means quiet and listening. The library should be a fun place to be. I remind students to keep their "arms and legs inside the ride at all times." Passing out viewers is a great time of wonder. Students open the viewers to see the technology inside, which is an android device much like a cell phone. There is a lot of exploration and several questions for the first few minutes. Student wearing glasses sometimes find the viewer does not fit over their glasses.

The viewer can be opened and the display mode changed to augmented reality. This allows students whose glasses don't fit inside the viewer, or students who feel disoriented or nauseated by the viewer, can participate in the activity without being uncomfortable (inclusion). Allowing the students to talk to their friends about the technology and answering questions gives students permission to explore the device itself and again creates the space where it is acceptable to collaborate and inquire. Especially when students have not used a virtual reality viewer before, which many of my students have not, there is almost always a collective gasp when I bring up the first scene of the expedition and suddenly students are looking at a place they've only seen in 2 dimensional pictures in 3 dimensions. It's different than a 3D movie because as they turn their heads, generally followed by their whole body, it looks like you are really there. This takes a few minutes and is one of my favorite parts of the lesson, the awe and wonder, excited chattering and discussing with their friends what they see.

Before I start the process of describing the points of interest in the expedition lesson, I ask students what they already know about what they are seeing. This helps facilitate students meeting the inquiry standard by helping students recall their prior knowledge. The Geography teacher joined in the conversation helping to make the lesson more collaborative even though that collaboration was not preplanned. By demonstrating the steps I am working through with the teacher table I try to bring the classroom teacher into the lesson. This time it worked. Sometimes it does not, but I will keep working on collaboration. I also want to make sure the teachers feel comfortable enough with the technology to take it into their classrooms. The Google Expedition kit can be checked out from the library for up to a week.

As we work through the lesson, which generally includes several points of interest for each image and information about those points of interest I make sure to ask students questions about what they are seeing and allow them to ask questions. The virtual reality field trip is a great way to explore and can help students come up with their own inquiries for further research later. After we've read through all the points of interest I ask students what they found the most intriguing, what new pieces of information they learned, and what they would like to know more about. Even with a relatively small number of images, virtual field trips take up almost all of the class period. Using technology like the Google Expedition helps create excitement about the subject matter which can encourage more inquiry. It is a great way to start a research project. Using this technology meets the explore standard. By interacting with information they are seeing and hearing during a Google Expedition lesson students are increasing the number of formats they are finding information from.

Another class I worked with several times is our newcomer class. They are not a different age group but they have a very different skill level than our 7th grade geography class. Newcomers are ELL students who have been in America for less than a year. They speak very little English. I worked with one of the ELL teachers to bring her class of newcomers to the library once a week for story time. Newcomers are often very shy, understandably so, and won't come to the library unless brought by a teacher or with a friend who speaks better English. This is a small class, approximately 10 students. They are generally Pacific Islanders and Spanish speakers. I have a collection of simple books with lots of pictures in my personal collection. I tell students that these books are my books and are fun to read for everyone. This helps demonstrate inclusion by celebrating books on different reading levels and reducing the stigma

of "baby books" even for my students who are fluent or native speakers of English. It can't be a book for babies if the library media specialist enjoys reading it. I would like more of these books in our regular library collection.

Sitting in a circle I tell a brief story about the book, generally what I like about it or where I first found the book. I show the pictures as I read the story. After each page the ELL teacher picks out a word or two the students probably know to build confidence and a word or two that is probably new or less familiar and asks who has an idea about what those words mean. The teacher who brought her students to the library speaks neither Spanish nor Marshallese, nor any of the languages of the Pacific Islands, but the students know her and feel comfortable talking to her. The primary purposes of the story time lesson are to include the students in the library and to provide them the opportunity to listen to a different native English speaker engage them in conversation and to read to them. If the students learn a new word that is great too. Our newcomer students see a relatively small number of teachers. The main goals the first year is help students acclimate to American school culture and learn enough Engish to be able to be successful in regular ELL classes. The lesson is collaborative in that realistic goals and objectives for the students were discussed and inform the selection of the story and is co-taught with both the classroom teacher and the library media specialist serving in specific roles that complement each other.

The storytime lesson for newcomers specifically meets the teaching for learning standard by taking into consideration cultural influences (our Pacific Islanders specifically are comfortable with sitting or laying on the floor) and by assessing the specific need of language acquisition and inclusion of newcomers. Both lessons encourage inquiry based learning. The

library media specialist is an instructional partner. Specifically with the Google Expedition

lesson, I incorporated professional development as it relates to library materials by helping the

classroom teacher better understand how the technology could be used in their classroom as well

as the library and "integrate[d] the use of emerging technologies as a means for effective and

creative teaching." (ALA/AASL 1)

Facility Evaluation

The library at my school is a beautiful new space that opened in January of 2019. The

space, previously consisting of classrooms and offices, took more than 6 months to renovate.

The library includes separate rooms for the library media specialist's office, workroom, and a

makerspace. Adjoining the library is an Enrichment and Rewards Center (ERC) designed for

tutoring, celebrations, and gatherings that includes a sink, and counter space for food service or

work space, flexible tables and

chairs, and a large wall mounted

television that displays

announcements on a carousel when

the library is open but can also be

used for gaming, movies and more.

The library teaching space includes

a large SmartTV which can act as

Longfellow Middle School Enid, OK

an interactive smart board or be paired with a computer for presentations, movie viewing, and

more.   Behind the circulation desk is another smaller television for displaying announcements
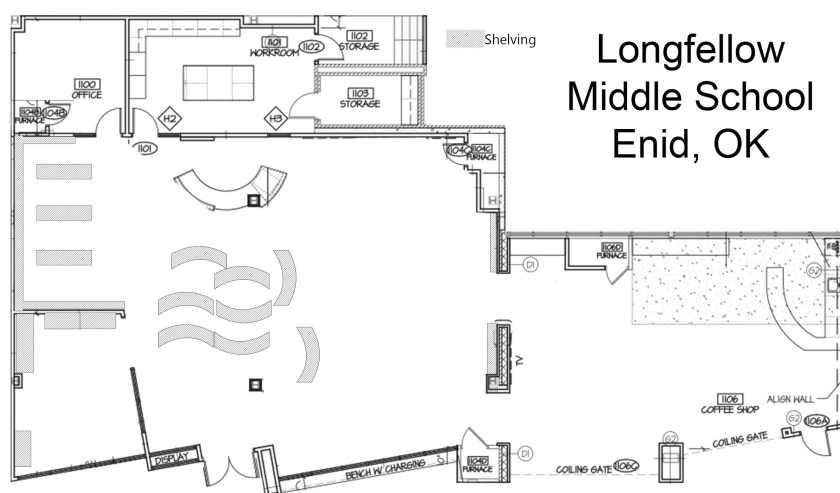
on the carousel. The facility is beautiful and easily accessible.   The blueprint for the space was

created by the Stacey Group, architect for the project and adapted for this project.

The new library shelves in the alcove are taller than I would like. There are 3 free

standing, 6 foot shelves. These are too tall for those confined to a wheelchair, or our shorter

patrons to reach the top without assistance. We do plan to purchase step stools but this will still

require anyone confined to a wheelchair to ask for assistance. The shelves also block the view

from other areas of the library. There are 8 curved, 4 foot high shelving units on castors that can

be easily moved into different configurations. These have not been moved into positions in the

library yet and I am skeptical about how they will best fit. All of the wooden shelving is a dark

mahogany and I have concerns that it will require more lighting to illuminate the library space.

In addition to the library shelving, there are 2 load bearing pillars in the library space that block

line of sight in small areas that cannot be removed. I helped to make decisions about the new

Longfellow
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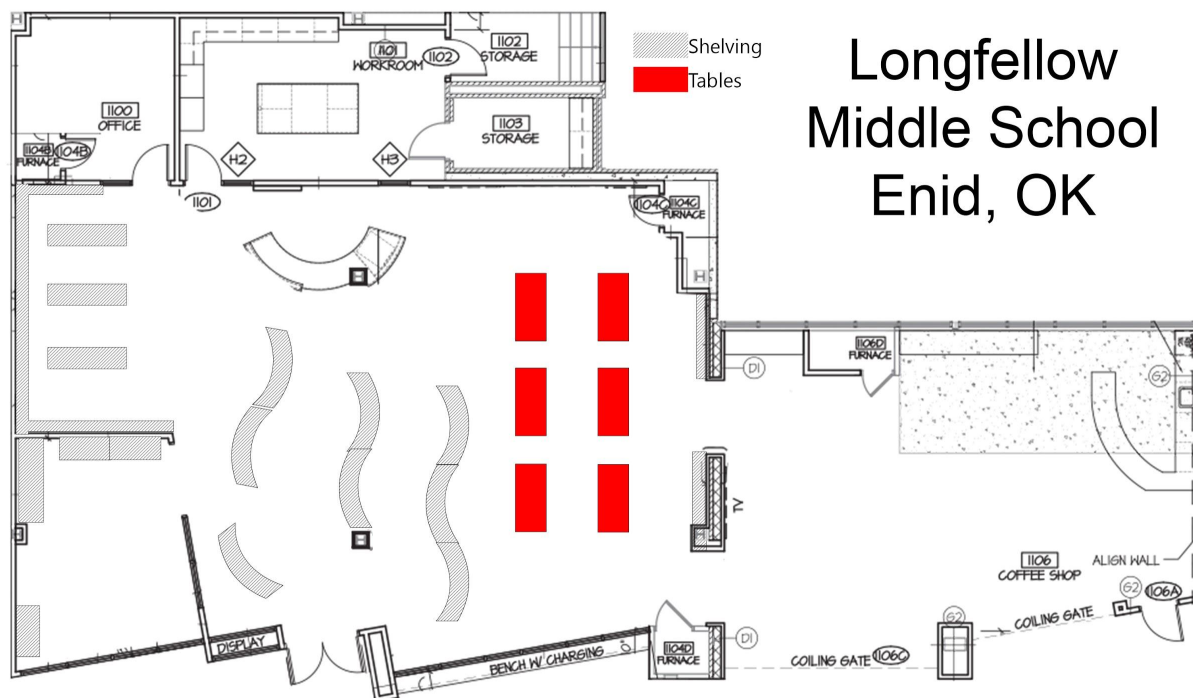
shelving. There is not a lot I would change about what we did. In the diagram below the tables have been added and the curved shelves rearranged.

The physical library collection consists of approximately 9,600 volumes. The newly installed shelving will accommodate up to 12,000 volumes. Approximately 5,000 of the 9,600 volumes are listed as non-fiction materials. In looking at library reports the most glaring issues are a need for reorganization and rebuilding the collection.

We need to address deficiency issues in many of the sections. The previous principal wanted the library collection weeded to under 5,000 total copies. Three categories in the non-fiction section account for more than ⅓ of the volumes; Geography and History, Natural Sciences and Mathematics, and Social Sciences. Our collection consists of only 1 book by the author our school is named for. Fortunately the new shelves will accommodate growth. We currently do not have a periodicals section, however, in ordering the shelving I specifically requested space for periodicals including a newspaper rack on the non-fiction wall. The shelves were ordered specifically with our taller books in mind so that all books should be shelved with spines facing out. The previous library shelving did not accommodate this.

The catalog itself needs to be cleaned up and organized. There are 41 DVDs listed in our collection. During inventory I located 2 DVDs, neither of which were in the system. DVDs will not be purchased as the technology is becoming outdated and is no longer supported. There are labels listed that don't seem to fall under any recognized category system. There are 3 different possible prefixes for fiction books. There are 600 books listed as paperback (PB) that were actually shelved in the non-fiction section, in the fiction section, or the Spanish section.

Currently, the entire collection is stacked on tables waiting to be put onto shelves. This would be a perfect time to reorganize before school starts.

The makerspace room contains shelving and cabinetry sufficient to accommodate growth. Technology resources include drones, programmable robots, 3D printers and some audio/visual production equipment. There is a computer dedicated to use with the 3D printers. The final step to preparing a 3D model for print cannot be accomplished on a chromebook. There are 4 carts that are 3D printing work stations, and 2 more 3D printers that are stationary. Both stationary 3D printers and 2 on carts are needing repairs. There are 4 mobile makerspaces consisting of building blocks and cubelets that can be checked out by teachers for use in their classrooms. The makerspace needs to be further developed to include more unstructured and low-tech building materials. The majority of the items in the makerspace are flexible and can be moved to whichever area is more appropriate for the person using them. The makerspace room needs tables or a workbench space along with chairs and stools. Last year, when I was both the interim library media specialist and media production teacher the media production equipment was housed in the makerspace area. Because the media production equipment will be relocated this year the makerspace room will be able to accommodate the additional furniture that needs to be purchased.

Two areas need still need additional furnishings, the makerspace area and the ERC. The makerspace needs workspaces. I would suggest 2 works tables, each 4' square that could be separate workstations or put together for a larger work area. The space also needs stools. I would suggest 8 Sit-to-Stand Active Stool w/ Pivot Round Seats. The stools are adjustable to heights from sitting to standing and the cushioned seat pivots to allow movement. The stools are

perfect for students who need to move while they work and could be moved under the tables if students prefer to stand without a stool. These stools would be good for other areas of the library as well. The tables are about $500 each and the stools are $120 each, making the workspace furniture for the makerspace just under $2,000.

Makerspace Room

/////// Shelving ▮ Tables
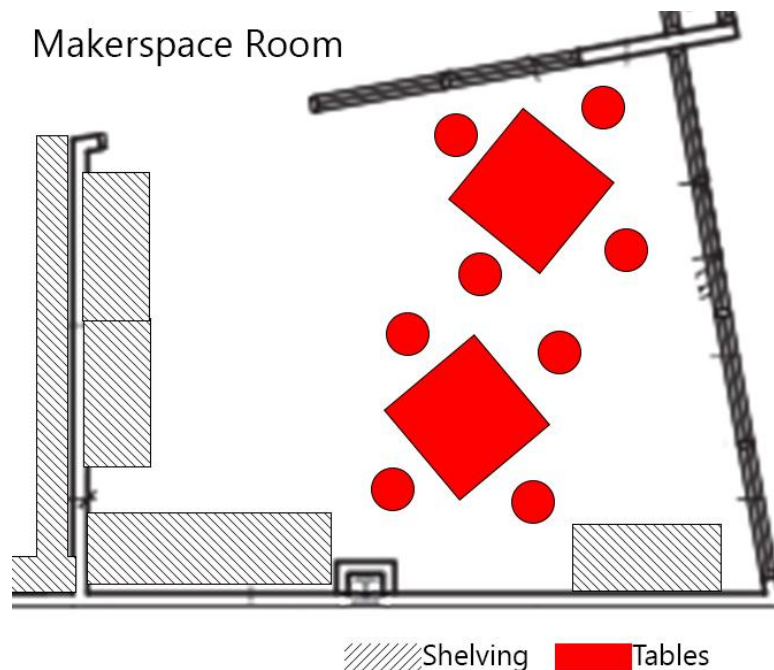
Record of the Visits

In the past 6 months I have spent a lot of time in school libraries. Records of visits outside my regular duties as the interim library media specialist are listed in the table included in the references.

Summary

My school services a diverse, impoverished neighborhood. We do not have a PTA. In recent years we have struggled as a school. The school report card rates our school at a D which is up from where we were my first year. We have had teacher turnover and administrative turnover. I am currently one the vetern staff at our school; next year will be my 5th school year. In my first 3 years I experienced 6 different administrative teams. Last year was a great school year. We started with a new principal and an almost entirely new teaching staff. The majority of our staff is returning this coming school year. In one year we went from feeling defeated to hopeful and empowered. The general philosophy of the school can now be summed up our

social media hastags; #Believe! #MustangPride. We are now a school committed to the idea that all of our students can learn, and we can teach them. The library is developing into one of the hubs of the school with new excitement and energy. Our students are amazingly creative, caring, energetic, and full of more potential than they can't yet imagine. The library media specialist has the special privilege, and responsibility, to help partner with classroom teachers to guide their natural curiosity in a direction that leads them to ask, "What else can I do?"

Unfortunately, I will not be the library media specialist next year. The library media specialist at our school will need to follow all the best practices to help keep the momentum going in the right direction. The district head library media specialist resigned her position in the last week. This leaves some concern about that position and how much support the new librarian can expect. While we had good conversations in our meetings, in my role as interim library media specialist, I did not receive much support from either the district level or my cohorts. I learned that our library can be amazing without extra support from outside our building; we have an amazing support system within our building.

The library practice I personally experienced in our library more closely aligns with practice presented, and discussed with my cohorts, in this class than what I witnessed in the other schools in my district. Our head library media specialist was forced to stay last year and I don't believe she was truly invested in her school library.   Our high school library media specialist is nearing retirement after 25+ years in the same library. The other secondary school librarian I worked with prefers to run her library the way she's been doing for 20 years. None of these library media specialists are bad librarians. They simply are not 21st Century librarians.

I had many conversations with our principal about his expectations for the school library. Without knowing which best practices are included in our standards his expectations of integrating technology and teaching methods lines up nicely. The library media specialist needs to work collaboratively with teachers of all subject matters to encourage inquiry driven, project based learning and include the school community in the events happening in the library. Technology integration in the library and in the classroom is one of the missions of our school. The expectation is that the library program will continue to grow moving forward in ways that excite, encourage, and empower both our student body and our teaching staff. I sincerely hope that is exactly what happens.

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Record of Visits

Date	Time Spent	Location	Attendees	Points of Discussion/Purpose
12/14/2018	45 min	Longfellow office	Jon Mitchell-Principal, Annie Heathman- Assist. Principal	Interim LMS interview
1/4/2019	4 hours	EPS*it @ EHS (professional development day)	All District library staff	Standards, library program, EHS library tour
1/15/2019	30 minutes	Longfellow Library	Jon Mitchell-Principal,	Status and vision for the library
2/1/2019	8 hours	Administrative Services Center	Doug Staffard- Assistant Superintendent, Lanita Norword- EHS LMS, Cristin Ashcraft Head Secondary/Waller LMS, Janice Fuxa- Emerson LMS, Pam Schmidt Admin Assist, Public Library director, Usborne book rep	Library programs, standards, book fair, reading challenges,
2/8/2019	2 hours	Stillwater Middle School	Quinn Baldwin- Stillwater LMS, various student library aides	Organization of books, working with students, policies and procedures, media production, library programs
2/11/2019	-	email	Cristian Ashcraft-Head Secondary/Waller LMS	Spine labels
2/15/2019	10 minutes	Phone	Cristian Ashcraft-Head Secondary/Waller LMS	Procedures for processing new arrivals, arrange time to add new addition to destiny
2/18/2019	15 minutes	Longfellow Library	Jon Mitchell- Principal	Status and vision for the library
2/21/2019	35 minutes	Longfellow Library	Gloria Cumston- Public Library youth librarian	Library programs, EPL/LMC partnerships
3/5/2019	15 minutes	phone	Gloria Cumston- Public Library youth librarian	EPL Book clubs at Longfellow, library programs
3/7/2019	-	email	Gloria Cumston- Public Library youth librarian	EPL Book clubs at Longfellow
3/11/2019	30 minutes	Longfellow Library	Jessica Nelson- Construction Coordinator	Furniture/shelving to be designed/installed
3/15/2019	3 hours	Admin. Services Center	Doug Staffard- Assistant Superintendent, Lanita Norword- EHS LMS, Cristin Ashcraft Head Secondary/Waller LMS, Janice Fuxa- Emerson LMS, Pam Schmidt Admin Assist.	Library programs, standards, book fair, reading challenges,
3/25/2019	30 minutes	Longfellow Library	Jessica Nelson- Construction Coordinator, Jason Merrifield- furnishing contractor	Furniture/shelving to be designed/installed
4/1/2019	15 minutes	Longfellow Office	Jon Mitchell-Principal	Library plan re: testing
4/29/2019	60 minutes	Longfellow Office	Jon Mitchell-Principal, Annie Heathman- Assist. Principal, Kim Brittian- Curriculum Coach	Plan and vision for the library, makerspace items, library staffing, library budget, grants
5/10/2019	2 hours	Waller Library	Lanita Norword- EHS LMS, Cristin Ashcraft Head Secondary/Waller LMS, Janice Fuxa- Emerson LMS, Theri Ray- Interim Longfellow LMS, Pam Schmidt Admin Assist.	End of year procedures, library celebrations, ELA text review, next year changes
5/15/2019	30 minutes	Longfellow Library	Jon Mitchell- Principal	Shelving, relocation of textbooks, end of year procedures
6/4/2019	60 minutes	Longfellow Office	Jon Mitchell-Principal, Annie Heathman- Assist. Principal	LMS official interview
6/19/2019	30 minutes	Longfellow Library	Jason Merrifield- furnishing contractor	Installation of new library shelving, remaining issues to addressed, library furniture
6/20/2019	40 minutes	Airport (in route to ISTE)	Lanita Norwood- EHS Librarian	Transfer of chromebooks, end of year procedures, LMS role as collaborator, student library aides.