

Focus Group for Assessment Committee

School Library Media

Raw data

5-3-07

Sign in Sheet:

Buffy Hamilton, School Library Media Specialist (SLMS),
Georgia public school

Stephanie Jones, Doctoral Student in IT/SLM, former Ga public
school SLMS

Judy Serritella, director of SLM services for a state department
of education

Amy McElveen, SLMS, Georgia public school

Melissa Johnston, SLMS, Georgia public school; state rep to
our SPA

Beth Friese, alumna of our M.Ed. program, current GRA
assisting with SLM program

Warm:

-I like the numerous mentions of the importance of professional learning and
development, and the fact that it appears (in one form or another) in several
columns. I think this is critical for all accomplished educators.

-inclusive language definitely incorporates media specialists, far more so than
previous teacher-exclusive version

-reflective practitioners...another critical point for all educators

Cool:

- I'm not really excited about the layout. I do like the one page presentation, but I kept wondering if the rows were somehow related, as the columns clearly are (based on their labels.) But I do see that you all created this based on another document.
- Who is the audience for this? Some of the language in boxes would be confusing to non-educators.

What we MSs do as Educators, that I think could be communicated in this document more effectively.

- I would like to see more direct address of teaching as a collaborative act. I see lots of mention of professional development in a personal context, but not much in terms of teaching and learning collaboratively (which is what we as Media Specialists do, but I think it is valuable practice to use the knowledge and expertise of personnel in the school to enhance the planning and implementation of instruction in every classroom). "Partnership?" "Collaboration?" This is addressed somewhat in 5.7, but I think it could be made more clear.
- Model lifelong learning?
- The sequence of reflective and effective planning – Develop a Philosophy (personal or school-wide mission / philosophy), which leads to goals, objectives, assessment – planning based on mission of school. While we talk about it in terms of our program goals, I think it can be broadly applied as well. Perhaps add this as an aspect of 5.2 (planning based on building-level mission)

Otherwise, broadly defined, I see what Media Specialists are supposed to do in this document.

I Like:

- >Of course I love the change from teacher to educator because fighting
- >that fight to be recognized as a teacher just keeps on and on!
- >Like that I see terms that are being used at the building level right
- >now such as engaged, collegial

- >Like importance of assesment* for *learning
- >And of course content/standards based focus - not the "well of course we
- >all teach Johnny Appleseed in the fall!" :-)
- >
- >I would like to see:
- >Something about working with all educators in the building to best serve
- >my students needs under planning and instruction
- >Under content and curriculum 1.5 carefully select and use a wide variety
- >of resources - maybe we could get in something again about consulting
- >with other educators in the building here-I see that you do have
- >collegial in here later though..
- >Learning environments - understand that there are multiple environments
- >within the school where our students can learn- may be stretching it a
- >bit here :-)
- >
- >Hope that helps - can tell you have worked on getting our point of view
- >in there - maybe something more specific to say work with other
- >educators in the building..

Warm:

No problems with domains I, II, IV, VI.

Cool:

- 5.1 - vague - what decision?
- 5.5 - define roles: facilitator, instructor??
- 5.7 - don't understand this one.
- 3.3 - substitute 'learner' for 'classroom'

Missing:

- 5.2: add after curriculum: 'needs or learning styles'
 - 5.3: add 'differentiate to meet nees of diverse learners'
 - 5.4: add 'evaluate and improve for future students; adjust during instruction
 - overall: need a collaboration piece in Planning & Instruction
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- > I looked the Georgia framework over.
- > (1) Number 3.5 should have the word "a" deleted.
- > (2) I have questions and concerns about the
- > "preassessment data" in 4.2. What type of data is

- > meant? SLMs may or may not have access to
- > standardized test scores for individual children. On
- > the other hand if it can also refer to informal
- > quizzing or pretests then it seems applicable. (3)
- > Lastly number 6.5. My thoughts are that perhaps
- > "opportunities to learn" could be made more
- > explicit. For example, it could be "seek formal and
- > informal professional development opportunities to
- > learn".

Suggestions:

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 - >Wonderful document. A lot of work, thought, and many hours went into this
 - >framework.
 - >
 - >
 - >I would suggest adding a little more about technology and collaboration. I
 - >know they are mentioned, but if we could reinforce the importance of both I
 - >think it would be helpful.
 - >
 - >Under Knowledge of Students
 - >
 - >2.1 I just wonder about special needs students.
 - >
 - >2.3 substitute learner or students instead of child's
 - >
 - >
 - >Under Professionalism
 - >
 - >6.3 I would include state policies also.
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May 1, 2007

What's Hot	What's Not	Relation of the SLM V
<ul style="list-style-type: none"> • I like the emphasis on inquiry under "Content and Curriculum"---I think that all educators should honor and value multiple ways of knowing. • I like the inclusion of "high 	<ul style="list-style-type: none"> • What if something were added under "Content and Curriculum" to specifically mention strategies for developing collaborative partnerships with other stakeholders in the 	<ul style="list-style-type: none"> • Leader • comm • 1.5-- • evalu • 5.7-- • activi

<p>expectations" for all students; too often, it seems teachers do not expect much of non college-bound students.</p> <ul style="list-style-type: none"> • I also like the inclusion of 2.6--- I wish I had more preparation in this area during my undergraduate days! • I like the emphasis on professionalism---it seems that in recent years, this area is not being emphasized to the new teachers I see coming into the profession. 	<p>building and at the district level (particularly us as media specialists)?</p> <ul style="list-style-type: none"> • While I love the ideals of the "learning environments" section, the reality is that the era of standardized testing actually discourages these very kinds of classrooms. Could wording be included to somehow address this issue or to encourage strategies to help teachers cope with this challenge? 	<ul style="list-style-type: none"> • 3.6 • 1.6 • 5.3 • 5.6
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