

# Collaboration Unit Narrative Overview, Results, and Reflection

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LIBS 676: Library Media Services and Curriculum

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## 3rd Grade Reading SOL Preparation Narrative

### Part I

#### **Knowledge of Learners**

This unit is taking place in a 3rd grade classroom at Stuart Elementary in Southside Virginia. The community is small and very rural. The poverty level is high in the area, and most of the job opportunities are manufacturing, agricultural, and low paying. Although a majority of the students are disadvantaged, the school is above the state average in test scores (VDOE).

There are two third grade classes at SES. They are, overall, a high performing grade level. There are 18 students in the class I am working with, two of whom have learning disabilities. As a whole, the kids are average or above average in performance. One student stood out as highly intelligent during the lesson as well as in casual conversation. Several of the kids were very eager to answer questions, and I could tell they were very take-charge when working in groups. I observed a few of the kids who seemed to be more content to let the other kids in the group take control of the activity. There are many areas of reading the students are strong in, but there are a few areas that more remediation is needed. The three SOLs the classroom teacher and I chose are the three they scored the lowest in, as a class, in a benchmark assessment given at the end of the 3rd 9 weeks. There are a couple of students who have a difficult time staying on task, and the classroom teacher focused on helping those students

during our time of co-teaching. Because she knows the students well, we felt that would be the most effective way to get the lessons done with the most success.

### **Accommodations**

As far as accommodations, there weren't many needed. The class, as a whole, is advanced. There are two students with IEPs, but they didn't require much extra help. My classroom teacher provided any accommodations they needed as we worked. One of the boys with an IEP worked best with one of the high achieving kids in the class. The higher boy seemed to be really good with him and let him try to work things out himself before he stepped in to help. The classroom teacher and I provided extra time for the two kids, if they needed it. We offered for them to work independently if they felt distracted with a group, but they both declined.

### **Instructional Methodology and Inquiry Model Description**

I will be using the Stripling Model of Inquiry for my lessons. I will use **Investigate-** Find information, evaluate sources to answer questions, and develop evidence-based conclusions, think critically about information to add new or different questions and **Construct-** Create new understanding connected to prior knowledge, draw conclusions about questions, synthesize information learned from multiple sources. I will use whole group and small group instruction during these lessons.

## **Primary Goal and Objective**

When I began meeting with the librarian at Stuart, I talked to her about who I should partner with to complete this assignment. I decided I would like to work with 3rd graders, so she introduced me to the 3rd grade teacher. When meeting with my collaborating teacher, we discussed what I could do to be beneficial to her while tying in library standards with her class. As a third grade teacher, there is extra stress because the students are taking state tests for the first time. Our goal was to work on the areas she felt her kids needed the most work with. We decided an SOL Preparation Unit would be best for her kids. She used data from assessments in her class and chose three SOLs that she felt her students needed the most work on. The pretest I created had three questions on each SOL we decided to focus on. 3,4g had the lowest mastery rate. Twenty-one percent were at remediation level and 10% were at near mastery. On 3.5e 11% of the students were at remediation level and 6% were at near mastery. On 3.6d, 5% were at remediation level and 12% were at near mastery level.

I used three different ASL Competencies with my lessons:

I.D **GROW**- Learners participate in an ongoing inquiry-based process by:

1. Continually seeking knowledge
2. Engaging in sustained inquiry

III. A **COLLABORATE**- Work effectively with others to broaden perspectives and work toward common goals.

2. Developing new understandings through engagement in a learning group.

I. B **CREATE**- Learners engage with new knowledge by following a process that includes:

1. Using evidence to investigate questions.

I was able to tie in the classroom SOLs with my library objectives to have the students prepare for their state testing while learning that a school librarian is also a teacher who has a great deal to offer them.

## **Time**

The three lessons I chose to teach were all built on lessons and material she had taught in her class and the librarian had worked on in the library. Our goal was to make three lessons that would take about 30 minutes to teach and the students complete the work. We stuck to that, for the most part. One of the lessons ran a bit longer because the kids had a lot of questions about why they missed things.

## **Results**

The results of the pretest were as follows: 3,4g had the lowest mastery rate. Twenty-one percent were at remediation level and 10% were at near mastery, and 69% were at mastery. On 3.5e 11% of the students were at remediation level, 6% were at near mastery, and 83% were at mastery. On 3.6d, 5% were at remediation level, 12%

were at near mastery level, and 83% were at mastery. The results of the posttest showed that 3.4g went to 80% mastery, 17% were at near mastery, and 3% were at remediation level. On 3.5e it went to 88% mastery, 7% were at near mastery, and 5% were at remediation level. The 3.6d percentages stayed similar with 85% mastery, 14% near mastery, and 1% remediation level. The boys scored higher overall in all three SOLs. There were no ELL students in the class, and the black subgroup was high achieving. I feel the kids benefitted from the lessons and the increased scores in the data is proof of that.

## **Reflection**

When I began the collaboration assignment, I will admit that I was hesitant to work with third grade students. It was very much out of my comfort zone since I have been a secondary teacher for 23 years. The librarian I worked with was excellent, and observing her lessons gave me many ideas of things I will do when I have my own library. When the class I collaborated with came in for library time, the librarian did a lesson on dictionary entries, which is what I worked from to create the lesson the classroom teacher and I used in one of our lessons.

The classroom teacher was so easy to work with, and she was so gracious as to let me join her classroom and collaborate with her. The kids were wonderful, and they seemed to enjoy the activities we did in class. I even had one come up to me in the hall after class and tell me how much she loved the lesson I did. It was very obvious that the classroom teacher had excellent classroom management and the kids knew what she expected from them. I felt like the kids were well behaved and very engaged

throughout the lessons and the activities we did in class. There was one student who we had to encourage to sit up and participate, but after some reminders, he seemed to engage as well.

As for the collaboration continuum, the process went very smoothly. As I collaborated with the librarian, we discussed methods she uses to reinforce lessons taught in class. My classroom teacher was so amazing to work with. She sat down with me to discuss where her kids excelled and where they needed some extra help. She was eager to plan with me and help carry out the lessons and activities.

I felt the strengths of the lessons were my delivery and my interaction with the students. We were able to have discussions that grew out of the material I was teaching. For the most part, the activities went well. One of the activities with one of the lessons seemed to drag out longer than I had anticipated, so I would alter that assignment to make it shorter.

## Resources

Virginia Department of Education. (2023). *Enrollment and demographics*.

<https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/enrollment-demographics>