

Collaboration Unit

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Part I: Narrative Overview/Learners

Knowledge of Learners

Patrick County High School serves Patrick County, Virginia, a 483.10 square mile area consisting of the Piedmont plateau and the Blue Ridge Mountains. The county's population of 17,608 is on the decline mostly due to loss of job opportunities in the area. The majority of the county's population is made up of those 65 years of age and over (Census, 2020). People travel from all over the world to retire in the hills and mountains of Patrick County, Virginia. 92.5% of the county's population is white. Composing the remaining 7.5% are blacks and Hispanics (Census, 2020).

Most of the housing units in the county are owner occupied. The cost of renting is low as is home ownership cost compared to the cost in the state of Virginia. Only 4.2% of the people speak a language other than English in the county (Census, 2020).

The availability of technology services in Patrick County is significantly lower than the state of Virginia. However, Patrick County High School in conjunction with the school system itself has made efforts to provide Chromebooks to every student, free mobile hotspots, and tech support as needed (Patrick County Public Schools, 2022).

Patrick County High School is a rural high school in Southwest Virginia that currently serves approximately 862 students in grades 8-12. 53% of the student population is male and 47% is female. The graduation rate at PCHS is 95.4% which is slightly higher than the state average. All students at Patrick County High School receive free breakfast and lunch daily. Currently, PCHS provides ESL services to approximately 1.4% of students. The ethnicity of the student population is as follows:

White = 82%, African American = 5%, Hispanic = 8%, Asian = 0.8%. There are currently 123 students receiving special education services that consist of the categories: Speech and Language, Other Health Impaired, Autism, Intellectual Disabilities, Specific Learning Disabilities, Emotional Disabilities, and Multiple Disabilities.

PCHS currently has approximately 127 staff members. The average class size in grade 8-12 classes is 22 students. All students have access to personal Chromebooks, learning platforms such as Canvas, Google Classroom, Schoology, and educational software programs.

PCHS is fully accredited in all subject areas. SOL test data for PCHS shows performance to be above the state average for students as a whole in reading, math, and science. Subgroups performed below the required percentage in reading and science, but met the requirement in math (Virginia Department of Education, 2022).

The 11th grade class current membership is 154 total members. The class is 59.3% male and 40.7% female. 89% of the class is White, 6% African American, and 5% Hispanic. None of the Hispanic population in the 11th grade class receives ESL services. 7.3% of the total class population receives services for special education needs as qualified by their IEP.

Mrs. Gibson's class, the collaborating teacher's class that I chose to work with for my unit, has a total of 21 students with an almost equal number of males and females. The students represent three racial/ethnic groups including 91.3% White, 7.7% African American, and 1% Hispanic. This Hispanic student does not receive ESL services. One student in the class is identified as SPED with a specific learning disability and two students have a 504 Plan to accommodate them with testing accommodations as needed due to being easily distracted or having focus issues.

According to Mrs. Gibson her class is considered a regular English class, not advanced or honors English, and therefore there are no learners working above average, only a couple of high achievers she stated.

Accommodations

To accommodate students with specific learning disabilities I would scaffold instruction beginning with explicit instruction then moving towards more student mediated instruction including intensive practice and more independent practice. Modeling instructional practices are helpful. These students will need extended time to work especially with assessments. Regular feedback is essential and sometimes tiered or shortened assignments are necessary. A close look at the IEP listed accommodations will help clarify this for everyone involved in the student's academic progress. It is helpful to break learning tasks into smaller chunks and a checklist provided at the beginning of the class period might be useful and ease assignment load and stress for the student. Success for these students requires a focus on individual achievement, individual progress, and individual learning.

To my knowledge there were no students identified in the class that I worked with as having ADHD, however I do know that two students have a 504 plan, and I noticed that several showed characteristics of the condition. In order to accommodate for these students, I will clearly state and list the lesson tasks on the board, and vary the format of the lesson to include visual and auditory parts. These students may need to sit in closer proximity to the presentation of the lesson or perhaps sit where they can stand without preventing others from seeing or being distracted. As an educator for 20 years, prior to becoming a school librarian, I have built up quite a collection of quiet fidget toys and tactile items to help these students

with their “wiggles”. In addition, simple strategies like variations in tone of voice or physical and non-verbal cues can be helpful to help these students regain focus.

Odds are, every student in the class has a different preferred learning style, so I will try to incorporate various methods in my lessons to reach the majority of students by using visual, auditory, and kinesthetic strategies. Some of these may include: class, small group, partner, and 1:1 discussion, Q & A sessions, graphic organizers, video with words and music, multiple display options, note taking, colored writing utensils, and dry erase boards.

When planning and implementing lessons it is important to really understand the different learning needs of the students you are working with. We must foster engagement by providing a unique experience, allow them plenty of time to work and understand concepts, and take a multisensory approach.

Part 1: Narrative Overview/Instructional Preparation

Unit Title:

Information Seekers: Skills and Strategies for Successful Searching

Brief Description:

Information literacy is a building block for lifelong learning. It encourages and informs problem solving and critical thinking. Students need to successfully and efficiently locate, use, and evaluate information to inform their decision making. Students use appropriate resources to produce high-quality research projects and assignments. A critical part of a student's information literacy development is their ability to use information ethically and responsibly. Because of resources like the internet, finding high-quality information is now harder than ever. It is crucial that

students have the skills needed to quickly and effectively locate reliable sources during the inquiry process. In addition, students need the skills to locate the proper kind of resources needed for the goal they are working towards. In this unit, students will evaluate sources, synthesize relevant information from primary and secondary sources, understand the meaning and consequences of plagiarism and demonstrate ethical use of resources when gathering and using information. These skills will assist their work, life, and future study as well as provide a key to their lifelong learning journey.

In this collaborative unit, I will join forces with English teacher, Mrs. Rebecca Gibson as she works with her students to complete an American Author or Career Research Assignment with her 2nd block 11th grade English class.

Instructional Methodology and Inquiry Model Description:

In order to reach all learners and make accommodations as necessary for the learners in the classroom, my collaborative unit will be a combination of instructional strategies and learning styles. Most of the lessons will begin with a teacher centered instructional approach (I DO). Once the focus of the lesson and introduction has been conducted, the method will change to more of a student-centered approach or guided instruction (WE DO). This will give students the chance to stimulate their analytical thinking by relating to prior knowledge and by discussing it with others. The teacher will continue to drive the instruction to a certain extent to keep students focused and on task with modeling as necessary. This step may include an element of peer support using small groups or partner work. Finally, once the students are more confident with the skills presented in the lesson, they are ready for independent work (YOU DO). As some students will take longer than others to master content, it's

important to continue to scaffold as necessary to help students retrieve the information being taught. Some students may have to return to the WE DO stage if they are not able to independently recall to complete the task.

While it's impossible to describe what a good lesson should consist of due to the many variables that impact learning and understanding because of student individuality, I believe there are certain strategies that are widely considered to be helpful. For me, the I do, we do, you do model allows for flexibility with teacher checks for understanding. In the we do and you do steps, students can move at their own pace more easily.

For this collaborative lesson, we will be using the Stripling Inquiry Process Model. Students will be conducting research on American authors or a career of interest to them. Historical study is part of both topics for students to research. Prior to the lessons I will be conducting in the media center, students have made connections before choosing their specific author or career by reflecting on their interests, prior knowledge, and backgrounds. Once the topic was chosen, they formulated focus questions for their topic of study. This is the wonder step of Stripling's inquiry model. As one of the lessons being taught in my unit focuses on primary and secondary sources, students will locate a primary source as part of their inquiry process to investigate (Step 3 of Stripling's model). Once we have completed the lessons on ethical use and locating reliable sources, students will continue their research journey by drawing conclusions, expressing their ideas to share with others, and reflecting on the inquiry process they performed.

Primary Goal and Objective:

The content objectives for my lesson are from the Virginia Standards of Learning for 11th graders. One of the SOL standards covered falls under the Strand: Communication and Multimodal Literacies. In the specific standard covered in the lesson- SOL 11.2c students will evaluate media sources including websites and other media for relationships between intent, factual content, and opinion (VDOE,2017). This standard will be taught in the reliable sources lesson and the primary and secondary sources lesson. The next SOL standards covered fall under the Strand: Research. SOL 11.8c states the student will synthesize relevant information from primary and secondary sources and present it in a logical sequence to produce a research product (VDOE, 2017). This SOL objective will be covered partly in the primary and secondary sources lesson. Another SOL under the research strand to be covered is SOL 11.8e where students are expected to define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. In addition to this standard, SOL 11.8f will be covered in which students are to demonstrate ethical use of the internet (VDOE, 2017). Both of these SOLs will be taught in the lesson on using information responsibly, ethically, and legally. Lastly and also under the research strand to be covered is SOL 11.8d, here the student is expected to critically evaluate quality, accuracy, and validity of information (VDOE, 2017). The lesson on CRAPP will teach this standard.

All of the VA SOLs addressed above follow along well with Competencies within the Shared Foundations of the AASL Standards. The lesson within this collaborative unit falls under the AASL Domains of Think and Create. Under the Shared Foundation of Curate students will make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance. Student will

do this within the competencies where learners act on an information needs by identifying possible sources of information, seeking a variety of sources, and collecting information representing diverse perspectives (AASL, 2018). In addition, students will explore the AASL Shared Foundation Engage. In this foundation students demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information technology, and media to learning. Students will understand the ethical use of information, technology, and media and evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. Lastly, students will learn to ethically use and reproduce others' work (AASL, 2018).

Time:

Prior to conducting the lessons in the library, the collaborating teacher will have instructed students on the research assignment and expectations. Students will be completing research on one of two topics. They may choose from American Author biographies or a Career Topic of their choice. The collaborating teacher will share a presentation within her learning platform with students that outlines the steps of the research process, length and format of the final draft, how to create citations in MLA9 format with examples, in-text citation reminders, writing and grammatical reminders, and an example of a final draft. She will have conducted lessons or reviews in her classroom on these topics prior to visiting the library for the collaboration lessons with me, the school librarian. The collaborating teacher's class will come into the library for a week from Monday-Friday during 2nd block with

the collaborating teacher. Each of the three lessons will be conducted during the entire block that the students are in the library, allowing extra time at the end for individual help, questions, misunderstandings and/or clarifications. Students who feel comfortable with the days lesson will begin exploring resources in the library related to their topic after the completion of the lesson for that day. It is anticipated that the lessons will take 3 days total (Monday, Tuesday, and Wednesday) allowing Thursday and Friday for individual instruction or small group remediation as needed. This will also allow students to find their resources and begin the research process as well as time to administer the post-assessment. Students will return to their classroom the following week to continue research. Books will be placed on a cart or checked out to individual students for continued research in the classroom. Students may return to the library as needed for individual help as well.