Module 6- Collaboration Practicum

Allison Barao

LIBS 676: Library Media Services and the Curriculum

Old Dominion University

Mary Keeling

March 29, 2022

Part I: Narrative Overview

I.   Learners

Princess Anne Middle School is one of 15 middle schools in Virginia Beach, Virginia. Virginia Beach's population sits at approximately 450,000 people. According to U.S. Census Bureau, about 66% of the population identifies as white, 19% as black, 8% as hispanic or latino, and 7% as Asian (2019). About 90% of the population reported that they are a household with broadband internet access. The census data shows that just over 7% of the population lives in poverty. The median age of parents with children in Virginia Beach is 39 years old, according to the National Center for Education Statistics. Between the years of 2015 and 2019, statistics show that 94% of Virginia Beach's population holds a high school diploma or higher, while just 36% holds a bachelor degree or higher (NCES, 2019).

In comparing the data on Virginia Beach as a whole, Princess Anne Middle School's (PAMS) demographics are similar. Hosting students from grade 6-8, in the 2020-2021 school year, 1,293 students were enrolled. Of the 1,293 students, 79% were white, 7% were hispanic, 6% were multi-racial, 4% were black, and 3% were Asian. Students with disabilities made up about 11% of PAMS's student enrollment, and about 16% were considered economically disadvantaged, according to the Virginia Department of Education's School Quality Profile. Just 1% of PAMS's students are English Language Learners. For the 2019-2020 school year, 13% of students were eligible for free or reduced lunch (Virginia Department of Education, 2021).

There are 429 8th graders enrolled at Princess Anne Middle School. In Mrs. Carol Forbes' 8th grade classroom, I will be working with two bells (two classes). The first class has 24 students- 12 males and 12 females. One student has an IEP plan with an

accommodation for small group testing. Two students have 504 plans for preferential seating and redirecting to stay on task. The second class I will be working with has 15 students- 13 males and 12 females. Five students have IEPs (4 small group testing & 3 read aloud) and two students have 504 plans (preferential seating). Mrs. Forbes describes her learners as average performers, with some exceptions as star students.

<div align="center">Accommodations</div>

Students will be accommodated as necessary. In the first class, Mrs. Forbes' students who require preferential seating will be seated toward the front of the room, closest to the board and the teacher, if not already seated there. Her student who requires redirection will be checked in with at intervals to be reminded to stay on task. In the second class, the students who require read aloud will be able to use the Google Read & Write extension for all articles, which allow any text on a screen to be read aloud. Her student with preferential seating in this class will be seated nearest to the board and the teacher. Students will also be given access to digital versions of the note taking sheet to type or use speech-to-text technology.

II.   Instructional Preparation: Child Development Stages & Skills

This unit will be teaching the four stages of child development and the four skill categories within child development- physical, intellectual, emotional, and social. The unit lessons are in collaboration with the Teen Living class (Career Technical Education), and addresses child development skills.

Instructional Methodology and Inquiry Model Description

For this three lesson unit, we'll be using a Jigsaw learning style with the Guided Inquiry Model. Students will work together in groups to become experts on one stage of child development, and then will share information with other expert groups. Finally, they will create a product on one stage using information learned during the Jigsaw activity.

The "open" & "immerse" stages will be taught by the classroom teacher as an opening to the unit. Lessons 1 and 2 will cover the "explore" and "identify" stages of the Guided Inquiry Model. The "create" stage will be done both in classroom time and independently in "study hall" or at home by students. Finally, the "share" and "evaluate" stages of the Guided Inquiry Model will be covered in lesson 3.

Primary Goal and Objectives

For this unit, a CTE objective is integrated with the library lesson. The students will learn the four stages of child development and the child development skill categories while interpreting the sources provided, understanding relevant information, and conversing about what they learned in a Jigsaw method.

CTE Competency: FCS 67 Analyze the stages of early childhood development.
AASL I.B.2 Using evidence to investigate questions
AASL IV.B.4 Organizing information by priority, topic, or other systematic scheme.
AASL I.C.1 Interacting with content presented by others.
AASL I.C.4 Sharing products with an authentic audience.
AASL III.C.1 Soliciting and responding to feedback from others.

Time

This unit will be conducted over 5-6 days. The classroom teacher will be teaching the first lesson (pre-test, open, & immerse). The librarian (me) will be responsible for the

2nd & 3rd days (explore & identify). The classroom teacher will provide class time to work on the project on days 4 & 5 (create), and the librarian (me) will teach the 6th day (share & evaluate).

Pre/Post test: This assessment will be given in Schoology as a vocabulary matching activity:

Developmental Tasks	Activities appropriate to a specific stage of life. Expected skills
Infancy	Birth to about one year old
Toddlers	From when they begin walking to about 3 years old
Preschool	Three to four years old
School Age	Five years old to the beginning of adolescence
Physical Development	Growth in size, muscle strength, & coordination
Intellectual Development	Growth in the ability to learn, think, and judge
Social Development	Learning to interact with people
Moral Development	Learning right from wrong
Object Permanence	Notion that an object still exists even though its out of sight
Separation Anxiety	Fear of unknown people
Stranger Anxiety	Concern over separation from a significant adult

Inquiry Model: Guided Inquiry Design: Inquiry Project on the stages of child development (Open & Immerse to be completed by the classroom teacher as a hook to the unit)

Lesson 1

Grade Level, Collaborative Content Area	Grade 8 Teen Living III Mrs. Forbes, Ms. Crowe, Ms. Barao March 16, 2022 45 minutes
Content Objective	**CTE Competency: FCS 67** Analyze the stages of early childhood development. **SOL 8.9** The student will find, evaluate, select, and synthesize appropriate resources to produce a research product. **(B)** Collect and synthesize information from multiple sources

AASL Competency **Library Objective**	**I.B.2** Using evidence to investigate questions **IV.B.4** Organizing information by priority, topic, or other systematic scheme. The students will take notes on one stage of child development.
Link to Background Knowledge	● SW have watched a video of a child at each of the four development stages (infant, toddler, preschool, school aged) ● Students have conducted research projects this year, and have learned note taking strategies from the librarian ○ PAMS is an AVID school and uses WICOR as a support structure

Hook or Introduction
 	
(10 minutes)
	● The librarian will use [Google Slides](#) to introduce the lesson:
	   ○ Introduce the 4 skill categories of child development (PIES- Physical, Intellectual, Emotional, Social)
	      ■ LW question: what do each of these mean? SW share ideas using background knowledge of the words
	      ■ LW give true definitions and examples of each of the skill categories
	   ○ LW explain that they will look at a couple clips of children, and that we will talk about their age range and what skill category they are displaying.
	   ○ LW show a clip of an infant rolling onto its belly
	      ■ LW question: what age range is this? Infant? Toddler? Preschool? School Age? What skill category do you think this would fall into?
	      ■ LW give actual answers (infant, physical skill)
	   ○ CLW show a clip of a preschool child not wanting to share a toy
	      ■ LW question: what age range is this? Infant? Toddler? Preschool? School Age? What skill category do you think this would fall into?
	      ■ LW give actual answers (preschool, social skill)

Engagement in Learning
 	
(35 minutes)
	• LW explanation the purpose of today's lesson & research: Using a Jigsaw method, you will become experts on one stage of development (infant, toddler, preschool, or school aged)
	  ○ In a Jigsaw, groups become experts on **one** topic, and following the research, break into groups with one expert from each topic to share the information.
	• Because the scope of the inquiry topic is so broad, SW be provided with Hyperdocs for each of their stages of development. The Hyperdocs include a plethora of video links, articles, and NF book titles from the library's collection. It also includes guiding questions for the research.
	  ○ *Differentiation*: articles are given on a range of reading levels; videos allow for students to listen and read with closed captions; students can use Google Read & Write for a read aloud version of all articles
	• Using a randomizer, SW break into groups of 4-5 and will be given 1 of the 4 stages of child development.
	  ○ Each group will have a folder in Schoology with their Hyperdoc; each group will receive a note taking sheet (each sheet has their development stage and space labeled "physical" "intellectual" "emotional" and "social")
	  ○ *Differentiation*: digital versions of the note taking sheet will be provided for students who need to type; students can use Google Read & Write for speech-to-text
	• Groups will sit around the library to complete their research using their Hyperdoc and guiding questions. During this time, SW converse to clarify their understanding of what they are reading about.
	  ○ *Differentiation*: 1:1 assistance may be provided for students in need
	• LW circulate to help answer questions and work with students who may be struggling, facilitate discussion, and promote productivity

Assessment & Reflection	• Did groups accurately take notes on one stage of child development using resources?

Materials/Resources	- Introduction slides - Name randomizer - Hyperdocs - Note taking sheet (paper + digital) - Student Chromebooks

Lesson 2

Grade Level, Collaborative Content Area	Grade 8 Teen Living III Mrs. Forbes, Ms. Crowe, Ms. Barao March 17, 2022 45 min.
Content Objective	**CTE Competency: FCS 67** Analyze the stages of early childhood development. **SOL 8.1** The student will participate in, collaborate in, and report on small-group learning activities. **(A)** Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
AASL Competency **Library Objectives**	**I.C.1** Interacting with content presented by others. The students will share their expert information with experts of other groups. The students will take notes on information presented by others.
Link to Background Knowledge	SW have their expert notes completed from yesterday's lesson

Hook or Introduction
 	
(~5-7 minutes)
	● The librarian will introduce part 2 of the Jigsaw project:
	    ○ Each group of experts will be broken up and formed into new groups with one expert from each child development stage, sharing the information they learned in their expert group
	    ○ TW assign group roles for the sharing portion, to include (but may add depending on the class personalities/work ethic):
	        ■ Leader/facilitator- begin the discussion, keeping it going
	        ■ Monitor- make sure everyone is staying on track & is progressing through note taking
	        ■ Time keeper- alerting the group when it is time to change topics
	    ○ Group role expectations are posted around the room to refer to as needed
	● LW model how to share information (not simply reading the notes word for word from their paper, but instead explaining the key points for their classmates)
	● LW count off 1-4 to form new expert sharing groups
	● Each student will receive a Jigsaw note sheet
	    ○ *Differentiation*: Digital Jigsaw sheets will be provided as needed for students to use talk to text if necessary; students can use Google Read & Write for speech-to-text

Engagement in Learning
 	
(~38 minutes)
	● In their new expert sharing groups, SW share the key information from each of the skill categories (PIES) with their new group.
	    ○ Each "expert" will have about 8 minutes to share their information and their group mates should write the key points in their Jigsaw sheet
	    ○ In these inquiry circles, SW converse to clarify their understanding of what they are learning about from the other experts
	● Librarian will circulate to help where needed, promote productivity, & facilitate discussion

Assessment & Reflection	- Did students productively share notes with their secondary groups? Did students write key points on their Jigsaw sheets? - Classroom teacher will provide the guidelines for the student made product for the project: - SW choose one stage of child development to create a product on using their Jigsaw notes - SW choose their method of delivery: Google Slides, video, poster, written report, oral report, diorama, or other teacher-approved method - SW have ~1 week to create the finished product (class time & at home)
Materials/Resources	- Completed note taking sheet - Jigsaw organizer - Student Chrombooks

Lesson 3

Grade Level, Collaborative Content Area	Grade 8 Teen Living III Mrs. Forbes, Ms. Crowe, Ms. Barao March 23, 2022 45 min.
Content Objective	**CTE Competency: FCS 67** Analyze the stages of early childhood development. **SOL 8.2** The student will develop and deliver multimodal, interactive presentations collaboratively and individually.
AASL Competency	**I.C.4** Sharing products with an authentic audience. **III.C.1** Soliciting and responding to feedback from others.

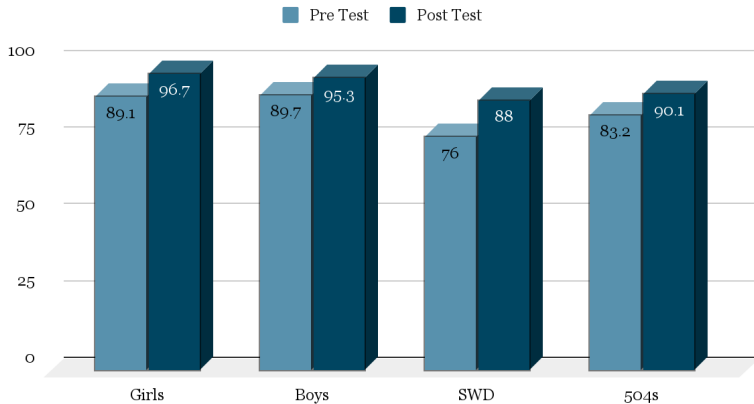| Library Objective	The students will share their finished product with the class. Students will provide feedback to their classmates.
Link to Background Knowledge	- Students will have conducted research and become experts on one stage of child development. - Students will have met with other experts and learned key points of the other 3 stages of child development - Students will have completed a "quick check" in class assignment that will have added to their knowledge of the stages of child development, and will have corrected any misconceptions before completing their independent presentation - Students have done presentations in their middle school careers
Hook or Introduction **(10 minutes)**	- Today is presentation day! The librarian will review and model important aspects of being a good presenter and audience: **Presenters**: project their voice, stand next to (not in front of) their finished product, summarize information rather than reading word for word, make eye contact with audience **Audience:** make eye contact with speaker, show active listening by following with eyes and ears, staying quiet (no calling out/chatting with classmates), and being actively engaged (not fiddling, writing, etc.) - Librarian will explain that students will be responsible for writing glows & grows for two classmates (glows + grows cards will be printed out prior to lesson with each students' name already filled in x 2, then handed out to the class at random). In addition to the glows and grows for their classmates, SW also write one thoughtful question about the presentation. - Librarian will model examples of glows + grows, and thoughtful vs. thoughtless questions: **Glows:** you made eye contact with the class, you provided accurate information in your presentation, your poster was neat and organized

	■ **Grows:** you could speak louder, your slides were hard to read because the text did not show on the background ■ **Thoughtful Questions:** Which resource helped you understand the social skills of toddlers the most? ■ **Thoughtless Questions:** How did you make that poster? ○ *Differentiation:* digital glow + grow sheet is provided as needed; allow students to present to a small group or to teacher; allow students to provide a verbal glow & grow, scribed by teacher
Engagement in Learning **(35 minutes)**	● SW present their finished product (about 2-3 minutes per presentation) ● SW write glows and grows for their classmates
Assessment & Reflection	● Did students make & present their finished product with accurate information with the class? Did students provide feedback to their classmates? ● As a reflection, SW answer the questions written to them by their classmates.
Materials/Resources	● Finished child development product ● Glows + grows sheets (names pre-printed)

*Post test is given after presentations have been completed. Post-test is the same format and questions as pre-test.
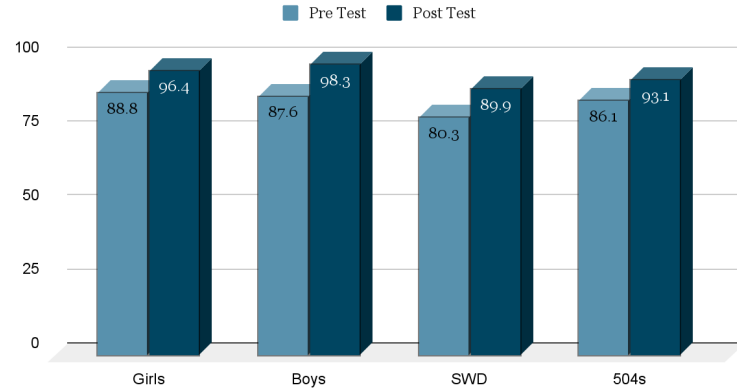
Part III: Results and Reflection

I.   **Results: Pre & Post Test Data Analysis**

Class 1- Average Scores

Pre Test   Post Test

	Girls	Boys	SWD	504s
Pre Test	89.1	89.7	76	83.2
Post Test	96.7	95.3	88	90.1

Class 2- Average Scores

Pre Test   Post Test

	Girls	Boys	SWD	504s
Pre Test	88.8	87.6	80.3	86.1
Post Test	96.4	98.3	89.9	93.1

As made evident by the above charts, there was growth made among all learner subgroups in both classes. Both classes' averages started relatively high, mostly in the high 80's. In class one, the girls and boys scored relatively the same on the pretest, averaging 89%. The one student with a disability (SWD) scored a 76%, and the two students with 504's averaged an 83%. All subgroups made growth, most notably the one student with an IEP, making a 12% growth. In class two, the average scores on the pretest show the girls scoring slightly higher than the boys, 88% and 87% respectively, the 5 students with IEP's averaged at about an 80%, and the two students with 504's scored an average of 86%. Class two's post test data also shows growth among all students and subgroups, most notably the boys with an 11% growth.

The LMS, classroom teacher, and I evaluated the pre-test data and determined that there were misconceptions within the vocabulary portion of the pre-test, differentiating between the four different skill categories of child development. We knew that with the

vocabulary misconception, learners would also have misconceptions or would not be knowledgeable about the skills within each category. It is evident through the data that the lessons made a positive impact on student learning

II.   Reflection

Overall, this collaborative activity was a great experience. From the beginning, both Jennifer and Carole were welcoming and were open to sharing their space with me as a future librarian. Once we established the unit that I would be responsible for teaching, the planning came together quite seamlessly. Carole Forbes, the classroom Teen Living teacher, has been teaching this unit for many years, however the curriculum resources are sub-par and extremely dated, including DVD's that looked like they were from the 1990's. When the LMS, Jen Crow, and I went to Carole with the idea of teaching this unit, she was overjoyed and expressed that she hoped that the lesson I do would be an updated version of the materials that she had, and that she'd love to use them for future teaching of the topic. This was such a successful collaboration because, as stated by Marcoux, "the use of communication between information agencies who share common audiences and goals is more effective in designing meaningful learning opportunities" (2007). Carole and I had a common goal to update this curriculum to make meaningful learning experiences.

Jen and I began planning the "bones" of the unit right away. I thought that a Jigsaw method would be a great way to incorporate inquiry and student collaboration into the unit, and Jen agreed. While I had the resources given to me by Carole, I knew I was going to need to find updated resources for the inquiry unit. Jen and I briefly looked through the databases through Virginia Beach's ClassLink, but found little to no information of use.

That night, I went through an extensive search of resources on my own, finding a plethora of articles and videos that were age appropriate and included a variety of reading levels, and I put them together into a Hyperdoc for the students to use. I brought all of my resources to Jen and we raked through them together, keeping most of what I had found. According to Marcoux's five levels of collaboration, I believe this experience was the "ultimate" collaboration:

> "The library staff and the classroom teacher have jointly planned and implemented the entire lesson. Teaching is shared on all aspects of the lesson, and student assessment/evaluation is done jointly. There is evaluation of both content mastery and also resource use. Students are also assessed on their information literacy process" (Marcoux, 2007).

> Emotionally, teaching this was a very stressful experience. As a classroom teacher, the collaborating and planning aspects are all experiences that I am used to and comfortable with, but 8th graders are NOT something that I am used to or comfortable with. While most of the students were respectful, there were a handful of students that needed extra attention in the form of being disrespectful or class clowns. Using my teaching experience, I was able to combat most distractions and keep students engaged and learning. Most were receptive of me coming to teach multiple times in their classrooms, albeit suspicious of the camera at the side of the room. "Students are much more likely to engage in discussion and try new things if they trust the librarian to look out for them and their interests" (Rinio, 2018).   It shows that the students trust Ms. Crow, and in turn they trusted me.

The lessons had many strengths, including having students collaborate with one another during the Jigsaw portion and having students demonstrate their learning, giving them voice and choice in how they presented their information. One weakness I noticed in the initial lesson was when students are working independently to become experts on one age range. Though it was only four skills in a 35ish minute period to take notes on, I think that it may have been a lot to do on their own. In the future, I would encourage students to work in pairs within their expert groups to tackle the four skill categories together. I would also encourage collaboration toward the end of the independent research portion to talk with other experts within their groups to fill in any missing gaps they may have.

Given the scores of the pre-test data, the two classes that I taught are overall high achieving classes. After teaching and reviewing the Jigsaw products, the independent projects, and the post-test data, it was clearly evident that students learned the material, making it a successful unit. If I could replicate this lesson and do it another time, I would try to add on some sort of extension aspect for learners who consistently go above and beyond in their learning- maybe they would research an age range following adolescence, or maybe gamify the unit for others to learn in another format.

References

Marcoux, B.L. (2007). Levels of collaboration: Where does your work fit in? *School Library*

    Media Activities Monthly 24(4), 20-24.

National Center for Education Statistics. (2019). Education demographic and geographic

    estimates. Retrieved from

    https://nces.ed.gov/programs/edge/TableViewer/acsProfile/2019.

Rinio, D. (2018). Focus on Collaboration: How understanding the nature of trust can help

    address the standards. Knowledge Quest, 46(3), 44–49.

U.S. Census Bureau (2019). Quick facts: Population estimates: Virginia Beach City. Retrieved

    from

    https://www.census.gov/quickfacts/fact/table/virginiabeachcityvirginia,US/PST0

    45219.

Virginia Department of Education. (2021). *Princess Anne Middle School quality profile.*

    Retrieved from

    https://schoolquality.virginia.gov/schools/princess-anne-middle#fndtn-desktopTa

    bs-enrollment.