

Advocacy Plan:
Granby High School Library

Old Dominion University

Library Science 676: Library Media Services and Curriculum

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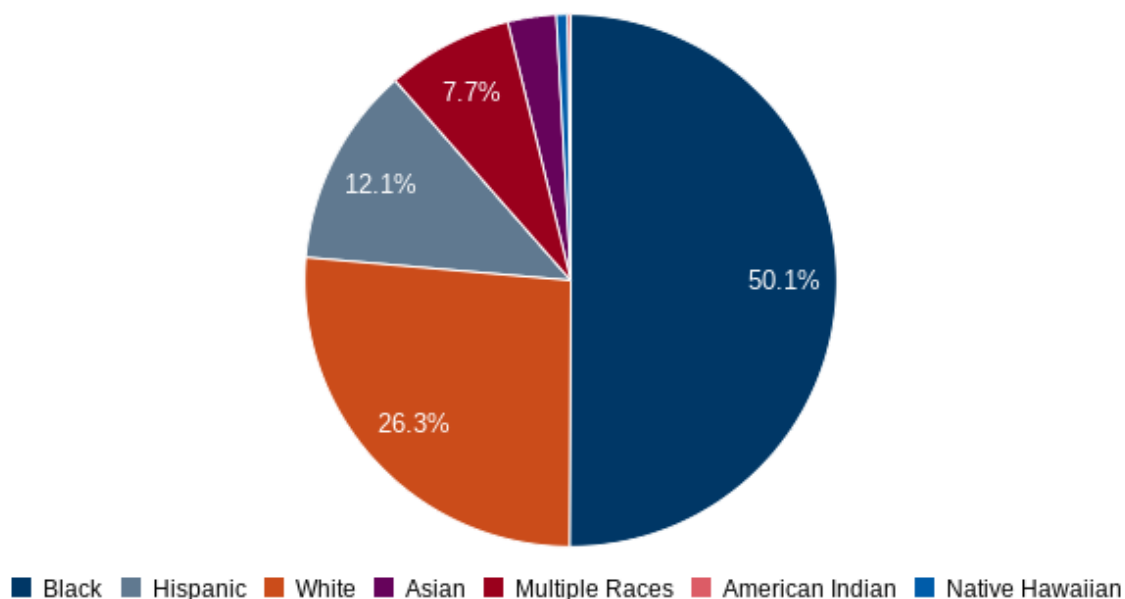
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Executive Summary

Granby High School (GHS) is located in the city of Norfolk, Virginia. The school offers Advanced Placement and hosts two special programs: the International Baccalaureate Program and Norfolk Public Schools Evening School. The school serves 1,829 students (VDOE, n.d.), and 73.7% of those students identify as non-whites, making the school a majority-minority school. The racial/ethnic demographics are detailed in the graphic below.

Fall Membership by Subgroups

2020 Fall Membership By Subgroup: Racial and Ethnic Groups



Source: (VDOE, n.d)

In addition to a diverse student body, 11.4% of students have disabilities, 5.4% are English Language Learners, 64.3% of students are classified as economically disadvantaged, and 55.% of students are eligible for free or reduced lunch (VDOE, nd). There are 142 full time teachers on staff, five assistant principals and one lead principal (US News & World Report, 2022).

The school's mission is "to 'Raise the Bar' so that ALL students will be well prepared for college and the world of work. This will be accomplished through rigor, relevance, and relationships between all Granby stakeholders" (NPS, 2022a). The instructional focus at Granby supports the mission to prepare students for the world of work by having "Stakeholders... collaborate to ensure all students receive engaging and challenging academic experiences, aligned to subject-specific standards" (NPS, 2022a). The focus also explicitly states that "Student progress will be measured daily through engaging activities, strategic writing tasks, and/or effective communication and justification of answers to help improve critical thinking" (NPS, 2022a). The GHS library's mission statement supports the instructional focus by aiming to "ensure that students and staff are effective users of ideas and information. We strive to empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (NPS, 2022b). To support the mission of the school, the mission of the library, and the instructional focus, the advocacy goal will focus on increasing the use of instructional technology to deliver meaningful and engaging instruction.

Covid has overburdened teachers but created unique opportunities for school libraries to transform into centers of learning not just for students, but also for teachers. As experts on technology, librarians are well positioned to provide resources, guidance,

and advice about what technology may benefit teachers and elevate instruction. Despite an abundance of free resources, many teachers have limited knowledge of them due to increased responsibilities and time constraints. When Covid first forced schools online, teachers suddenly had to gain technology skills and patch together tools and strategies to operate in virtual classrooms. Many felt alone and overwhelmed because few had the time to be discerning users of tools or to gain competence or expertise. Years into the pandemic, it is now evident that teaching with technology is a permanent shift in education. Although GHS is now in-person, the option to remain virtual continues for students and their families; moreover, students who are in-person complete and submit all work on their Chromebooks. Using technology during instruction can increase student engagement, amplify effective instruction, increase opportunities for students to practice, and facilitate differentiation (Ganimian, Vegas, and Hess, 2022). By increasing teacher awareness and competency of technology resources, the library will enhance quality instruction school-wide, and by offering instruction on technology resources, the library can seize opportunities to promote collaboration. As Bryan observes, no one cares about the school library “until and unless it impacts educators—collaboration, instruction, rigor” (2019). Collaboration improves student learning and academic achievement; additionally, it is a powerful advocacy tool because “When you collaborate with teachers to incorporate a new technology or research skill into a lesson, they come to see you as a partner who can help support their teaching goals” (Gruenthal, 2012).

Stakeholders: Teachers

Concern: “Some of us are uncomfortable with technology, and we do not have time to sift through the technological tools available to us in an ever-changing online landscape,

nor do we have time to master them. We want to deliver engaging in-person and virtual instruction using technology, but we do not have the time nor the training.”

Library Goal: The library will inform staff of various technologies, their uses, and provide training so that teachers feel competent and comfortable using these technologies to improve lessons.

Strategies:

1. The library will survey teachers to learn which kinds of technology they would find most useful for instruction and which technologies already made available through the school they are least comfortable with, and use these results to create training programs and curate a list of resources for teachers.
2. The library will curate free resources and make these resources available by sharing a Google Doc that is organized by purpose (example, “recording videos, presentations, assessments, interactive apps, games,” etc), and it will also be posted to the library’s website. For example, under the resource “presentation tools,” teachers will find Haiku Deck, Google Slides, Prezi, Wakelet, Loom, etc. The topic assessment and data will include Socrative, Google, Nearpod, Pear Deck, etc. A brief description and links to each of the resources will be provided. Each resource will also have a Livebinder created for it, which contains more detailed information about these tools, how-tos, and ideas for use in the classroom, and the binder will be linked in the shared Google Doc. Each time a new tool is added to the “collection,” the staff will be alerted via email.
3. The librarian will offer bi-weekly “lunch and learn” events. Since the library has a coveted microwave, coffeemaker, and toaster, teachers will be invited to eat in

5LM, a room that has an interactive whiteboard and rows of seating, to help themselves to coffee and eat lunch while participating in a 20 minute lesson on how to use a specific technology. These will be advertised via email, social media, the library website, and Remind alerts. These will be brief overviews that invite staff into the library and hopefully encourage their exploration of tools.

4. The library will host monthly after school training opportunities to demonstrate the uses of technologies, useful features, and to help teachers become familiar enough with the technologies that they are comfortable implementing them. The library will partner with administration to assure that attending these trainings counts as professional development and will aid in license renewal for staff as incentive to attend. These trainings will last one hour, and during these sessions, teachers will have the opportunity to request collaboration with library staff. For example, if the session topic is hyperdocs, and a teacher finds them intriguing, but wants some assistance in the creation and implementation of using a hyperdoc, they can submit a collaboration request. This is an opportunity for the librarian to build credibility and also underscore the value of the library.

Teachers who have a specific need will be able to request training sessions. If a teacher wishes to use online testing tools that offer data, they can submit a session topic request to the library. These requests may be made via paper or electronic requests. Once a week, the librarian will use the morning announcements and email to remind teachers that they can submit requests. These reminders will also occur on the daily “scroll” announcements that run on the classroom televisions.

5. The librarian will attend faculty meetings and remind teachers of the lunch and learn, the monthly after school trainings, collaboration opportunities and how to make requests, and recognize teachers who have participated in any of these activities.

Measuring Progress of Advocacy Initiatives

After the first three weeks of school, students will be surveyed regarding the use of technology for instruction in the classroom. This survey will also be conducted mid-year and at the end of the year, and the results will be compared. All results from these surveys will be shared with staff as well. The effectiveness of the lunch and learns and monthly after school trainings will be evaluated based on attendance and teacher feedback. The teachers will be given electronic surveys to complete, and these surveys will also allow teachers to offer constructive criticisms, suggest topics, and request collaboration. Additionally, the library will poll teachers to find out which resources have been implemented by teachers, their level of comfort and use with the resource, and how effective the teachers feel the resource was in improving instruction and student learning. The library will also track collaboration through meeting logs and the number of teachers who request and participate in collaboration to see if the training sessions increase collaboration. Finally, teachers will be encouraged to submit student work and photographs of instructional technology in use and these will be posted in the library bulletin board, the teacher mailroom, and included in the library newsletter.

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