Collaboration Unit:

Practicum

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Libs 676: Library Media Services and Curriculum

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Part 1: Narrative Overview

Granby High School (GHS) is located in Norfolk, Virginia, a mid-sized city with a population of 242, 742 in 2019 (US Census Bureau). It is classified as a school with "medium poverty" and it grapples with "chronic absenteeism" (US News and World Report, 2021). There were 1829 students enrolled in the 2020-2021 school year and the demographics are as follows: 50.1% of student are black; 26.3% are white; 12.1% are Hispanic; 7.7% of students are multiple races; 3% are Asian; .7% are Native Hawaiian; and .2% are American Indian (VDOE, n.d.). 64.3% are economically disadvantaged, and 11.4% are students with disabilities (VDOE, n.d.). There is also evidence of discipline disparities that suggest some inequity: 50% of long-term suspensions are black students while only 26% of such suspensions are issued to white students (US News and World Report, 2021). The school is ranked "#10,535 in the National Rankings" (US News and World Report, 2021), "it is often ranked 2nd within the city of Norfolk" (US News and World Report, 2021).

This class is an 11th grade English class, and there are twenty students on roll. There are four English Language Learners (ELL), and three students who have extended time as an accommodation. One student attends the Governor's School for the Arts and an additional student is taking an Advanced Placement (AP) seminar. The class reflects the racially diverse population of the school.

Differentiation

Because all of the lessons include whole group instruction, to differentiate for learners it was important to be sure that students could work at their own pace and return to lesson content at any time. To accomplish this, all of the presentation resources, Google forms, hyperdoc, etc, were posted in Canvas so that students could access them at any time. Since all students have been issued Chromebooks and hotspots if needed, access is not an issue. Additionally, the exploration topics included videos to assist audio/visual learners, but close captions could also be used. English Language Learners (ELL) had access to Google translate, and they were also

seated with a strong English speaker who was able to assist the ELL students with questions. Reflections and responses were offered in Flipgrid, and students could choose to use audio, video, or text for responses. Students were also permitted to use a range of online sources–text, video, or audio. Students are also arranged in group seating, and Mrs. Brunner already had them grouped so that the groups were a balanced mix of student abilities. The hyperdoc included accessibility options of read-aloud and screen magnifier, and once I realized the significant number of ELL students in the class, I added a Spanish Language version to assist them.

Instructional Preparation

This is a research unit titled The Devil is in the Details, and will consist of four lessons of varying lengths that total 3 hours and 15 minutes. The unit research is connected to the students' current reading. Because they are reading *The Devil and The White City*, the research topics are related to the times and context of the nonfiction narrative. While students are provided a list of topics from which to choose, they are also encouraged to suggest topics. The collaborative teacher, Mrs. Brunner determined that she would like students to complete an informative slide show presentation as their final research product, and this presentation must include MLA citations and visuals that are ethically used and credited. Because I am teaching four lessons, we decided that the focus of the unit that I would co-teach should be exploring and selecting topics, finding and evaluating online information, locating and writing citations for visuals, and learning how to access the library databases. The library is not hosting classes this year, so all lessons will be completed in the content classroom, and the students will use their Chromebooks.

Instructional Methods

The inquiry model used in this unit is The Big 6 because it is a natural fit for research assignments. The unit will only cover the early stages of The Big 6 : task definition, information seeking strategies, and location and access (The Big 6, n.d.). The students will explore topics

and then use internet search engines and library databases to find potential sources/visuals and evaluate those sources. Instructional methods include whole group instruction, guided practice, and independent practice. Whole group instruction is an important strategy for this unit because of its efficiency. The Reading SOL is quickly approaching, and students are still reading the Devil and the White City. While whole group instruction will entail a librarian/teacher standing in front of students and conveying information, the students will have their Chromebooks that will allow them to follow along with slideshows and complete tasks, such as Google searching, built into the lessons. Much of the exploring topics and finding and evaluating information will be independent practice, but there will be significant teacher/librarian guidance. Because the class is small, and because the students are seated in groups of four for this unit, the teacher/librarian will be able to interact with students during these tasks. Being able to ask students questions about their specific progress, struggles, and thought processes allows for more guided practice and also provides the instructors with many informal opportunities to gauge student engagement, understanding, and progress toward the learning goals.

The unit will address the following End of Course English Research SOL: 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a) Use technology as a tool to research, organize, evaluate, and communicate information. d) Critically evaluate quality, accuracy, and validity of information. g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

It will also address the following AASL Standards Framework for Learners: IV. Curate, A. 2: Identifying possible sources of information, B.3. Systematically questioning and assessing the validity and accuracy of information; VI. Engage, B.2: Acknowledging authorship and demonstrating respect for the intellectual property of others (AASL, 2018).

Results and Reflection: Assessment

   The pre-assessment/post-assessment includes a self survey inquiring about student's ability to access library resources, find information online, discern quality versus questionable information, and credit sources. Due to Covid, this group of 11th graders has not had the opportunity to attend a school library orientation, and although the librarians have created a slideshow to help students with this and distributed it through teachers and on the school website, Mrs. Brunner was not sure how many students had actually viewed it since it must be sought out. Most GHS students have little experience with the school library because it was closed to students for so long; even now, it is still not fully open. The assessment also includes multiple choice questions derived from the TRAILS question bank using the two standards: identifying potential sources and evaluating sources and information. The pre-assessment self survey indicated that students felt very confident about searching for information online and felt they could discern quality versus questionable information, but that many did not know how to access library resources. Many students also believed that they knew how to credit sources accurately. The data was less promising for the multiple choice questions–44% of students scored below 69%.

Pre-Assessment Self Survey Results

Answered "Yes" **Answered "No"**
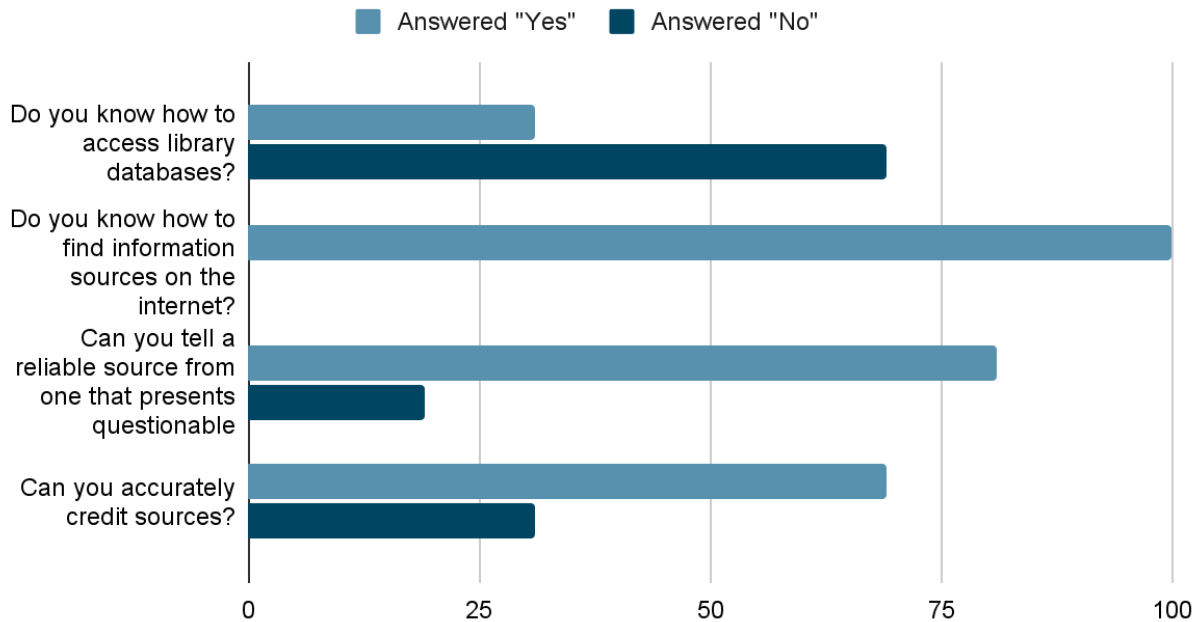
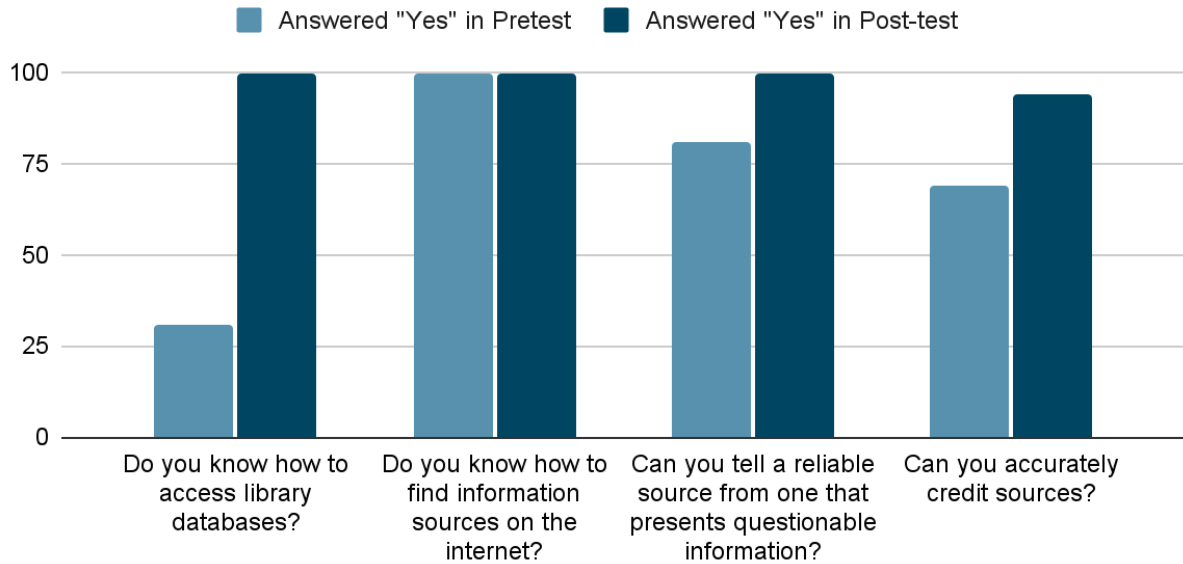## Student Performance on Multiple Choice Pre-assessment
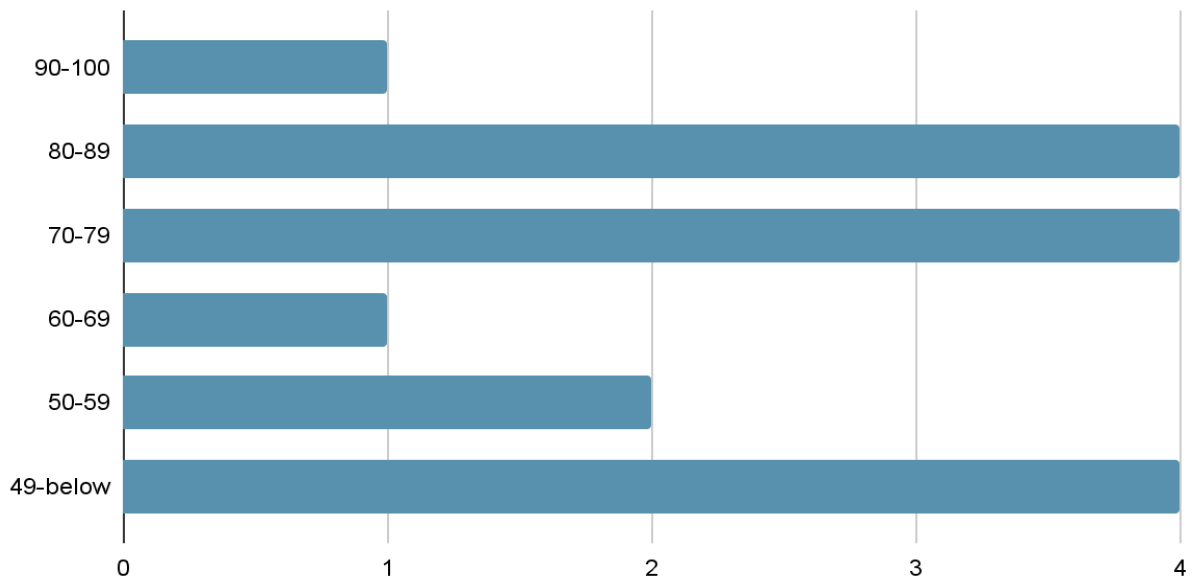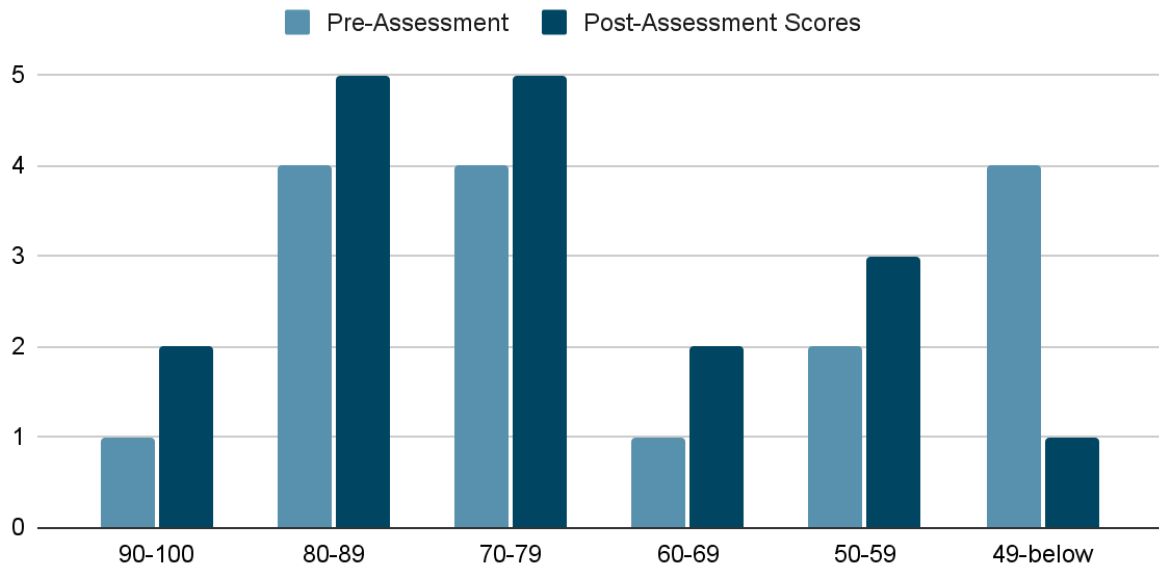
Final Assessment Analysis

      The final assessment outcomes were positive and students did show growth. The self assessment questions indicated that students felt able to access library databases remotely, find information sources online, distinguish reliable information from questionable information, and accurately credit sources. Although many students indicated confidence in their ability to find and evaluate information online in the pre-assessment, it became clear that they overestimated their abilities when we were working on that skill during class. At least 8 students were unsure of how to find dates, how to determine the author's credentials, and how to determine if the website was credible.

      The multiple choice question results showed moderate success. Two students who were absent for the pre-assessment were present for the post-assessment: One of those students earned a 64, and the other earned a 37. More needs to be done to mitigate absences. Two of the students in the 50-59 score range were ELL students although both students had lower scores on the pre-assessment, so growth was evident, but overall these students continue to need more support and differentiation. One ELL student earned a score of 82–jumping nearly 10 points. Another ELL student remained stagnant in their score of 72. Interestingly, one student went down from an 82 to a 73, but that was the only downward trend. While the data shows a trend of general growth, it is not tremendous growth. The students struggled most with questions 13 and 14, which both have students identify the most reliable source. Clearly, students need more instruction and practice with this skill.

Self-Survey Pre and Post Assessment Data

Legend: Answered "Yes" in Pretest (light blue), Answered "Yes" in Post-test (dark blue)

Bar chart categories and approximate values:
- Do you know how to access library databases? — Pretest: ~31, Post-test: ~99
- Do you know how to find information sources on the internet? — Pretest: ~99, Post-test: ~99
- Can you tell a reliable source from one that presents questionable information? — Pretest: ~81, Post-test: ~99
- Can you accurately credit sources? — Pretest: ~69, Post-test: ~94

Multiple Choice Pre and Post-Assessment Data

Legend: Pre-Assessment (light blue), Post-Assessment Scores (dark blue)

Bar chart categories and values:
- 90-100 — Pre-Assessment: 1, Post-Assessment: 2
- 80-89 — Pre-Assessment: 4, Post-Assessment: 5
- 70-79 — Pre-Assessment: 4, Post-Assessment: 5
- 60-69 — Pre-Assessment: 1, Post-Assessment: 2
- 50-59 — Pre-Assessment: 2, Post-Assessment: 3
- 49-below — Pre-Assessment: 4, Post-Assessment: 1

Reflection

  Mrs. Brunner was a supportive and eager collaborator, who is also an excellent teacher, but nearly all of our collaboration took place electronically because of her many responsibilities and extremely limited time. As an English 11 teacher, she was busy returning End of Course Writing SOL scores and analyzing that data and determining which students may be eligible for the WorkKeys test. Simultaneously, she is preparing her students for the End of Course Reading SOL. As an International Baccalaureate teacher, she was finalizing internal assessments, contacting and conferencing with students who had not completed them, and preparing the recordings for upload. Between classes, before/after school, and during her off period and study hall, she was selling prom tickets and distributing prom favors. The constraints and pressures of classroom teaching were detrimental to the collaborative process. As Glenda Smith Rowe compassionately acknowledges, "I recognize that teachers are under considerable pressure to be accountable to "those tests." It's not an excuse; it's a fact" (2007, p. 46). This is a stark reminder about why it is so important to support the curriculum and teachers' roles in our school libraries, and also, why it is often a challenge to get faculty to collaborate. Many teachers are receptive and appreciate the benefits of collaboration, but many also lack the time to commit to a complete process. Because "collaboration between teachers and library media specialists is more likely when the library media specialist is a school leader" (Marcoux, 2007, p. 20), it will be important for me to take this initiative when I am in a school library. I feel that had Mrs. Brunner and I been able to engage in more lengthy and in-person "conversations about what will work, won't work, what could work better" (Marcoux, 2007, p. 21), our lessons would have been more engaging, effective, more inquiry-based, and assessment data more successful. Due to a lack of time and a harried school day, the first two lessons did not have the proper resources loaded into Canvas, something I have no access to, so that affected the sequencing of my lessons and activities. However, Mrs. Brunner has created a good relationship with her students, and they seemed pleased to have a new face in class, so they were flexible. I also feel

that our lessons were too teacher-driven with too much whole class instruction. However, I also understand the efficiency of whole class instruction, and because the students each have their own Chromebooks and internet access, the lesson resources were available to them at any time. Covid has also negatively impacted successful collaborations in the school. The library is only open for students to "consume library resources for typing, printing, photocopying" (Marcoux, 2007, p. 22) and sit during study halls. The librarians are mostly consumed with managing Chromebook issues, and they therefore are unable to host and co-teach classes; unfortunately, the Chromebook responsibility is so disruptive and burdensome that although there are two librarians, neither can leave to visit classes. Therefore, the library is very limited in collaboration and does not engage in connection, cooperation, coordination, or ultimate collaboration (Marcous, 2007, p. 22). I understand that this is an unfortunate reality for many school libraries right now, so the need to lead and initiate collaboration in the post-Covid era will be even greater to break this cycle. "'[C]ollaboration is the single professional behavior of teacher-librarians that most affects student achievement'" (Haycock quoted in Rinio, 2018,) and so despite the pressures of standardized testing and continuous time constraints of the school day, collaboration is part of the solution, not another problem teachers must overcome.

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Appendix A

Collaboration Log

March 7	email	Corresponded with Ms. Eisen, school librarian, about practicum hours, requirements, and collaborative lesson. She contacted teachers to see who may be interested in collaborating.
March 8	email	Emailed Ms. Eisen the practicum log and requirements. Finalized the dates and times I am to report (April 4, 6, 8 from 7:20-12:30).
March 10	email	Email correspondence inquiring whether a teacher had agreed to allow me to do a collaborative unit.
March 22	email	Email correspondence with Ms. Eisen confirming hours and dates for practicum. Informed that Mrs. Brunner, an English teacher, would allow me to do some collaborative lessons.
March 25	email	Emailed collaborating teacher, Mrs. Brunner, to inquire about what lesson content and what classes she would like to work on with me. Suggested a reading, inquiry, or research lesson, but also assured her I would like to do what she feels is most beneficial to her.
March 26	email	Mrs. Brunner suggested we do research with her English 11 class because they are in

		the midst of a reading unit, and they are preparing for the EOC Reading SOL.
March 27	email	Email correspondence continuing to discuss potential unit topics and current unit and objectives so that I can try to make my practicum lessons connect. Although cultivating a love of reading would be very fun lessons to collaborate on, we ultimately decided to connect research to their current book because the students are weeks away from their Reading SOL.
March 28	email	Communicated about the final product so that my short unit would segway into her final assignment for research.
March 29	email	Emailed content of first lesson and exploration topics to Mrs. Brunner to be sure she approved. I pointed out some of the heavy topics (such as human zoos and the Murder Hotel), and asked her to let me know if anything should be removed/revised. I do not want to create any problems for her. Also checked on report time to first class and length of lessons. She responded that the topics were relevant and we should use them.
March 30	email	Emailed electronic resources for first lesson so that Mrs. Brunner would have an electronic copy in advance.
March 31	email	Mrs. Eisen informed me how to access the library databases.

April 4	In-person meeting	Conferenced briefly before class began, and more extensively after class went to lunch to discuss the progress of the lesson and requirements of the final product. Discussed the ELL students and their needs. Reviewed the purpose and activities for the next lesson.
April 5	email	Emailed Mrs. Brunner to confirm content and make sure she had electronic copies of resources for 4/6 lesson.
April 6	In-person meeting	During lunch break, Mrs. Brunner and I discussed student responses and engagement in 2nd lesson and reviewed the final lesson.
April 6	email	Emailed Mrs. Brunner electronic resources for final lesson.
April 8	In-person meeting	In-person conference after class to discuss Mrs. Brunner's overall satisfaction with the lessons and activities.

Appendix B

Pre/Post-Assessment

Pre-Test   **Name:** _____

Part 1: Please circle Yes or No in response to the following statements.

1. **Yes or No** I know how to access my school library's resources and databases online.

2. **Yes or No** I know how to find information sources on the internet, such as using Google or another search engine.

3.**Yes or No** I can tell a reliable source from a source that presents questionable information.

4.**Yes or No** I know how to give credit to sources.

Part 2: Read the questions and select the best answer.

5._____If you were using the Internet or a database, which of the following search phrases would find information on hurricanes in Florida?
A.Hurricanes not Florida
B. Hurricanes and Florida
C.Hurricanes or Florida
D.Hurricanes but Florida

6._____Which of the following statements is generally true about a Web search engine? (For example, Google)
A.It only searches resources in order of importance.
B.It searches most research databases.
C.It searches using subject headings.
D.It searches all of the documents on the World Wide Web.

7. _____The terms **contemporary** and **up-to-date** refer to:
A.Coverage
B.Accurate
C.Objective
D.Current

8. _____Jon wants to use a picture from Google Images for his research presentation. What should Jon do?
A.Copy, paste, and insert the picture into the slide show
B.Use the picture but credit the source
C.Use only clip art because to do otherwise is stealing

D.Copy and insert the picture but tell the teacher that he created it

9. _____Why is it important to evaluate a website for currency (current)?
A.Old information could be incomplete and/or incorrect.
B.If the site is free, the information will likely be biased.
C. Doing so keeps you up-to-date on technology trends.
C. The older it is, the more likely that people have researched it and proven the information true

10._____ Which of the following terms means correctness in every detail, precision, and exactness?
  A. Authority
  B. Objectivity
  C. Currency
  D. Accuracy

11. _____When you evaluate a website's accuracy, which of the following would NOT be important?
A.If the website offers information that is not found in other websites or print sources
B.Whether the website was among the first ten results in a Google search
C.Who created the website, including his/her background (credentials)
D.If the links are relevant to the topic

12. _____ You need to find reliable information about treatments available for headaches and plan to use an article from the periodical *Pain-Free Living* as your source. What is the most important thing to think about as you decide whether or not this is a reliable source?
  A. How current is the periodical?
  B. What experience does the author of the article have?
  C. Who publishes the periodical?
  D. All of the above

13. _____ You are responsible for writing a paper on the production of electricity in your state. Which resource is most likely to have objective information?
  A. www.freetheplanet.org
  B. The electric company that sets the rates for your electricity
  C. A coal company in your state
  D. The U.S. Environmental Protection Agency (www.epa.gov)

14. _____ You read that 47% of Americans owed no money on their Federal income tax returns. Which of the following would be the best source to verify this statement?
  A. The White House Blog on America's tax burden
  B. Occupy Wall Street's website highlighting economic inequality
  C. Tax Foundation website for research on tax policies
  D. Freedom from Taxes, website on how to protect your income from taxation

15. _____ When using a website, what do you need to check first to determine if a source is accurate?
    A. Does the information fit with what I already know?
    B. Is the site used by a lot of people?
    C. Does the page load quickly?
    D. How many paragraphs are on the page?