Data Collection Tools

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My initial research questions totaled seven:

1. What is the comfort level of teachers in implementing standards-based knowledge building and problem solving classroom activities, lessons, and assessments?

2. What is the current level of teacher’s understanding of a librarian’s professional training and area of expertise in inquiry-based learning, knowledge building, and selection of aligned materials?

3. How could librarians best become leaders and facilitators of professional development on 21st century learning aligned to the Common Core?

4. How does collaboration between librarians and teachers and the transformation of a traditional library into a learning commons increase student achievement?

5. How would use of the Knowledge Building Center model (as created by David Loertscher and Carol Koechlin) make problem solving and knowledge building lessons more efficient and more productive, and therefore more likely to be used by teachers?

6. How would use of the Knowledge Building Center model (as created by David Loertscher and Carol Koechlin) show an increase in student achievement through a collaborative project?

7. How could a successful model of collaboration increase teacher’s knowledge of the librarian’s professional training and area’s of expertise in inquiry-based learning, knowledge building, and selection of aligned materials throughout the entire staff?

**Survey Tools**

Questions 1, 2, 3 and 7 could be pre-assessed through the following Support for Common Core Staff Survey. Question #5 could also be partially addressed using my survey question on time spent on previous projects. The Administrative and Peer Librarian surveys address the same questions, yet in a slightly modified format. I have attached those to the end of this paper, as they are so similar. I would ideally survey all professional staff (75 teachers, 4 administrators, and seek out 5 peer librarians)

For questions 4 and 6, student work would need to be analyzed. Depending on the projects objectives, standards to be met, and content, students would be pre-assessed on their knowledge and then the production of work would be assessed. In addition to the content related pre and post assessments, I would also survey the students with the Student Reflection on Learning tool below.

The final survey, Staff Library Use Survey, would be a post-project, post-promotion of the student projects.

**Support for Common Core Staff Survey**

1. How many of the 8h grade Language Arts Common Core Standards DIRECTLY align with the American Association of School Library Standards?

a.) 31/78 b.) 47/78 c.) 21/78

2. In light of the Common Core, which professional development sessions be the most valuable to you? (Check all that apply)

\_\_\_\_\_\_a.) technology (web based) instructional tools

\_\_\_\_\_\_b.) informational text selection

\_\_\_\_\_\_c.) academic research best practices

\_\_\_\_\_\_d) inquiry-based learning

\_\_\_\_\_\_e) use of research databases

3. Do you currently do any research or inquiry-based projects with students?

a.) No b.) once a year c.) once a semester d.) once a quarter

4. What constraints or roadblocks do you encounter with research or inquiry-based projects? (Check all that apply)

\_\_\_\_\_\_\_\_a.) not enough time

\_\_\_\_\_\_\_\_b.) too much in the curriculum to get through

\_\_\_\_\_\_\_\_c.) student lack of necessary prior-knowledge

\_\_\_\_\_\_\_\_d.) lack of home/family support

\_\_\_\_\_\_\_\_e.) lack of resources (including technology)

\_\_\_\_\_\_\_\_f.) lack of space

\_\_\_\_\_\_\_\_g.) OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.) If you do complete research or inquiry-based projects with your classes, how much time do you estimate it takes for:

Planning:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilitating Students:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.) Optional:

Is there a project in your curriculum that you would like to collaborate with the media center on?

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**Student Reflection on Learning**

1. On a scale of 1 to 5, did the question on the first page of the project make you curious and eager to learn more about the topic?

1 2 3 4 5

(Not so Much) (A little) (I was curious) (I wanted to know more) (I really had questions I wanted to answer)

2. Did you like the online discussion structure of the project?

1 2 3 4 5

Not at all A little It was OK I liked it We need to always have this!

3. Approximately how many of the “Tools & Resources” did your group use to answer your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Did the combined online, print, and group meeting format help keep your group on task; or do you feel group projects you have done in the past were more effective? Why?

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5. What did you like about working on this project?

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6. What would you do to improve this project?

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**Staff Library Use Survey**

1. How likely are you to use the librarian as a resource to find materials to meet your Common Core requirements?

1 2 3 4 5

Very Likely Medium Not Very

Likely Likely Unlikely

2. Would you be willing to usethe Knowledge Building Center model in your project planning with the support and collaboration of the librarian? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. In which areas would you most like support, professional development, or resources from your librarian?

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**Focus Group Interview Tools**

I would prefer to have three small focus groups (3-5 participants) to interview on the perceptions of staff, administration, and peer librarians in neighboring schools, directly asking for their opinions and shared discussion on my research questions 1, 2, 3, and 7. Optimally, I would have the opportunity to re-interview after my action implementation of a knowledge-building center project, to judge a change in perceptions.

**Interview Questions:**

1. What is the comfort level of teachers in implementing standards-based knowledge building and problem solving classroom activities, lessons, and assessments?

2. What is the current level of teacher’s understanding of a librarian’s professional training and area of expertise in inquiry-based learning, knowledge building, and selection of aligned materials?

3. How could librarians best become leaders and facilitators of professional development on 21st century learning aligned to the Common Core?

4. How could a successful model of collaboration increase teacher’s knowledge of the librarian’s professional training and area’s of expertise in inquiry-based learning, knowledge building, and selection of aligned materials throughout the entire staff?

**Observation Tools**

Observation would be required as data for question #5, in addition to the staff survey question that asks teacher’s to estimate time spent on a traditional research project, the librarian can observe and monitor the time spent on a traditional annual research project, before embarking on this new model. In my current school, the National History Day project done in collaboration with the Social Studies department comes to mind. This may already be archival data, but for a first year librarian this would have to be observed.

By the same token, timing in planning, facilitating, and assessing a project done in the Knowledge Building Center format would need to be recorded and observed.

During the project itself, the following observations should be recorded:

Are students engaged and focused on the learning task?

Are students working collaboratively?

Are students working cooperatively?

Are students working in parallel?

Are students working individually?

For the observation, I would use a tablet device and tally occurrences of each observation. I would focus on observing one group throughout the process. Perhaps I could enlist a research assistant observer to watch a control group.

**Archival Data**

The archival data needed for this project would be to create a school curriculum map based on the local course offerings and align it to the Common Core Crosswalk created by the ALA. This would be used as a data point for question 3: “How could librarians best become leaders and facilitators of professional development on 21st century learning aligned to the Common Core?“

<http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk>

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**More Surveys**

**Support for Common Core Administrator Survey**

1. How many of the 8h grade Language Arts Common Core Standards DIRECTLY align with the American Association of School Library Standards?

a.) 31/78 b.) 47/78 c.) 21/78

2. In light of the Common Core, which professional development sessions do you feel would most benefit your current teaching staff? (Check all that apply)

\_\_\_\_\_\_a.) technology (web based) instructional tools

\_\_\_\_\_\_b.) informational text selection

\_\_\_\_\_\_c.) academic research best practices

\_\_\_\_\_\_d) inquiry-based learning

\_\_\_\_\_\_e) use of research databases

4. What constraints or roadblocks do you predict staff might experience with research or inquiry-based projects? (Check all that apply)

\_\_\_\_\_\_\_\_a.) not enough time

\_\_\_\_\_\_\_\_b.) too much in the curriculum to get through

\_\_\_\_\_\_\_\_c.) student lack of necessary prior-knowledge

\_\_\_\_\_\_\_\_d.) lack of home/family support

\_\_\_\_\_\_\_\_e.) lack of resources (including technology)

\_\_\_\_\_\_\_\_f.) lack of space

\_\_\_\_\_\_\_\_g.) OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.) If you needed to narrow the school’s focus to five goals, at what rank would you place collaboration between staff members? 1 being the highest, 5 being the lowest:

1 2 3 4 5

Very High Medium Low Very

High Low

**Support for Common Core Librarian Survey**

1. How many of the 8h grade Language Arts Common Core Standards DIRECTLY align with the American Association of School Library Standards?

a.) 31/78 b.) 47/78 c.) 21/78

2. In light of the Common Core, which professional development sessions do you feel your teacher’s need most? (Check all that apply)

\_\_\_\_\_\_a.) technology (web based) instructional tools

\_\_\_\_\_\_b.) informational text selection

\_\_\_\_\_\_c.) academic research best practices

\_\_\_\_\_\_d) inquiry-based learning

\_\_\_\_\_\_e) use of research databases

3. Do you currently collaborate with staff on research or inquiry-based projects?

a.) No b.) once a year c.) once a semester d.) once a quarter +

4. What constraints or roadblocks do you encounter with research or inquiry-based projects? (Check all that apply)

\_\_\_\_\_\_\_\_a.) not enough time

\_\_\_\_\_\_\_\_b.) too much in the curriculum to get through

\_\_\_\_\_\_\_\_c.) student lack of necessary prior-knowledge

\_\_\_\_\_\_\_\_d.) lack of home/family support

\_\_\_\_\_\_\_\_e.) lack of resources (including technology)

\_\_\_\_\_\_\_\_f.) lack of space

\_\_\_\_\_\_\_\_g.) OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.) If you do complete research or inquiry-based projects with your classes, how much time do you estimate it takes for:

Planning:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilitating Students:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.) What is the current level of teacher’s understanding of your job?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_