Amy Soldavini

SLM 501

Assignment 2

June 30, 2013

**Advocacy Plan**

Part I: Assessing Your Message

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| --- | --- |
| Identifying the Agenda: | |
| “Their” Agenda: 4th and 5th Grade Teaching Teams | LMC Agenda: |
| **What is important to target audience?**  Curriculum 2.0 and the Promethean Boards are both new to the teams.  **What is foremost in their minds?**  Planning new lessons based on new standards, utilizing the new technology.  **How can you link up to their agenda?**  I can map the new curriculum to the available resources in the center, align the subscription database offerings and materials, consider their new needs as I select and order  **What can the LMS do to help move their agenda forward?**  I can provide professional development on the use of the promethean boards and the use of the databases that align with their curriculum. I can suggest available print resources.  **How can you benefit them and their needs?**  I can offer collaborative planning and my expertise in technology – specifically the promethean boards. | **What is important to the LMC goals?**  Collaborating with teachers, getting teachers and students into the library, teaching curriculum goals, and helping students become 21st Century Learners.  **How can you fulfill LMC goals by linking to their agenda?**  Providing resources and planning together professional development and collaboratively planning inquiry-based lesson allows me to meet my standards with students and helps the team meet theirs.  **What services can you provide?**  Professional development and expertise in the use of the promethean, inquiry-based lesson ideas, provide collaborative planning time.  **What resources do you have?**  Subscription databases, print books, magazines, Activotes and Activexpressions.  **What benefits can you provide?**  Professional development and collaborative planning |

Assessing Your Message and Reporting Guide

|  |  |
| --- | --- |
| Identifying the Agenda: | |
| Target Audience | LMC Agenda: |
| 4th and 5th grade teaching teams | The LMS will map the new curriculum, align to the current collection – both print and digital resources and provide an overview of available resources to the team.  The LMS will provide professional development training on effective use of the Promethean board / Activotes / Activexpressions to aid instruction.  The LMS will provide professional development on subscription databases that align with the new curriculum (in video format). |

“Transforming the Support of School Library Media Programs Through Advocacy” June 2006

AASL Advocacy Pre-Conference ALA Annual Conference, New Orleans

**What are the benefits:**

The benefit to the 4th and 5th grade teaching teams is an extra collaborator with perspective, ideas, and resources in a year when a lot of “new” is being put on their plate. The benefit to the principal is that his request for a more collaborative media center that is more directly involved in student achievement will be met. The benefit to the new media specialist is an audience for marketing resources and collaboration, with the intention of bringing more teams on board in future years.

**What service is provided:**

Collaborative planning, materials, and professional development will be provided from the media specialist to the 4th and 5th grade teams.

**Evaluation:**

**How do you know the plan has been successful?**

The plan is successful when teacher teams positively rate the benefits of the professional development on exit forms. The plan is successful when the teams utilize the media specialist to collaborativly plan at least one inquiry-based learning activities per team per semester (four).

**How do the desired outcomes show a strengthening of the advocates and supporters?**

The media specialist will display student work and an overview of the project in the media center and on the website, and discuss the outcomes at a staff meeting, to encourage collaboration with other teaching teams.

**Last Step: What is your key message? Are benefits included in the message?**

The school library media specialist is a vital resource in student achievement by providing collaborative ideas, digital and print resources, and technolgical support.

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**Part 2: Advocacy Plan**

**Section 1: Setting Your Goals**

**Action Step #1: Determine you key issues (in priority order).**

* Lack of collaboration and curriculum alignment
* Lack of student computer stations in the media center
* Lack of family involvement

**Action Step #2: Determine your goal.**

The new school library media specialist will increase collaboration with the 4th and 5th grade teaching teams, through curriculum support and technology professional development.

**Section 2: Strategies for Developing Your Message**

**Action Step #3: Name your key audience.**

1. 4th and 5th grade teaching teams
2. Leadership Team: Principal, Assistant Principal, Staff Development Teacher, and Reading Specialist
3. Families

**1. Zero in on your audience.**

**A. What groups or individuals are important supporters of the library program?** **What key decision-makers in your school or library would you like to have on your side? What other groups would you like to reach with your message?**

The principal has asked for an overhaul of the media program. While he would like to see a love of reading continue, he specifically needs a more collaborative sharing of knowledge and resources from the media specialist to the staff. He has asked that the media specialist work to rebuild trust in the media center with consistent follow-through. I need to bring the leadership team, and staff on my side. I would like to also reach families in the community.

“The YA Advocacy Action Plan Workbook” January 2008

www.ALA.org/yalsa YALSA Advocacy Task Force

**B. Why are your issues this important to them?**

My key issues are important to the staff because:

* Collaboration between teaching teams and the media center has not been available, and now that they have a new curriculum it is even more vital.
* The lack of student computer stations in the media center affects the amount of inquiry-based and technology-infused collaborative learning activities that can take place.
* An increase in family involvement in the media program will positively impact student achievement, increases support for media programs, services, and resources, increases support and climate of the school overall.

**C. List three supporting points:**

It is the mission of the school to be: A respectful, safe, fun, and nurturing learning community **that encourages innovative ideas**, communicates effectively among all stakeholders, and **provides consistently high expectations for academic achievement and well-prepared individuals who contribute to society.**

The media center can help meet this mission by:

1. Promoting and providing resources aligned to the new curriculum

2. Providing inquiry-based instruction to create lifelong learners that are well prepared to innovatively contribute to society

3. Engaging families and the community in support of the achievement of these lifelong learners

**2. Determine you key messages.**

**ACTION STEP #4: What are your key messages?**

1. In order to fully implement the new curriculum and increase student achievement, the 4th and 5th grade teaching teams need to collaborate with the school library media specialist.
2. In order to become lifelong learners that can efficiently access information for specific purposes, students need access to technology infused lessons.

“The YA Advocacy Action Plan Workbook” January 2008

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1. In order to become a community that values reading for pleasure and reading for information, families need to be involved in the media program.

**3. Developing your talking points.**

1. “One of the major advantages of doing collaborative work is that over time faculty members begin to see qualitative improvement in the work of their students” (Kenedy, 2011).
2. “The librarian demonstrates leadership within the professional learning community (PLC) by providing professional development for classroom technology integration, sharing information about new resources, and

demonstrating innovative instructional tools” (Willis, et. al., 2010).

1. “Grade level teams will develop an ongoing professional learning community where the educators plan lessons collaboratively, developing a deeper understanding of the content, analyzing student thinking, and sharing best practices that will increase their students’ ability to be critical and creative thinkers and transfer their knowledge to new situations.” (MCPS, 2011).
2. Data shows “that the relationship between information literacy skills and reading performance was statistically significant and large enough to be of practical significance to educators, for each grade level tested” (Cooper-Martin, 2009).

**Develop the Story:**

Curriculum 2.0 and the goals and information literacy standards of the media center overlap. There is a natural relationship between the teaching teams and the media specialist to increase the achievement of all students. The media program can and will provide teaching teams with digital and print resources that align with the new curriculum, as well as professional development on technology tools, presentation tools, and information literacy skills. We hope to engage families in the process through media center events, outreach, and displays of student work.

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**Section 3: Strategies to Get the Message Out**

**ACTION STEP #5: Strategies**

* A “meet the media specialist” brochure
* A quick-start guide to resources
* Face-to-face attendance at team planning meetings
* Presentation at PTA meeting
* Mapping the new curriculum and assessing the collection
* Informing staff of the available resources
* Asking for staff input on selection and ordering
* Family involvement reading promotion activities
* Formal request for access and/or purchase of 8 additional student computer work-stations.

**Section 4: Team Building**

**ACTION STEP #6: Name Your Network**

* Students
* 4th & 5th Grade Teaching Teams
* School Leadership Team
* School Library Media Specialist
* Families

**ACTION STEP #7: Staying Connected**

Write down three things you’ll do when you get home to strengthen relationships with the members of your network named above.

1. E-mail the team leaders to introduce myself and suggest a preliminary planning meeting.
2. Access the new curriculum and create a curriculum map to share with the teams.
3. Email the president of the PTA to introduce myself and ask for time at the first meeting of the year.

**Tactics for Success: Creating a Coordinating Committee**

* **What is the main goal of the committee?**

The main goal of the committee is to ensure the school library media specialist is a collaborative member of the 4th and 5th grade teaching teams.

* **What specific tasks should the committee complete?**

1. Record collaborative efforts
2. Promote results of collaborative learning activities
3. Record and share resources and guides that align the new curriculum to the media center collection

* **Who might serve on the committee?**
* School Library Media Specialist
* 4th and 5th grade teachers
* Staff Development teacher
* **Who will serve as Chair?**

The School Library Media Specialist

**Create a Timeline**

* Present plan to Leadership Team
* Create a “What I can do for you” flyer
* Prepare a curriculum map and assess the collection
* Prepare website collection of annotated resources that align to the curriculum, continuously grow site as resources are needed or added.
* Attend team planning meetings – collaboratively plan lessons
* Plan family participation events
* Market positive results of collaboration to other school teams and the community
* Formally request additional computer work stations

“The YA Advocacy Action Plan Workbook” January 2008

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**Part 3: Campaign**

To begin with, I will gather many of the materials I created for other courses in the SLM program. Two of my favorites are an Inquiry Chart that connects various Web2.0 tools to Annette Lamb’s 8W’s Inquiry Method and a reference flyer promoting Purdue OWL.

<http://enchantedlibrarian.weebly.com/32-access-to-information.html>

For this campaign, I have created a flyer introducing myself to the staff of my new school:

<http://enchantedlibrarian.weebly.com/44-advocacy.html>

**Part 4: Other Advocacy Ideas**

**1. Student Hobby Display & Connection to the Collection**

Students will sign up for a two-week display of their hobby. Ideas from previous students include a coin collection, horseback riding, hockey, and gardening. Students bring in artifacts from their hobby that can be put on display – collectibles, photographs, and equipment. The school library media specialist helps the student display these items in the locked display case and adds books that go along with the items – both nonfiction on the topic and fiction that closely aligns.

*Source: Kathleen Brunnett, Media Specialist, Carroll County Public Schools*

**2. Teacher Scavenger Hunt**

A new twist on the student initiation to the media center: invite staff on a scavenger hunt of your resources. Give them a map and questions. Do they know where nonfiction is located? How fiction is organized? How do you log onto the catalog? The databases? Which database is best for which question? Where are the biographies? Be sure to have food for the winner or extra entries into the staff-meeting raffle.

*Source: Nicole Starner, classmate - SLM 552, Practicum in School Librarianship*

**3. Read to your pet @ your library**—

“Ask kids to write about what they think their pet’s favorite book would be and why. Have them take photos or draw pictures to accompany their piece. Display or post them in the library and on the Web site. Award prizes.”

Source: AASL Toolkit for School Library Media Programs

<http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/advleg/publicawareness/campaign@yourlibrary/prtools/schoollibrary/FINAL_toolkit.pdf>