The Greatest Show on Earth:

Balancing Library Science & the Library Assistant

Mary Pollard Potter
Media Coordinator
Seventy-First Classical Middle School

Pamela Sands
Media Coordinator
New Century International Middle School

Cumberland County Schools
About Us

Mary Pollard Potter
Media Coordinator at Seventy-First Classical Middle School

Pamela Sands
Media Coordinator at New Century International Middle School
**Leadership in Digital Learning**

Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.

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<tr>
<th>Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.</th>
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<td>Take initiative with own professional growth to inform practice.</td>
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<td>Demonstrate leadership for technology innovation beyond my own classroom.</td>
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<td>Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.</td>
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<td>Promote open, lifelong learning as an iterative process of success, failure, grit, and perseverance.</td>
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**Digital Citizenship**

Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.

- Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.
- Teach and require the use of copyright law and fair use in student work and creation.
- Engage in responsible and professional digital social interaction.
- Integrate digital citizenship curriculum into student learning.
- Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
- Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.
**Digital Content and Instruction**

Teachers will know and use appropriate digital tools and resources for instruction.

- Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.
- Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.
- Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.
- Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.
- Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.
## Data and Assessment

Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

| **Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.** |
| **Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.** |
| **Utilize multiple and varied forms of assessment including examples of student work products.** |
| **Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to:** |
  - Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
  - Inform, personalize, and calibrate individual learning experiences.
  - Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
  - Reflect and improve upon instructional practice. |
SETTING THE STANDARD:
NC DPI ESSENTIAL STANDARDS FOR INFORMATION & TECHNOLOGY

❖ SOURCES OF INFORMATION (6.SI.1; 7.SI.1; 8.SI.1)
❖ TECHNOLOGY AS A TOOL (6.TT.1; 7.TT.1; 8.TT.1)
❖ RESEARCH PROCESS (6.RP.1; 7.RP.1; 8.RP.1)
❖ SAFETY & ETHICAL ISSUES (6.SE.1; 7.SE.1; 8.SE.1)
The Key to the Balancing Act: Student Empowerment
Course Syllabus
➢ Potter’s Syllabus, Weekly Rubric, and Library Assistant Rotation schedule
➢ Sands’ Syllabus

Getting to Know You
➢ All About Me - Sands’ example
➢ All About Me student template
➢ ALTERNATIVE: Potter’s “Who ARE You?” Google Form

Shelving

Potter’s Training Checklist
Advertising

- Book Displays
  - Halloween Display
  - Book Face
  - Speech Bubbles
  - Book Passages
  - Thematic Displays
  - Library Assistants’ Choice

- Shelf Signage
- Posters Throughout the School
- Bulletin Board Proposals
- Book Trailers & Commercials
SFCMS STUDENT
ADVERTISEMENTS & DISPLAYS
❖ Book Tasting Table
❖ Use Augmented Reality for Student Book Talk Recommendations (see display)
SFCMS Student
Augmented Book Talks

"Take our word for it and check these out!"
These augmented book talks were created by Seventy-First Classical Middle School students last year using iPads, the Green Screen, HP Reveal (an Augmented Reality app), Do Ink (a Green Screen app), and Voki (a Video Creation Tool).
Augmented Reality
Symbaloo*

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Fundraising

❖ Start by Teaching the Importance of Fundraising to Supplement Library Funding
❖ Include Students in the Decision-Making Processes
➢ Objective-Setting
➢ Goal-Setting
❖ Employ Students in the Advertising and Selection of Materials Purchased Using the Funds Raised
Convincing Writing Assignment

❖ Teach details of Collection Development
❖ Write a convincing argument for the purchase of specific titles/resources to add to the collection.
❖ Requirements to include:
  ➢ Specific number (e.g. 5 Fiction titles, 5 NF titles)
  ➢ Titles/Authors
  ➢ How do they fill a need or hole in the collection?
  ➢ To which readers would it appeal?
  ➢ Cost?
  ➢ Statement of reviews for each title
* These tools are for your personal edification. Please review their user agreements prior to using them with students per COPPA.
❖ Start by Teaching the Role of Book Fairs in the Library Setting
❖ Discuss the Objectives and Goals of the Fundraising
❖ Use Your Library Assistants
  ➢ To Build Excitement!!
  ➢ To Plan
  ➢ To Implement & Set-Up
  ➢ To Advertise
  ➢ To Help During the Fair
❖ Use Technology (like Google Slides) to Collaborate with Your Students on the Project
❖ Read Across America Week
➢ Pair with a nearby or neighboring elementary school
❖ Host an Off-Site Event
➢ Partner with Barnes & Noble
❖ Host Special Events and Extended Hours
➢ Technology Nights
➢ STEAM Events
➢ Open Media Center
➢ Invite your students and their families
READ ACROSS AMERICA
BARNES & NOBLE PARTNERSHIP

❖ Employ Library Assistants to “work” the event and represent the school and library.
❖ Ask for a Makerspace area to build interest in the program
❖ Invite the school’s other curriculum areas to participate
   ➢ Student Art Show
   ➢ Chorus Performance(s)
   ➢ Orchestra Performance(s)
   ➢ Band Performance(s)
Maker Spaces

❖ Build Your Space
➢ Start Small
➢ Set Goals
➢ Grow
➢ Employ Your Library Assistants
❖ Host a Maker Showcase
❖ Solicit Feedback
SFCMS MAKER SPACE

Includes: Spheros, Merge Cubes, LittleBits, Droid Kits, Snap Circuits, Stikbot Stop Motion Figures, a Pitop, Bloxels, Code Gamer, Origami, Duct Tape, Yarn & Thread, Stamp Art, and More!
**NCIMS Maker Spaces**

**Creative Station**

**Construction Corner**

**Maker Tech Cart**

Includes:
- littleBits Droid Builder
- 3-D Pens
- Stickbot Studio & Tablets
- Makey Makeys & Chromebooks
- littleBits
- Spheros & iPads
- iPad for Green Screen
Daily News Broadcast at NCIMS

❖ Job Descriptions
❖ News Guidelines
❖ Expectations
❖ Job Assignment
❖ Daily Broadcast Prep
Evaluating Information & Sources at SFCMS

❖ Empowers Students to Locate, Evaluate, and Use Information and the Sources from which it Comes

❖ **Weekly Assignment** Requires Students to
  ➢ Watch News Reporting
  ➢ Formulate Critical Questions
  ➢ Evaluate the News Reporting
  ➢ Seek More Information
  ➢ Use More Than One Source of Information
  ➢ Evaluate the Sources They Choose
# Critical Thinking Log Assignment

**Due Every Wednesday**

**Part One:** To be completed every Wednesday, Thursday, and Friday (TOTAL OF 35 POINTS)

<table>
<thead>
<tr>
<th>Date</th>
<th>News Source Covering Channel One News Live Streamed Per Day</th>
<th>Newsmaker Covering Channel One News Live Streamed Per Day</th>
<th>Newsmaker Covering CNN 104.9 Uncovered Per Day</th>
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<tr>
<td>Week</td>
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<td>Thurs.</td>
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<td>Fri.</td>
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*News logs entries will be completed Wednesday, Thursday, and Friday.*

*Complete logs including information Reaching and document evaluation and due EVERY Wednesday for entry completed during the previous week.*

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**Part Two:** To be completed every Thursday/Friday (TOTAL OF 12 POINTS)

Evaluate the quality of this week's news coverage. Choose one new program (Channel One News, CNN 104.9) from any day's coverage to do this. You may evaluate a day's entire program or one story from one day's new program. You may also compare and contrast the two programs. Refer to the class vocabulary list and incorporate at least three (3) vocabulary words in your evaluation (e.g., accuracy, balanced vs. biased reporting, loaded language, etc.).

Minimum requirements: 8 sentences.

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**Part Three:** To be completed every Monday/Tuesday (TOTAL OF 53 POINTS)

Choose one (1) of your unassigned questions from Part One and search for the answer. Discuss your information-seeking behavior and what you discovered below.

**Question about which you chose to learn more:**

(Score: 5 points)

**Sources you used in your information search, in MLA FORMAT:**

1. 
2.

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**What you discovered during your information search (answer your question or explain why you cannot do so).** Be sure to include in-text citations.

(Score: 34 points)

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**Evaluate the reliability of your source (to purpose, accuracy, credibility, authority, currency, thoroughness, and potential bias).**

(Score: 24 points)
As the year-long culmination of all things learned in the class, students can pair what they have learned about being a library assistant with the skills gained in library science in a capstone project.

Example: “How to be a [your school name here | Library Assistant”

Provide a clear rubric of expectations and options for the presentation (i.e., doc, Slides, videos, or mixed media).

This encourages students to create something for the “next generation” of assistants.
PRODUCT CREATION TOOLS SYMBALOO*

* These tools are for your personal edification. Please review their user agreements prior to using them with students per COPPA.
QUESTIONS?

MARY POLLARD POTTER
marypotter@ccs.k12.nc.us

PAMELA SANDS
pamelasands@ccs.k12.nc.us
References
