

## Library Media: ECYA

Ages: 3-18+

### Component 2:

Differentiation in Instruction

### Component 3:

Teaching Practice and Learning Environment

### Component 4:

Effective and Reflective Practitioner

Contributor:

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## **Component 2: Differentiation in Instruction**

### **a) Knowledge of Students (KOS)**

- ❖ What strategic collaboration was developed to know about the students' needs in this featured class? (Such as classroom teacher, specialists working with students or prior data)
- ❖ What multiple learning styles were woven into the implementation of instruction?
- ❖ Did you consider the characteristics that make this student unique and how those characteristics might influence your choice of instructional strategies, assignments, and assessments?
- ❖ What developmental levels were effectively identified and used in setting high and worthwhile goals for the featured class?
- ❖ What effectively incorporated teaching strategies were chosen for the featured class?
- ❖ Did other cultural, diversity, equality or inclusion information did you receive to help you plan and implement this featured learning unit?

### **b) Goals/Connections (G/C)**

- ❖ What knowledge of classroom goals woven into library literacy skills/goals were considered when developing these plans and implementing scaffolding towards learning?
- ❖ Did you use assessments and data that provide relevant information about the student's strengths and needs?
- ❖ If students' knowledge is beyond your expectations, how will you handle the adjustment or intervention to create new learning within a more rigorous plan?
- ❖ Did you note patterns and connections between the information provided by multiple educators involved with these students?
- ❖ What knowledge of students (kos) gave the rationale for your decisions in the plan and implementation of this featured unit?
- ❖ What breathe of strategies and decisions did you make for a variety of needs students bring to your instructional sequence plan?
- ❖ Did you consider local, state, or national standards when planning goals for the featured instructional sequence?
- ❖ Did you state your goals clearly so it will be easy to determine If they have been met?

### **c) Knowledge of Library and Informational Studies (KLIS)**

- ❖ What listening skills were developed to align multiple levels of new knowledge for students and staff?
- ❖ What strong command of library literacy skills are linked into your collaboration with these staff members to ensure new deeper learning?

### **d) Analysis/Assessment (ANA/ASMT)**

- ❖ What organization of data/results/observations did you use to make patterns, trends, or outliers about the connections students made during the implementation of the featured unit?
- ❖ How did you know the goals were met?
- ❖ What dialogue did the students' share with you during the learning process which reflected their new learning will be passed onto their future learning?
- ❖ What interactive feedback did you share with students?
- ❖ What did students share with you about their learning during this featured unit?
- ❖ Does this instructional sequence purposefully connect with content classroom goals and Library Media Literacy Skill goals?

### **e) Instructional Resources (IR)**

- ❖ Did you interweave multiple types of resources to meet the need of all learning styles within the featured unit?
- ❖ How have you shown your substantial knowledge of your variety of instructional resources for students/staff/community members effectively being used during this featured unit?
- ❖ What technologies were logically woven within the collaboration of content/library literacies? (Such as were the specific technologies you learned made a strategic difference in student learning.)
- ❖ Did you evaluate your instructional resources and how effective they were for this featured unit? What is your evidence?

### **f) Reflection (R)**

- ❖ Looking over your knowledge of these students and plan/implementation of goals for their learning, have you learned from this interactive featured unit?
- ❖ Have the students made progress toward reaching the goals? Are you clearly able to show evidence?
- ❖ If you have new insight as to students' needs and if they could have been met differently what would be different?
- ❖ In your practice as a LMS and a collaborator of an instructional sequence what have you learned from this experience?
- ❖ If you were to do this featured lesson again, what would you change either preparation or enhancements? (Consider this with a featured class just like you recently planned)

### **g) Fairness/Equity/Access (FEA)**

- ❖ Have you considered all students' strengths/challenges to create diverse, an equitable, accessible, fair, respectful, inclusive, safe learning environment?
- ❖ Was the positive teaching environment open to inquiry questions from all students?

## **Component 3: Teaching Practice and Learning Environment**

### **a) Fairness, Equity, and Diversity (FED)**

- ❖ How did you intentionally establish a learning environment that allows every student to participate in a meaningful way?
- ❖ How did you ensure that all students have diverse, fair, inclusive, and equitable access to engaging learning opportunities and technologies?
- ❖ Did you make any accommodations or modifications specific to individual students? How does each student get what is needed for success?
- ❖ Did you consider the needs of students and staff and the requirements needed for safety and support?
- ❖ Was environment promoting self-directed learning and active student engagement with the LMS and other students?
- ❖ Did you consider the strengths of students/staff and what they required for high rigorous worthwhile challenges?
- ❖ Were the shared ideas listened and discussed with respect?

### **b) Learning Environment (LE)**

- ❖ Was the inquiry process facilitated with trust/mutual respect?
- ❖ Was the student-centered learning supportive of collaboration?
- ❖ How have you helped students become more independent? How have you provided opportunities for students to express themselves? Consider instructional strategies, class configurations, norms, modalities, resources, etc. that support active and appropriate engagement.
- ❖ Were students able to respectfully ask others' ideas with purposeful questions?
- ❖ Were ideas building consensus, compromise, and negotiation? Consider how the class interacted initially and the stages they went through to get to this video.
- ❖ How have you taught students the skills they need for effective collaboration? How did you support students to participate appropriately as they engaged with others? Does your environment support a non-threatening cooperative/collaborative atmosphere?

### **c) Goals/Connections (G/C)**

- ❖ Were the various levels of students' knowledge, learning styles, exceptionalities, cultural background, and interests taken into consideration when forming high worthwhile and attainable goals?
- ❖ Were these goals connected to the strategies, activities, and resources?
- ❖ Did you adjust your instruction in response to assessment of learning? Did you need to adjust instruction for students who were having difficulty? Did you need to adjust instruction for students who needed more challenge?
- ❖ Did you provide feedback throughout the learning process with rationale for staff/students?

### **d) Instructional Resources (IR)**

- ❖ Were there many different media formats used for the learning growth of these students?
- ❖ Did a variety of higher-level thinking-skill materials/resources used deepen the subject matter?
- ❖ Was a variety of resources assessed from various libraries/websites/databases to enable students to become lifelong learners?

### **e) Knowledge of Students (KOS)**

- ❖ Behaviorally and socially, did you consider both individuals and the group as a whole? How did the group function as a whole? How did that impact the needs of individuals? How did you support students in becoming a self-regulated learner?
- ❖ Did you consider developmental levels and historical information, such as student records, assessment data, information from past teachers, parent or family input?
- ❖ Did you consider background information, such as personality types, interests, learning styles, or preferences?
- ❖ Did you clearly communicate how knowledge of learners has influenced your planning and instructional choices?

### **f) Assessment (ASMT)**

- ❖ Was the monitoring of student learning organized?
- ❖ Were these evaluations of student learning used to make instructional adjustments?
- ❖ Was feedback given to student to ensure their future learning was impacted?
- ❖ Were all students equally given access to resources?
- ❖ Was each students' ability taken in consideration for implementing instruction?
- ❖ How did your knowledge of a content area, library media skills/literacy, and collaboration effect your students and enable you to create challenging, worthwhile, and attainable learning goals, plans, implementation, assessment, re-evaluation and intervention for this featured unit?

### **g) Reflection (R)**

- ❖ Did the Library Media Specialist communicate decisions with classroom teacher/students before, during and after instruction?
- ❖ Was the data analyzed fully and thoughtfully?
- ❖ Did you thoughtfully and deeply analyze your teaching practice and its impact on student learning? Did you consider specific student feedback and other evidence?
- ❖ Were there insights to the future teaching after the lesson was completed?
- ❖ Has the LMS strategically planned for improving their practice to promote student learning?

## **Component 4: Effective and Reflective Practitioner**

*Do the forms and collect the evidence before beginning work on the written commentary.*

### **a. Knowledge of Students (KOS)**

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals? Was the collaboration among different stakeholders clearly given for a group of students?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.? Was the information about these students insightful?
- ❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- ❖ Did you get all you can from permanent records and administrative sources, e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- ❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)
- ❖ Were there common challenges/needs collected important for these students?

### **b. Use of KOS (USE)**

- ❖ Did you use the information collected to describe the entire class?
- ❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet? Did the planning reflect what was gathered from the various sources?
- ❖ Did you analyze and synthesize the information to discern patterns from the information you attached?
- ❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- ❖ Did you analyze all the information to determine what was useful in describing the class?
- ❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable to read;

spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

### c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because..."; "The formative assessment ties to the class' strengths/needs because..."; "The summative assessment ties to the goals because..."; "The summative assessment ties to the class' strengths/needs because...?"
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

### d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written, auditory, etc.?
- ❖ Was instruction fair and effective as shown by the assessment?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

### e. Analysis and Use of Data (AUD)

- ❖ Was the cyclical approach of initial learning goals, learning implementation, assessing, evaluating, and analyzing results continued throughout the instructional sequence?
- ❖ Were there multiple cyclical stages through the instructional sequence?
- ❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of

future units?

- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

### f. Feedback (FB)

- ❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple-choice test?
- ❖ Was the LMS effectively showing students how to understand feedback and use it to improve their learning?
- ❖ Were positive strategies of feedback given to help students use these as tools for self-reflection?
- ❖ What occurred during the instructional sequence which showed active encouragement to help students self-reflect on their own learning and become critical thinkers about their studies?

### g. Student Self-Assessment (SSA)

- ❖ Is the self-assessment example developmentally appropriate, i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- ❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

### h. Professional Learning Need (PLN)

- ❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- ❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?" Was advocacy for a particular trend, pattern or outlier identified and methodically expanded?
- ❖ Did you cite examples from the attached evidence when answering the previous question?

### i. Student Need (SN)

- ❖ Does the student need highlight something that was **needed** but out of the ordinary?

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- ❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- ❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- ❖ Do you know what true collaboration entails?
- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

### **j. Reflection (R)**

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future-plan relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?
- ❖ Was collaboration among various members of the learning community crafted into a working community for learning?
- ❖ Did the library media specialist show leadership within their practice to enhance the profession?