OSD Library and Information Technology Report to the Superintendent

2012-13, second semester

This end-of-the-year report of the Olympia School District Library and Information Technology Program is an opportunity for OSD teacher-librarians to both review our 2012-13 second semester library SMART goals and plan ahead for the 2013-14 school year. Data and statistics come from a survey, which was returned by fifteen of the seventeen OSD teacher-librarians. The survey addressed the SMART Goals outlined in our Midyear Library Report.

As in our Midyear Library Report, this report is based on the functions of the teacher-librarian as outlined by the Washington Library Media Association in its *School Library Information and Technology Programs for 21st Century Learning* and mirrors our mission statement:

*The mission of the library program and its teacher-librarians is to teach information literacy skills, nurture the love of reading, prepare students to meet state standards, and partner with the 21st century school community to foster lifelong learning and global citizenship.* (accepted by OSD Cabinet Nov., 2008)

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**INFORMATION AND TECHNOLOGY LITERACY INSTRUCTION**

**--to evaluate and analyze the credibility, relevance and currency of information**

**--to use emerging learning technologies for school and lifelong learning**

**--to be safe, ethical and responsible digital citizens**

* All reporting K-12 teacher-librarians completed the last of the Internet literacy lessons required at each grade level by the end of the 2012-13 school year.
* By June, twelve of the fifteen reporting teacher-librarians had coordinated lessons to meet the Washington State Common Core research standards with classroom CBA and research projects. Among lessons taught at the secondary level were evaluation and critiquing of websites for credibility; effective Internet searching, using the OSD and public library subscription databases for research, and creating annotated bibliographies.
* All secondary teacher-librarians instructed students on the use of Noodletools or Easybib to create annotated citations for research projects.
* Of the thirteen teacher-librarians who attended librarian tech trainings on Weebly, Livebinders and Pinterest during the second semester, 70% provided staff support and student instruction on the use of these technology tools for class assignments. An example is the training presented at Hansen Elementary School where each attendee was to choose one of 8 presented technologies to work on over the summer. The Livebinder created for the training is

<http://www.livebinders.com/play/play/891666> The access key is hansenstaff. Evidence of other teacher-librarian based technology instruction is in the form of 60 student websites created by McKenny 4th graders as student portfolios, the TCTV sponsored digital storytelling workshop and stopmotion animation mini-course at Marshall, the Thinglink and Mentormob workshops at Reeves, and the Glogster visual arts projects at Capital High School.

* Teacher-librarians at sites receiving ipads collaborated with teachers and provided training on Educreations and other apps to maximize the use of this new technology to improve student learning.

**1st semester SMART Goals 2013-14**

* During September, all K-8 teacher-librarians will teach lessons to cover the OSDNet Acceptable Use Procedures on student digital behavior expectations.
* By October, all K-8 teacher-librarians will provide the first of the Internet literacy lessons for students at each grade level to comply with the Children’s Internet Protection Act.
* By October, all teacher-librarians will begin to teach student digital communication through lessons incorporating such technologies as MSWord, MSExcel, MSPowerpoint, Google Docs, webpage creation, Animoto, Xtranormal, Prezi, and Glogster.
* By October, all teacher-librarians will begin to teach “common core” classes to prepare students for future CBA work and classroom projects.
* By the end of the 1st semester, all secondary teacher-librarians will instruct students on the use of Noodletools to take notes and create annotated citations for research projects before students begin their CBA and culminating projects in the spring.

**READING ADVOCACY**

**–to motivate and guide students to read for enjoyment and understanding**

**--to develop a relevant collection of fiction and non-fiction in a variety of formats, ensuring quality choices for all students**

* All middle schools participated in the Battle of the Books and sent a school championship team to the district level battle at Jefferson Middle School. This year’s winning team came from Reeves. Two elementary schools, McKenny and Centennial, participated in an elementary level Battle of the Books again this year as well.
* Teacher-librarians promoted reading in new and interesting ways. Examples include digital book reviews using Educreations or podcasting, the extended afternoon library hours at Roosevelt to encourage family literacy, the Crispin Summer Reading project at Marshall, the availability of ebooks at William Winlock Miller High School, and the Timberland Regional Library card drive at Reeves. There are now more than 100 new TRL cardholders at Reeves.
* Most elementary schools participated in at least one reading contest, the most popular being the Washington Children’s Choice Picture Book Award.
* Most of the middle school teacher-librarians taught students how to download eAudiobooks through OneClick Digital, our new eAudiobooks subscription service.
* More than half of the teacher-librarians who attended the book trailer workshop in February taught students how to use video to promote books before the end of the school year.
* All reporting teacher-librarians weeded their library collections of outdated and worn out materials.
* 60% of reporting teacher-librarians applied for grants during the 2nd semester to purchase new library materials for students. These covered such items as a classroom set of student atlases for Jefferson Middle School, a set of Washington Children’s Choice Picture Books for Pioneer Elementary School, and classroom novel sets for Boston Harbor Elementary School.

**2013-14 1st semester SMART Goals**

* By October, K-8 teacher-librarians will review test data and collaborate with classroom teachers to provide “just right” reading materials to students.
* By October, all teacher-librarians will begin reading advocacy programs to include such activities as family literacy programs, student book clubs, book displays, book talks, and recommended reading lists.
* By the end of October, all teacher-librarians will collaborate with classroom teachers and read book reviews from a variety of sources to locate age-appropriate library materials to support the school curriculum and pique students’ interests.
* By the end of December, all K-8 teacher-librarians will support a school book fair to encourage book ownership.
* By the end of January, all teacher-librarians will use a variety of motivational techniques to encourage students to read non-fiction text.
* By the end of January, all secondary teacher-librarians will instruct students on how to download an ebook from the Timberland Regional Library.

**INFORMATION MANAGEMENT AND SERVICES**

**--to provide open and equitable access to resources, technology and information services for the entire school community**

**--to administer information management systems to support student learning and school and district programs**

* By June, thirteen of the fifteen reporting teacher-librarians had updated their library webpages to provide access to current resources, technology and information services.
* In May, the Capital High School teacher-librarian, together with the teacher-librarians from Jefferson Middle School, Marshall Middle School, Griffin, St. Michael’s Catholic School and the young adult librarians from the Olympia Timberland Library, hosted an evening of data and desserts to acquaint in-coming freshmen and their parents with the resources of Timberland and the Capital High School Library. Fifty incoming freshmen and their parents attended.
* Before leaving for summer break, all reporting teacher-librarians completed the district-required inventory of library resources and submitted it to the Teaching and Learning Department.

**2013-14 1st semester SMART Goals**

* By the beginning of the school year, all teacher-librarians will serve as site administrators for the Destiny Online Library Catalog.
* By the beginning of the school year, all K-8 teacher-librarians will serve as site administrators for STAR and Accelerated Reader.
* By the beginning of the school year, all secondary teacher-librarians will serve as site administrators for Noodletools, Electric Library, SIRS Discoverer, Proquest Direct, and CultureGrams.
* During September, all teacher-librarians will complete a workshop to learn how to use the new InTouch Receipting program.
* By October, all K-12 teacher-librarians will serve as site administrators for Edmodo.
* By October, all teacher-librarians will join with Ron Morsette to form a new district technology implementation and communication committee.

**Meetings:**

The Olympia School District teacher-librarians met from 7 – 8 AM, the 2nd Tuesday of every month during the second semester except February, when an afternoon technology workshop on video book trailers was substituted. The average attendance at the morning meetings was nine members. We will continue to meet at this time during the 2013-14 school year and we would welcome a visit any time as your schedule permits.

Thank you for taking time to read our end-of-the-year library report. We would appreciate any observations, questions, comments, or suggestions that would help the library program further improve student learning in the Olympia School District.

Submitted by DeAnne Barre and Ann Marie Ratliff, OSD Library Coordinators

August, 2013.