Teaching for Learning

Essential Element

	Decision Maker One *Supports and understands*	Decision Maker Two *Supports, but doesn't understand program*	Decision Maker Three *Lead-bottom*
QUESTION #1 *What is most important to this decision maker?*	To make sure that goals and objectives are met. That all students needs are met Students are the focus of all decisions made.	Surface evaluation of library not in-depth evaluation Keeping things running smoothly. Supports "not making waves" Less student centered	Lack of action Bottom Line – test scores, money issues How can I save money for the district How can I look good? Not looking for "collaborative" learning "If its not broken don't fix it" Get through each day-no long term plan.
QUESTION #2 *What do you want the decision maker (team) to know and/or focus on?*	How the library is creating an environment to support the essential elements (within the library as well as extending ourselves to the classroom teachers).	Going beyond the surface, showing more depth. We want admin to know how we are specifically addressing the essential elements. We want admin to know that we are not only the bookkeeper but we are teaching them the skills to carry them through their lives.	[Lack of action is detrimental] If we focus on element (test scores, etc) we can help building achieve district goals by {list specific ideas]
QUESTION #3 *What are the strategies for the discussion?*	Bring "hard evidence" example research projects to show administrator slide show or portfolio at all the various special programs and projects initiated through library or planned collaboratively with classroom teacher.	Discussing specifically how we address the essential elements. Specifically what we do and bring in the "Hard evidence".	Approach administrator in a way that doesn't make them defensive. "I would like to try something. How do you feel about this… Engage them. Plant a seed to that admin thinks it is their idea.
QUESTION #4 *Other thoughts?*	Thank administrators for support. Invite them to come in to see program. Get statements from other teachers.	Invite them in to come see programs that are interactive with classroom teacher that address the element.	

Table #2: Linda Camino/ Marilyn Abramowitz/ Jennifer Reed/ Jobbed Roberts

Teaching for Learning
Essential Element

Information Literacy ~ *Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and as*

Table #3 Ann Tracy/ Linda Coruscate/ Wendy Kaplan/ Kate Lallier/ Catherine Vidal (2 sheets marked Table 3) 2

Table #4: Recorder Laurie Walsh

Teaching for Learning
Essential Element
Inquiry Learning ~ *Independent learners ask questions, evaluate information to improve understanding, and develop social responsibility and strategies for self assessment*

| **QUESTION #3**
What are the strategies for the discussion? | Go in open-minded. Importance for test scores, helping children make connections through higher order thinking and inquiry | Invite in during an interactive, perhaps technology based lesson where they can observe <mark>?????????????????</mark> library media program with or without using NYS core/Scope & Sequence impact learning and scores positively. | Enlist teachers, parents, retiring students, alumni students and respected others to speak on programs, benefits, outcomes & facilities in room (databases, ILLs technology available) how it benefits them (& districts) for lifelong learning and future success of graduate. |
| **QUESTION #4**
Other thoughts? | | | |

Table #6: Ellen / Kathryn / Shari / Jillian

Building the Learning Environment
Essential Element
Staffing ~ *Student learning is increased through access to certified library media specialists and well qualified support staff*

Professional Development ~

QUESTION #4 Other thoughts?	Show & tell teacher/students speak on library behalf. However, if they understand & support they are always in & out of the library & this is an enjoyable task as they already know & agree with this.		

Table #8:

Building the Learning Environment			
Essential Element			
Equitable Access ~ *Students have flexible and equitable access to resources that support their academic and personal learning and meet diverse learning needs*			
Educational Technology ~ *Technologies to impact student achievement are integrated into teaching and learning through the library media program*			

	Decision Maker One *Supports and understands*	Decision Maker Two *Supports, but doesn't understand program*	Decision Maker Three *Lead-bottom*
QUESTION #1 *What is most important to this decision maker?*	Students – Good Quality Education Accountable to superintendent		
QUESTION #2 *What do you want the decision maker (team) to know and/or focus on?*	Positive Points of SLMPE		How a positive SLMPE would benefit them.
QUESTION #3 *What are the strategies for the discussion?*	Wish list of how to "Better" some students.	To inform new administration (DMS) what your SLMPE actually is/does (for students also)	
QUESTION #4 *Other thoughts?*	Know your DMs style and priorities. Because rubric is "hard copy" it can be intimidating.		

Building the Learning Environment

Essential Element

Table #10:

Table #12: Jim McAleese/ Joanna McCloskey/ Mary Seligman/ Joanne Emanuele/ Paulette Kolchin/ Jackie Bertalon/ rose Luna