

Assignment 2
Updating the Design of the
Leveled Professional Development Progression
For Library/Media Specialists
Of Polk County School District, Florida

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Managing and Evaluating Instructional Technology & Distance Education

EDD 8012

Nova Southeastern University

December 5, 2010

Introduction

The Polk County School District in central Florida provides professional development for the integration of technology through a leveled progression program which is differentiated according to responsibilities. Development progressions are formulated for administrators, teachers, network managers, and library/media specialists. This professional development program is a part of the district's overall technology plan, which was updated this year and is to be instituted for the next two years. There has been no significant change in the progression designed for library/media specialists in the past five years.

Future technology presents a special challenge and an opportunity for education. For the education professional, focus must be placed on the integration of technology now and on the new "now" that is presented as technology evolves. Professional development must continuously evolve as well, in order to equip professionals with the necessary skills to incorporate the tools of the future in the "now" of education. Time is the enemy in meeting the demands of technology integration.

"Library media specialists are the original information specialists. We call this "the information perspective," and it means that library media specialists look at curriculum, assignments, and learning in terms of the information resources, processes, and technologies required for student success. Library media professionals teach students to consider the information resources they need and then to use the appropriate access technology to find resources and information. Library media specialists have been pioneers in teaching information skills and integrating technology skills into the information problem-solving process. When the focus is on the problem-solving aspects of learning, technology assumes its rightful place as a tool" (Lowe, 2000).

"The true challenge of effectively integrating technology in education is human rather than technological" (Cunningham, 2003). The current training progression for library/media specialists is not effective in meeting the skill-set needs of current employees. In addition, the one-shot trainings and workshops offered on a voluntary basis by some tech-savvy library media

specialists or technology coaches may not always be effective in providing for needs not met by the progression program.

The evaluation, in-service points, and incentives are not defined in the District Technology Plan for library/media specialists and is another flaw in the district plan. This is in sharp contrast to the other professional development progressions a part of the district plan. These items are all clearly defined for administrators, network managers, and teachers. Are library/media specialists so less important to the overall schema of successful technology integration to not be as effectively trained as other professionals within the district? If the progression is not clearly defined, how can we be sure that the training is being carried out and how can we evaluate its success? Are we failing to recognize the people resource and expertise that the library/media specialists are capable of providing by not maximizing their potential with adequate training?

In short, the professional development progression for library/media specialists must be updated.

Mission Statement

The school district has provided a mission statement for the implementation of technology.

Polk County School District 2010-2012 District Technology Plan: Mission Statement

The technology mission of the Polk County Public Schools is:

- To empower all learners in the use of technology, provide technological access, support and training for students, teachers and staff, to ensure a rigorous, relevant learning experience
- To provide support and guidance for effective integration of technology into school curricula and instructional strategies
- To promote the effective use of the Internet, telecommunications and information technology to implement the Florida Next Generation Sunshine State Standards (NGSSS) to improve performance of all students
- To ensure that all members of schools and communities are effective users of ideas and information as presented in digital, visual, textual and technological format.

In order to successfully redesign the professional development progression for library/media specialists, the following mission statement has been developed:

The mission of the Professional Development Progression for Library/Media Specialists is to develop core technology skills, demonstrate hands-on use of technology, and fostering a technology culture beginning in the heart of every school, the media center.

Goals

The Polk County School District guides professional learning by the Florida Next Generation Sunshine State Standards and ISTE/NETS to improve performance of all learners.

The following established goals directly correlate with the prescribed changes:

- Technology training is available for all district and school based staff.
- Technology initiatives will be evaluated with regard to their impact on the environment and district resources.

Objectives

1. Implement the DOE online inventory assessment (ITTS) to evaluate/evidence personal technology proficiency for instructional staff.
2. Expand/modify specific district wide instructional technology proficiency training to include online and hybrid courses aligned with State Technology Goals and ISTE/NETS standards addressing the utilization of technology for all staff including media specialists, to efficiently utilize technology to meet district instructional goals and the NCLB literacy goal.
3. Expand/modify professional development training progression for library/media specialists to include evaluation, in-service points, and incentives that moves specialists along a continuum from novice to integrator over time.
4. Expand/modify the plan for library/media specialists to achieve district specific technology training proficiency.
5. Provide appropriate training to promote efficient, safe & maximum use of all state/district sponsored/funded online resources.

Proposed Organization for the Unit

Polk Media Specialist Professional Program – Level I

Role	Track	Module
Admin 1	Destiny Library Management	Basic Cataloging Equipment Reporting ILL Collection Development Textbook Training
Admin 1	Purchasing	LMM Magazine Subscription Projected Budget Collection Development Policy Weeding, Discarding, and the Warehouse
Admin 1	Program Development	Scheduling Public Relations Reading Promotion Hurricane Preparedness
Information Spec 1	Communication	Google Apps Outlook Communicator
Information Spec 1	Information Literacy	Subscription Services United Streaming
Collaboration 1	Collaboration	Planning Shining Star
Teacher 1	Information Literacy	Research Process Boolean Search Strategies Beyond Google
Teacher 1	Literature Appreciation	SSYRA Accelerated Reader Story telling

Incentives: (Suggested)...Set of SSYRA books, Password Bookmarks, Paper to Print AR Home Connect Letter, Promotional Reading Gifts, FAME Membership

Evaluation: Florida Power Library Evaluation Rubric

In-Service Points: 60 points awarded based on successful follow-up.

Polk Media Specialist Professional Program – Level II

Role	Track	Module
Admin 2	Destiny Library Management	MARC Records Intermediate Management Reporting
Admin 2	Materials	Book Repair Content Area Construction and Integration Multicultural Collection Development
Admin 2	Program Development	Scheduling Dilemmas Intellectual Freedom Reading Promotion Hurricane Preparedness Grant Writing
Information Spec 2	Communication	Google Apps Advanced Web 2.0 Tools
Information Spec 2	Information Literacy	Subscription Services Online Resources and Strategies New Technologies
Collaboration 2	Collaboration	Planning Shining Star Polk County Library Cooperative
Teacher 2	Information Literacy	Research Process Copyright Techniques for Library Research
Teacher 2	Literature Appreciation	SSYRA Accelerated Reader Digital Story telling Addressing Special Needs Students

Incentives: (Suggested)....Set of Multicultural titles, Book Repair kit, Promotional materials, Digital camera, Flip, mp3 player

Evaluation: Florida Power Library Schools Evaluation Rubric

In-Service Points: 60 points awarded based on successful follow-up.

Polk Media Specialist Professional Program – Level III

Role	Track	Module
Admin 3	Destiny Library Management	MARC Records Advanced Library Management Data Analysis
Admin 3	Materials	Book Repair Advanced
Admin 3	Program Development	The Media Committee Florida Power Library Schools Program Facilities Planning and Design
Information Spec 3	Communication	Google Apps Master Web Concerns
Information Spec 3	Information Literacy	Subscription Services Technology Trends in Libraries United Streaming Tips and Tricks
Collaboration 3	Collaboration	Planning Collaborative Connections Shining Star The Polk Library Community
Teacher 3	Information Literacy	Supporting Literacy
Teacher 3	Literature Appreciation	SSYRA Genre Teens Read Digital Story telling Addressing Special Needs Students

Incentives: (Suggested)....New Display shelving or equipment, Book Repair kit, Promotional materials, Digital camera, Flip, mp3 player, mural painting services, gaming equipment

Evaluation: Florida Power Library Schools Evaluation Rubric

In-Service Points: 60 points awarded based on successful follow-up.

Staffing Needs for the Unit

As you can see from the staffing list below, School Media Services, the department in charge of Library/Media Specialist Professional Development is not properly staffed to provide adequate training. While Mrs. Devine is a competent trainer, she cannot be in three places at once. Either staff must be hired for which the district is experiencing a budget shortfall, or employees in a related department must be called upon to provide some of the necessary training for the library/media specialists. School Technology Services has several trainers and could conceivably loan its trainers to the three training sessions given per year for media specialists without significantly affecting their other duties.

School Media Services Staff

Name:	Title:
Jacqueline Rose	Senior Coordinator
Caroline Devine	District Media Resource Specialist/Training
Janice Hayes	Clerk Specialist
Karen Sellers	Sr. Technician Automation Specialist/Cataloging
Terrie Sullivan	Sr. Technician Automation Specialist/Destiny

School Technology Services

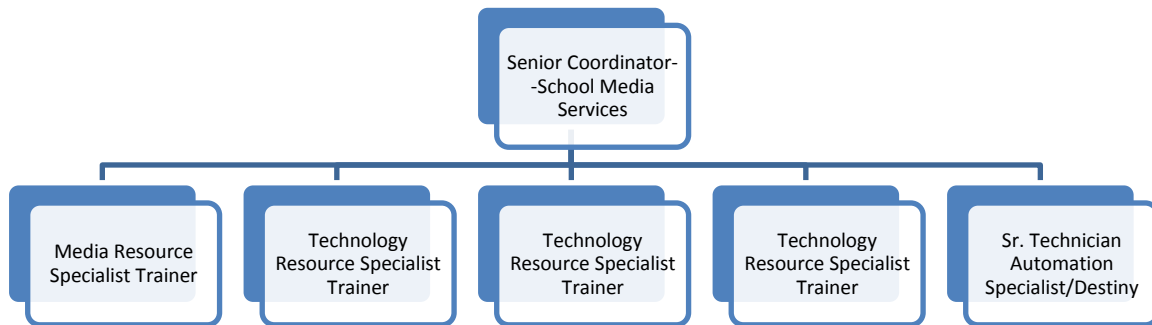
Penny Cook	Sr. Tech - IT-Help Desk/Trainer
Russell Bowie	Technology Resource Specialist/Trainer
Marcia Hall	Technology Resource Specialist/Trainer
Virginia Richard	Technology Resource Specialist/Trainer
Steven Nolen	Technology Resource

Name:

Title:

	Specialist/Trainer
Michelle Smith	Technology Resource Specialist/Trainer
Kitty Sawyer	TRST – EETT Grant Manager/TRST
Dell Quary	eRate/Grants Developer
Fred Abell	In/Out Coordinator
Stefani Sellers	EETT - Technical Clerk

Proposed Staffing Chart for Training



Proposed Budget

Realistically, there are no new funds available in the school district budget for any new allocation. The school district does employ a full time grant writing staff and funding for incentives could be sought through grant funding.

No funding allocation for staffing is necessary if the current staff from the complementary department participate in creation of Blackboard courses for the professional development progression. Each of these staff members from School Technology Services is trained in the use of Blackboard Courseware and their expertise significantly cut the need for outside hiring.

The materials, bandwidth, storage space, and equipment are already in place and are used consistently for these programs. No new allocations are needed here.

Public Relations Plan

The school district provides a weekly informational newsletter email to all staff as well as a monthly “good news” newsletter and other materials as needed. Articles in these newsletters will provide the necessary promotion for the organization. Media services also has its own web page and use this space for promoting the training.

The trainings and planning sessions will also be listed on the school district public calendar and on the interoffice Outlook calendar for all personnel involved. Trainings are also listed in the Professional Development Scheduler (PDS) on the school district website.

Timeline

Training is usually offered to the library/media specialists in one full week intensive program in the summer and three morning sessions during the school year, once a nine weeks. Instead of synchronous training, some asynchronous opportunities can be offered through the Blackboard platform.

A preparation schedule and several collaboration meetings between Media Services and School Technology Services will be needed to prepare the program offerings.

Jan—Mar 2011.....Collaborative Planning

April-May 2011.....Design and Formulation

June 2011.....First Roll out of courseware for participants

References

- Cunningham, K. (July 1, 2003). Between technology and teacher effectiveness: Professional development. *Tech & Learning* Accessed December 2, 2010 from <http://www.techlearning.com/article/1110>
- Lowe, C. (2000). The Role of the School Library Media Specialist in the 21st Century. ERIC Clearinghouse on Information and Technology Syracuse NY (ERIC Document Reproduction Service No. ED446769). Retrieved December 2, 2010 from <http://www.ericdigests.org/2001-3/21st.htm>
- School Technology Services (2010). Polk County School District Technology Plan 2010-2012. Accessed December 2, 2010 from <http://www.polk-fl.net/districtinfo/departments/ist/schooltech.htm>