



DEPARTMENT of
CURRICULUM and INSTRUCTION
Clemmer College

EAST TENNESSEE STATE UNIVERSITY

**Advisory Board Meeting Minutes
M.Ed. in Librarianship
11/5/2020**

Members Attending:

Dr. Carrie Clabo – Library Supervisor, Sevier County Schools

Betsy Wolf – Librarian, Sevier County Intermediate Schools, Sevier County Schools

Chris Simerly – Library Media Specialist, Woodland Elementary, Johnson City Schools

Mary Foister, Library Media Specialist, Washington County Schools

Brandi Harsell, School Librarian, Knox County Schools

Renee Lyons, Associate Professor, Curriculum and Instruction, ETSU

Karin Keith, Associate Professor & Department Chair, Curriculum and Instruction, ETSU



From Me to Everyone:

Could everyone also type in your name, position, and district in the chat box?

From Betsy Wolf to Everyone:

Betsy Wolf-Sevierville Intermediate School Librarian, Sevier County

From Carrie Clabo to Everyone:

Dr. Carrie Clabo Sevier County School System, Library Supervisor

From mary foister to Everyone:

Mary Foister, Library Media Specialist, Washington County Schools

From Brandi to Everyone:

Brandi Hartsell, School Librarian, Knox County Schools

From Me to Everyone:

Chris and others, could you type in your name, position, and district into the chat box?

From Chris Simerly to Everyone:

Chris Simerly Library Media Specialist Woodland Elementary

To: Everyone

File

Type message here...

The Advisory Board meeting of the M.Ed. in Librarianship was held on November 5th, 2020 at 4:00 p.m. over Zoom. The meeting started with individuals introducing themselves. During the meeting Ms. Lyons presented a PowerPoint Presentation and asked for contributions as she went through the program.

Overview of Program

36 hour program on-line geared toward working professionals.

Core – 30 credits

Initial/Add-on – 6 credits (different for each program)

Capstone – Oral Examination

Pathways to Licensure

1. Add-on for individuals who have a current teaching license,
2. Initial license for those who have a bachelor's degree but wish to become a school librarian,
3. Certificate which is 24 credits for those who hold a master's degree who also wish to become a school librarian

Ms. Lyons then presented the courses for the program and asked participants to read through the course descriptions. Ms. Lyons presented recent revisions to the program including changing the practicum from 1-6 credit course to 2-3 credit courses. She stated that all courses are aligned to AASL standards.

Ms. Lyons then asked for thoughts from those in attendance? Does this meet your district needs? Mary Foister from Washington County Schools stated that the program does meet the needs of what is required of a librarian, based on her experience. She continues to refer back to coursework and notes from her courses. She feels that technology has come the forefront in our current situation with Covid. She doesn't feel this is going away. She asked how many technology courses were in the program of study. Ms. Lyons shared that technology was woven throughout the program with one distinct technology course, and many technology assignments throughout other courses. She explained that students completed Voice Thread, Book Trailer, genial.ly and Animoto, etc. Ms. Lyons talked about courses such as MEDA 5715 which uses the AASL websites.

Brandi, from Knox County Schools, stated she feels like the textbook used in the Instructional Design in the Library course was focused on Professional Learning for adults in a workplace setting. This was the only complaint she had as a student. Ms. Lyons explained that the textbook changed to a textbook from AASL.

Dr. Carrie Clabo, Library Supervisor from Sevier County, stated she feels like previously there was a lot of theory and less practice in the program. Now, librarians are able to implement more practical experience. Dr. Clabo feels that the better the librarians are able to implement practical experiences. She feels that the program has improved and is much more practical than theory oriented.

Betsy Wolf, Librarian from Sevier County Schools, explained how beneficial the program was for her.

Mary Foister stated she found the Collection Development class helped her a great deal. She continues to develop her collection, found deficit areas that were very popular. She also feels the Multicultural Class was very helpful. She currently doesn't have a wide variety of multicultural books, but is developing this to meet her demographics. She credited the class with helping her to meet this important need in her library. Betsy Wolf concurred that the Multicultural course helped her a great deal as well.

Ms. Lyons turned to the **6 Essential Skills** identified by CAEP, asking if these skills were essential to the profession, explaining where these skills were addressed and assessed in the program. She paused after each Essential Skill and asked for input about changes that might be needed or suggestions on how to strengthen the assessments currently in place.

1. Use of Data Literacy - Participants discussed how they used data in their current jobs to tell them what to teach, circulation numbers, what is effective and what to change. Betsy Wolf stated her practicum was very helpful. She also said the decline of the school library research paper helped her with data literacy.
2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies – Ms. Lyons presented what the program does to address this Essential Skill. The board agreed this is essential to their profession in that they have to help students learn how to perform these skills as well as to carry them out themselves.
3. Employment of data analysis and evidence to develop supportive school Environments – Participants agreed that this skill was essential to their profession. Brandi discussed the data used in the Collection Development course. Dr. Clabo commented on selection policies and how they ask librarians to review their collection on a regular basis. She talked about the importance of analyzing programs and collections.
4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents - Ms. Lyons presented the assignments that students complete that address this skill. Participants agreed that this skill was essential to the profession. Mary Foister discussed how she used the Reading Promotion Plan at least 3 times recently as she collaborated with others on teaching. Collaborative Lesson Planning was useful to show her how to approach the teachers.

Chris Simerly joined the meeting at this point. He introduced himself as the librarian at Woodland Elementary School. He discussed participating in the RTI committee.

5. Supporting appropriate applications of technology for their field of Specialization – they reiterated that this is essential to the profession now more than ever and felt they had already discussed this.
6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization – Ms. Lyons went over the courses that address this skill. Betsy Wolf stated that for a new teacher, she would want something that bridges Freedom to Read with what Teachers are required to do. She would like more of a foundational understanding about why leveling hurts and why choice is important. Would also like more information on what classroom teachers are doing so that she could join and support them. Betsy volunteered to help revise an assignment to address some of what she would like to see.

Ms. Lyons asked for additional thoughts and suggestions. No one offered additional comments.

Recruiting diverse candidates – Brandi stated that all 80 librarians in Knox County are white. The one diverse librarian they had moved to Metro Nashville. Would like to recruit people of color to the profession. Brandi suggested that we reach out to the Black Student Union at ETSU. Betsy also suggested that we work to hire individuals who are diverse in the program. Creating a safe space for diverse students and faculty. Brandi also suggested that children’s literature and YA literature is doing a good job of addressing diversity and perhaps that would be a good place to start to recruit diverse candidates to the profession.

Transition Points

Entry Points – GPA or GRE

Mid-point - Reading Promotion Plan, no comments from candidates

Exit – Oral Capstone with Live Binder as well as Librarian Praxis, 100% pass rate on Praxis.

Chris suggested that the program design an assignment that utilized the TEAM evaluation. He stated that as a new librarian it was hard to complete the lesson planning for the TEAM and he felt using the TEAM rubric during the program would be very beneficial. The environment and management piece would also be beneficial. For example, he stated that in his school if students don't score well on author's point of view on their benchmarks then teachers call on him to help to address this during his teaching. He has to back teachers up and this is difficult if you are not trained in this. Brandi suggested that when students create a lesson to use the TEAM rubric to design the lesson and to be evaluated with the TEAM rubric. This would be helpful like bringing in different types of thinking and problem solving. Dr. Clabo concurred that just analyzing the rubric would be helpful. Brandi said that if students were introduced throughout the program to the TEAM Rubric it would help them to be prepared for evaluations. An assignment or outline of samples of evidence to put in their binder for each of the sections might also be helpful.

Surveys

Principal/Employer Survey

Ms. Lyons presented each question and asked if the questions helped ETSU to evaluate the program and whether they understand the questions.

Brandi asked for clarification on one of the questions about collaboration with other libraries. Brandi suggested that no one other than the administrator who evaluated her would know the answer to these questions because he didn't evaluate her. She suggested that the e-mail should go to head principal and direct him/her to send this to the principal who evaluated the librarian. Another suggestion was to send the survey to the students and ask the completer to send the survey to the administrator who would be able to answer the questions. Another question was about their ability to strengthen collaboration between librarians. Betsy Wolf stated that her administrator would not be aware of when or how she collaborated with other librarians. Perhaps consider revising that question. Dr. Clabo suggested that the TEAM and the survey be administered together and compared since the two gathered similar information. Betsy liked that the language in this survey matched the language of the AASL standards.

Completer Survey

Presented each question to ask if the questions were necessary and if they understood the questions. Individuals indicated that these were good questions. Ms. Lyons asked how to get these surveys to completers. Betsy suggested that Ms. Lyons send this to her or other librarians and they would send the survey to Library Media Listserv or the TASL listserv and ask if they are ETSU graduates to complete the survey and who to return it to. Betsy concurred that contacting someone from the county would be a great idea and they could send the survey to their colleagues they knew who graduated from the program.

Betsy asked about ALA Accreditation. Brandi asked if we used AASL textbooks for the courses. Brandi said the more we can focus on AASL standards and the TEAM rubric the better prepared candidates will be.

Ms. Lyons and Dr. Keith expressed gratitude for individuals giving their time to provide guidance and input on the program.

The Advisory Board meeting ended at 5:15 pm.