



Board of Trustees – Teaching and Learning Committee Meeting
Wednesday, March 2nd, 2022 – 12:00pm

MINUTES

ATTENDANCE

Trustees:	Others:
Jennifer McKee, Committee Chair	Rex Weltz, Superintendent
	Jane Shawn, HEA President
	Josh McKay, Assistant Superintendent
	Gary Myers, Director of Educational Technology
	Candice Delvaux, Executive Assistant
	Joslyn Davidson, Curriculum Administrator
	Kaitlyn Hess, HSD TOSA
	Karen Ogden, Communications Officer
	Barb Ridgway, Chief of Staff
	Beth Driggers, Librarian
	Joanne Didriksen, Librarian
	Hope Morrison, Librarian
	Amy Friez, Librarian
	Jonna Schwartz, Instructional Coach
	Christy Mock-Stutz, Instructional Coach

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:01 pm by Committee Chair, Jennifer McKee.

II. GENERAL PUBLIC COMMENT

There was no public comment.

III. REVIEW OF AGENDA

No changes were requested to the agenda.

IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 02.02.22 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. K-12 Library Media Standards Alignment

The committee began the meeting by discussing the K-12 Library Media Standards Alignment. Ms. Davidson, Curriculum Administrator, commented. Earlier this year in our Teaching and Learning Committee, we reviewed the curriculum process for the District which is something that Kaitlyn and I have been working on to kind of bring up to speed with what our current practices are versus what we've kind of always done in the past. We talked about the difference between adoption of new standards or revision of current standards and looking at resources and instructional strategies. So, for instance, we have our 6 through 12 math teachers here in the gym today working on curriculum, revision, course patterning and what's being taught in each course. Ms. Hope Morrison, Librarian, commented. The last time Montana had new library standards was in 2008. The new standards from 2021 have some similarities to the old standards, but they're a lot more detailed and they're a lot better at pinpointing some of the specific skills that we're trying to impart to our students. The previous standards had five content standards across K through 12. The new standards have six areas, which I'll talk about in the next slide. What we really love about our new standards is that they are perfectly aligned with the national standards. The American Association of School Librarian Standards were revised in 2017, and the Montana standards align with those. The AASL standards focus on six key foundations: Inquire (build new knowledge), Include (respect for diversity), Collaborate (work effectively with others), Curate (make meaning by sharing resources), Explore (discover through experience/reflection), and Engage (safe, legal, ethical sharing of knowledge). The Montana standards has changed the language, but they align with those six areas: Inquire (new knowledge), Include (demonstrate diversity), Collaborate (work effectively), Curate (make meaning), Explore (exercise freedom), and Engage (safe, legal Ethical use of info). Those six areas encompass what we do in the library. Ms. Morrison shared a slide that is a snapshot of what elementary library instruction looks like. Ms. Morrison commented. At the elementary level we have a defined scope of instruction that includes specific standards for each of the six grade levels. So, the work we did last spring and over the summer, took the Montana State Standards and then developed district curriculum based on those standards. For elementary what's unique is that we have a set of standards for each grade level. There are kindergarten standards, first grade standards, and so on. As far as what library instruction looks like-every student K through 5 in Helena receives a minimum of 30 minutes a week of direct library instruction-that is time in the library without the teacher there. We decided in preparing this, one of the things we really want to highlight with our curriculum revision process is that this is a continuum. This goes K through 12, and we really try to scaffold and build on that. So, each of us in our presentation today pulled out the very first standard, which is new knowledge, and we will give you a snapshot of what that looks like for different grade levels. So, at first grade, the new knowledge standard is: ask "I wonder" questions about topic, question, or problem. By fourth grade it is: ask "why" questions in order to formulate a

question about a topic. The skills that allow us to get to the achievement of those standards are the same K through five, but we address them in a variety of different ways. We do that very much at elementary through our resources. We have different databases that we use with earlier elementary then we use with higher elementary. We of course have different books that we're using with the younger kids than we're using with the older kids, so we differentiate our resources to reach the same skills. So that's just one example of an essential standard. Ms. Morrison discussed some of her lessons she does with her students including an author/illustrator study, adopt-a-species research, and digital citizenship.

Amy Friez, Librarian commented. I'm going to talk a little bit about what things look like at the middle school. At the middle school we have a defined scope of instruction that scaffolds the standards across all three grades: 6th grade-introduction, 7th grade-reinforcement, and 8th grade-mastery. Our sequence, however, varies as our goal is to be responsive to the needs of our collaborating teachers. We have a fixed instructional schedule in partnership with our ELA teachers, so that we see our students approximately every two weeks. We coordinate our lesson with our ELA collaborators as much as possible to ensure that the skills and standards that we are teaching are meaningful and contextual. An example of a 6-8 standard is: write questions independently based on key ideas or areas of focus. There are specific skills which include: I can...

- Identify topic, recognize vocabulary and keywords, recognize the problem or task.
- Discuss steps needed to solve problems.
- Identify resources needed for inquiry steps.
- Evaluate sources for bias, authority, currency, accuracy, and relevance.
- Select best resources.
- Assess process and redesign if needed.
- Reflect on product.

Ms. Friez discussed some of her lessons she does with her students at the middle school which includes facts vs. opinions, how to make an argument, and an argumentative essay. Ms. Friez commented. These hit the first standard really well, so I wanted to demonstrate these, but as with all of us, we hit multiple standards as we do our lessons.

Beth Driggers, Librarian, commented. This slide goes over how our curriculum works at the high school level. At the high school level, we do not have any fixed scheduling with classroom teachers, it is entirely flexible and collaborative. Our standards and our skills are scaffolded across grade levels. We try to introduce our essential skills standards at grades nine and ten. They are typically reinforced sophomore and junior year, and then mastered by senior year but that changes a little bit just depending on the standard and the skill. So, our standards and our skills are what we teach them, and it is entirely dependent upon teacher requests and interests they have in collaborating with us. Because of this, our library media units are really broad, and we have five of them. This works for us because they are adaptable for specific requests, or teacher needs. Again, just like in elementary and middle school, our sequence, and our pacing, depends upon the needs of classroom teachers and their specific standards and their content area curriculum. So, there is just a really strong focus on how our standards overlap with other content areas. We do that as a way to encourage collaboration, and to help classroom teachers see that we can help them meet their standards as we're meeting ours at the same time.

Ms. Driggers discussed a power/essential standard example. At the high school level, it is about developing questions that require making connections between ideas and events and systematically testing a hypothesis or validating a thesis statement. There are specific skills which include: I can...

- Create an essential question, identify my position, and claims to support that position and then write a thesis statement.
- Use research strategies to identify trends, predict outcomes, and investigate information.
- Research for a variety of purposes: choose a position and support an argument, compare and contrast perspectives, determine a problem and support a solution, synthesize a viewpoint, classify a topic and define with details.
- Problem-solve and seek out assistance when dealing with technology issues.
- Use reading and annotation strategies to identify and organize specific evidence to support my thesis.

Ms. Driggers commented. I am going to go through our five different unit categories and just kind of touch briefly upon some of the skills that are associated with these units. Media literacy is our first broad category. Within this unit, we really focus on teaching students how to gather information from many different sources, and then also the skill of evaluating the quality and the reliability of that information. Some sample lessons are fact-checking (ELA, Science), website analysis using S.I.F.T (STOP, INVESTIGATE, FIND, TRACE), annotated bibliographies (ELA), and database tutorials (ELA, Science, Social Studies). Technology is the next broad unit category. In technology the focus is about teaching students how to use different digital tools and how to communicate a purpose using the appropriate tool. We also talk a lot about how to use digital tools to access reliable information. Some samples lessons are book trailers (ELA), Civil Liberties Brain Map (Government), using Destiny Collections (ELA, Reading labs), and database tutorials (ELA, Science, and Social Studies). The third broad unit category is research. This one is really about citation skills. There is a broad focus on that in the research unit category, but also going back to assessing sources for strengths and weaknesses and using textual evidence to help students learn how to support their claim or their thesis. Sample lessons include Annotated Bibliography (ELA, Science Seminar), Civil Liberties Research (Government), and Database Tutorials (various classes). The fourth broad unit category is reading advocacy. The focus is on teaching students how to find appropriate, independent reading materials and how to identify their personal reading preferences. Sample lessons include book tastings (ELA, Reading Labs), using Destiny Collections and searching by Lexile (ELA, Reading Labs). The final broad unit category is close reading. The focus here is teaching students how to identify main ideas and key vocabulary in a text, how to use textual evidence to evaluate an author's claim or potential bias, and then teaching students how to track an idea as it develops over the course of a text. Sample lessons include Federalist 10 Close Reading (Government), Civil Liberties-Critical Review of Supreme Court Cases (Government), and textbook reading lesson (AP Biology).

To conclude the presentation, Ms. Driggers discussed why Library Media matters. Library media standards and curriculum overlap with standards and curriculum in other content areas-we can help each other. Library Media standards and curriculum prioritize literacy (a shared priority). The new Library Media standards and curriculum focus on essential skills for success beyond the classroom: curiosity and open-mindedness, responsible consumption of media, and

collaboration and self-reflection.

VI. BOARD COMMENTS

Jennifer McKee, Committee Chair, commented. At the high school level, when there is a research project, do the teachers send their students to the library to do the research project, or do you come to the classroom to discuss the project, or is it a combination of both?

Ms. Driggers replied. It is a combination. It just depends upon the teachers comfort level and their desire for collaboration.

Trustee McKee commented. What is the essence of what you are trying to teach?

Ms. Friez replied. We are trying to teach lifelong skills such as how to be problem solvers, how to be curious, and how to be collaborative.

VII. ADJOURNMENT

The meeting was adjourned at 12:48 p.m. by Ms. McKee.