BIT Curriculum Vision and Plan

Library Planning Document for 2014-2017

In one sentence:

The BIT curriculum provides a shared reference point for the vertical alignment of information/inquiry skills and technology skills, serving as both guideline and synthesis to support instructional planning.

Purpose:

The Books, Inquiry, & Technology (BIT) curriculum provides teachers with a scaffolded series of benchmarks, identifying when students should master important library/technology related skills. These benchmarks are aligned to national standards as identified by the American Association of School Library and ISTE standards. Never intended to be a standalone curriculum, the benchmarks were designed to foster collaboration between the library and classroom instruction by clarifying library instructional priorities, identifying lessons ripe for collaboration, and developing a vertically aligned instructional plan. Our goal is to graduate students who are ready to handle the demands of our information-based economy, adept at multiple 21st century literacies.

Status:

SY1213

Phase one of the BIT Curriculum began in the summer of 2013 through the fall of 2013. The library team developed a curriculum of key benchmarks or long term learning targets, aligned from the American Association of School Libraries and ISTE standards. This document was designed to provide teachers with a snapshot of where students at each grade level should fall according to the national standards. These benchmarks were prioritized and edited together by the library team, with a round of feedback from teachers.

SY1314

After working on the BIT standards, we realized in SY1314 that there was still work needed to be done to familiarize teachers with the mission of the school library. For many teachers, there remained resistance and uncertainty around the idea of collaboration with the library. There was also a lack of clarity regarding the library's role to effectively integrate information and technological literacies within the CCPCS curriculum. We wanted to actively address this misunderstanding, and decided that a schoolwide focus on the research process was a logical place to start. In the spring, we gathered data on how teachers currently implement research skills in their curriculum. This was intended to be a first step in developing a schoolwide approach to research: gathering data in order to identify commonalities, and develop ways to scaffold research approaches through grade levels. This data-gathering project worked in fits and starts and by the time the end of school rolled around, we did not have time to work as a team to evaluate our findings. Our focus on research was not actively rekindled the next year.

SY1415

In SY1415, technology instruction became an explicit aspect of the librarian role. The newly created MS Librarian position taught an MIT course for most of her time, meaning that collaboration with teachers was not as high a priority. Additionally, the HS librarian taught a new 9th grade class in the fall on fundamentals of computers and research. The BIT curriculum served as the standards for these classes. In the winter, the library team developed a BIT Scope and Sequence to serve as a resource for teachers to identify when students should master discrete skills as part of the BIT scope and sequence. Surveys were developed to develop and assess the vision of our library services. In the summer of 2015, the BIT scope and sequence was further refined and a project plan was

introduced to require grade-level teams to identify one of the larger discrete skills in the standards to focus on in their own curriculum.

SY1516

During August PD, the library team met with grade level teams to identify aspects of the BIT scope and sequence that the team would address in their curriculum for the school year.

SY1617

Analysis and review. Toolboxes

Work from Jake: Expedition continuum - 4Ts of each expedition - 4Ts becomes the unchanged basis for the expedition, but other things might change. This is the anchor documents - increasing the quantity of design in the making of things. How can the 4Ts align to BIT standards.

Details of the Phases of this Work

Phase 1: **Development of BIT Standards**
July 2013 - February, 2014

Phase 2: **Data Gathering of Information Instruction**
February 2014 - June 2014
In this phase, the library will learn as much as we can about how students are asked to process information throughout the school. We are interested in all aspects of information literacy, not just typical "library research." We hope to visit classes, and collect student work and teacher handouts addressing information practices.

The culmination of this phase will come when the library team shares with teachers a compilation of vertically aligned student work focusing on the information process. Note-catchers, journals, presentations, bibliographies and various other student work will be arranged to provide a vertical picture of how information skills are taught at Capital City PCS. Librarians will use this work to identify subjects and lessons that could benefit from additional library support; we will also fold this work into a larger picture of how we teach inquiry and information literacy at Capital City PCS.

Needs for Phase 2:
- Shared understanding by the school of what the library is hoping to accomplish with phase 2.
  - Share out during all staff meeting the process of visiting the classroom.
- *February:* Access to syllabi and concrete understanding of upcoming instruction and deliverables in classrooms to identify where to visit
  - Work with Katie S. to locate LS syllabi
  - Librarians will consult MS website; if we have questions, we will contact Katie B.
  - Librarians will download syllabi off of Schoology; if questions, will work with Pat
- *February:* Support from instructional coaches to locate current resources/instructional details and identify classes worth visiting
  - Librarians will track of recommended partnerships on new tab in [Library Instructional Partnerships document](#).
- *March-May:* Time for librarians to visit classrooms
- *March-May:* Support from teachers in sharing their instructional materials, in particular:
  - note-taking handouts or processes, as well as samples
  - journaling/reflection handouts, process, and prompts, as well as samples
  - final papers and and presentations showing synthesis and analysis of information

- ○ Rubrics specifically grading the analysis of information processing

Phase 3: *Expedition & Unit Planning – "Embedding" with instructional partners*
Summer: June 2014 – August 2015
In this phase, the library team will work with particular sets of teachers to dig in and plan an expedition or research unit. As part of this collaborative planning, we hope to specifically address the BIT standards, combing through existing curricula and identifying short term learning targets that stem from the long term learning targets (that the BIT curriculum represents).

At the end of this work, the library and grade level team will identify Long and Short Term learning targets for research projects, as well as collaborative lesson plans for large research units that will take place during the year. This work should be combined with any work expanding upon expeditions this summer.

Our model for this phase is the collaborative work on research developed by Katelyn and the Senior team in planning for Senior expedition. We aim to replicate this successful partnership with at least two grade level teams this summer.

By digging in at key levels in the summer, we will be able to later "fill in the picture" of vertically aligned technology integration. In this way we can analyze and refine the vision for vertical alignment of information and inquiry literacy.

Phase 4: *Library Team Critiques Vertical Alignment of Library & Develops Benchmark Assessments*
August 2015 – June 2016
In this phase, the library team build upon partnerships developed in the summer to bolster that work, and make connections with other teachers. Vertical alignment will be our primary focus, making sure to address growth of information processing across the grade level curricula.

We will work with grade-level teams to identify where grade level BIT learning targets are in the curriculum, and update language to ensure vertical alignment of skills. (Library team will emphasize Inquiry standards, while the Tech Team will provide support and direction in identifying tech standards.)

Benchmarks designed.

Phase 5: ~~*Integrating Learning Targets and Co-planned Instruction Into Curriculum / Mapping out Cap City Processes for Inquiry Literacy*~~

~~*August 2016 – June 2017*~~
~~In this phase, the library team build upon partnerships developed in the summer to bolster that work, and make connections with other teachers. Vertical alignment will be our primary focus, making sure to address growth of information processing across the grade level curricula.~~

~~We will work with grade-level teams to identify where grade level BIT learning targets are in the curriculum, and update language to ensure vertical alignment of skills. (Library team will emphasize Inquiry standards, while the Tech Team will provide support and direction in identifying tech standards.)~~

Phase 5: *Developing BIT Toolboxes for each graduating grade level to thoughtfully embed age-appropriate BIT skills, dispositions, and mindsets into instruction*

October 2016 - June 2017
In this phase we will look at curriculum maps, 4Ts work, and work with select teachers to identify must-have skills, dispositions and mindsets that students should have "in their toolbox" when leaving 4th, 8th, and 12th grade. These documents will be used to make strong recommendations for reconceptualizing expedition products and learning tasks in the classroom.

Library team will begin much of the work, sharing with STEAM team for feedback and implementation of strategies.