

Georgia Independent School Librarians

Fall Meeting hosted by Holy Innocents Episcopal School

29 October 2024

We now have a [folder of GISL shared resources](#). I have put the slides from today and the lesson planning document there. Please add your lesson plans, programming, teacher collaboration, and any other resources to share with the group.

9:30

Introduction and Welcome from Head of School

10:00 AM

Zoom Meet with Guest Speaker – Molly Ness, PhD: Planning for Meaningful Read Alouds - resources on website drmolyness.com , pw: LITERACY

- 5 Feb is World Read Aloud Day
 - “Shared literacy experience engaging children and adults in conversation and engagement around a high-quality text.”
 - Improves language ability, thinking skills, vocabulary, communication, foundational reading skills (phonological), background knowledge, springboard for writing
 - Develops organized and focused brain patterns shown in MRI scans
 - Provides access to a higher number of and higher quality vocabulary words than videos
 - Improves ability to resolve conflicts, increases sensitivity to others, fewer outbursts, more control over emotional responses
 - Neonatal ICU read aloud data increases in blood oxygen and decrease in heart rate and benefits continued after the read aloud
 - Storytelling increases oxytocin and positive emotions, decreases cortisol and pain in chronically hospitalized school aged children
 - Trends: mostly fiction 93.7%, chosen on familiarity/classics, holiday books tend to be Christian, not intentionally planned
 - Encourage choice of inclusive/diverse texts, deliberate planning to encourage rich conversation
 - Read sophisticated/above grade level texts - listening comprehension outpaces reading comprehension
 - Multilingual learners need longer pauses, define words as encountered, need more opportunities for questions
 - Evaluate *before* reading; Explain *during* reading; Engage and Extend *after* reading
 - Use think aloud during reading to give a first person, verbal narrative of how you approach a text
 - Connect to cross-curricular, CASEL SEL after reading
 - Observation: showing the benefits through lesson planning can help protect your position as a librarian (not just doing arts and crafts)
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11:00 AM

Conference/PD Sharing,

- Georgia Children’s Literature Conference

- GLMA Institute in June - public school oriented, but very beneficial
- Librarian Ed Camp in Carrollton at U West GA in Feb - facilitated but not presentation oriented
- GA ETC in College Park at World Conference Center - facilitators get free admission

Group Problem Solving

High school group:

- "We've genrefied to encourage reading, but still aren't having success. What can I do to change the reading culture?"
 - Getting teachers on board for choice reading.
 - Prizes! Will do anything to win a prize. Autographed books. Scented bookmarks! Candy.
 - Book club elective course.
 - Beanstack.
 - TOME Society.
- "I'm struggling with students who need an amazing amount of hand holding. How do I get them to be more independent?"
 - Forcing them to solve problems for themselves.
 - Giving generic directions to encourage thinking that applies to specific circumstances.
- "Increase in inappropriate behavior like mouthing off to adults, shouting, leaving trash; how do I address this?"
 - Can you call/email the parents? Do they realize the students are behaving this way?
 - In extreme cases can you tell them they're not allowed in the library except with a class?
- "Because I'm at a 6-12 school I have problems dealing with a collection that serves that entire population." (Conservative Christian school.)
 - My school is progressive, so we don't have conflicts over things like LGBTQ, but when I see younger students trying to check out mature books I have a short conversation with them about it.

12:00 PM– Lunch/Business Update, Share Election Lesson/Special Event Plans

1:00 PM– Member presentations

Brian Collier, Marist, Creative Collaboration

- Being flexible with faculty, embracing chaos, leveraging every opportunity to work library skills into classroom projects.
- Don't beat yourself up if you don't get positive responses right away, make a 5-year goal and assess each year.
- [slideshow with links to guides](#)

Meggan Wilcauskas, St. Pius, Using ChatGPT in the library

- Create bulletin boards: Give me idioms with Biblical origins, make the idiom BOLD larger, description in XX font, cut them all out and put them on the bulletin board.

- Form better research questions, but also learn how ChatGPT makes a better question so you can do it yourself next time.
- Build better topics for papers: “I want to do something about Triangle Shirtwaist...”, use ChatGPT to generate research topics
- Uploaded fiction collection and asked it to classify each book into a genre
- Give me a rationale based on the (Church’s guiding documents, school handbook, etc.) for including this book in our library collection
- Need to be specific about exactly what you want and it will give it to you. “You’re a helpful history teacher.” “I want you to improve my question, not answer it.” “What did you do to improve that question?”

Melissa Shenk, The Davis Academy, Library Ambassadors

- 5th grade and middle school. Application based, but no one gets denied. Shelve books, help with check out, make bookmarks and posters, book displays, book club, build book nook dioramas that go on the shelves with the books (pre-made, like 3D jigsaw puzzles)
- Free time - ambassadors come in the morning, during recess, or during class with a pass; can have a shift–Monday mornings, Wednesday afternoons, etc.

2:00 PM– Library Campus Tour