

2018-19 Evaluation of Digital Media and Learning Resources Professional Development

Jin H. Zhang, Ph.D.

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At-a-Glance

The Dallas Independent School District (Dallas ISD) Library and Media Services department mission includes: supporting state and national standards, identifying qualified professional library and media specialists, providing administrative support and quality online resource for principals and librarians. It also supports district campuses in moving the library program forward, broadening professional learning through articles, conferences, professional development, networking with colleagues, seeking knowledge of technical changes and integrating changes effectively into curriculum framework.

In 2018-19, the Library and Media Services department provided digital media and learning resources professional development (PD) to district librarians and media specialists. The training focused on:

- providing coaching and leadership skills that support the design and delivery of high-quality library programs at the campus and district level,
- utilizing future ready skills aligned with the American Association of School Librarians (AASL) standards framework for learners and supporting the implementation of the district technology plan,
- incorporating digital citizenship instruction and practice,
- coaching teachers in educational technology best practice and application, and
- curating digital educational resources.

Purpose and Methods

The purpose of the evaluation was to describe the professional development sessions, including budget, session participants, and participants' feedback.

Data on training participants and training sessions were obtained from the program manager. Participants' identification numbers were merged with the district personnel data file. An online survey was created to collect participants' perceptions and experiences with the PD training. Data analyses included frequencies and cross tabulations.

Funding

The 2018-19 Title I funding amount for digital media and learning resources professional development was \$438,200.

Professional Development

Using the "train-the-trainer" model, Library and Media Services department provided a seven-part professional development aligned with AASL standards from September 2018 through May 2019. Two trainers from an outside vendor called "Engage2learn" trained 45 lead librarians.

Engage2learn provided two sequential trainings in 2018-19. The first training was provided to the 45 lead librarians at Steelcase at Dallas from October 30 through November 2, 2018. The second training took place at Skyline High School on February 14 and 15, 2019. Topics included AASL standards, online resources, and teaching strategies. Table 1 displays characteristics of lead librarians.

Table 1: 2018-19 Characteristics of Lead Librarians (N=45)

	<i>n</i>	%
Ethnicity		
African American	12	26.7
Hispanic	11	24.4
White	21	46.7
Other	1	2.2
School Level		
Elementary School	27	60.0
Secondary School	18	40.0
District Experience		
1-5 years	5	11.1
6-10 years	6	13.3
11-15 years	3	6.7
16-20 years	15	33.3
20+ years	16	35.6

Source: Library and Media Services data dated November 12, 2018 and district personnel data file dated November 18, 2018.

Learning Network (LN) Meetings

The 45 lead librarians led seven afternoon Learning Network meetings for 128 librarians using materials put together by Engage2learn. Meetings were organized into 15 learning communities (10 elementary and five secondary). Each learning community was led by three lead librarians. The LN meetings covered the following topics: 1) get to know the AASL standards, 2) inquire, 3) include, 4) collaborate, 5) curate + engage, 6) include + engage, and 7) explore + personal reflection.

Twenty-eight librarians (16.2%) attended all seven sessions and forty-two (24.3%) attended six out of seven sessions (Table 2).

Table 2: 2018-19 Learning Network Meeting Attendance by Sessions (N=173)

# of Sessions Attended	# of Librarians	%
1	18	10.4
2	17	9.8
3	17	9.8
4	24	13.9
5	27	15.6
6	42	24.3
7	28	16.2
Total	173	100.0

Source: Library and Media Services data dated June 3, 2019.
Note: Data included 45 lead librarians, 45 coachees, and 83 librarians.

Additionally, the 45 lead librarians coached 45 librarians (coachees) during the morning of LN meetings. Three lead librarians in each learning community worked with three coachees on a one-on-one basis. When one lead librarian trained one coachee, the two outside trainers and other two lead librarians observed. Each one-on-one training session lasted for an hour and all three lead librarians took turns observing.

A total of thirty-seven pairs attended at least one training session (Table 3). Twenty-one pairs of lead librarians and coachees (56.7%) attended four or fewer sessions and 16 pairs (43.2%) attended five or more sessions. Three pairs attended all seven sessions. The other eight pairs could not attend due to schedule conflicts, such as testing and campus work.

Table 3: 2018-19 Paired Lead Librarian and Coachee Attendance

# of Sessions Attended	# of Pairs	%
1	1	2.7
2	3	8.1
3	10	27.0
4	7	18.9
5	7	18.9
6	6	16.2
7	3	8.1
Total	37	99.9

Source: Library and Media Services data dated June 3, 2019.
Note: Percentages do not add up to 100 due to rounding.

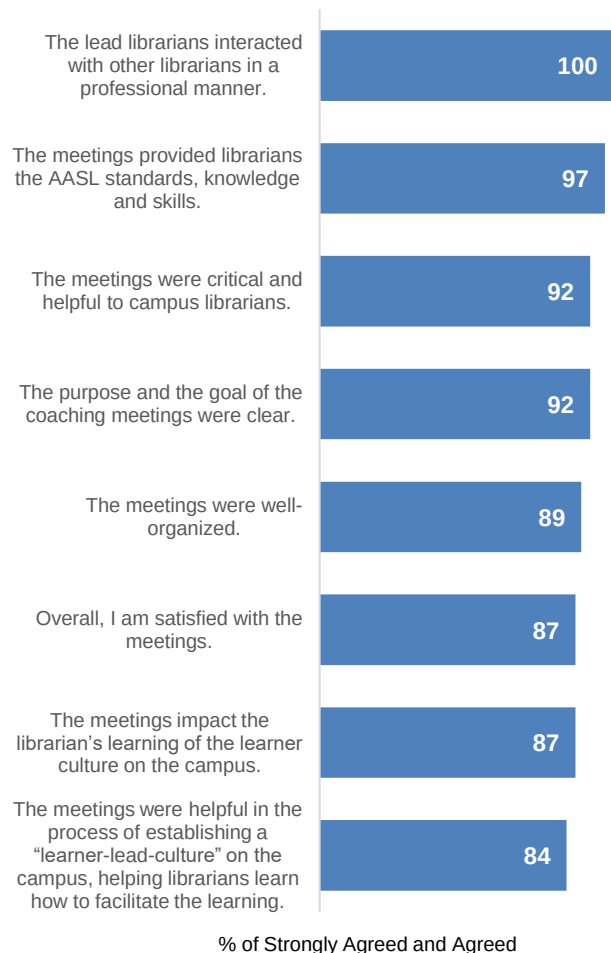
In the afternoon, during LN meetings, the two outside trainers pulled out one lead librarian to go over what had been observed in the morning and provided feedback.

Survey Results

The online survey included eight questions with Likert type response options and two open-ended questions.

The survey was open from April 29 through May 14, 2019. A total of 38 (84.4%) lead librarians completed the online survey. Survey results indicated most participants responded favorably regarding professional development sessions (Figure 1). A majority of librarians believed that: 1) lead librarians interacted with other librarians in a professional manner, 2) the meetings provided librarians the AASL standards, knowledge and skills, 3) the meetings were critical and helpful to campus librarians, and 4) the purpose and the goal of the coaching meetings were clear.

Figure 1: 2018-19 Library and Media Services Training Participants' Feedback (N=38)



Source: Library and Media Services survey data dated May 15, 2019.
Note: AASL= American Association of School Librarians.

The survey included two open-ended questions. The first open-ended question asked lead librarians what respondents liked most about the training. Responses to the question included working together as a group, sharing ideas and techniques, and learning from peers (N=16), reviewing most updated AASL standards (N=11), and personal and professional growth (N=10).

The second open-ended question asked lead librarians what they liked least about the training. Several lead librarians indicated that they did not have adequate time to plan and implement strategies at training sessions and on campus (N=10). Others (N=5) pointed to low attendance as an area for future improvement.

Recommendations

- **Allow lead librarians more time to plan and implement learned strategies at training sessions and on their campuses.** Survey results indicated that several lead librarians did not have adequate time to properly develop action plans and implement strategies.
- **Encourage librarians to participate in training to improve attendance.** Attendance records and survey results indicated attendance rates for training sessions and learning network meetings were low.

References

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An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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Dallas ISD
Department of Evaluation and Assessment
H. B. Bell School Support Service Center
2909 N. Buckner Blvd.
Box 10
Dallas, TX 75228