

Southern Local School District	
Miller High School	
Suzanne Roberts	Angela Adams
Titles: “Incorporating Library Information, Technology and/or Media Indicators into Lessons” and “Information, Technology and/or Media Literacy Integrated with Classroom Subject Lesson”	

ILILE Grant Follow-up Report
Suzanne Roberts & Angela Adams
Southern Local Schools – Perry County

PLANNING

Our grant proposal was to provide \$50.00 stipends to staff willing to incorporate information literacy standards into existing or new lessons.

We got permission from our administrators in the elementary, middle and high schools to present the grant opportunity at the September 22nd early out staff in-service.

Each teacher received a customized folder with the following information: Standards for their grade level &/or subject area, Tips for inclusion of standards into their subject(s), and the Template for the ODE Lesson Plan. We then passed out a grant requirement sheet (included as an attachment), which could be used as a check-list for them as they completed their responsibilities for receipt of the stipend.

Teachers completed a survey (included as an attachment) at these meetings, which was used for the pre-survey data. Whether they chose to participate in the grant or not, each teacher received a copy of the new library standards, which at least made them aware of their existence.

A sign-up sheet was circulated at each meeting. We were glad to have more than the number of teachers interested in participating than we could accommodate. We literally pulled names out of a hat, and notified them of their acceptance. At this point, they received a student pre-survey (included as attachments) to be filled out prior to student participation in the lesson. Those on a waiting list were notified of their status.

IMPLEMENTATION

Between September 27th, when we notified teachers of their participation status, and November 23rd (due date for teachers), Angie and I were available to help with questions or collaboration. During this time, teachers pre-surveyed their students, taught the lesson, post-surveyed the students, and completed a staff post-survey. One memo was sent to

participating staff, reminding them that there was a waiting list for participation, and to notify us as soon as possible if they were unable to complete their responsibilities. One staff member did inform us, and we were able to include a person on the waiting list. A second memo was sent out 2-3 weeks prior to the due date, reminding them that the deadline was indeed approaching. We scheduled time after Thanksgiving break to tally the surveys and enter the data into an “excel” spreadsheet.

RESULTS

Pre-surveys

Staff – 54 participants

Students – 250 participants

Post-surveys

Staff – 12 participants

Students – 161 participants

We have attached graphical results for the pre and post survey data. We were pleased with the results. Percentages increased in the post-surveys for the “agree” and decreased for the “disagree” for nearly every question.

We had 20 staff sign up for participation. 16 were notified of their acceptance. Of these, 12 completed all requirements. Unfortunately, 3 teachers who signed up did nothing, and did not notify us of their intentions not to participate. This was unfortunate, but understandable considering the extreme stresses teachers are under. One teacher completed the student pre-survey and the lesson plan, but was unable to teach the lesson prior to the deadline date – therefore the discrepancy between student pre and post survey numbers. To avoid potential hostilities, we intend to pay this teacher half the stipend for the work she did complete.

We now have 13 lesson plans completed in the ODE format. We will encourage the teachers to submit these to ODE’s Instructional Management System. We will make ourselves available to them to critique/edit their lessons before submission if desired.

This was definitely a positive experience for us, and we hope for the teachers involved. Thank you.