

Engaging Diversity - Assignment

You will review a professional article in a current publication on the subject of Building Engaged Classrooms and design a multiple intelligence Unit Lesson Plan in each of the sensory Modes.

Article:

Engaged Libraries Leading the Way:

<https://drive.google.com/open?id=1pcUmnY60Hpt36VfMjmPSCP1jT5HAU8ay>

Rubric Criteria:

- **Identify the main idea of article**
 - Libraries are becoming more vital to communities in these 5 ways: civic educator, conversation starter, community bridge, visionary and center for democracy in action
- **Summarize main points of article**
 - Civic Educator
 - “Successful civic engagement requires a combination of knowledge, skills, values, and motivation to make a difference and solve community problems.”
 - Conversation Starter
 - “Democracy happens when interested people engage in informed discussion about issues affecting their lives and their community. Libraries are leading these discussions, from identifying the most important issues through facilitating community action”
 - Community Bridge
 - “Libraries are uniquely qualified to create community bridges by connecting groups that may have little in common and by helping to engage disconnected groups.”
 - Visionary
 - “When diverse people are enlisted in the work of shaping a community vision, they become optimistic about the future and more committed to the vision. Libraries are leading community visioning processes, supporting vision development by collecting useful information, refining the library’s vision to support community building, and creating opportunities to get people involved in bigger conversations”
 - Center for Democratic Action
 - “Becoming a center for democratic action requires moving from events that support civic engagement and community building to a coordinated strategy designed to achieve active and purposeful engagement. Library leaders who see

the library as a center for democratic action say all of their programming is about civic engagement and community building. Programs that address key civic engagement indicators—voting, civic understanding, connections with public officials, services to immigrants, and easy access to reliable data and civic information—position the library as the place where democracy, civic engagement, public discourse, and community building happen.”

- **Application of main ideas of Achieving Outcomes: Building Engaged Classrooms to multiple intelligence**
 - Engaged students, in pursuit of strengths, are guided by engaged teachers, heroes of the classroom. What do they do differently? Engaged communities rally around the schools. If you give students too much information, they don't understand the concept, and the lesson is canceled. Learn how to keep students on-task and motivated to learn. Establish a productive learning environment to provide innovative learning solutions. Use practical teaching strategies to promote literacy in the content areas.
 - As an educator and a librarian, my job entails a lot of angles. Providing direct resources to students that match exactly what they need is a challenge. Providing them with too much information suffocates their learning (especially young students) because they do not know where to start. I find it most valuable to direct their research with first something they are interested in, then moving on to something more focused.
 - Motivation and engagement through the teacher
 - Interactive learning in the library is a new phenomenon. The Makerspace culture provides another learning opportunity that isn't just sit down reading. Having engaging hands on learning provides the best environment when students are in the hub of information. They do not need to go far to find a book to find an answer.
- **Describe how you will integrate components of the [GSE Conceptual Framework](#) into your classroom experience.**
 - See table below, sentences in bold...

Vision: To prepare students to advance life-long learning in diverse learning environments including schools, post-secondary institutions, community organizations, and social service and health agencies.

1. Diversity and Inclusiveness – Advocacy for Fairness and Respect.

1.1 Candidates work effectively with diverse populations. - **Having resources available that mirror the population of the students.**

1.2 Candidates promote inclusive and therapeutic environments. - **Having different spaces in the library to accommodate different learning styles.**

2. Research based practices and professional standards – Professionalism.

2.1 Candidates critically analyze and implement research-based practices.-**Teaching research and source evaluation in libraries start at the elementary level.**

2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.-**Continuing education and professional development from the Library Media Specialist is an ongoing project. Keeping up on current books, resources and developments in education makes the library the hub of the school.**

3. Impact on Learning and Development – Commitment to learning.

3.1 Candidates ensure that all learners and clients succeed.-**Successfully finding reading levels and matching that information to students.**

3.2 Candidates use technology to enhance learning and development.-**encyclopedias are becoming a thing of the past. Online database research provided by OSLIS and MCL have changed how we research. The information is up to date while print encyclopedias can be out of date as soon as they are printed.**

3.3 Candidates influence policy and provide leadership for organizations.-**Not only do we assist students, we provide resources for staff on the school and district level. Including community in projects and library use is also essential.**

4. Evidenced-informed decision making – Reflection.

4.1 Candidates use evidenced to address problems of practice and make informed educational and therapeutic decisions.- **Meeting students where they are at is the most important piece. Every problem encountered provides an opportunity to reflect and be creative in problem solving.**