Agenda and Notes
September 14, 2021
Media Program Standards Study Advisory Panel Meeting 1

[Media Program OAR 581-022-2340](#)
[Budget Note Language](#)

Introductions (3:30-3:50)

- Name, location, role, one key reason you're interested in participating in this group
- Share contact information w/ group?

Big Picture Overview (3:50-3:55)

- [SB 552](#) → [SB 225](#) → [SB 226](#) → LFO Budget Note
- Important Dates:
  - Sept. 21, 2021: Survey must be deployed
  - Oct. 18, 2021: Review survey results; develop recommendations
  - Nov. 9, 2021: Review draft report
  - Nov. 22, 2021: Final review and reflection
  - Dec. 1, 2021: Report due to ODE leadership for review/revision
  - Dec. 30, 2021: Report due to Oregon Legislature

Budget Note Requirements (3:55-4:00)

- The Department of Education shall **convene a group** to **study the State Board of Education developed media program standards**. The study must **evaluate the appropriateness of the standards** and whether they **adequately address student media needs**, and **methods to measure and ensure compliance with the standards**. The Department should **consult with organizations that represent public school educators** and those who **promote school libraries** in selecting members of the group. **The Department shall report the study's result and any recommendations by December 30, 2021.**
  - When districts have to submit a District 22 assurance form, they self-report. That includes for the OAR related to school libraries. If a district reports being out of compliance, ODE works with them to make a plan to get into compliance. Not having a licensed librarian does not automatically mean a district is out of compliance. If parents, staff, etc. do not agree with what a district reported, they can file a complaint with the district. If that is not adequately addressed, the complaint can then be directed to ODE.
  - If a district does not have a licensed librarian, they should mark out of compliance and add reasons; ODE reviews; triggers 1st round of technical support to better understand the situation; technically can be in compliance w/o licensed staff but need to consult

with Jen Maurer at State Library, will be asked to reach out to public library staff, and will be asked to work towards hiring licensed staff (time and money will be factors in meeting that goal); district has to submit a corrective action plan that ODE must approve; districts must have their plan executed by their deadline or they are at risk of losing funding
- ○ Why does the media programs OAR language about staffing have higher priority than language about instruction? Can't see a principal saying, "I don't have money to hire an English teacher." There's no good answer.
- ○ ODE now has a division 22 specialist to better run the process (Susan Payne)

What Outcomes Would You Like to See? (4:00-4:30)

- Today let's arrive at consensus for desired outcomes and the paths to achieve them
- Opportunity to remove confusing parts of the OAR and add clarity; ex: definitions are missing from the OAR (FYI, there are some library definitions in the Continuous Improvement Plan OAR OAR 581-022-2250) Is section 3 still a good reason to not have a licensed librarian in the district?
- Opportunity to link lack of skills in university students to lack of library / info lit instruction in K-12
- FYI, State Board of Education meeting on Thursday will include a discussion about a library waiver request from Mt. Angel.
  https://www.oregon.gov/ode/about-us/stateboard/Pages/StateBoardMeetings.aspx
- Make sure that all school districts (by size, some are tiny) can meet the OAR; one solution is to have tiered requirements; there are rules models like that
- What is this group's real purpose? Is it to make recommendations about what library programs should do or be providing? If so, let's not be limited by existing resources. Let's focus on what our students need.We may not always have solutions, but we should still put forth the need.
- Yes, our purpose is to evaluate the existing standards and make recommendations; first, determine if the rule is sufficient; if not, what is missing? Then perhaps part of the recommendation will be "how do we get there"?
- We should also pay attention to having clear language about how to measure compliance.
- The way that Div. 22 standard is written, that is the minimum standard for compliance (= floor)
- If that's true, what role do Div. 22 standards play in equitable opportunities for students to learn? ODE has an equity stance. Equity should be part of analysis and recommendation.
- Opportunity to make a statement about the value of school libraries and the greater role they play in school and community (in students' education)
- Look at consistency across statutory language and OAR language (ex: rules about what it takes to become a licensed librarian)
- This may also be our time to update outdated language (ex: library media specialist is old term; school librarian or teacher-librarian is new term; what does "media" mean?)
- Hopefully we can also show that the school library program is part of a continuum (including reading instruction, level of curiosity; also K-16; libraries are more than a collection of stuff; it's about how to use the stuff and what outcomes result)
- Also approach it from a stance that classified staff should not be delivering content (teaching); it's a grey area; what are we putting on classified library staff?

Target Audiences for Surveys (4:30-4:50)

- Identify themes and audiences for a data collection survey
- Who needs to weigh in on this discussion? Also, what other ways should we collect data?
- Yes, library staff and admin, but parents and students, too; perhaps even college students
- Survey purpose: What is currently happening in school libraries?
- We also want to know why admins make decisions.
- Would there be time to interview districts on either spectrum to learn how they
- Section 2 of the rule -- ask about that. Also, how to ask about it to delineate finer points -- library, info lit, etc.?
- What are the best practices and how do we leverage them?
- Media is a broad term; can be a good thing; it means we are not just talking about the ability to read print; there are instructional standards in ELA that are directly about the ability to use information; admins can say, ELA teachers already cover info lit; do those teachers have the knowledge and skills to adequately teach that (librarians are info experts); how to determine if teachers are teaching it; how to help admins be able to evaluate that?
- Does the SEED (Student Educational Equity Development) survey address some of this? Dan Farley at ODE; check; also check if there are school library questions in the SEED survey; Greater Albany SD has robust SEED data; could compare to Smarter Balanced data
- OEA could promote the survey; has community groups that might be interested
- Time limit may be a factor in whether we can put out separate surveys or one survey w/ a distinction of roles that results in different questions for different audiences
- There's also a body of research called School Library Impact Studies that shows positive results when licensed librarians are on staff
- Does anything in the OAR point to the Oregon School Library Standards (OASL)? When OASL got those standards adopted (approved but not required), State Board of Ed asked for grade-level learning goals (GLLG). During the process to adopt the GLLG, it became clear that the State Board of Ed cannot adopt the standards because they are not one of the content areas that is included in the ORS that requires content standards
- Part of our report can identify if there are any discrepancies among various OARs (ex: media programs OAR and CIP OAR); definition of strong school library program in CIP OAR is incongruent with what is spelled out in the media programs OAR

Homework & Questions (4:50-5:00)

- Please think about questions you would like included in the survey. Also consider the best way to ask the question -- open ended, select from answer choices (and suggest some), ranking, etc.
- Please consult members of your stakeholder group. This is their opportunity to help shape the survey and influence policy for Oregon students.
- Add the questions to this Google spreadsheet, so we can discuss them at our meeting on Tuesday, September 21st.
  - Add questions to the relevant worksheet by audience. (See bottom of spreadsheet.)

- ○ Don't worry about questions others may have added. We will dedupe later.

Seed Questions for Survey

1. What is the school library situation in your district?
2. Who is running your media program at the district level?
3. Who is running your media program at the building levels?
4. In what ways do the media program standards work?
5. In what areas would you like to see improvements in the media program standards?

Meeting Schedule & Zoom Link

Date	Time	Topic/s
Tuesday, 9/21/21	3:30 - 5:00 PM	Develop survey questions
Monday, 10/18/21	3:30 - 5:00 PM	Review survey results Develop recommendations
Tuesday, 11/9/21	3:30 - 5:00 PM	Review draft report Provide feedback
Monday, 11/22/21	3:30 - 5:00 PM	Final takeaways (tentative / optional)

Chat Comments

Angie: We still have a book mobile program that travels once a month to our frontier schools. I'm wondering if we can build on that as something as well.

Andrea: To that end, there likely needs to be a link to the TSPC rules on this or language similar to the counseling rules that say a person cannot operate outside the scope of a TSPC license.

Angie: I agree with the wraparound piece as well. I was an EI teacher and work closely with my Pre School Promise folks. That's a great idea.

Michelle: Community / Business partners. What qualitites do they desire in employees, workforce and where do they see gaps.

Angie: I would like to see what it is that we can do to help our students be productive contributors to society. I agree with Michelle - talk to business partners, employers, etc. What do we need in higher education and trade schools? What do kids need to be able to do in schools that will allow them to access data/information so that they can make informed decisions and choices.

Rita: Those studies Jen is referencing also show that strong library programs have a disproportionately positive impact on achievement for traditionally underserved students.

Laura: For the survey, what top five things do you want to ask folks? What information are we seeking specifically?

Laura: Jean Gritter is the DL for Greater ALbany