

Agenda and Notes  
27 October 2021  
Media Program Standards Study Advisory Panel Meeting 3

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

[Budget Note Language](#)

\*\*\*Let's take notes as a group. Please add details that you feel are important to capture.\*\*\*

## Introductions (3:30-3:40)

## Data Report -- Judah (3:40-4:30)

- From Alexa Pearson -- please do not share the survey results, data, or analysis with anyone outside of the advisory group, because this work is in draft form and not ready to be shared at this point.
- Judah reviewed his findings via a Word document that we will receive later.
- What are some ideas for the best language to capture these two groups -- school-level educators and district-level administrators?
- How to parse the data? Always show the data by each audience type? Or, okay to group school library classified staff, teacher-librarians, and principals as one group?
- In the question about what people value in a library program, could there be a disconnect between what can happen in a physical library vs. what could happen elsewhere as part of the library program?
- Question about which staff are essential -- response could be affected by the ability to choose more than one staff type for each category.
- "Is a teacher-librarian essential" question -- responses could be affected by how classified staff see themselves successfully running a school library; same for teachers who may not have experienced a teacher librarian before = you don't know what you don't know (Could the word essential in the wording of the question for administrators be a factor?)
- There could be some good news in the above findings = could show that the teaching part is valued, esp. by classroom teachers; can show that the classroom teacher can get back to focusing on their own content if they have more specialists like librarians on staff.
- How long have teachers been doing without certified teacher librarians? (The schools have gotten along without it, and it may just be an interpretation thing.)
- Many identified barriers tended to focus on "how to do I get into the room w/ books" and deficient collections; the barriers don't really speak to other barriers like school library staff being tasked with other tasks (tech support; textbook manager, test coordinator, lunch duty) because those weren't options on the survey, but they could be barriers

- Re: barriers -- I think in the past year, we have had so much increase in technology, this is not as crucial as before. For example, all of our districts are 1-1 devices. They may feel that they have access to technology. I understand the teaching aspect, but am wondering if this is an interpretation as well.
- 1/3 of school-level educators opted not to respond to the OAR questions. That could say something about the survey questions and/or about the OARs (don't want to deal with/think about an OAR that they may find confusing)
- Lowest level of agreement about Media Programs OAR is around staffing. What the data could be telling us could be troubling -- ex: only 6 out of 10 people agree that the OAR addresses best practices for staffing; OAR agreement percentages are much higher on compliance question than on best practices question; so kind of like yes, we know how to comply with what exists, but we don't think it helps us understand best practices for our programs.
  - But, this data is based on questions that a large chunk of respondents didn't answer?
  - As I understand it, the OARs are difficult and if people know they're tied to Division 22 and if they know they're not in compliance...we can see where this is going..... just a thought.
  - There seems to be a disconnect between what was said about the OAR and staffing vs. what was said in open-ended responses
- The survey seems to show that there's a need for specificity to understand how to comply with the OAR; that lack of clarity makes sense considering how many school library staff are solo practitioners in their buildings.
- It's true that the OARs are very technical and lack direct links to best practices. That's an area where we could make recommendations.
- Two barriers emerged in data as most prevalent -- funding limitations and shortage of licensed teacher-librarians; re: shortage, a potential recommendation could be share info with admins about how licensed teachers can get a library media endorsement; for out-of state, a barrier to individuals becomes increased cost due to out-of-state tuition; Reynolds SD has 10 openings and couldn't get enough licensed people to apply -- "yay, you have the position this year, but will it be cut next year?" could be one reason for low turnout; collaboration with classroom teachers is so important to building a strong library program; programs are disrupted
- How do we think more comprehensively about school improvement? Work of Student Investment Account, Education Initiatives and Improvement, etc. How do we braid our outcomes into their outcomes? It's not just about having a teacher-librarian; it's about creating the right conditions to create a school where teachers want to teach and students want to learn; Title 1 school and class size -- permission language, might be an opportunity
  - Totally agree. I've been asking about this kind of braiding and more "collaborating" for a while. We need to make the best use of these funds. Especially with all of the funds we have right now.
  - The EAC right now has a ton of money. I think that is something we could tap into as well.
  - Recent success for CTE could be a good model
  - We need systems change

- SLIDE project profile about Oregon -- staffing of other positions is on the increase but librarian positions are going down -- <https://libslide.org/data-tools/state-profile/>
- How to get admins who say they make evidence-based decisions to look at the evidence around libraries?
- Make it clear that this effort is not about saving or protecting school library jobs; don't discount this effort
  - I think keeping this focused on school improvement and student outcomes/student needs is critical.
  - Could rubric coming from OASL vs. ODE add to the "unionist" argument?
- Looking at the big picture of this data, it's evident that we need to educate about the OARs and school library programs; don't focus on values; instead, focus on standards
- Suggestion: ground the survey results in the context of what library programs are outside of Oregon -- what can be based on best practices -- we don't know what we don't know or what we don't have
- How to build in scaling for staff level requirements in the OAR?
- Include info about how we tried to reach all audience types via multiple channels and reminders

## Processing Time (4:30-4:35)

## Break (4:35-4:45)

## Report Recommendations (4:45-5:20)

## Next Steps (5:20-5:30)

- If there are other recommendations you'd like to make that we didn't have time to discuss during this meeting, please email them to Jen and Tina by the end of Monday, November 1.
- If you're working on additional items for the report, please submit those to Jen and Tina by the end of Monday, November 1.
- Reminder about Nov. 9 meeting: Jen and Tina will share a draft of the report by the end of Friday, November 5. Please read the draft, make comments and suggestions, and be prepared to discuss at the November 9 meeting.
- What do you need from us?