Randi-Marie Gonsalves

LIS 693 Professional Development Assignment (Lesson Plan)

Understanding What Destiny Is and How to Use It

Title of Lesson	Destiny: What is it & How Do I Use It?	Grade Level	K-5
Curriculum Area	Professional Development	Time Frame	30-45 minutes
Developed By	Randi-Marie Gonsalves		

Content Standards:

AASL 1.3 Instructional partner. Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school 2010 ALA/AASL Standards for Initial Preparation of School Librarians Page 2 of 20 improvement processes, and of offering professional development to other educators as it relates to library and information use.

NCPTS 1: Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Understandings	Essential Questions
Overarching Understanding	**Overarching Questions**
What Destiny is. What Destiny is used for. What the teacher can do with Destiny.	What is Destiny? How can I use Destiny? What can I the teacher do with Destiny?
Related Misconceptions	
I don't have time to learn about technology. I won't ever need Destiny in the classroom. I won't ever use Destiny. I don't even know what Destiny is.	

Knowledge	Skills
Students will know…	Students will be able to…
What Destiny is used for. How to use Destiny from any computer. How Destiny can help them.	Use Destiny to locate a book/material. Use Destiny to see if a book/material is available.

Use Destiny to hold a book/material.

Assessment Evidence

Performance Task Description

Goal	After the lesson, teachers will be able to successfully use Destiny, to locate books for themselves as well as help their students do the same.
Role	Under the guidance of the instruction of the teachers, students will be able to use Destiny to locate materials in the library.
Audience	Teachers
Situation	Teachers are looking for new ways to locate and reserve books in the library ahead of time and/or from any computer.
Product/Performance	Teachers will complete a flipped instruction to determine their knowledge of Destiny as a pre-assessment and a survey and exit ticket as a post-assessment.
Standards	**AASL Standards for the 21st Century Learner** 1. **Inquire, think critically, and gain knowledge.** 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.3.5 Use information technology responsibly. 1.4.4 Seek appropriate help when needed. 2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.** 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
Other Evidence	Teachers will be able to share lesson and knowledge gained from lesson with their peers and students.

Learning Plan	
Lesson Plan	Teachers will be given a link to a flipped lesson that will introduce them to Destiny. This flipped lesson contains questions that are to be completed by the teachers prior to the PD. Click HERE for the link.

	The PD lesson will discuss, with the aide of a Power Point presentation, Destiny, what it is used for, how teachers can use it in their classroom, benefits of it. Click HERE for the link to the PPT. Teachers will participate in a few tasks during the presentation to get an understanding of Destiny. See below. Teachers will have the use of the computers in the library. After the presentation, the teachers will be given an exit ticket. They must complete this ticket before they leave. It is in the form of a Destiny "scavenger hunt." See below. At the end of the lesson, A Google survey will be sent to them via email that they are to complete, but may do so anonymously. This will be used to provide any feedback or questions teachers may have.
Reflection and Feedback	I believe that with the teachers being able to see how easy it was to use Destiny, they were provided the confidence to try out Destiny and Destiny Quest themselves. Please see separate reflection paper

Tasks:

1. Get yourself onto the VCA Media Center web page. Go to the "catalog" section.
2. Do a new search for a book about bears using "Basic Search" then do a search for a book about bears using "Visual Search." What are the differences you see?
3. Do a "Power Search" using three different keywords. Did you find it too limiting? Not limiting enough? Compare with your neighbor's results.
4. Locate a book through the "Series Search" button. Compare with your neighbor's results.
5. Click on "Destiny Discover" on the left side of the screen/ page. How many recently added books does VCA have? Are you surprised about the "Popular Titles?"
6. Try your hand at your own type of search.

Exit Ticket:

Name: _____   **OPAC Scavenger Hunt**   **Date: _____**

Instructions: Answer the following questions using your library's OPAC (Online Public Access System).

1. How many books does our library have about dogs?

1. _____

2. If you look up the author Beverly Cleary, what is the first book listed?

2. _____

3. List the call number for the first book about snakes.

3. _____

4. How many books does our library have by Dr. Seuss?

4. _____

5. Does our library have the Biscuit books by Alyssa Capucilli? How many?

5. _____

6. List a subject you're interested in.

6. _____

7. How many books does our library have about that subject?

7. _____

8. How many of those books are over 100 pages?

8. _____

9. How many of the books are on your reading level?

9. _____

10. List a call number for a book you'd like to check out.

10. _____

11. List another subject you're interested in.

11. _____

12. How many books does our library have about that subject?

12. _____

13. How many of those books are under 100 pages?

13. _____

14. How many of the books are on your reading level?

14. _____

15. List a call number for a book you'd like to check out.

15. _____

(Librarian, 2018)

Bibliography

Librarian, E. (2018). *ElementaryLibrarian.com.* Retrieved from Elementary Librarian:

https://elementarylibrarian.com/wp-content/uploads/2013/09/OPAC-Scavenger-

Hunt.pdf

Google Survey (emailed after lesson):

You can click <u>HERE</u> to see the Google survey.

Reflection Paper:

Randi-Marie Gonsalves

LIS 693

Professional Development Reflection Assignment

When I first came to this school last year, I was surprised at how many of the teachers (and students) did not know how to use the library's OPAC (online public access Catalog), *Destiny*. This is a popular OPAC used in elementary schools, and was also used in the school library I worked at previously. So when I came to the school and saw how many of the faculty and staff did not know how to find a book in the library using *Destiny,* I knew what I would do for my Professional Development assignment.

Destiny is an OPAC, but it also has many other uses that teachers could utilize and benefit from. Students and teachers alike can create accounts and use *Destiny Quest* for interaction between the teacher and student and the librarian as well. *Destiny Quest* has such features as "The Top 10 Books" which is a list created by the students/ teachers/ librarians; "Resource Lists" that can be both publicly shared with others and private; and "New Arrivals" which is a great place for librarians to advertise or promote new books added to the collection recently. Students can also write reviews of books or make recommendations to other students about books they have read. It's a truly great feature of *Destiny* that many people don't know even exists.

I wanted to make something relevant to what I have found in the school library I work at (part-time) now. Since I had to make it a professional development lesson, I wanted it to be something that would be useful to both students and teachers. So looking at it from that angle, I felt that the basic idea of how to locate a book in the library using our library's online catalog, *Destiny*, would be a lesson that would be helpful to everyone. There have been so many times when a teacher comes in while I'm trying to teach a class and they are wanting a book about such and such that very minute. I have to stop what I am doing and help the teacher find the book she/he asked for (because there are so few of them who can wait until after the class is over for me to bring the book down to them). More times than not, I just go and pull it off the shelf for them because I feel it would take too much time to show them how to look it up themselves. This is where my professional development would come in handy for the teachers. They could learn how to use *Destiny* themselves and would be able to find what they are looking for while I could continue teaching my class.

The same holds true for the students. Recently, the head librarian was trying to teach the older students how to use *Destiny* with the Smart Board, but there is no formal assessment to see if they truly understand the process. I feel like a flipped lesson could introduce the concept to them and they could get real practice in; at the same time, I would be able to see who truly understands what and which areas I could focus more on when the students come into the library for the class lesson. This could also be a useful tool to see if the younger kids could grasp the concept of *Destiny* too.

So, I began to set up my professional development lesson. This was another area that took a lot of time because I am still not where I want to be when it comes to technology. I am getting used to certain areas but others still take me awhile to put together. This was one of the projects that took me awhile.

For the screen capture I used the program, Present, which was in my App store on my Mac. I also tried out Iris and AV Recorder and Screen Capture (other programs in the App Store) but these didn't seem to work out as well as Present. "AV Recorder…" was limited to 1 minute (which wouldn't be long enough for me at all) unless I upgraded to the full version for $9.99. This wasn't in my budget right now so I tried Iris and while it had unlimited time, I couldn't adjust the screen capture and everyone could see the background of my computer as well as my bookmarks. These were just too distracting so I went with Present. Present allowed me to adjust which part of the screen I wanted to capture as well as pausing recording and it was very easy to use. It was also compatible with iMovie so I could edit it successfully. As for the video editing, I used iMovie (as I just stated) and Garage Band. These worked well for me with my assignment so I figured I would go with what I was comfortable and familiar with. I was able to cut my original lesson down from a whopping 27 minutes- too long- down to 2 different lessons that were about 17 and 4 minutes. I decided to do it this way so that the lesson wouldn't be so long and I was able to do a separate lesson for finding and reading eBooks. Not everyone wants to read an eBook and some people already know how to use Destiny to find print materials but not eBooks so they could just watch one or the other (or both) depending on what their needs were. I also used EDPuzzle for making my video more complete and adding in the assessment tool. This was a great program and so easy to use. I thought how great it was to put questions

in along the way rather than wait until the end to ask questions. I used the free version of EDPuzzle but don't think I was worse off for it.
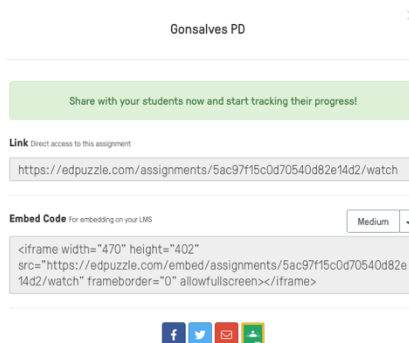
iMovie really worked well for me and I was impressed with EDPuzzle so that I could add in the assessments along the way. I have made an unspoken promise to myself that I was going to try to cut back on all of the paper used for worksheets and assessments where I could this year, and this was a perfect place for me to do that. Because the assessments were online in EdPuzzle, I could use a digital assessment rather than waste paper; it feels good to go paperless where I can. I was also able to add it all into the website for my digital curation and just put it in a separate tab there. This was a dual purpose as they could use the website to familiarize themselves with the books I had on there as well as use it as a source for books to look up on Destiny.

In order to begin my lesson, I sent out an email to the school's elementary staff to see who would be interested in learning about *Destiny*. Once I received feedback from that email, I sent out a new email with possible dates. Again, coordinating the emails, I came up with a date that worked well for the majority of people and I had finalized a list of about 10 people. This is a hectic time of the year and I really think doing something like this at the beginning of the year would better benefit everyone and would also probably bring about a better turn out. Note to self for next year. This was a very time consuming assignment, and one of the biggest hurdles, like that with the collaboration assignment, was just getting everyone on the same page. Time is very scarce and free time is even more scarce.

Before my professional development began, I sent out a reminder email to those who had signed up. I also sent out a link to the EdPuzzle to do as a pre-lesson. I included a screen shot here. The link is here if you would like to view it.

On the day of the PD, I used a PowerPoint presentation I had created with screen shots of *Destiny* on the VCA media website. Since there were fewer than ten people (I guess it didn't work out for some) everyone was able to have their own computer. As I went over the Power Point, everyone was able to go through the steps themselves using one of the school's computers. It was a slow process at first, but then we picked up the pace a bit the more we did together. I'd like to say everyone was a pro at *Destiny* by the time they left, but I'm not sure of that.

To use as both an assessment tool and a follow up, I emailed everyone a link again to the EdPuzzle I had created after the professional development to see if there were any new results. It was an exit ticket of sorts, except that they were allowed to leave even if they didn't complete EdPuzzle. I also emailed everyone who attended a Google Form (survey) which can be found here. Overall, I got really helpful feedback, the most common being that I should have done this at the beginning of the school year. I was a little nervous throughout the whole PD but I'm happy I did it as I really think teachers found it helpful.

Another person I emailed the link to was the present librarian there. I told her how well the professional development went and that the teachers really seemed glad they had come. I am hoping she will use it next year with the teachers and students both. I know everyone has their own way of doing things, but I think this can be a helpful tool she could use when she shows the students how to use *Destiny*. I haven't gotten any feedback from her yet.

EdPuzzle and iMovie were both pretty easy to use and they really helped ease my nerves to some degree just knowing that I had extra materials at my disposal. I know things like this require a lot of hands on for many people (including myself) and so these are great tools to use as both pre-assessments and post assessments. The most time consuming part of the assignment was just being able to come up with a time that would work for nearly everyone. Again though, I'm glad I was able to provide this service, and I hope next year I can show everyone at the beginning of the school year.