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The Influence of Media Specialists on Gifted and Talented Students in a K-12 Setting

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The Influence of Media Specialists on Gifted and Talented Students

in a K-12 Setting

by

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Table of Contents

List of Tables

Chapter I: Introduction

No two people approach problems the same way or learn at the same speed, so how does one support the needs of all learners when the typical ratio of teacher to students in a classroom is a ratio such as 30 to 1? This has been a driving question in education since schools were created (Rogers, 2007). The outliers, students who learn well above or well below grade level, often get overlooked as the teacher is still addressing the needs of the masses, and with such student teacher ratios, one can hardly blame the teacher. Students who are outliers below the grade level line receive what the American education system calls Special Education. The students have individualized education programs created to meet their individual needs. Gifted and talented students, the outliers who are well above grade level, often have not had that same opportunity for personalized education (Rogers, 2007). Classroom teachers have tried their best to enrich education and differentiate to bring more rigor and depth of understanding to all students. All too often, these students' needs go unmet as the students have already made the grade level target, and the enrichment offered is not enough to fulfill their needs (Ritchotte, Rubenstein & Murry, 2015). The community has not allowed this to happen to the outliers who fall well below the line, so why is it okay for it to happen to outliers who are well above it?

Perhaps utilizing all the resources found in a school can make a difference in gifted and talented students' education. Kim (2016) found interventions that focused on the strength of the gifted and talented student allowed the student to grow substantially in that area. One resource that has yet to be studied is the possible impact school library media specialists can have on helping to meet gifted and talented students' needs. This chapter looks at the specific needs of gifted and talented students and how the duties of the school library media specialist can meet

those needs. It briefly addresses the connection between gifted and talented education and media specialists, gaps in current research and the problem to be studied.

Context and Background

Gifted and talented students have been in schools since school's creation. They have not, however, always been well taught. (Swan et al., 2015). Teachers have a wide breadth of needs within the classroom, and gifted and talented students, who often already know the core content, can be seen as not needing much assistance from the teacher. While some educators erroneously continue to hold this belief, gifted and talented students do actually need guidance from trained educators. "Specific investment in the gifted is an important way to build a society that can help solve the society's needs with creative innovations and organizations" (NAGC, 2010, pg. 2). With new laws in place, such as Every Student Succeeds Act (ESSA, 2015), that have specific focus on the needs of gifted and talented students, the ever present question arising is how can their needs be met?

On a seemingly unrelated note, school library media specialists are in a unique position in most schools as they are often working in one of the few places in a school that does not grade students (Dow, 2014) which also causes the position to be in one of peril (McGrath, 2015). Today's public educational world is focused on standards that can be measured, data that can be assessed, and adjustments that can be made to teaching styles. The school library media specialist does not fit neatly into this box which leaves the position vulnerable, however, it also makes the position open to change the culture of the school and to foster inquiry, creativity, and critical thinking. "Students who can (and do) read and inquire with thoughtfulness and curiosity are empowered to push their own learning to deeper levels and wider vistas" (AASL, 2009, pg. 17). Inquiry. Autonomy. Innovation. Creativity. All of these are needs of gifted and talented

students and fostering them seems to be a part of the duties of a school library media specialist. Seems like a perfect pairing, but it is a pairing that has not been adequately researched.

Rationale

Gifted and talented students have unmet needs, such as creativity, inquiry, innovation and autonomy, that are well recorded by multiple researchers (Grabyoes, 2007; Juliani, 2015; McGrath, 2015; Small, 2014; Todd, 2015). While their needs have been well documented, only a few have looked at how the school library media specialist can help support the students. Graboyes (2007) performed a was a case study investigating how a high school library media specialist could structure the media center program and physical structure to best offer support to gifted and talented students. This study is well researched and well done, but there are gaps as its focus is so narrow looking at the layout and the collection. Haslam-Odoardi (2010) researched the connection between high ability readers and the school library media specialist, and, in 2014, Haslam-Odoardi and Hunsaker researched gifted students and inquiry learning in the library. These studies are very well designed making connections between gifted and talented students and the school library media specialist. A media specialist talks with the student to ferret out his or her interests to help guide the student to the right book. Licensed media specialists do this as well to help students find a research topic that will hold their attention and foster true inquiry about a subject. None of the studies, however, take into account other factors, such as standardized testing, that can hinder or possibly remove school library media specialists from the focusing on students, (McGrath, 2015) or the shift away from having a licensed school library media specialist on staff despite what the literature has said about its importance (Lance, 2002). This leaves an opening for research to investigate the profession of school library media

specialists as a whole and how they can support the needs of gifted and talented students in all aspects of the job.

Problem Statement

Although the position of the school library media specialist seems to innately support some of the needs of gifted and talented students in K12 schools, the question arises whether the support is actually happening. The literature review will illustrate how the need of gifted and talented students for innovation, creativity, inquiry and autonomy can be met by the influence school library media specialists have in the media center, co-teaching with the classroom teacher, providing professional development for the classroom teacher, and through creating active programming within the school day and beyond. There is no research indicating school library media specialists feel able to act in this manner. Therefore, the purpose of this study is twofold: first, to synthesize in the literature review where the needs of gifted and talented students intersect with the duties of school library media specialists; second, to utilize a survey examining the opportunities school library media specialists are able to offer to help support the needs of gifted and talented students.

Research Questions

- How can licensed school library media specialists help meet the needs of gifted and talented students?

- To what degree do media specialists perceive they are effective at meeting the needs of gifted and talented students?

Significance

In today's educational world of increased data driven decisions, there needs to be current data on how to best serve gifted and talented students in all aspects of school including with a

trained school library media specialist (McGrath, 2015). Dow and McMahon-Lakin (2012) showed the positive impact a licensed school library media specialist can have on a school with increased performance of students on standardized tests, increased information literacy skills, and working with teachers so skills the students are learning are in context of the course, not something extra. Despite this data, there is a dearth of information describing how that position can help the specific population of gifted and talented students. Haslam-Odoari (2010) connected the school library media specialist with gifted readers and Hunsacker and Haslam-Odoari (2014) made connections between the position and inquiry learning with high achieving students. Research has also addressed the ever-growing demands on school library media specialists' time and focus (Braxton, 2008), but there is no research on if the media specialist feels adequately prepared to work with gifted and talented students, or has a desire or the time to do so. With the implementation of ESSA looming, this has become vital. Research has shown that school library media specialists who feel more prepared for their job do a better job (Tan Shyh-Mee, Kiran, & Diljit, 2015). This study will explore the perceptive of licensed media specialists' preparation to work with gifted and talented students.

Definition of Terms

       American Association of School Libraries (AASL) – The professional organization in the United States that creates the standards and guidelines from which school librarians teach.

       American Library Association (ALA) – The parent organization of the AASL that encompasses all types of libraries within the United States.

       Battle of the Books – A program that allows students to read and take notes on a specific number of books on which they try to beat the other team by knowing the most trivia about the books.

Chalktalk – Using a chalk board or a white board to allow students to converse with one another usually around an open ended question. A form of inquiry learning.

Coding – Writing code in a gamified educational situation that allows the learner to learn how to think in algorithms which is needed for computer programming.

Educreations – An application used on an iPad that allows teachers and students to create a simple screencasting.

Embedded media specialist – The media specialist does not act as a provider of prep for regular classroom teachers, but co-teaches in the classroom embedding the 21st Century Skills lessons into the curriculum when students are learning the material.

Every Student Succeeds Act (ESSA) – The law that replaced No Child Left Behind. It includes new requirements for gifted and talented students.

Genius hour – Allowing students 20% of their time at school to be spent researching something that deeply interests them. It is a form of inquiry based learning.

Gifted and talented students – as defined by the National Association for the Gifted Child, "Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports)." (NAGC, 2010, para. 1).

Human Library – Bringing in members of the community to the library to be "checked out" and have a discussion directed by the library patron's questions.

iMovie – An Apple product that allows for the easy recording and editing of a short movie. Often used in education with students to create their own movies and showcase their learning.

Information literacy – One of the 21st Century Skills. It revolves around the idea of being fluent in how to obtain, critique and use information.

Innovation lab – An area in the school in which the students or the educators have room and resources to try to new things. This is often housed in or near the media center.

Inquiry learning – A type of learning found under the constructivist domain in which the learner must use hands on experience to obtain knowledge. This style of learning is student led.

International Society of Technology Educators (ISTE) - The international professional society that houses agreed upon technology standards for the learner, the teacher, and the administrators. Some of the standards are referred to as 21st Century Skills. School library media specialists look to these standards for guidance as well when teaching students.

Makerspace – An area often found in the school's media center where students have an opportunity to be innovative, creative and curious by making something.

Mastery – A student's ability to meet the state or national standards for a content area.

Maud Hart Lovelace Award – An award given to an author of a children's or young adult book chosen by students (grades 3-5 or 6-8) in Minnesota after they have read a select number of predetermined titles.

Media literacy – One of the 21st Century Skills. It revolves around fluency of analysis, creation and access to various types of media.

National Association for the Gifted Child (NAGC) - An organization within the United States, vetted by the government, to promote needs of gifted children. The organization includes both laymen and professionals in the field working toward the same goal. It is a recognized resource in the field of gifted education.

Ninety (90) Second Newbery – The creation of a 90 second retelling of a Newbery award winning book in the format of a movie. This has become a national phenomenon with screenings and awards given across the United States.

Project based learning – A style of learning found under the constructivist theory. This type of learning focuses students on a real world problem that needs to be solved. Students work to find the solution, learning along the way.

School library media specialist – An educator who has completed a licensing program and passed the state licensing test. This differs from a traditional librarian as the focus stays on the students and encompasses teaching technology literacies to a greater degree.

Skype – An application on the internet that allows viewers to video-conference for free. Used in education in multiple ways.

Star of the North Award – A book award chosen by Minnesota Students (K12) who have read a specific number of predetermined picture books.

Technology literacy - A 21st Century Skill. This one focuses on fluency in use of technology to access, create and communicate.

Twenty-first (21st) Century Skills – A set of skills determined to be needed for success in the new (21st) century. It includes information, media and technology literacy.

Summary

The needs of gifted and talented students seem to weave seamlessly with the duties of a school library media specialist. As previously mentioned, gifted and talented students often think differently and thrive off of creative innovative inquiry questions of their own choosing (Grabyoes, 2007; Hunsacker & Haslam, 2014). This marries well with what a professional school library media specialist is able to bring into the media center and while working embedded in the classroom (Dow, 2014; Hunsacker & Haslam, 2014). However, for school library media specialists to support gifted and talented students, time needs to be spent creating the environment and programming to offer the support. With so much focus on standardized testing, it is difficult to carve out time in the school day allowing the school library media specialist to work with students even when the specialists are embedded. The following chapters look more in depth at the relationship between gifted and talented students and the school library media specialist. The next chapter synthesizes the research on gifted and talented students and licensed media specialists while chapter three outlines the methodology of the study being undertaken by this researcher.

Chapter II: Literature Review

Introduction

In this chapter, the opportunities offered by school library media specialists that support gifted and talented students will be explored. The educational needs of gifted and talented students as defined by the federal government and National Association for Gifted Children (NAGC) will be discussed, and the duties of a school library media specialist will be delineated.

Methodology for Literature Review

Research for this paper was done through a variety of print and electronic resources. The majority of the material was gathered through online database searches. They included Academic Search Premier, Google Scholar, and the ERIC databases, and all articles were from peer-reviewed sources. The sources used most heavily were *Knowledge Quest*, *Gifted Child Quarterly,* and *Teacher Librarian*. Additional sources included expert texts created by the leading organizations in the fields of gifted and talented education and school library science. These sources were used as they are foundational in the area of gifted and talented education or school library science. A smattering of non-academic sources was used due to the limited pairing of the topics.

Review of Literature

Few recent studies have looked specifically at the duties of a school library media specialist and how they intersect with the needs of gifted and talented students. There are, however, multiple studies on the needs of gifted and talented students as well as studies on the duties of a school library media specialist. Findings from these laid the groundwork for making the connections between the two in the form of opportunities offered by the school library media specialist for gifted and talented students in the media center, in the classroom and outside the

school day. The review focuses first on the needs of gifted and talented students, then the duties

of the school library media specialist, and then synthesizes how the school library media

specialist can meet the needs through manipulation of the physical space of the media center,

from being embedded by having a flexible schedule allowing for co-teaching or offering

professional development throughout the school day and through enrichment programs.

Gifted and talented students' needs. Continually debated by researchers, the ever

present questioning of what defines a gifted and talented student is not something universally

agreed upon (Makel & Plucker, 2015). For the purpose of this research, gifted and talented

students will be acknowledged by the federal government's current definition and the National

Association for Gifted Children (NAGC). The No Child Left Behind Act definition:

> The term "gifted and talented," when used with respect to students, children,
>
> or youth, means students, children, or youth who give evidence of high
>
> achievement capability in such areas as intellectual, creative, artistic, or
>
> leadership capacity, or in specific academic fields, and who need services or
>
> activities not ordinarily provided by the school in order to fully develop those
>
> capabilities.
>
> (No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definition 22)
>
> (2002); 20 USC 7801(22) (2004))

The NAGC, funded in part through grants through the federal government to be the experts in

the area of gifted education, defines gifted and talented as

> Gifted individuals are those who demonstrate outstanding levels of aptitude
>
> (defined as an exceptional ability to reason and learn) or competence
>
> (documented performance or achievement in top 10% or rarer) in one or more

domains. Domains include any structured area of activity with its own symbol

system (e.g., mathematics, music, language) and/or set of sensorimotor skills

(e.g., painting, dance, sports). (NAGC, 2010, para. 1).

While the government's definition is ambiguous which creates a lack of continuity of the

meaning among researchers, it allows the states to interpret it within their own beliefs about

gifted students in schools. The NAGC position statement helps to focus the government's official

definition for educators along with advice as to the unique needs of gifted and talented learners.

These include differentiated educational experiences in areas of giftedness including depth and

pacing of curriculum, and offering programs outside of the regular school curriculum (para. 3).

Even though it offers more guidance, it is still a broad definition. Makel and Plucker (2015)

mentioned the various interpretations of gifted and talented students creates inconsistency among

researchers which can call into question findings as they might be misapplied based on the

writer's definition of gifted and talented students. Despite this, the needs of gifted and talented

students are different from that of the general population including "the way they access, absorb,

interpret, process and use information and especially in the way they view, interact and

communicate in the modern world." (Tarica, 2006, p. 2 as quoted by Grabyoes, 2007). The needs

can be grouped by differentiation and programming.

Differentiation. Differentiation of gifted and talented students' educational needs occurs

in a many ways. Self-paced learning is cited often as the quickest way to differentiate for gifted

and talented students (Moore, 2005; McKeone et al, 2005; Ritchotte, Rubenstein, & Murry,

2015; Swan et al., 2015). By allowing students the ability to move at their own pace, they are

able to either cover more material or move through the basics in a more efficient manner to delve

deeper into the material (McKeone et al., 2015; McKinnon & Nolan, 1999). Today's technology

has increased the availability of more intellectually challenging courses be it through a Massive

Open Online Courses (MOOC) (Castillio, 2015; Yin, Adamss, Goble & Francisco Vargas

Madriz, 2015) online university courses or above grade level materials (Swan et al., 2015). Swan

et al.'s research found online learning to be a valuable avenue for self-paced learning among K-

12 students.

As mentioned by the NAGC's position paper (2010) another way to differentiate includes

changing the depth of material offered. Swan et al.'s (2015) research also promoted increasing

depth of material by opening the doors to higher education for all students by taking online

classes. If a student is reading and comprehending at a higher level, it is critical to create

opportunities for the student to read text at a higher level. Moore (2005) found depth could be

met with changing the class to be less structured and asking more of Bloom Taxonomy's higher

order thinking questions. This can be achieved by giving students the opportunity to work with

one another in clusters (Gentry, & Keilty, 2004; and Gubbins, Callahan, & Renzulli, 2014).

Another way to increase the student's desire to dig deeper into a topic is to offer the student

choices when it comes to research by making it authentic and promoting inquiry reading,

allowing a student to read about things he or she would like to learn more about, to make it

happen (Abilock, 1999). Genius hour, also known as the allotment of 20% of classroom time a

week to allow students to conduct research on items of personal interest, is one way to increase

innovation in all students, including gifted and talented (Juliani, 2015).

Programs. Access to programs that offer enrichment beyond the regular classroom

setting is another factor to consider when looking at needs of gifted and talented students

according to the NAGC. Looking exclusively at enrichment programs offered through the

schools, the latest studies show a positive impact on student success based on availability to

these programs (Kim, 2016). Kim's study found if the intervention was focused on the strength of the gifted and talented student, the student grew exponentially in that area. Programs outside the school day are important as well as it allows students to connect with others of the same interest and strength as well as gives the student more time to experience expertise in the area (Goldring, 1990). Programs outside of school also offer a continual challenge to gifted and talented students as they are being challenged intellectually by their peers for perhaps the first time (Dai, Rinn and Tann, 2013). Self-actualization of their own abilities helps keep gifted and talented students both grounded and motivated to continue to learn (Makel, 2012). More empirical studies need to be done on programs outside of the school day to look at specifically the impact of them on gifted students' overall success.

School library media specialist duties. A school library media program run by a licensed school library media specialist is a foundational part of a school, yet it is one that is beginning to be overlooked in this era of standardized testing (McGrath, 2015). This is surprising as researchers have shown how school library media specialists are vital to having a successful school and students (Dow and McMahon-Lakin, 2012; Lance, 2002; McGrath, 2015). School libraries are unique as they are often the only spot outside of lunch and recess where students are not graded on their academic performance (Dow, 2014). It can be a spot where innovation, creativity and inquiry thrive (McGrath, 2015; Todd, 2015). "School librarians strive to instill a love of learning in all students and ensure equitable access to information," (AASL, 2009).

In addition to the constant goals to foster a love of learning and grant equitable access, the position of the school library media specialist has altered to meet the changing needs of the new century. Easley & Yelvington (2015) called for a change in title from school library media specialist to media and educational technology instructor as duties include acting as

"instructional leader, information specialist, program administrator, collaborator, digital curator, and digital citizenship and e-learning facilitator" (para. 5) as well as guide technology choices and create lifelong readers. The depth and breadth of the position uniquely qualifies it to be an agent of change within a school (AASL, 2009). ESSA, adopted in 2015 and to be implemented by 2017, includes specific instructions to improve training for school leaders and teachers on teaching gifted and talented students (NAGC, 2016). One way to be a school leader and an agent of change is to support gifted and talented students' needs through opportunities in the media center, through being an embedded librarian, or through library enrichment programs.

   Opportunities in the media center. Different opportunities exist within a media center for school library media specialists to influence gifted and talented students based on their needs. Within the media center itself, there are two distinct areas in which that can occur: the physical space that comprises the media center and the resources made available to students. Both of these play integral roles in supporting the needs of gifted and talented students.

   Physical space. The physical layout and look of the school library media center can greatly influence its usage among patrons. It is important to keep media centers open and inviting (Braxton, 2008) as it makes the media center a spot where students want to be. For gifted and talented students, this can be their haven allowing them a space to be themselves and congregate with others (Graboyes, 2007). It also entails creating niches to fit the culture of the school. Often that includes one or more spots to curl up and read, others to do research, a third to collaboratively work in small groups and a fourth to explore (AASL, 2009; and Easley & Yelvington, 2015). The fourth area includes creating a spot for inquiry be it a makerspace, chalktalk or an innovative lab (McGrath, 2015). An area reserved for inquiry fosters higher order thinking; this gives gifted and talented students a needed area in which they can wonder and be

creative (Kim, 2016).

Resources available. The most obvious resource school library media specialists make available to students are books. Creating a solid and appropriate selection of books plays an integral role for school library media specialists (Braxton, 2008; Marcoux & Loertscher, 2009). With gifted and talented students in mind, this means ensuring there are books with rich vocabulary at a higher reading level yet still appropriate content for younger aged students (Moore, 2005; Haslam-Odoardi, 2010). Another resource is access to the inquiry spaces like the makerspace or chalktalk thus allowing students exposure to items not readily on hand in the classroom (Lamb, 2015). Gifted and talented students thrive off inquiry as it drives their reading to greater depths on topics (Abilock, 1999; Hunsacker & Haslam-Odoardi, 2014). A final resource offered by school library media specialists is access to a variety of people. Through activities such as creating a school appropriate Human Library (humanlibrary.org, 2016), bringing in authors through author visits (Silverman, 2013) or exposure to other communities through technology such as Skype (2015), gifted and talented students have opportunities to broaden their questioning and empathic abilities.

Opportunities by being embedded. School library media specialists find themselves often not having a fixed schedule, but a schedule that allows them to embed themselves organically into the teacher's day. This more often than not, allows them to use best practice to teach something like a research skill when it is being applied in the classroom setting for authentic research (Vassilakaki & Moniarou-Papaconstantinou, 2015). It allows the school library media specialist to co-teach with classroom teachers as well as provide professional development for them on different technologies and how to promote inquiry learning (Kuzo, 2015). Co-teaching allows for the fluidity of 21st Century Skills to be seen and understood by students (Easley &

Yelvington, 2015). Lance's (2002) research shows the connection between a school library

media specialist working one-on-one or with small groups of students and an increase in

students' academic growth which is supported by an embedded media specialist. Being

embedded is grouped below through co-teaching, and professional development.

Co-teaching. For the school library media specialist, this means he or she is teaching with

the classroom teacher the literacy skills of information, media or technology, or teaching 21st

Century Skills (Braxton, 2008; Dow, 2014; Lance, 2002; Larsen, 2013; AASL, 2009; Todd,

2015). Co-teaching allows school library media specialists to bring their expertise on a subject

such as research. Library media specialists can influence what a classroom teacher uses for a

summative assessment by assisting with Project Based Learning and utilizing technology as an

innovative tool to show student mastery (Dow, 2014). Co-teaching happens in the media center

setting as well through supporting students' autonomy to choose books (Moreillon, 2009). While

this seems redundant, the ability to choose a book is often taken away from students in the school

media center be it through well-meaning teachers who want students to read at their level

(Hascal, 2013) or through others who try to ban access to books (Kelsey, 2007). Co-teaching

supports gifted and talented students as it allows the school library media specialist the ability to

work with homogenous gifted and talented groups at a faster pace and go more in depth with

literacy skills (Grabyoes, 2007). It also allows for Genius Hour, an inquiry research project for

gifted and talented students, to be supported in the school library media center (Rush, 2015). Co-

teaching also allows school library media specialists to work with classroom teachers helping

them learn more about their gifted and talented students which, in turn, guides the students'

inquiry learning (Hunsaker and Haslam-Odoardi, 2014).

Professional Development. Being an embedded school library media specialist also

means offering professional development to teachers in a variety of areas including technology, alternate assessments and inquiry learning (Vassilakaki & Moniarou-Papaconstantinou, 2015; AASL, 2009). This allows the school library media specialist to influence the technology utilized within the school and promote inquiry learning (Kuzo, 2015). As Kuzo notes, teachers need to be using technology that fosters 21st Century Skills for students, yet teachers need the support of professional development offered by the school library media specialist to become comfortable enough to use the technology. Technology also allows for alternative assessments to be completed such as showing mastery through creating an iMovie or Educreations (Periathiruvadi & Rinn, 2012). This supports higher ordering thinking skills which gifted and talented students need to possess to thrive in school (Moore, 2005). A final piece of professional development that school library media specialists offer is in the promotion of inquiry learning as embedded in the classroom. By giving professional development to teachers on a variety of programs and websites available, the school library media specialist helps promote inquiry learning into the curriculum (Moreillon, 2009). Promoting inquiry learning can only help gifted and talented students as it allows more autonomy which intrinsically motivates them (Moore, 2005) supporting the importance of including it in teachers' professional development.

Opportunities through library enrichment programs. As noted, school library programs are unique in that they are often one of the last academic areas in which grading does not occur (Dow, 2014). This allows for enrichment programs not tied to standards to be promoted in the school media center both within the school day as well as outside of it (Moreillon, 2009). Creating excitement around the school library media center makes it a place with positive connotations for students. This is another spot where inquiry, innovation, and creativity can thrive as gifted and talented students have freedom to focus on areas of interest and talent

(Grabyoes, 2007; McGrath, 2015). The enrichment programs can be offered either during or after the school day.

During the school day. Time is a precious commodity, but allowing students brief interludes in the school library media center working with the school library media specialist can offer great gains for gifted and talented students by promoting inquiry, innovation and creativity (Small, R., 2014; Todd, 2015). A program well-known within the K-12 environment, but not critically researched, is Battle of the Books (McEwen, 2014). This close reading of books, discussed in groups, then quizzing trivia style in a final battle, grants students the opportunity to think critically about literature while working collaboratively with like-minded peers. School library specialists also promote book awards (Sommers, 1995) like the Maud Hart Lovelace Award or Star of the North Award in Minnesota, in which the students choose the winners. Other programs run through the school library media center and the school library media specialist include coding clubs, technology clubs, audio-video clubs and gaming opportunities (Elkins, 2015; McGrath, 2015). Also, allowing students additional time to utilize the Makerspace or discuss the inquiry question on the public chalkboard helps to foster creativity and inquiry. These all offer opportunities for gifted and talented students to use inquiry, innovation, creativity and critical thinking throughout the school day.

Outside of the school day. The types of opportunities offered outside of the school day through the school library media specialist is entirely dependent upon the specialist. With that in mind, the following are merely some of the opportunities that could be offered. School library media specialists often promote more interactions with the families of students (Marcoux & Loertscher, 2009). School library media specialists could promote a Parent Night at school with a focus on literacy and inquiry which could include gaming, reading picture books, drawing

cartoons, and building bridges. School library media specialists can also offer opportunities in the form of contests to promote inquiry outside of the school day. This could take the shape of interviewing a local person or researching a local landmark and broadcasting the findings (Todd, 2015). It could also be through students creating a 90-Second Newbery which is a 90-second film showcasing the story of a Newbery award winning book. There is a national contest in place for this already, so the students would only need to be the exposed to it before promoting it to them (Kennedy, 2008). School library media specialists also have the opportunity to create an easily accessible database of websites and activities students could use at home that promote inquiry learning (Jurkowski, 2004). For students who have internet access, this allows them to continue their exploration from home.

Gaps in Research

The research reviewed addresses the needs of gifted and talented students, and the duties of a media specialist. There is a gap in recent research as to where these two intersect, looking at what control licensed media specialists have over influencing gifted and talented students learning. Graboyes' study focused on the needs of high school students within the confines of the physical library itself while Haslam-Odoardi (2010) looked at the natural fit of gifted readers and the library media specialist. Hunsaker & Haslam-Odoardi (2014) explored inquiry learning utilizing the library media specialist. While the literature review allowed for analysis of the intersection of these players within schools, further research is needed on media specialists' perceptions about whether or not they are effective at meeting those needs. With the adoption of ESSA in 2015 and the requirement of all teachers being trained on working with gifted and talented students, this is a timely study.

Summary

The literature review allowed for greater understanding of the existing connection between gifted and talented students and school library media specialists by synthesizing the needs of the first with the duties of the second. Gifted and talented students' needs for differentiation and specific programming pair well with school library media specialists' focus on inquiry based learning, and its promotion through physical access within the school library media center, through co-teaching with classroom teachers and with special programming offered. A qualitative study of experienced school library media specialists will examine the extent gifted and talented students are being supported in the school library media center today. Chapter three will outline the research being conducted.

Chapter III: Methodology

Introduction

This paper attempted to answer the following research questions:

- How can licensed school library media specialists help meet the needs of gifted and talented students?

- To what degree do media specialists feel they are effective at meeting the needs of gifted and talented students?

These research questions required a mixed method research approach as the answers were more descriptive not as numerical in nature. Under the domain of qualitative research, this was grounded theory research on the perception of school library media specialists toward meeting the needs of gifted and talented students. After looking at the need to gather a breadth of information, conducting a survey was the best method with which to pull the most information from the most diverse group. This chapter looks more in depth at the subjects being studied, the method used to gather data, the research approach used, limitations to the research, and the pilot study that was done.

Research Design

A qualitative descriptive research study was conducted through use of a survey methodology. Utilizing Qualitrics, a web-based survey site, provided anonymity to the respondents as they decided whether or not to participate in the survey. A draw back to this approach is the fact that the researcher might have sent multiple requests to complete the survey to people who have already done so. The survey questions focused on the perceptions of school library media specialists toward working with gifted and talented students, and the school library media specialists' perceptions of success at meeting the needs.

Institutional Review Board

The Institutional Review Board (IRB) process was applied to as this study includes human subjects. Per university protocol, IRB approval was earned before any survey was sent or data collected. The researcher completed IRB certification (Appendix A) which was also provided to the board. The IRB received copies of the proposed survey (Appendix B). Within a month, the project was marked "Exempt," and the survey was conducted.

Research Methods and Procedures

Description of sample. The participants in this study were licensed K-12 school library media specialists in the state of Minnesota. Using the benefits of a membership to Information and Technology Educators of Minnesota (ITEM), this researcher contacted K-12 media specialists who were members of the organization inviting them to participate in the research.

Sample size. To allow an adequate cross-section of specialists to be obtained, this researcher hoped to receive at least 50 responses from across the state. The open ended nature of some of the questions made the amount of data gathered a bit daunting. This was handled by finding themes within the results with which to formulate answers to the research.

Bias. Pulling only from this organization created a bit of a bias as only professionals in the organization were being asked to partake in the study. This left out any school library media specialists who were not members of ITEM.

Selection criteria. The bias of the study dovetailed into a strength of the sampling being purposefully done. Professionals in ITEM may have been more likely to complete a survey as part of a teacher's ethical code to "…exert every effort to raise professional standards" (NEA, 2015). Theoretically, a school library media specialist invested enough to join one of these organizations would grant some time to complete a survey. The mindfulness of removing

identifying attributes increased the validity of the study.

Assumptions

In conducting this study, the researcher made the assumption that participants of the survey were honest in their responses, and that they only completed the survey once.

Limitations

While the researcher tried to ensure a school library media specialist did not complete the survey more than one time, the ultimate act was out of the researcher's control. Other limitations were the response rate as the researcher had no control over how many people completed the survey, and that it only included licensed media specialists from Minnesota.

Delimitations

The researcher had control over the wording of the questions to help eliminate ambiguity. This allowed the researcher to help focus the information being collected to fit the research question at hand. The researcher also had control over the information published, so any identifying attributes were removed from survey responses if quoted or referenced in this paper.

Pilot Study

Before the survey was launched, a pilot study was conducted. Four school library media specialists known by the researcher from various districts completed the survey. A sampling of this size allowed for valid feedback on any unknown limitations of the survey including word choice, length of time to complete the survey, and validity of the questions. Feedback received during the pilot study was used to revise the final survey. No one participating in the pilot study participated in the final study.

Data Collection Instrument and Procedures

Instrument. As previously noted, a survey was created using Qualtrics. This allowed for

data to be collected without tracking names and locations of the participants. The survey was

brief to encourage completion, but thorough enough to allow for sufficient data to be collected.

The survey consisted of twenty-three questions of which eleven were open response questions.

Of the questions that were not open responses, most were multiple choice, but two used a Likert

Scale to allow more reliability when asking about the participants' feelings. (See Appendix C).

      Procedure. Data collection began once IRB approval was granted. The researcher

emailed the professional organization was emailed to request approval to approach members of

the organization with the survey. Once approval was given, the link to the survey and the letter

(Appendix B) were emailed to a listserv that allowed only members of the organization access to

the survey. Data collection began by the researcher as the surveys were filled out. Data was

analyzed by looking for trends within the open responses which allowed the researcher to

quantify the results.

Confidentiality

      Using a survey without email interaction helped to keep the participants' confidentiality

due to lack of identifying markers in the survey or through the software. By posting the survey

on a site closed to all but members allowed controlled access to the survey to help ensure the

results were valid.

Validity and Reliability

      Qualtrics was used to create and send the survey. This allowed the researcher to not be

influenced by any bias, known or not. The survey was reviewed by four media specialists whose

results were not included in the final analysis. Their input was used to adjust the survey as

needed to ensure that the questions would meet the needs of the research. The reliability of the

survey was not as solid as it could be due to the open nature of the responses. That type of

question lends itself to different answers depending on what the participant is thinking about at the time.

Timeline

The IRB was approached in January after approval from the researcher's graduate committee and permission was granted by the end of the month. Following IRB approval, the professional organization was approached and links and emails were sent out in March. By the end of March 2017, the survey was closed and the analysis begun.

Summary

The purpose of this study was to investigate school library media specialists' perceptions of their success at meeting the needs of gifted and talented students. As outlined above, the researcher did qualitative grounded theory research via a survey completed through Qualtrics looking at a purposeful sampling of K-12 school library media specialists. The survey participants came from the professional organization ITEM and were acting or retired school library media specialists. The findings will be presented in Chapter 4 of this paper.

Chapter IV: Results

Introduction

While Chapter Three explained the methods and processes of the surveys conducted in March 2017, (Appendix C) this chapter describes the findings of the survey (Appendix D). Three hundred and eight members of ITEM were given an opportunity to participate in the survey with the instructions that it was directed at licensed media specialists. Sixty-five members of ITEM responded to the survey with forty-seven completing it. Of the ones who completed the survey, three were not licensed media specialists, so their responses were not included in the analysis. Of the respondents of the survey who are licensed media specialists, 83% currently work in the field. Participants earned their media licenses between 1973 and 2017, and five were earned outside the state of Minnesota.

Findings

Education received. Licensed media specialists were asked to reflect on the education they received concerning work with gifted and talented students in two different areas: the preparation they received while earning their license and the effectiveness of that preparation; and the preparation they have received or sought while working as a licensed media specialist. While working toward their licenses at a university or college, 56% said they received no instruction on working with gifted and talented students while working toward their licenses at a university or college, and 35% said they received one to three hours. 54% of those felt they were not adequately prepared to work with gifted and talented students upon earning their degree. (Table 1, page 33).

Table 1. Amount of instruction about meeting gifted and talented students needs received by 65 library media specialists while earning their licenses.

Instruction Received	Number of Respondents	Percentage
0	32	56.14
1-3 hours	20	35.09%
4-6 hours	2	3.51%
>8 hours	3	5.26%

This is reflected in the professional development licensed media specialists received concerning work with gifted and talented students after they received their licenses. 30% stated they had received no training, and 32% said they received four hours or less. (Table 2, page 34). Despite the lack of formal professional development given concerning work with gifted and talented students, respondents conducted their own professional development by reading articles, working with gifted and talented teachers and continuing their education through graduate level coursework on gifted and talented differentiation. (Table 3, page 34). Confidence in meeting the needs of gifted and talented students rose to 80% of the respondents perceiving themselves able to meet the needs after receiving professional development from the 40% that felt able to meet the needs after completing their licensure at a college or university. (Table 4, page 34). When asked about what type of professional development they would like to have, the answers were ranged from "Anything!" to "Technology extensions for gifted and talented." See data question 21 for more responses.

Table 2. Amount of professional development about meeting gifted and talented students needs received by 53 licensed media specialists after receiving their licenses.

Instruction Received	Number of Respondents	Percentage
0	16	30.19%
</= 4 hours	17	32.08%
6-8 hours	5	9.43%
1 week	3	5.66%
>1 week	7	13.21%

Table 3. Informal exploration of meeting needs of gifted and talented students done by 53 licensed media specialists.

Type of Learning	Number of Respondents	Percentage
Read articles	42	79.25%
Attended Professional Development	24	45.28%
Worked with Gifted and Talented teachers	32	60.38%
Other	13	24.53%

Table 4. Likert Scale of confidence in meeting the needs of gifted and talented students by 53 licensed media specialists with 1 being not able to meet the needs and 10 being able to meet the needs extremely well.

Likert Scale Rating	Number of Respondents	Percentage
1	1	1.89%
2	3	5.66%
3	4	7.55%
4	3	5.66%
5	8	15.09%
6	9	16.98%
7	9	16.98%
8	6	9.43%
9	5	9.43%
10	5	9.43%

Areas of influence on gifted and talented students. A set of questions were asked of the media specialists directly relating to the common themes found in the literature review. These questions revolved around the licensed media specialist working in the media center, as a co-teacher in the classroom, and with offering special program offerings such as Battle of the Books or a makerspace. While all the respondents said they worked in the media center, the number of licensed media specialists who worked as a co-teacher or offered special programming varied.

Influence in the media center. Every respondent said they worked in the media center. One open response question asked was: "How do you help meet the needs of gifted and talented students in the media center?" 34% of the respondents mentioned careful book curation as a way they help meet the needs by, "putting the right materials in their hands at the right time," as stated by one participant. Almost 39% mentioned offering challenges of some sort in the media center be it through a book club, intervention or offering a place of inquiry such as through a makerspace. Answers to this question overlapped with offering special programs as many of the programs are in the media center. 18% of the respondents mentioned helping with advanced research or giving access to information in the library as one way they help meet the needs of gifted and talented students. (See Table 5).

Table 5. In the media center, how 44 library media specialists help meet the needs of gifted and talented students. Some answered in more than one area.

Offered in the media center	Number of Respondents	Percentage
Books of interest/challenge	15	34%
Research assistance	8	18%
Access to information	8	18%
Enriching environment	17	38.6%
No Answer/Meet all students needs	4	9%

Influence through co-teaching. Co-teaching was defined in the survey as

"…collaborating and teaching with the classroom teacher to teach students something specific

that ties into the state standards such as research skills or media literacy. It also includes running

a small literacy or technology group in the classroom." The percentage of licensed media

specialists who co-taught gifted and talented students was 51% from the total of 69% who said

they co-taught. 23% of the respondents co-taught higher level research skills either in small

groups or to gifted classes such as using different databases. One participant said he/she did,

"lessons on databases and resources I wouldn't introduce typical classes." 21% mentioned

offering resources to the teachers with 23% talking about differentiating for the students. (see

Table 6).

Table 6. Co-teaching, how 23 library media specialists help meet the needs of gifted
and talented students.

Types of co-teaching	Number of Respondents	Percentage
Advanced research skills taught	7	23%
Differentiated instruction	7	23%
Resources offered	5	21.7%
Collaboration	1	4.3%
Do not/Very little	3	13%

Influence through special programs. When asked about offering special programs, the

respondents were informed that "…for the purpose of this survey, this means offering specific

programming within the school day, such as Battle of the Books, coding, makerspace activities,

and outside of the school day such as a technology or book club." 56% of the respondents said

they offered special programming. One response was "I have an active library club that provides

a place for gifted students, many who are attracted to joining it. I have allowed them to help

select books and other items for the library, sharing my budget with them and using their ideas as

we work together."

Of those who offer special programing, 54% offer some type of book club, and 38% offer
something to do with technology such as programming or robotics. 15% of the respondents
mentioned working with or running specific events such as National Honor Society or
Knowledge Bowl. (See Table 7).

Table 7. Special programming by 26 library media specialists that help meet the needs
of gifted and talented students. Some answered in more than one area.

Special Programs	Number of Respondents	Percentage
Book Clubs	14	54%
Technology	10	38.4%
Events (ex. Knowledge Bowl)	4	15%
No Answer	1	3.8%

Barriers. Another open ended question asked was "What prevents you from working
with gifted and talented students?" which was answered by 71% of the licensed media specialists
who took the survey. Time was the most prevalent answer with almost 52% of the respondents
mentioning it specifically. Following that, scheduling mentioned by 30% of respondent. Of those
who mentioned scheduling, being in a fixed schedule was an issues for 40%. "I have a fixed
schedule which limits authentic teaching and planning time with teachers," was one response.
12% of the licensed media specialists discussed having a gifted and talented teacher in the
building stopped them from working specifically with gifted and talented students. 15%
mentioned that gifted and talented students are not a priority in the school while another 9%
talked about identification of students either is not happening or is not shared with staff. Lack of
resources were also an issue according to 18% of library media specialists (See Table 8, page
38).

Table 8. Barriers inhibiting 33 library media specialists from helping to meet the needs of gifted and talented students. Some answered in more than one area.

Type of Barrier	Number of Respondents	Percentage
Time	17	51.5%
Schedule	10	30.3%
Administrative support/Not a focus	5	15%
Have a gifted and talented teacher	4	12%
Lack of resources	6	18%
Students not identified	3	9%
No Barrier	2	6%
No answer/Not doing the job	2	6%
Not asked	1	3%
Testing	1	3%

Gifted and talented coordinator. A set of questions dealt with having a gifted and talented coordinator or teacher at their school or the licensed media specialist acting in the place of a gifted and talented teacher themselves. 63% of the respondents have a gifted or talented coordinator or teacher at their school. When asked an open-ended question about collaborating with the coordinator, 31% said they acted in some area of support, 28% collaborated just a little while another 28% did not collaborate at all. 10% said they co-taught with the gifted and talented teacher in some manner. (See Table 9, page 39). Of the ones who indicated their school did not have a gifted and talented teacher, 17% said they acted in that capacity in some manner. When asked if they fulfilled some of the duties of a gifted and talented teacher, 28% of 29 media specialists said yes. Almost 52% said they do not act as a gifted and talented teacher while almost 35% said they offer resources to staff and students that include "…a place to explore their (students') interests…" (See Table 10, page 39).

Table 9. Collaboration of 29 library media specialists with a gifted and talented teacher or coordinator.

Type of collaboration	Number of Respondents	Percentage
Support	9	31%
Little collaboration	6	20.6%
Do not collaborate	6	20.6%
Co-teach	3	10.3%
Miscellaneous responses	5	17.2%

Table 10. Capacity to which 29 licensed media specialists act as a gifted and talented teacher. Some answered in more than one area.

Type of collaboration	Number of Respondents	Percentage
None/Not Applicable	15	51.7%
Offer resources/spaces to be	10	34.5%
Support teachers/students	5	17.2%
Teach	4	13.7%

One important thing. Survey participants were asked two questions with a similar feel, but a different focus. "What do you feel is the most important thing you do that helps to meet the needs of gifted and talented students?" and "What is one thing you would like to do to help meet the needs of gifted and talented students?" The difference in wording was done purposefully as what one does versus what one would like do to are often very different. Forty-one people who took the survey (87%) responded to both questions.

There was a range of answers to the open ended question asking what these licensed media specialists felt is the most important thing they do to influence gifted and talented students. 49% of the 41 respondents felt it was offering the correct resources be it a book that challenges the student or providing them with more critical research skills. 15% felt offering

opportunities for the students to be creative or challenge their thinking was the most important thing they did. 10% felt it was collaborating with the teacher or helping the student network outside of the school, and 7% thought understanding the student was the most important thing, to "make relationship, so they can come to the media center for resources pertaining to their interests."

When asked about what they wish they could do, the answers varied. 52% wanted more resources available from appropriate books for high level young readers to more money. 12% did not want to do anything different. 20% wanted more opportunities to encourage gifted and talented students, to "learn more about how I can serve these students in a system where they are not identified or have time outside of their regular schedule." 15% would like to have more time with that split between time to collaborate with teachers and time spent directly with students.

Summary

This chapter summarized the results from the survey regarding the perceived influence of the media specialist on gifted and talented students. Sixty-two licensed media specialists contacted through the ITEM organization completed some portion of the survey. Not every question was answered by every respondent as noted in each section. The following chapter will analyze the results of the survey, make conclusions based on this analysis, and make suggestions for further study.

Chapter V: Conclusions

Introduction

   This final chapter analyzes the results of the survey, draw conclusions based on the

results and compared to the literature review presented in the second chapter. Suggestions for

further research will also be proposed.

Discussion of Results

   Research analysis. The focus of this research was the intersection of media specialists'

duties with gifted and talented students' needs.

- How can a licensed school library media specialist help meet the needs of gifted
  and talented students?

- To what degree do media specialists feel they are effective at meeting the needs of
  gifted and talented students?

Information to address the first question was gathered using a survey using mainly open-ended

questions to try to lessen the bias in the answers. Information for the second question was

gathered using a Likert scale to see how media specialists ranked their effectiveness based upon

both what they learned while earning their license and what they have learned after being

licensed.

   Meeting the needs. The open-ended responses to the first question about how the needs

of gifted and talented students were met by licensed media specialists led to some interesting

trends. Both book curation and offering challenges were referenced about the same percentage of

times (34% and 38.6%) as ways media specialists help to meet the needs of gifted and talented

students (see Table 5, p. 32). Creating a well rounded collection that meets students' needs is a

time-honored tradition as noted by the American Association of School Librarians (AASL)

which states part of its mission is to "providing access to materials in all formats, including up-to-date, high-quality, varied literature…" (2009, p. 8). If that is the case, why was it only mentioned by 34% of library media specialists? If one is active in their field, finding books appropriate books at various reading level and interest levels is a part of the job as stated by the AASL.

When looking at co-teaching, which 51% of the respondents said they did, more than half of the 51% mentioned offering resources to a co-teacher or a student in some manner. Among the respondents who co-teach gifted and talented students, trends appeared. The most common were co-teaching research skills and working with another teacher to offer more resources. While the literature review looked at co-teaching as one aspect of being an embedded media specialist, this researcher decided not to look at offering professional development as a separate area in the survey to keep the focus on students. Many respondents still included offering professional development that supports gifted and talented students in their survey answers as a way they co-teach. This would be an area where further research could be done.

The last area directly referenced in the survey as a place where licensed media specialists can support gifted and talented students was special programs offered with books clubs as the most prevalent answer. 54% of media specialists listed book clubs as one way they meet gifted and talented students' needs. This differs greatly from the first answer where book curation was only mentioned by 34% of the media specialists which makes this researcher wonder if the results would have been different if the questions were asked in a different order or in a different way such as through multiple choice answers instead of open-ended. Considering that 49% of media specialists said the most important thing they did was to have the appropriate resources for the student, be it a book or teaching research skills, this researcher feels strongly that a larger

percentage of respondents would have mentioned book curation had the questions been asked differently.

Perceived competency. 54% of licensed media specialists felt the instruction they received while earning their media licensure inadequately prepared them to meet the needs of gifted and talented students. Despite more than half of the respondents feeling unprepared by their universities or colleges, 79% indicated they felt able to meet the needs of gifted and talented students after looking at other professional development they had completed. 30% not only felt capable, but felt extremely well prepared to meet the needs of gifted and talented students.

Limitations of the study. Limitations of the study can be detected more clearly now that the research is complete. Only using media specialists in Minnesota that are members of ITEM was definitely one limitation thus no conclusions can be made about licensed media specialists who are not a part of this organization. All participants were voluntary, so no data exists from those who chose not to participate. Another limitation arose during the analysis of the research as only the three areas grouped in the literature review were given as choices for the respondents to share how they meet the needs of gifted and talented students. This causes a limitation as media specialists might be meeting those needs in different ways. A few survey participants denoted that they are on a fixed schedule with classes coming in during the regular classroom teacher's prep. Another mentioned working in another capacity as a licensed media specialist such as by overseeing seven schools instead of being in only one. By not offering a designated spot for circumstances such as these in the survey raises the question as to how many participants were missed because they answered that they did not co-teach or offer special programs? Not including a way fixed schedule licensed media specialists may help meet the needs of gifted and

talented students (such as through differentiating within their own class) an unknown number of media specialists were left out of the data.

Relationship between findings and literature review. The literature was consistent with the responses to the survey in many areas.

Meeting the needs. The findings from the survey and the literature review matched well concerning the first research question about how the media specialist meets the needs of gifted and talented students. Many of the media specialists mentioned that they offer challenges in some manner to gifted and talented students which is echoed in studies by McGrath (2015) and Todd (2015). Resources such as books, research skills taught and inquiry spaces created were mentioned repeatedly in answers throughout the survey. Offering the appropriate resources was also a focus of many researchers as a primary duty of media specialists (Braxton, 2008; Halsam-Odoardi, 2010; Hunsacker & Haslam-Odoardi, 20214; Marcoux & Loertscher, 2009; Moore, 2005). Cohesiveness between what the media specialists believe they do with what researchers say should they should do was apparent in the data.

Another area of focus gathered from the literature was co-teaching, especially research skills that should taught when the skills are going to be applied (AASL, 2009; Braxton, 2008; Dow, 2014; Kuzo, 2015; Lance, 2002, Larsen, 2013; Vassilakaki & Moniarou-Papaconstantinou, 2013; Todd, 2015). This was a priority for many media specialists as well with 44% mentioning it as something they do either in the media center while co-teaching. Grabyoes (2007) talked about teaching higher level research skills which was echoed in the open responses from the media specialists with the mention of teaching "specialized research skills." Dow (2014) discussed the importance of using media specialists in Project Based Learning which was mentioned by a respondent as something s/he wanted to do, "help with research projects on their

own personal interests…'" Moreillon (2009) discussed the use of enrichment programs in the media center which survey respondents primarily suggested as offering book clubs (54%) and technology (35%) options. "Millionaire Accelerated Reading Club, Maud Hart Lovelace Reading Club" as well as "…teach coding using robots and various programming languages" were mentioned by library media specialists. This focus on students' talents and interests is found again with mentions by Grabyoes (2007) as to its importance in helping gifted and talented students.

McGrath (2015) also mentions outside influences that can hinder a media specialist from working to his/her full potential. This was touched on in the survey by asking about what stops a licensed media specialist from meeting gifted and talented students' needs. The overwhelming responses of time (51.5%) and scheduling conflicts (30%) makes the researcher wish another question had been more specifically asked: What is taking up your time?

Perceptions: In response to the second question looking at the degree to which media specialists perceive themselves capable at meeting the needs of gifted and talented students, there was high confidence among the media specialists that they could meet the needs. A mean of 6.82 on a 10 point Likert scale shows they feel quite competent. This comfort in working with gifted and talented students was also shown in the survey responses to the question: What do you feel is the most important thing you do that helps meet the needs of gifted and talented students? The responses here felt the most relevant, and were the most fleshed out:

- *"Providing materials and opportunities for them to explore and research but also giving the autonomy to choose within their own areas of interest. Introducing technology that gives the G/T students autonomy to explore new ways to present their research of culminating projects."*

- *"Make relationships so they can come to the media center for resources pertaining to their own interests."*

- *"Help them network with others and consider possibilities outside of what is made available through the regular curriculum."*

These answers echo what the literature says media specialists do and what gifted and talented students need. This is where a gap exists in the literature as the perceived competencies by the media specialists of their ability to influence gifted and talented students is not found. Tan Shyh-Mee, Kiran & Diljit (2015) conducted research showing licensed media specialists who feel more competent at their jobs do a better job.

Recommendations for Application

The research may open dialogues in public school districts. Discussions may occur around including more professional development focused on gifted and talented students' needs emphasizing the use of media specialists as a resource. Furthermore, this research strongly supports embedding media specialists by keeping their schedule flexible enough to go into classrooms to co-teach and not be used as a prep specialist as time and scheduling were often mentioned as barriers from working with gifted and talented students. This would remove scheduling as an issue mentioned by 30% of the respondents. Also, this research could influence future professional development for media specialists at state and national professional conferences. With Every Student Succeeds Act still a part of federal law, it is empowering for media specialists to support gifted and talented students. This research, also, could easily be utilized as a resource to show the benefits of having a licensed media specialist in schools with the inclusion of data from licensed media specialists on how they support gifted and talented students.

Future Research

There is much research to be conducted concerning the intersection of gifted and talented students and licensed media specialists. When looking at gifted and talented students' needs, this research did not take into account social-emotional needs or the role socio-economic needs play for gifted and talented students. Is there a connection between having a licensed media specialist on staff to support these needs as well? The very last question of the survey was: What is one thing you would like to do to help meet the needs of gifted and talented students? 10% of the licensed media specialists who answered that question connected with the social-emotion needs. One said, "Help them feel that they belong…" This area is ripe for research.

A wider lens on the study would make it more valid, looking regionally or nationally instead of one organization in one state. More data might show if the trends seen in this research as found in other areas. Other research could look at the barriers library media specialists have with meeting students' needs. With 75% of the respondents of this study indicating that time or scheduling was a barrier to working with gifted and talented students, research could be done on how a licensed media specialist spends his/her time or how a schedule could be optimized to increase gifted and talented student success. Future research could also be done either through a survey with more defined responses or through interviews in a focus group or individually. This survey was valuable in determining some of the factors that influence how licensed media specialists spend their time and their relationship with gifted and talented students. A follow up survey or series of interviews might further clarify the picture. Licensed media specialists also conduct professional development for teachers which was mentioned in the literature review, but, in order to keep scope manageable, was not included in the survey. That leaves another avenue

open for research about the relationship between gifted and talented students and licensed media specialists.

Conclusion

This research helped create a stronger connection between what media specialists do and what gifted and talented students need. Analysis of the literature showed that connections should be present and this research showed that the connections are definitely there. This may spark interest in media specialists to continue to learn more about how to meet the needs of gifted and talented students. Hopefully, it will also catch the attention of decision makers who can influence many things including promoting media specialists as resources within schools.

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Appendix A: IRB Approval

ST. CLOUD STATE
UNIVERSITY
EDUCATION FOR LIFE.

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Jessica Erin Moore

Address

, USA

Email: jessicazmoore@gmail.com

IRB PROTOCOL DETERMINATION:
Exempt Review

Project Title: The influence of Media Specialists on Gifted and Talented Students in a K-12 setting

Advisor Marcia Thompson

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-3290 or email ri@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1678 - 2093	**Type:** Exempt Review	**Today's Date:** 1/31/2017
1st Year Approval Date: 1/26/2017	**2nd Year Approval Date:**	**3rd Year Approval Date:**
1st Year Expiration Date:	**2nd Year Expiration Date:**	**3rd Year Expiration Date:**

**Appendix B: The Influence of Licensed Media Specialists on
Gifted and Talented Students Consent to Participate**

You are invited to participate in a research study about the influence of licensed media specialists on gifted and talented students.

If you agree to be part of the research study, you will be asked to complete an online survey. You will be asked about your educational background, professional development taken, details about your position, and experience and interest in working with gifted and talented students.

Benefits of the research: Anticipated benefits associated with the research include making new connections between licensed media specialists and gifted and talented students in a K-12 setting. This has become more important with the adoption of the Every Student Succeeds Act and its additional focus on gifted and talented students.

Risks and discomforts: Participating in this survey should pose no risks or discomforts to participants.

Data collected will remain anonymous.

Participating in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University, or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

If you have questions about this research study, you may contact the researcher, Jessica Moore at jemoore@stcloudstate.edu, and/or the advisor, Dr. Marcia Thompson, at St. Cloud State University, mthompson@stcloudstate.edu. Results of the study can be requested from the researcher, published at the St. Cloud State University Repository, and will be shared with members of Information and Technology Educators of Minnesota.

Your completion of the survey indicates that you are at least 18 years of age and your consent to participation in the study.

Appendix C: Survey Regarding the Influence of Licensed Media Specialists
on Gifted and Talented Students

The purpose of my research is to determine if licensed school library media specialists feel qualified to help met the needs of gifted and talented students in a K-12 setting. This survey, which should take 10-15 minutes to complete, is a way to gather that information. If you have any questions about my research, you are welcome to contact my graduate advisor, Marcia Thompson, at St. Cloud State University, (320) 308-2120.

Once my research is completed, it will be shared with ITEM members.

Thank you for taking this survey. At any time, the participant may discontinue taking the survey.

For the purposes of this survey, when *gifted and talented students* are mentioned, the researcher is referring to the definition used by the National Association of Gifted Children (NAGC) which states:

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports). (NAGC, 2010, para. 1).

When **gifted and talented students'** needs are mentioned, the researcher is referring to offering differentiation in areas where the student excels allowing the student to use creativity, inquiry, innovation and autonomy to learn.

1. Are you a licensed media specialist?

(if yes, survey continues to the next question, if no, survey ends with a thank you).

BACKGROUND

2. Are you working in that position now?

    a. Yes, for _____ years

    b. No

    c. Other _____

3. What year did you obtain your media specialist's license? (open response)

    a. _____

4. What institution awarded your license? (open response)

    a. _____

5. While obtaining your media specialist license, how much time was spent focused on

    teaching gifted and talented students?

    a. 0 hours

    b. 1-3 hours

    c. 4-6 hours

    d. > 8 hours

(If the answer is a, the survey moves to question 7. Any other answer goes to question 6).

6. To what degree do you feel your education on teaching gifted and talented students was

    adequate to help you meet their needs? Please rate this on a scale of 0 to 10 with 0

    being inadequate and 10 being extremely adequate.

    |---------|--------|---------|--------|--------|---------|---------|--------|--------|----------|

      0   1   2   3   4   5   6   7   8   9   10

7. While working as a licensed school media specialist, how much professional

    development have you received on working with gifted and talented students?

    a. Greater than one week

    b. One week

    c. 2-3 days

    d. A full day (6-8 hours)

    e. Less than or equal to a half day (4 hours)

    f. None

    g. Other_____

8. If you have informally explored on your own how to meet the needs of gifted and

    talented students, what have you done? *Please check all that apply.*

    a. Sought out and read articles

    b. Attended professional development

    c. Worked with gifted and talented teachers in the building

    d. Other _____

9. How well do you believe you are able to meet the needs of gifted and talented students

    on a scale of 0-10 with 0 being not able to at all with 10 being extremely well.

    |---------|--------|---------|--------|--------|---------|---------|--------|--------|----------|

    0   1   2   3   4   5   6   7   8   9   10

CURRENT TEACHING

10. What of the following areas have you worked in as a licensed school media specialist?

    (check all that apply)

    a. In the media center

    b. Co-taught in the classroom – For the purposes of this survey, this means

        collaborating and teaching with the classroom teacher to teach students

        something specific that ties into the state standards such as research skills or

        media literacy. It also includes running a small literacy or technology group in

        the classroom.

    c. Offered special programs – For the purpose of this survey, this means offering

        specific programming within the school day, such as Battle of the Books,

        coding, makerspace activities, and outside of the school day, such as a

        technology or book club.

11. How do you help meet the needs of gifted and talented students in the media center?

    (open response)

    a. _____

    b. I do not work in the media center.

12. What do you offer in the as a co-teacher (as defined above) that helps meet the needs of

    gifted and talented students? (open response)

    a. _____

    b. I do not co-teach for gifted students.

13. What do you offer in terms of special programs that helps meet the needs of gifted and

talented students? (open response)

   a. _____

   b. I do not offer special programs.

14. What prevents you from working with gifted and talented students? (open response)

   a. _____

   b. Not applicable

15. What kind of professional development would you be interested in regarding working

with gifted and talented students? (open response)

   a. _____

   b. None

16. Do you have a gifted and talented coordinator or teacher that works in your school?

   a. Yes (survey goes to question 17)

   b. No (survey goes to question 19)

17. In what capacity do you collaborate with the gifted and talented coordinator or teacher?

(open response)

   a. _____

18. How often do you collaborate with the gifted and talented coordinator or teacher?

   a. Daily

   b. A few times a week

   c. Weekly

   d. A few times a month

   e. Monthly

f. Quarterly

(survey jumps question 19 and goes directly to question 20).

19. If you do not have a gifted and talented coordinator or teacher that works in your

school, do you act in that capacity?

    a. Yes (Survey goes to question 20)

    b. No (Survey goes to question 21)

20. If you fulfill some of the duties of a gifted and talented teacher, how often do you do

this?

    a. Daily

    b. A few times a week

    c. Weekly

    d. A few times a month

    e. Monthly

    f. Other _____

21. In what capacity do you act as a gifted and talented teacher? What do you do? (open

response)

    a. _____

22. What do you feel is the most important thing you do that helps to meet the needs of

gifted and talented students? (open response)

    a. _____

23. What is one thing you would like to do to help meet the needs of gifted and talented

students? (open response)

    a. _____

Appendix D: Raw Data
Identifying Questions Removed

Default Report
The Influence of Media Specialists on Gifted and Talented Students in a K-12 Setting
March 21st 2017, 6:37 pm MDT
Q4 - Are you a licensed media specialist?

#	Answer	%	Count
1	Yes	95.38%	62
2	No	4.62%	3
	Total	100%	65

Q5 - Are you working in the position now?

#	Answer	%	Count
1	Yes	85.96%	49
2	No	14.04%	8
3	Other	0.00%	0
	Total	100%	57

Q10 - While obtaining your media specialist license, how much time was spent focused on teaching gifted and talented students?

#	Answer	%	Count
1	0 hours	56.14%	32
2	1-3 hours	35.09%	20
3	4-6 hours	3.51%	2
4	> 8 hours	5.26%	3
	Total	100%	57

Q11 - To what degree do you feel your education on teaching gifted and talented students was adequate to help you meet their needs? Please rate this on a scale of 0 to 10 with 0 being inadequate and 10 being extremely adequate.

Answer	%	Count
1	8.33%	2
2	16.67%	4
3	16.67%	4
4	12.50%	3
5	25.00%	6
6	8.33%	2
8	12.50%	3
Total	100%	24

Q12 - While working as a licensed school media specialist, how much professional development have you received on working with gifted and talented students?

#	Answer	%	Count
1	Greater than one week	13.21%	7
2	One week	5.66%	3
3	2-3 days	5.66%	3
4	A full day (6-8 hours)	9.43%	5
5	Less than or equal to a half day (4 hours)	32.08%	17
6	None	30.19%	16
7	Other	3.77%	2
	Total	100%	53

Q13 - If you have informally explored on your own how to meet the needs of gifted and talented students, what have you done? Please check all that apply.

#	Answer	%	Count
1	Sought out and read articles	79.25%	42
2	Attended professional development	45.28%	24
3	Worked with gifted and talented teachers in the building	60.38%	32
4	Other	24.53%	13
	Total	100%	53

Q13_4_TEXT - Other

Other

I minored in Gifted and Talented for my Elementary Education license.

Attended conferences

None

In 2014 completed a Differentiated Instruction Masters program - we had an entire course on GE/Talented Students

have not

I was employed as Learnng Resources Facilitator for Academic Achievement at the district level for 4 1/2 years, while still on the Media Specialist's seniority list. I received much training at many sessions, attended workshops and conferences at that time. I was also active in the state assn for GT.

n/a

I also am working on a Gifted Learner certificate at Hamline University.

I haven't

networked with staff in other districts

Gifted Conference in Austin, MN

Webinars

MN Assoc. of Gifted and Talented, worked as a coordinator in a small private school and learned through contacts and reading.

Q14 - How well do you believe you are able to meet the needs of gifted and talented students on a scale of 0-10 with 0 being not able to at all with 10 being extremely well.

Answer	%	Count
1	1.89%	1
2	5.66%	3
3	7.55%	4
4	5.66%	3
5	15.09%	8
6	16.98%	9
7	16.98%	9
8	11.32%	6
9	9.43%	5
10	9.43%	5
Total	100%	53

Q16 - What of the following areas have you worked in as a licensed school media specialist? (check all that apply)

#	Answer	%	Count
1	In the media center	100.00%	46
2	Co-taught in the classroom – For the purposes of this survey, this means collaborating and teaching with the classroom teacher to teach students something specific that ties into the state standards such as research skills or media literacy. It also includes running a small literacy or technology group in the classroom.	69.57%	32
3	Offered special programs – For the purpose of this survey, this means offering specific programming within the school day, such as Battle of the Books, coding, makerspace activities, and outside of the school day, such as a technology or book club.	84.78%	39
	Total	100%	46

Q17 - How do you help meet the needs of gifted and talented students in the media center?

#	Answer	%	Count
1	Type answer here	95.65%	44
2	I do not work in the media center	4.35%	2
	Total	100%	46

Q17_1_TEXT - Type answer here

Type answer here

Purchase materials for classroom support and personal reading

guided research, book clubs, arts integration, small group support

Offer enrichment activities

Collaborative lessons with the humanities department

Putting the right materials in their hands at the right time

Add books to the collection that have diverse perspectives, higher reading levels, order books based on student requests

By providing access to information both print and digital.

Offer higher level/interest books, assist with research assigned to them by their gifted teacher, assist in finding research print books as well

Book selection

I often had puzzles and/or challenges available for all students, usually the participants would have been classified as GT

Book Selection, research, other materials, interlibrary loans

I support our G/T teacher with resources for projects. We meet regularly to talk about ideas and ways I can promote what she is doing with displays, resources, and technology.

Making sure that I have engaging material and offering book clubs for students.

If they need certain books.

Wide range and variety of materials and technology to challenge students' knowledge and interests.

No specific program. Purchasing book choice

Provide materials, assist in projects

helping them research and providing a safe place for them to be themselves

By providing books and materials geared towards supporting these students in their interests.

No formal way

I feel it is our duty to meet the needs of all students.

Give them space to work

Makerspaces

More advanced or challenging assignments

I offer enrichment opportunities. All of my lessons are differentiated to challenge/engage G-T learners.

I offer many levels of books for gifted and talented students to read and check out.

Search tips, Boolean Logic, Noodle Tools, Turnitin, Research Skills, Genres,

Provide a variety of books and resources, put on special programming including knitting/crocheting, coding, and 3-D printing

When I worked with the AtheneumGT magnet students, much of the planning was done with the classroom teacher and I relied on their expertise of GT to help shape our learning activities.

In the past, I offered small literacy groups, book clubs or technology clubs.

Help them to find advanced resources and opportunities

Selecting materials for their higher reading levels

Teach an intervention group of the top students. Offer coding activities. Developing a makerspace. One-on-one assistance in researching areas of interest.

MakerSpace, Flexible Learning every day

Open lab space for special projects, print resources

Providing instruction in media and technology skill. Books of various genres and reading levels

Coding activities

Finding resources, extra programming, provide a space for collaboration on projects.

Wide range of books with higher reading levels and interesting topics

I have three classes of exceptionally gifted students and develop my collection and plan lessons specifically with their needs in mind.

We help all students find resources at their level. Our school doesn't have a talented and gifted program though.

Differentiating lessons, one-on-one

I help them locate information for their research projects.

Appropriate Activities, Extension activities, special programs

Q18 - What do you offer as a co-teacher (as defined above) that helps meet the needs of gifted and talented students?

#	Answer	%	Count
1	Type answer here	50.00%	23
2	I do not co-teach for gifted students	50.00%	23
	Total	100%	46

Q18_1_TEXT - Type answer here

Type answer here

Collaborate with teachers

Teaching database acquisition for project based learning

Specialized research skill lessons

Offer resources (print and electronic) for the gifted and talented teacher

I did not co-teach, I did teach a lesson now and then as requested by the teacher and I offered that service to teachers

I completed about 2/3 of a G/T masters degree program at Hamline University. I had to abandon the work due to family constraints. However, I have shared resources and programming that I developed at that time, with our current G/T teacher.

I work with high performing students through their Language Arts classes and teach them research skills.

Differentiated instruction

A second licensed teacher within the classroom to allow for diverstity of the offerings of assignments and tasks.

Very little.

Research resources

I offer lessons that can stretch gifted and talented students to as far as they want to reach.

Book Talks, Searching Tips, Databases,

Currently I'm not co-teaching much because I am a media specialist for 7 buildings, but in the past I worked closely with teachers in the GT program to integrate learning activities

research skills

help students consider options that go beyond the regular curriculum

Integration of technology; assistance in finding resources, individualized instruction

Work with small groups of students on teacher focused projects

Ideas for differentiation and independent study in the media center and outside of it.

I offer expertise in project-based learning

Lessons on databases and resources I wouldn't introduce to typical classes.

Offer and/or find resources for teachers

Special programs and extensions to curriculum

Q19 - What do you offer in terms of special programs that helps meet the needs of gifted and talented students?

#	Answer	%	Count
1	Type answer here	56.52%	26
2	I do not offer special programs	43.48%	20
	Total	100%	46

Q19_1_TEXT - Type answer here

Type answer here

coding, origami, book clubs

Training in International Baccalaureate curriculum

Book club, tevh club

Book clubs

Book clubs

My job in AA was mostly to teach teachers how to challenge bright students in their regular classes. At that time I also planned and coordinated several district programs: Spelling Bee, History Day, Science Fair, Knowledge Bowl and later was the Tech NHS advisor

Battle of the Books, Maud Hart Lovelace, Some After school Knowledge Bowl

No significant special programs at this time.

Book Clubs

Book Club

I have an active library club that provides a place for gifted students, many who are attracted to joining it. I have allowed them to helpselect books and other items for the library, sharing my budget with them and using their ideas as we work together.

I run a tech team that cultivates technical interests and talents in students.

coding

I was told I'd be teaching gifted and talented, so I had to create a program. It was literacy-based, so basically an extention of their English class.

Battle of the Books

I offer a before school program focused on technology, presentation. I teach coding using robots and various programming languages.

Millionaire Accelerated Reading Club, Maud Hart Lovelace Reading Club

Book Club, Read-In or Poetry Slam

Coding workshops, reading clubs, field trips,

Code.orgm

Flexible Learning options

Coding, collaboration opportunities, technology opportunities.

Makerspace programming, wordmasters challenge

Coding, collection development,

tech coding class

Battle of the Books

Q20 - What prevents you from working with gifted and talented students

#	Answer	%	Count
1	Type answer here	100.00%	33
	Total	100%	33

Q20_1_TEXT - Type answer here

Type answer here

time; identification of students is not widely shared; students are not in a pull out program

Time

Time and scheduling

We have a specific specialist who is dedicated to working with gifted and talented students in our building and district.

Gifted and talented students are pulled out of the regular classroom. The gifted and talented teacher and I have not collaborated in the past 2 years due to a personnel change.

Sometimes our gifted students have their gifted and talented class scheduled during their media lesson time. I work with the schedule in the fall so this doesnt happen, but sometimes it can't be helped.

time

Time, I am a full time "prep specialist" which means I teach 6 50-minute periods per day.

Nothing. I have opportunity to work with the students throughout the year.

Time

Nothing.

No school program

Fixed schedule that has no time for special classes

Having enough time

time

no longer at that job.

Time & never asked to help

Time

Support and professional development, identifying those students, flexible schedule

The fact I now have 5,000 students and am bouncing between 7 buildings

I no longer offer special programs since I am in multiple buildings. In the 90s and 00s, I was in only one building.

time, schedule, resources

I serve as a prep & don't have room in my scheduled day to work with them.

Opportunity and time; administrative support

I see high potentials students when they visit the media center with their class I don't teach them separate   We do have a high potential teacher in our building.

Our school focuses so much on students with low test scores that don't quality for services.

Gifted and talented is not emphasized in my district. They aren't given enough

opportunities to work independently.

Not having a full time para, being alone in the media center

I have a fixed schedule which limits authentic teaching and planning time with teachere.

Our district no longer has a program for gifted students.

Identification, our district will test and identify student but there is no process for support

Students work with specific teachers in the building.

Time Restrictions, testing

Q21 - What kind of professional development would you be interested in regarding working with gifted and talented students?

#	Answer	%	Count
1	Type answer here	71.74%	33
2	None	28.26%	13
	Total	100%	46

Q21_1_TEXT - Type answer here

Type answer here

how to market resources to gifted and talented students; identify materials for g and t students

collaboration with the classroom teacher

Small group in depth diigohvû

Webinar

A workshop on resources to have in the media center that supports the learning of gifted and talented students.

book study. I really don't feel like I know enough about gifted and talented students.

PD that demonstrates co-teaching for GT Ed

Does not apply in my current situation but for 4.5 years I provided the training mostly for elementary teachers-critical and creative thinking, higher level math skills, computer skills and other ways to challenge bright students

Practical ideas

Additional college courses to finish my masters.

Media folks need some training in the unique needs and characteristics of gifted learners

specific, media related training

Anything!

Overview

Online

Lesson ideas

Always looking for more ideas

research to support gifted and talented students is welcome

Webinars, local workshops

Examples of what other schools/programs are doing

1/2 day seminar

Unsure

Specific to IB

More differentation

Ways to support the high potential program in our building.

Whatever offered, I would be interested.

Ideas for collaboration, creativity, critical, thinking and communication with GT kids in mind.

Workshop and training

In-service, literature

Training in how to best serve their needs and offer programs through the library, like utilizing our maker spaces.

Resources, ideas beyond research

Workshops

Technology extensions for gifted and talented

Q22 - Do you have a gifted and talented coordinator or teacher that works in your school?

#	Answer	%	Count
1	Yes	63.04%	29
2	No	36.96%	17
	Total	100%	46

Q23 - In what capacity do you collaborate with the gifted and talented coordinator or teacher?

In what capacity do you collaborate with the gifted and talented coordinato...

Support

Media specialist

As a colleague

I help obtain needed resources from other media centers in the district that the gifted and talented teacher requests.

I collaborate very little with the gifted and talented teacher. Most of the collaboration involves helping to select books for their book groups or assisting them with tech needs when they are using the computers in the media center.

couple times a year to help her find resources for her lessons

I do not collaborate

I was one of two GT coordinators in ISD 742 at the time, the thinking then was to teach teachers how to challenge bright students in the regular classroom. A large part of that was to teach students how to find, analyze and present information. I spent 1/2 day in each elementary school each week.

Not much. He mainly deals with the testing in my school.

As a mentor, resource, and sometimes a co-teacher.

When I was a media specialist I met with the GT teachers monthly and planned lessons with them.

None

She shares specialneeds with me so that I can look out for students that I could reach out to.

Don't really collaborate. The GT teacher is only in the building very part time and our schedules don't match up to plan for collaboration

Help find materials and give her space to teach some of her classes when I am not teaching in my space.

Basically training

I teach 3 gifted cluster classrooms each week

Informally. Ocassionally.

We have had conversations in the past about how the MakerSpace ideas here can work with our gifted students here. We've also emailed about other opportunities for students.

The GT coordinator for the district is in the office next to mine. There's not a lot of collaboration on student activities because I have minimal time for teaching in this role as district wide media specialist for 7 buildings.

Work often with the students, occasionally with teachers

Don't

Book recommendations and resources. Technology support.

Very little. I help her get the right books and book lab or iPad time.

As of now, I don't.

I don't collaborate much with the gt teacher. I work more closely with the classroom teachers of the exceptionally gifted program.

This person is mainly the contact at our school who administers the test. At another school in the district I asked the district coordinator for a selection of books for a young student who was a high readers. Also, worked with this person in developing professional collection of books about and for G.T. students.

Teaching the research process, having resources available for them.

Q24 - How often do you collaborate with the gifted and talented coordinator or teacher?

#	Answer	%	Count
1	Daily	3.45%	1
2	A few times a week	3.45%	1
3	Weekly	10.34%	3
4	A few times a month	6.90%	2
5	Monthly	6.90%	2
6	Quarterly	13.79%	4
7	>Quarterly	24.14%	7
8	Never	31.03%	9
	Total	100%	29

Q25 - If you do not have a gifted and talented coordinator or teacher that works in your school, do you act in that capacity?

#	Answer	%	Count
1	Yes	17.65%	3
2	No	82.35%	14

	Total	100%	17

Q26 - If you fulfill some of the duties of a gifted and talented teacher, how often do you do this?

#	Answer	%	Count
1	Daily	6.90%	2
2	A few times a week	0.00%	0
3	Weekly	6.90%	2
4	A few times a month	0.00%	0
5	Monthly	6.90%	2
6	Other	79.31%	23
	Total	100%	29

Q26_6_TEXT - Other

Other
not applicable
Never
None
I don't
I did it full time for 4.5 years, after that, as a media specialist at Tech HS and as NHS advisor, I interacted with students on an individual basis to challenge their higher level thinking, mostly with information - how to locate, evaluate and communicate effecectivly what they found.
n/a
I am currently not a the media specialist and teach GT students in a district program for them.
Na
as needed
Never
None
NA

never

Rarely

Collaborate as needed

Q27 - In what capacity do you act as a gifted and talented teacher? What do you do?

In what capacity do you act as a gifted and talented teacher? What do you d...

Does not apply.

Nothing. I help with book selection with all students, gifted and talented or not.

I do not act as a G&T teacher.

I am retired and use my knowledge in this area to challenge my grandchildren.

Just informally when they come to the M.C. and when I teach my classes. Testing out? Using programs that individualize?

Because we have a G/T teacher, my role is as a "guide on the side". I provide resources, programming that I developed in binders for each grade level in the past. I also locate resources for projects and suggest projects based on curriculum that I know our G/T teacher uses.

n/a

See above

Na

I offer students a place to explore their interests and encourage them. I provide a club where they can meet with likeminded students and be themselves, while providing ral help in the running of the library.

Don't do this

Students were assigned to me; I came up with a program/curriculum. We mostly read for enrichment and did research projects that revolved around those books.

I don't.

NOne

I teach Media Class to 3 fully clustered G/T classes. Their lessons are more advanced than the non-G/T classes of the same grade.

I am a support person, not a gifted and talented teacher specifically.

I offer students study and reading practice during library times. I offer students technology lessons during technology class.

Teachers see me as a resource for students.

I have co-taught in the past, but not now

Support students in flexible learning lessons

NA

NA

I try to challenge students in my lessons.

I can provide ideas and space for collaboration and the other 4Cs, but I am rarely called upon to do that. I'm working on it!

Coordinate wordmasters challenge, help coordinate the spelling bee, makerspace programming

Resource

Differentiate lessons

Teach them about databases. Methods for searching databases and finding inform action at a higher kevel. How to write research reports.

Q28 - What do you feel is the most important thing you do that helps to meet the needs of gifted and talented students?

What do you feel is the most important thing you do that helps to meet the...

Have resources available in the media center that support their learning and help them find the resources - books, databases, etc.

does not apply

Have books that interest them

Choose resources that will help stretch them as readers.

Challenging them to think at a higher level, analyze information more deeply and create unique ways of presenting what they have learned, also how to be a valuable member of a group.

Reading materials at their level, Bibliotherapy

Providing materials and opportunities for them to explore and research but also giving them the autonomy to choose within their own areas of interest. Introducing technology that gives the G/T students autonomy to explore new ways to present their research or culminating projects.

****

n/a

Understanding who gifted students are as learners and as kids. They are unique

individuals with personal interests and abilities. They should not be stereotyped.

Purchasing and providing materials and content that is interesting and diverse to challenge students.

Providing options for personalized learning.

Provide space, materials, programs and let them work and create

Encoragement

Provide and promote materials to engage and inspire students.

Make relationships, so they can come to the media center for resources pertaining to their interests

Give them a chance to be creative.

Offer materials needed.

My team offers Makerspaces and that reaches those who want it. The AR reading program could also meet needs of this group.

Let them experiment with technology

The library is a rich resource with materials to engage and support a variety of interests and challenges.

I go with the students talents and motivation. I let them lead me.

Research Skills, Boolean Logic, Reader Advisory

Providing a variety of resources in a variety of topics and areas.

Collaborate with them on planning and learning styles of GT students, also classroom management can look very different in a GT setting particularly if they are doing inquiry projects. You have to be comfortable with everyone working on different things and at their own pace, usually collaboratively.

Offer print and non print resources that will their needs for both reading for pleasure and for researching topics of interest more deeply.

Help them to network with others and consider possibilities outside of what is made available through the regular curriculum.

Purchasing materials at their reading level and that interests them

Offer an environment for students to explore interests

Provide learning space and resources

Making sure resources are available--print and non-print at multiple reading levels.

Training

Support teachers with resources and tech support.

I always differentiate my lessons and have challenges ready for students who can complete their work quickly.

Provide opportunities and support.

Giving choice in reading materials

Collection development, resources, special

I buy books to appeal to a range of interest and reading levels

Differentiate instruction. Offer books in collection that are age appropriate content but high vocabulary.

Having the resources they need for projects and to continue their journey as a life long learner.

Collaborative time with teachers

Q29 - What is one thing you would like to do to help meet the needs of gifted and talented students?

What is one thing you would like to do to help meet the needs of gifted and...

get more resources

Be a resource to the students.

Have more $ for more books

I honestly do not have any additional time in my schedule, but I do offer great book clubs for my G&T learners.

All of the above

Be excited about learning new things!

Direct them to resources and technology that will spark their interest and prompt them to "dive deeper" and "explore further".

****

n/a

Help with research projects on their personal interests. Our GT students do "Passion Projects."

Additional funding.

Someone in our district should advocate for money to support a program. Our district does offer rigorous courses such as AP and college courses.

Provide a student success lab that I LMS curate and supervise

Continue to encourage them.

Have more open ended opportunities for them to grow and explore.

Maker spaces and a more flexible schedule for the students to take advantage of things that are appropriate learning

Provide more STEM opportunities. I don't feel qualified to do that.

Know what they need.

NA

Become more advanced in technology myself, particularly in coding

More time to collaborate with the G-T teacher. She is part-time and I am too. Whenever we do collaborate, the outcome is rich, but finding time is a challenge.

I always like finding books that interest my g & t kids.

N/A

Learn more about how I can serve these students in a system where they are not identified or have time outside of their regular schedule.

Plan closer with classroom teachers

Learn more about their interests to be better able to support them.

Help them feel that they belong, that there are resources available to them in our community.

More differentiated instruction

Offer more programs designed for gifted and talented students

More time to work directly with students

Work with small groups on projects

Provide programming

More differentiation in the media program.

Would love more professional development.

Be more involved in small groups of students using the media center for their own independent projects.

Have more time, less time spent on checking books in and shelving

Encourage publishers to provide more high-rise low material that is at their reading level and maturity.

Offer enrichment opportunities in the library, like after school groups or small groups during the school day

Offer list of fiction and nonfiction books that are age appropriate but high vocabulary. Engage them in high interest and rigorous tech activities.

I would like more specific class time with them.

Work with technology extension programs