

Significant Contributions to HKIS 2002-2006

Margaret Carpenter

Library Program Development

Initiated and helped to transition our Library from Fixed to Flexible Schedule. This enables the librarians' participation in unit planning and the scheduling of information literacy lessons we teach at the time of need (according to units of study.) We call this "just in time" instruction that sticks with children much better than "just in case" lessons taught in isolation. Students are developing the understanding that the library is a *resource*, not a *subject*.

Based on the ALA's Information Literacy Standards for schools, designed and help deliver an articulated program for instruction that...

- Intentionalizes the instruction of skills for research and embeds it in instructional units
- Improves teacher understanding of information literacy skills and objectives for them to reinforce in classroom
- Connects children to age-appropriate and high quality, reviewed resources
- Increases the use of our expensive subscription databases (and decreases time spent fruitlessly mining for information on the Web)
- Teaches skills for efficient internet searching, note-taking, avoiding plagiarism, and citing sources
- Provides instruction and models how to cite resources (using MLA style as is consistent throughout our large school)
- Provides graphic organizers to scaffold the research process
- Emphasizes student inquiry and self-motivated learning

Developed a large number of resources for the instruction of information literacy skills that are integrated into units of study:

- slide shows teaching information literacy skills
- handouts
- rubrics
- graphic organizers
- tutorials
- Web links
- WebQuests linked to learning units
- Resources for extension

Authored HKIS Library's web Pages that provide access to units' essential questions, web-based, curriculum-aligned resources, databases and information literacy lesson materials.

Serving as a curriculum leader, helped the library define goals for collection development and purposeful budgeting and purchasing.

Used video production and web sites to promote a culture for reading: created a television series for morning broadcast in which children celebrate our favorite books and we all reinforce teaching themes and library offerings.

Parent Connection: Established a "Parent Page" to share tips, Habits of Mind articles, reading lists and other resources for parents wishing to better understand our school's learning goals and to support and extend their child's learning. Developed capacity to provide parents with personalized reading lists according to students' individual reading level and interests (using the Reading Counts software.) Provided "Internet Use" workshops to parents.

Developed “birthday book” donation program for students to select and donate a book to the library on their birthday.

Developed a series of Literature Circles for GATE (gifted and talented) students with online classroom support and forums for discussion. They focus on novels that are well integrated with science and social studies units as well as writing skills instruction.

Produced video and instructional handouts to enable teachers to rapidly launch “Literature Circles” based on the teaching techniques of Bonnie Campbell Hill and Fountas and Pinnell who came to our school to in-service our teachers. Housed the video on the library’s web site for parents also to access and appreciate the learning objectives of Literature Circles.

Authored research units for classroom use, including student packets and WebQuests that guide an inquiry approach to research whereby students:

- Develop their own essential questions
- Gather notes following steps to avoid plagiarism
- Document their research
- Make meaningful connections to the learning in order to share information in a multimedia project
- Reflect upon their work

Participated in process of investigating new library cataloging systems and our eventual migration from Winnebago-Spectrum catalog system to SIRS Mandarin OPAC.

Promoted innovative uses of *Scholastic Reading Counts* program and its database, including projects such as quiz-writing for extension of learning.

Virtual School: Pioneering Technologies for Learning

Leadership Team Member to design and implement Virtual School for HKIS during Hong Kong’s SARS crisis, Spring, 2003.

Wrote and maintained web-based units for online learning.

Continued the conduct of Virtual School for our distance learners during the last month of school after our school re-opened but some students chose not yet to return.

Provided technology workshops to teachers needing skills to conduct Virtual School.

Established Project Based Learning Activities for whole school that enhance a culture for reading, learning, and giving service

- *Book Bites* Video series for students to give book talks on books they love, and also to promote opportunities for students to have their writing published in real magazines.
- *Go Geo* web Site and Video Series for learning Geography– houses interactive games, student-created videos and graphics for study.

- Developed *Beads for Needs* as a service-learning and fund raising project for Tsunami and Hurricane Relief. Students made and shared friendship bracelets (with symbolic representation of the idea that “you are never alone,”) charted their fund-raising effort, organized their sale, and interfaced with Student Council to distribute funds to agencies evaluated by students for their efficacy.
- Initiated and developed Student Newspaper *The Dragon’s Gazette*. (Used to encourage deep questioning, the acquisition of information literacy skills and Habits of Mind, and to celebrate our community and service.)
- Initiated Literary Journal *The Dragon’s Scribbler*.
- Sponsored *The Upper Primary Magazine* (art and literary magazine.) Coordinated parent and teacher led literary board and publication efforts.
- Young Inventors – students create an invention, log their insights on the creative process, and enter a US competition.
- Ecology Club called *Green Dragons*.
- Amending the Student Council Constitution.

Transformed our Gifted and Talented Education Services

Transitioned the Gifted and Talented program away from delivering a narrow set of pull-out services to only 45 select “Extended Learners.” Replaced it with a broader, integrated program meeting the needs of hundreds (sometimes domain specifically) talented students. New program has these components:

- GATE instruction and assignments are integrated with the curriculum.
- Gifted students are no longer as often given “more work;” they’re given “different work.”
- Supports all classroom teachers with resources and project-based learning options for differentiated instruction for use at their discretion.
- Offers many more resources and makes them accessible to parents in online classrooms and at the library’s web site.
- Demonstrates to teachers more models of how to differentiate instruction.
- Spotlights and celebrates whole school’s resources and opportunities for talent development.
- Ended a system that publicly labeled students and increased stress on high ability learners to “test into” the program.
- Removed the burden that administrators faced with defending that system.

Coordinated team of 5 GATE and subject area specialists (the science coordinator, the instructional technologist , librarian and counselors) to enhance the overall curriculum with new resources and “pull-in” services to teach many more learners. Thus integrated, the GATE program has “whole school impact.”

Reflecting best practices and recent research in the field of intelligence theory, developed student screening process designed to identify students for subject-specific services according to their domain of giftedness and/or talent. Criteria and inventories for GATE program are based on parent and teacher input and standardized test results. New process examines the strengths of students within specific domains for talent identification, instead of

only identifying “globally gifted” children. The identification process focuses on services offered, and then identifies students to receive those services.

Established online classrooms for students to interact with peers, teachers and resources for learning. These classrooms facilitate the GATE instructors’ connections with many more learners throughout classrooms all over the school. The virtual classrooms minimize disruptive pull-outs, help students develop their technology skills, and encourage self-motivated learning and development of a student’s ability in his or her field of passion. The online classrooms that have these components: forums for discussion, assignment postings (with capacity for students to submit work and receive feedback), links to learning resources, calendar, interactive wikis, surveys.

Taught classes throughout the division in *Habits of Mind* and *DeBono’s Six Thinking Hats*. Integrated those instructional programs into extracurricular activities and school-wide bulletin boards, publications and parent education materials.

Developed GATE web site for Upper Primary.

Partnered with GATE providers throughout other divisions of HKIS for overall GATE program and curriculum development.

Wrote parent education documents, presented at parent information evenings, contributed to policy documentation efforts.

Connected scores of students to magazines for publishing their writing and artwork. Housed these resources for parent information on the library’s web site to facilitate submissions.

Established an interactive Professional Resource-sharing Network for G/T Educators in Hong Kong.

Integrated *Six Traits Writing*, *Habits of Mind*, *Questioning Techniques*, *Service* as themes of project-based learning activities provided to enrich a culture for learning for whole school (detailed below.)

Promoted and provided logistical support for student involvement in local and international math, science and writing competitions.

Curriculum Design *wearing the hats of both the GATE Coordinator and the Library Media Specialist*

Implemented collaborative processes for establishing a standards-based curriculum at HKIS. Helped to re-shape the curriculum development process by identifying key stakeholders and involving them in unit planning and documentation. Developed curriculum units to integrate information literacy lessons as well as activities (differentiated for ability level and learning style.)

Established “Teaching Resources” section of library’s web site to share with teachers and community each unit’s essential questions and many supporting resources that the school created or accesses (slide shows, WebQuests, reading lists, simulations, web sites, movie guides, handouts and interactive learning games.)

Co-wrote common assessments and rubrics.

Provided resources and expertise to our professional learning community with regards to these models:

- Cross-curricular unit development using McTighe's UBD (Backward Design)
- Brain-based Instruction (Caine and Caine)
- Habits of Mind (Art Costa)
- Six Plus One Traits Writing
- Big Six model for Research Process
- Differentiation Models of Renzuli and Carol Ann Tomlinson
- US National Standards for Social Studies
- Information Literacy Standards of the American Library Association
- Edward DeBono's Six Thinking Hats
- Future Problem Solving
- Project-Based Learning
- WebQuests

Community Involvement

Celebrated teaching achievements of colleagues by co-writing article for *Multimedia & Internet @ Schools* and *TIE*. Provided postings on our web site that celebrated colleagues' and students' publications.

Faculty representative to the Parent Teacher Organization.

Assistant Clerk of Hong Kong Monthly Meeting of the Society of Friends (Quakers).

Planning Committee Member and Webmaster for Hong Kong Christian Women's Conference.

Delivered "chapels" and "world religions" lessons to grades 1-5 when requested.

In prior schools...

Wrote teacher and student guides for conducting interim trips and Model United Nations trip to THIMUN in The Hague.

Authored character development teaching materials and team-building activities.

Served on Strategic Planning Steering Committee.

Provided teacher workshops in Concept Mapping.

Devised and conducted schoolwide "mock debates and elections" to mirror US presidential elections.

Formalized student council election procedures, coordinated the students who wrote the student body's "constitution" and sponsored student council.

Wrote "New Teacher" orientation guides.

Developed standards-based curriculum for the teaching of social studies and integration of research and writing objectives.

Mentored new teachers.