**Brooklet Elementary Highschool - Interview**

**1. Name of technology coordinator being interviewed.**

 Alina Odom - aodom@bullochschools.org

**2. What is your title?**

 Media Specialist

**3. What type of degree is required for your position?**

 Early Childhood Education Bachelors and Media Specialist Masters

**4. What are your job responsibilities?**

Mrs. Odom indicated having a multitude of responsibilities that is requested of her throughout the year, but she narrowed down her general activities to the ones enumerated below.

1. Circulation of the books and organizational structure
2. Running Renaissance and AR programs - including rewards and incentive
3. Student News Committee
4. Teach mini lessons for classes that opt-in
5. Providing teacher assistance utilizing Google Slides and Class Link ( a hub for student web applications )

**5. How are you meeting the needs of faculty and staff during the transition to remote learning this semester?**

 Mrs. Odom provides extensive off-campus parental and student assistance via phone and email. All of the issues that arrive are often corrected user error, looking up credentials and permissions, and locating the right online pages. She is unfamiliar with current online learning platforms utilized for distance learning but directs them to the proper district personnel. Any hardware issues are taken care of by the onsite technology liaison.

**6. How are you meeting the remote learning needs of students and parents?**

 If help cannot be provided with a phone call or email, Mrs. Odom utilizes Google Hangout to video chat with the family and resolve any issues or misunderstandings. However, if there are any direct academic issues, the designated teacher for that distance learner will lead the meeting, but Mrs. Odom will make herself available should she need to assist. The district has implemented a ticket help system for software and hardware issues that streamline the process.

**7. What are typical daily activities for your job?**

 The media center operates on a flexible schedule. In the morning there is a homeroom rush as kids flood into the library to check in and check out books. Due to Covid, classes have a scheduled time to come individually, making time for sanitization. There are many clerical duties interwoven throughout the day that contribute to general performance of the media center. Once a week Mrs. Odom would see every Kindergarten class to do a rug read aloud. Every other week she would collaborate with 2nd grade instructors to make a library mini-lesson she helps execute. Furthermore, she organizes accelerated reader incentives and an event for each grade level to get them excited about reading.

* 5th & 4th - A starbucks cafe to sit and try out new selected books
* 3rd - Musical books where students look through each section of the library for a limited amount of time finding chapter books that interest them.
* 2nd & 1st - A scavenger hunt to find certain things in the library assisting in navigation

There are other areas of the media center that Mrs. Odom manages. Maker spaces and Lego stations are often used as incentive areas for students and are supervised by Mrs. Odom though a class can sign up to use the station.

**8. Do you have a budget that you control? How do you make decisions on selecting resources for your stakeholders?**

 Though the county school district controls the purchasing of school adopted technology, Mrs. Odom has a separate budget for media center books, materials, and initiatives. This separate budget, however, is still only partially under her control. Administration usually pre-allocates a portion toward their school vision. This year the library received new appealing furniture. The Book Fair also provides a source of revenue for the media center. With the changing times and interests of the students, much of the money is going to weeding and buying more relevant books. Mrs. Odom mentions specifically the need for more current and appealing biographical and nonfiction books. The library also has a Lego and Makerspace but most of the materials come from parental donations.

**9. Have you had an opportunity to impact technology implementation throughout your school? Would you describe a specific example?**

 Mrs. Odom is a big advocate for the Google Suite of web applications. She has held professional developments and 1-on-1 assistance in order to teach and promote the use of Google Slides. As the school is now 1-to-1 with chromebooks, teachers are buying into the complete integration of Google which increasingly gives her the opportunity to expound upon the basic skills of these web applications.

**10. Does your school have a technology committee?**

 The school did have a technology committee but it got repurposed as the student news team.

**11. How are technology decisions made?**

 There are two ways decisions on technology and software are made. One way would be for the teacher to request something. That request goes to the administration where they would do a cost benefit analysis. Other stakeholders may be asked to weigh-in if the request has the potential to benefit other aspects of the school. Here the principal can make the decision to fund it or not. The other way would be for the district school board to make a blanket decision to fund a certain technology or software subscription then provide that to the schools.

**12. What is the best part of your job?**

 Working with the students and teachers to collaborate on lessons and utilization of resources make up the best parts of the job, according to Mrs. Odom. She also enjoys organizing many reading initiatives and events that generate excitement in students. Her favorite is the yearly pumpkin parade that takes place in the last week of October. That unfortunately had to be canceled this year due to Covid.

**13. What do you find to be the most challenging part of your job?**

 The fixed schedule because of Covid has made things challenging. The new protocols require the sanitizing of tables before and after each class, quarantining of books for 24 hours, students social distancing on rugs during lessons, and no more unscheduled student visits. In contrast to these student interactions, working with the adult staff to buy into media center organized programs is also a struggle.

**14. What kinds of assistive technology does your school provide?**

1. Ipads for tactile assist (SpEd & ELL)
2. Picture press pad for communication
3. microphone and amplifier for hard of hearing students