To Assess these Elevator Speeches: Use the 9 Cs from O'Leary (2009):

1. Concise
2. Conceptual
3. Clear
4. Concrete
5. Compelling

6. Customized
7. Credible
8. Consistent
9. Conversational

O'Leary, Chris. "Elevator Pitch 101." Elevator Pitch Essentials.
    <http://www.elevatorpitchesessentails.com/essays/ElevatorPitch.html> Accessed July 9, 2009.

Standard I: Learners use skills, resources, and tools to: Inquire, think critically, and gain knowledge.

Standard 1 - Other Media Specialists:

How is collaboration going this year? Any takers on implementing inquiry based projects? Most teachers just bring me the questions and students are only required to locate the information. I understand how you feel; I also want my learners to use skills, resources and tools to think critically and gain new knowledge. However, I think collaboration with teachers to create quality student-generated questions allows my students to be more engaged and motivated to seek information and to answer the questions using multiple literacies. Through this process I see them becoming independent learners. Through this process they are learning to create better questions and be more responsible learners and are able to self-assess. As a result we are giving them the opportunity to use and develop the inquiry skills that they will use through out their lifetime. (136 words)

Standard 1 - Classroom Teachers:

_____, I am really looking forward to your upcoming research project. I know we've all been very concerned about plagiarism and its affect on the quality of our student's work. I know how committed you are to having your students experience inquiry and independent learning through this research project and I'd love to the opportunity to collaborate with you to help make this project a success. I know that time is a critical factor for you, but I think if we allot the time for the students to be more involved in the research process of selecting and evaluating information and in designing a product that fits their research that they will be less likely to plagiarize. I've also seen some incredible success with having the students share their products with their class and participate in self and peer evaluation. When can we meet to start planning for this project? (150 words)

Standard 1 - Principal/Head Master:

So the parents seem pretty happy with the test scores but I get a sense that you feel we can do better. I have been incorporating higher order thinking skills more and more into my lessons. When I teach kids about the inquiry process I think about them becoming independent learners who have not only the skills but also the disposition to inquire, think critically, and gain knowledge. I know that many parents tonight seem more interested in the technology but that is because their focus is on employment needs and their children's future. Technology is an important tool for learning but I think it is vital to teach students to use information ethically, responsibly, and safely, which I have incorporated into my skills lessons. As you know I continually encourage teachers to collaborate with me in teaching reading as a lifelong learning skill-and now technology, too! (147 words)

Standard 1 - Parents:

    Mrs. Jones, you and I both want your kids to have the skills to be successful in school and in life. We also agree that reading can help them reach that success. How well they read and understand what they read is a good indicator of success in school and in life. Reading is a lifelong learning skill. We would love to have you come to our lunch-time reading groups so you could hear the kids talk about the books that they are reading and how the stories are impacting their lives. You know, when the kids see that parents take an interest in what they are reading, it shows them that reading isn't something that stops at the end of the school day. Also, on Tuesdays, we have a parent reading hour. We would love for you to come to that as well. (144 words)

Standard 2: Learners use skills, resources, and tools to: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Standard 2 - Other Media Specialists:

    School Librarians are already helping students be independent learners. This standard continues the process. A big focus is on how students select and evaluate information. Once they have selected their information, the focus changes from the learner simply retelling the information, as in the infamous bird project, to creating new knowledge. This requires learners to think and be part of the process. We must focus on improving students' thinking skills so they will learn how to apply their knowledge in new situations and create new knowledge. Want to get together on this over lunch next week? (96 words)

Standard 2 - Classroom Teachers:

    We both want your students to be independent learners and be able to make informed decisions. We also know that reading is a foundational skill and that reading biographies supports your curriculum. How about if we incorporate technology with this research that will help your students learn now and prepare them for the future? We could offer students the opportunity for more independent learning, recognized diverse learning styles through multiple literacies and provide the opportunity to share and learn with others. What about if we incorporate this with a wiki, which would allow them to share and apply the similarities and differences while learning with others? I've already made your class a wiki and I'd be glad to show your class how to use it. (125 words)

Standard 2 - Principal/Head Master

    Hello Principal Tammy! I was just in a meeting with the Reading Specialist and Social Studies teachers. We had a great conversation. We discussed how we could increase the level of learning of our students if we could help them improve their reading comprehension. In our meeting we discussed the Civil War project and discovered that students collaborated together and learned more when they shared information using a variety of resources in print and non-print. Would it be possible for me to talk to our faculty for five minutes at our next meeting and show them how Ted (the social studies teacher) and I collaborated to develop learning strategies and produce a great project through the use of a great variety of resources and technology projects the kids created? (129 words)

Standard 2 - Parents:

    You would have been so proud of your son in the Library yesterday. I know it's very important to you that he makes good choices and strong decisions. He used our electronic

databases to gather information for his endangered species project and concluded sea turtles can be extinct in 10 years if changes are not made to protect their habitat. He designed a graphic organizer for the information he found to share with classmates. He was also able to determine that the US has fewer rescue locations than areas in Southern Europe and has become interested in how he can help. He has such a curious mind and will surely want to explore other topics in which he's interested. Let me share this bookmark with you that show how to access the databases at home. (135 words)

Standard 3: Learners use skills, resources, and tools to: Share knowledge and participate ethically and productively as members of our democratic society.

Standard 3 - Other Media Specialists:

It's nice to meet someone who cares about school libraries the same way that way I do. Don't just you love seeing kids excited about sharing information with each other in your library? In my library students are tweeting, posting to a classroom wiki, but I'm worried about how they might be treating each other online. I think this is what makes us more valuable then ever, because we need to teach our kids how to treat each other respectfully. How about you? What's happening in your library? (88 words)

Standard 3 - Classroom Teachers:

Mrs. Jones, from previous discussion I know that you're trying to enable your students to become more engaged learners by having them create original products. I've seen some of the good work coming out of your classroom and I've been doing some things in the media center and would like to explore ways to work together. I've seen examples at other schools where students gain diverse perspectives by using social networking tools. There's a lot of concern these days about kids plagiarizing from the Internet. We can work together to teach students to use information ethically, safely and responsibly. The media center provides a place to reinforce skills and teach new skills that build off what you are doing in your classroom. Let's plan a time to get together and work collaboratively to see examples of wikis, blogs and student work that were put on the webpage, will tomorrow work? (150 words)

Standard 3 - Principal/Head Master:

Hi, Dr. Superintendent! We are off to a great start this year! I just started a collaborative 8th grade social studies unit utilizing technology tools like Google Apps and Twitter. The teacher and I want students to demonstrate ethical behavior and communication skills using social learning tools for their daily plan. I truly believe these are critical skills for the students' future. Please come down and visit us! Plus, I will send a summary of the student evaluations, if you would like. (82 words)

Standard 3 - Parents:

I know you want your daughter Emily to be successful with Mrs. Jones' language arts blog project. One of the great things about this assignment is she can share her ideas about the book with her classmates. She can also learn others' viewpoints about the book. I know you might be concerned about Internet safety; however, we will provide instruction in using this tool and monitor the blog for appropriate use. In addition, she will learn to utilize a technology tool to share information and ideas. This is a skill that will be very valuable to her in the future. Emily mentioned she doesn't have computer access at home but she can use the computers at the school and public library before and after school. (125 words)