Growing Schools: Librarians as Staff Developers

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Fort Bend ISD
August 14, 2014, 8-9am

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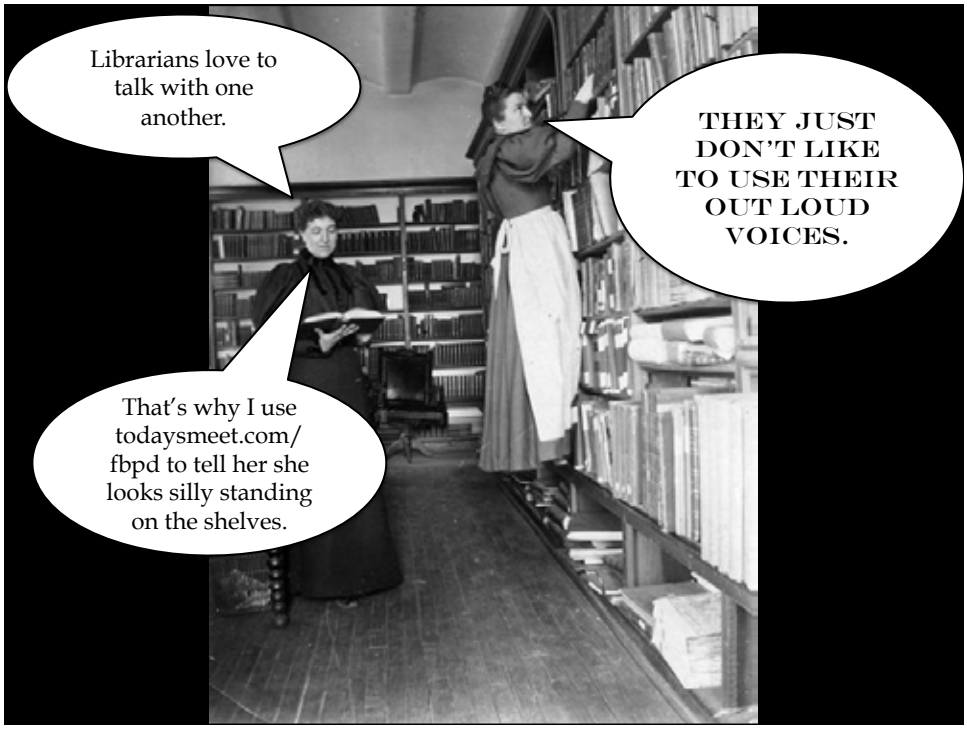
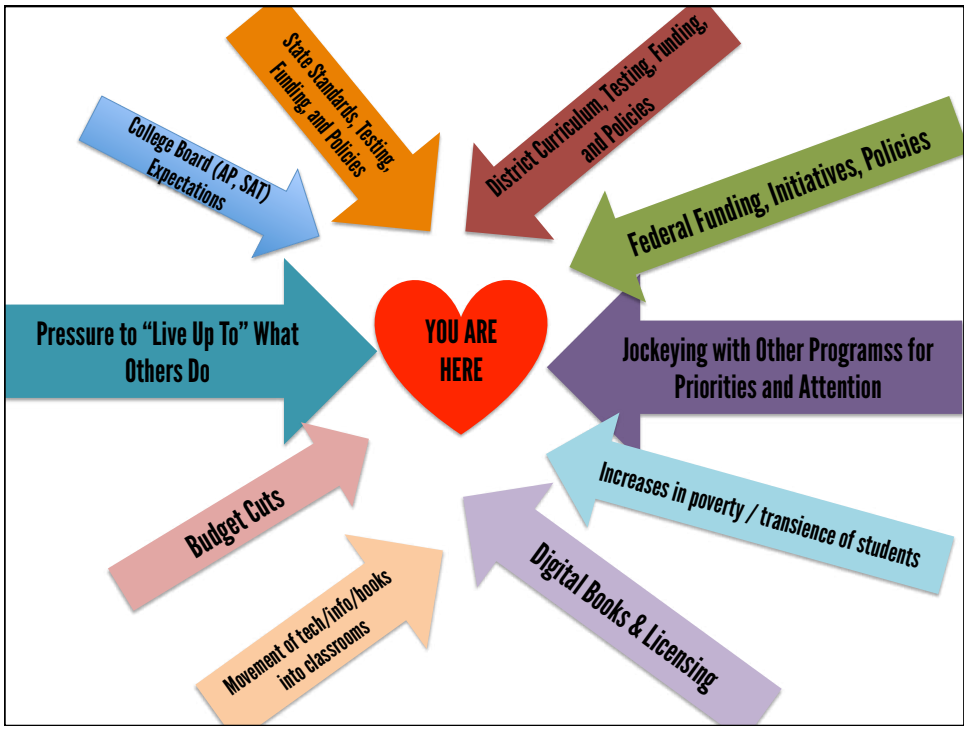
SHAMELESS SELF-PROMOTION … AND BOOK GIVEAWAY!


Librarians love to talk with one another.
THEY JUST DON'T LIKE TO USE THEIR OUT LOUD VOICES.
That's why I use todaysmeet.com/fbpd to tell her she looks silly standing on the shelves.


State Standards, Testing, Funding, and Policies
District Curriculum, Testing, Funding, and Policies
College Board (AP, SAT) Expectations
Federal Funding, Initiatives, Policies
Pressure to "Live Up To" What Others Do
YOU ARE HERE
Jockeying with Other Programss for Priorities and Attention
Budget Cuts
Increases in poverty / transience of students
Movement of tech/info/books into classrooms
Digital Books & Licensing

Do You Want to Be A Thermostat or a Thermometer?

- Sandi Slough

Myth or Reality?

They'll Come to Us.

They'll Use What We Pick Out.

They'll Ask Us To Teach With Them.

We'll make an impact on every kid.

Running The Numbers

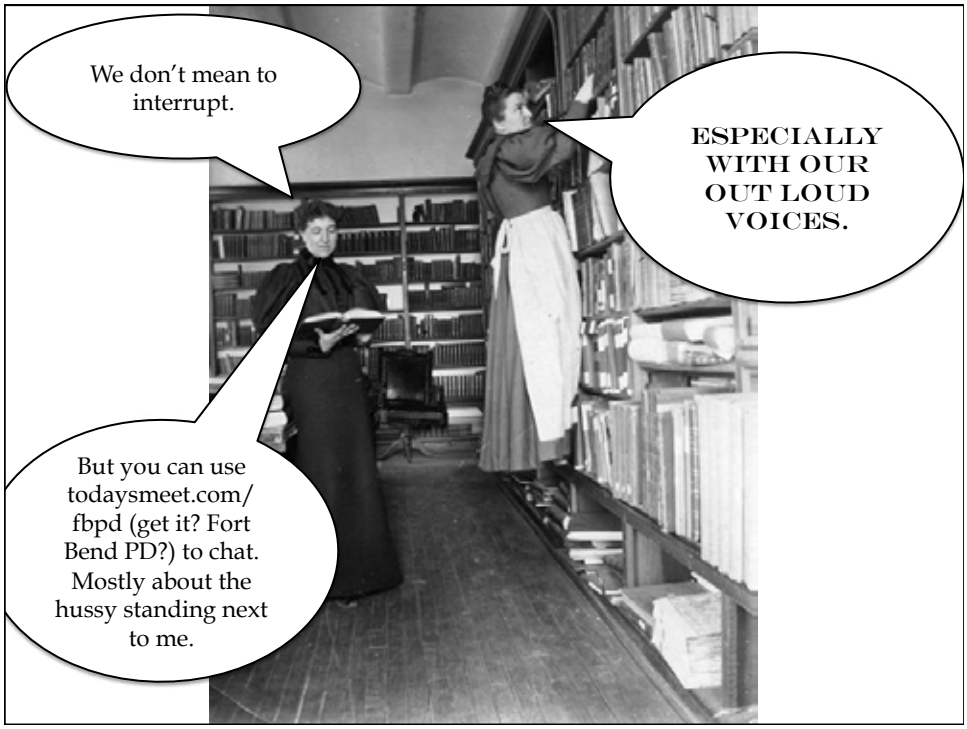
- Librarian to Student Ratio = 1:2400 (or 27 minutes per student)
- Number of school hours mandated each year (Michigan) = 1080
- Planning with each of 100 teachers at 1 hour each = 100 hours
- 3 Hours/Week for Library Administration = 120 hours
- Number of hours available to work with children = 860
- Number of minutes available per student per year = 21.5

What can you teach in 20 minutes a year?

Alternatively:

- Library Administration at 3 hours/week = 120 hours
- Demos at 40 staff meetings at 30 min each = 20 hours
- 5 hours of one-on-one PD for each of 100 teachers = 500 hours
- 40 after-school professional book clubs at 2 hours each = 80 hours
- 10 webinars at 1 hour each = 10 hours
- 40 PLC meetings at 1 hour each = 40 hours

And you still have 310 hours left over … that's almost 8 work weeks



They May Stay In Their Rooms with iPads/laptops.

They May Not Use What We Pick Out and Use Google Instead.

They May Not Ask Us To Teach With Them.

But eventually, they'll bring more and better info lit/tech into their lessons if we do PD. Librarians can potentially reach *more* kids this way …

Image: 'deep calm blue'
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SEEK IMPACT.

"green leaf of a bio plant in nature" by epSos.de. CC-BY-2.0.
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Consider Librarians as Professional Development Leaders.
epSos.de

Turn and Talk
• What do you know how to do that your classroom colleagues do not yet know but that would enhance their ability to improve student learning in the digital age?
• Share with one another
• Post to todaysmeet.com/fbpd
"student ipad school – 030" by flickingerbrad on Flickr. CC-BY-2.0.
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What did you come up with?
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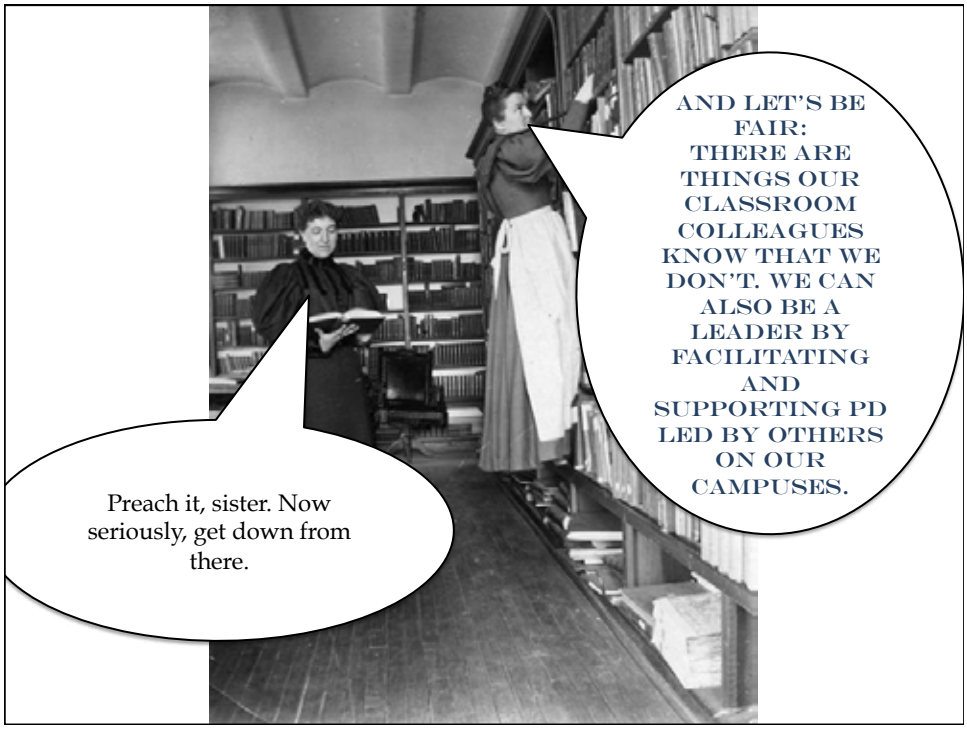
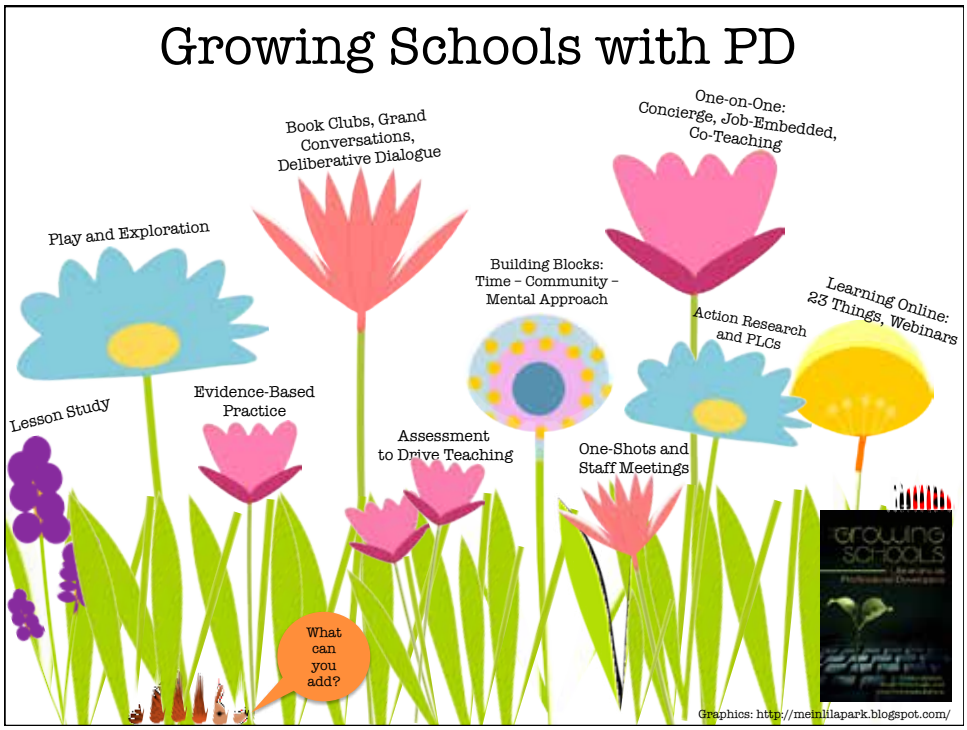

Preach it, sister. Now seriously, get down from there.
AND LET'S BE FAIR: THERE ARE THINGS OUR CLASSROOM COLLEAGUES KNOW THAT WE DON'T. WE CAN ALSO BE A LEADER BY FACILITATING AND SUPPORTING PD LED BY OTHERS ON OUR CAMPUSES.

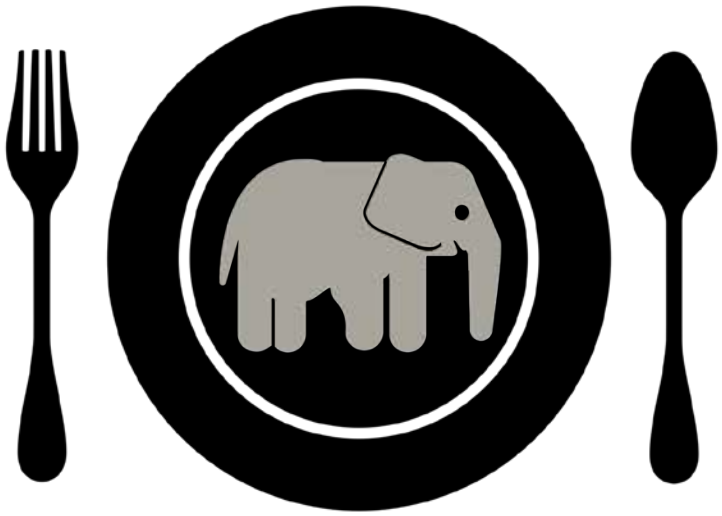
Saint George and the Dragon by Paolo Uccello, ~1470
National Gallery, UK
WHO ARE YOU IN THIS PICTURE AND WHY?

There are many ways to be a leader. But **BEING A LEADER** is not negotiable.

Judy Lawson, UM School of Information



How do you eat an elephant?



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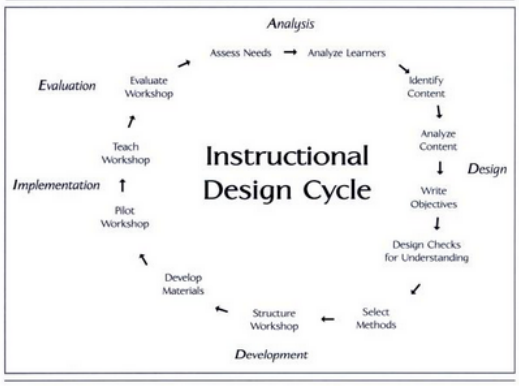
"Elephant" by Sean Henderson for TheNounProject.com. CC-BY-3.0. http://thenounproject.com/term/elephant/12446/

Needs First.
Then Planning.
Then Doing.
Then Reflecting.

ADDIE (Veldof 2006)

FIGURE 1-1 Instructional Design Cycle

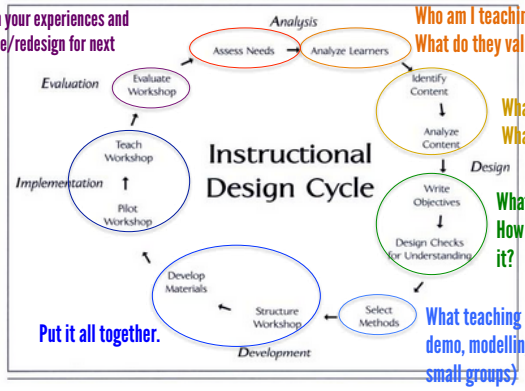


Creating the One-Shot Library Workshop: A Step-By-Step Guide

ADDIE (Veldof 2006)

Not, "What can the library do for you?" but, "What are the needs of my building?"

FIGURE 1-1 Instructional Design Cycle



Collect feedback. Reflect on your experiences and observations. Rethink/refine/redesign for next time.

Who am I teaching? How do they learn? What do they value?

What should the content be? What do I need to know about that?

Do the workshop.

What should they know? How will I know if they got it?

Put it all together.

What teaching strategies should I use? (e.g., demo, modelling, pair work, discovery, jigsaw, small groups)

Creating the One-Shot Library Workshop: A Step-By-Step Guide

Your goal, whether you are

presenting at a conference,

leading a before-school demonstration,

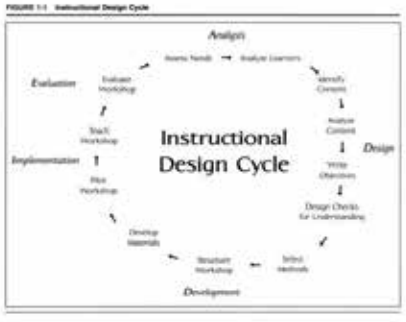
working one-on-one with a teacher over lunch or planning time, or

hosting an after-school professional book club

Is to build others' capacity.
Not to show how awesome you are.
Though that's a nice side benefit.

Turn and Talk: Scenario #1 (Analysis)

- Your department has been asked to lead a session for teachers on how to build a classroom collection.
- You know the *superintendent's* need, but how would you go about knowing the *classroom teachers'* needs?
- How would you find out about your learners?
- Post to todaysmeet.com/fbpd



Sharing

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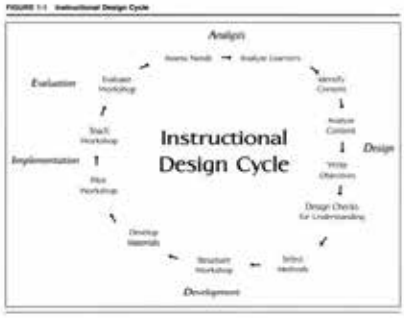
Turn and Talk: Scenario #2 (Design)

- What was the most effective PD session you ever attended?
- What made it great?
- Discuss and post to todaysmeet.com/fbpd



Sharing

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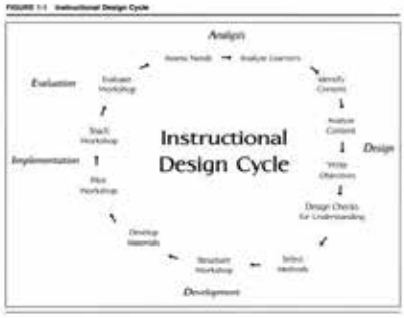
Turn and Talk: Scenario #3 (Evaluate)

- Your Director of Language Arts is super-excited about Lexiles, and you hear at the district picnic that teachers are *FREAKED OUT* about having enough range of materials. You know that Gale Cengage has Lexile levels assigned to its databases, and you host a workshop.
- How would you *evaluate* success?
- Post to todaysmeet.com/fbpd



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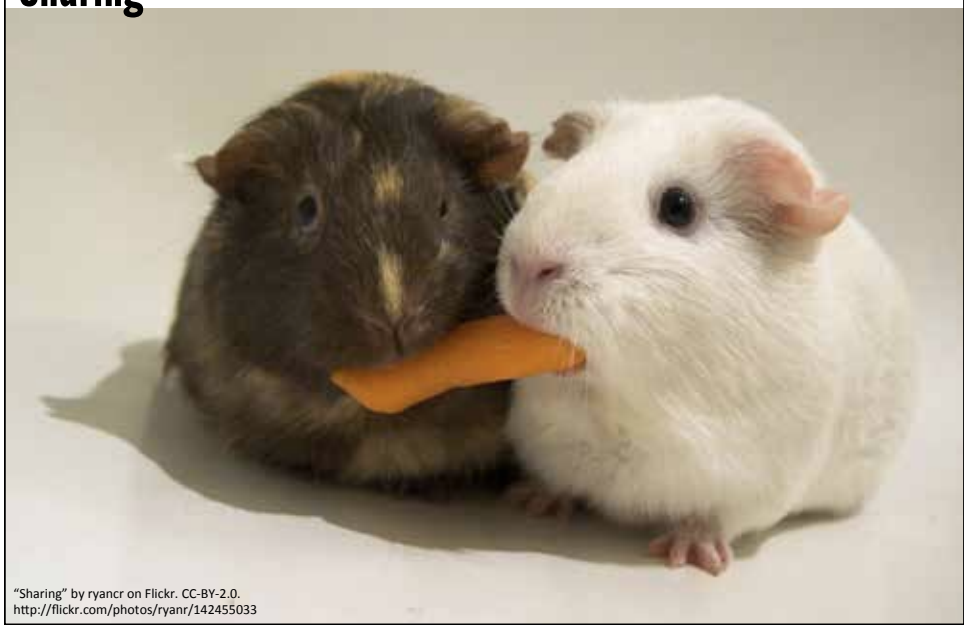

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Kristin's Final Thoughts: Focusing on PD …

- Is time- and energy-efficient
- Meets the just-in-time needs of teachers
- Builds building-wide capacity
- Recognizes that librarians have unique skills in resource selection and information/digital literacy
- Supports building-wide school improvement goals
- Repositions librarians as having value in the "nobody needs librarians anymore because … it's all online … we're 1:1 … we have tech staff … we have classroom collections …"

Your Monday morning takeaway? todaysmeet.com/fbpd

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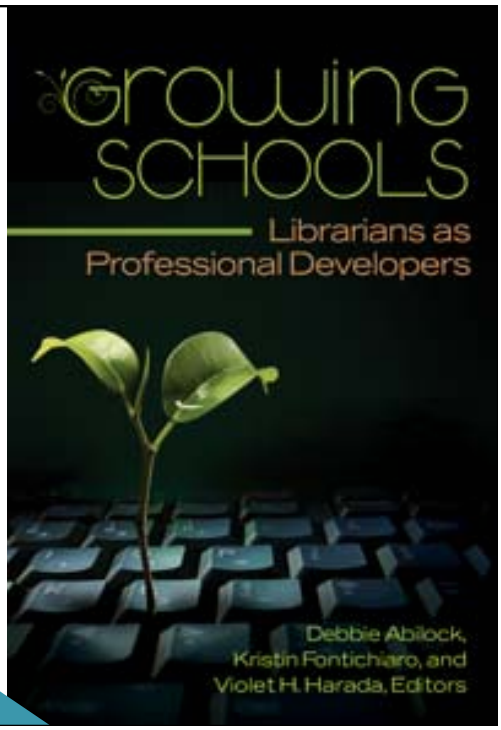
Questions?

font@umich.edu @activelearning

Slides on my blog: http://bit.lyfontblog

How's about some door prizes?