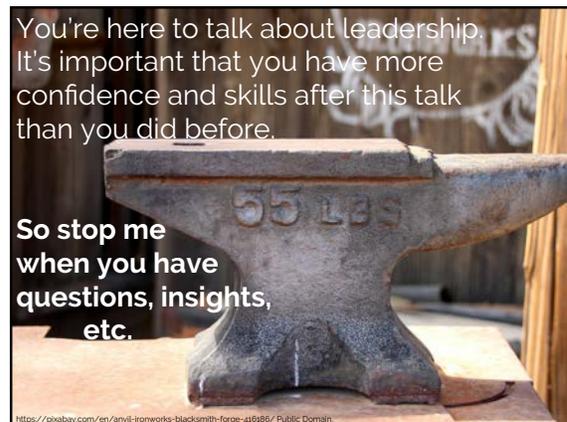




Today we'll ...

- Frame our conversation around a particular style of leadership
- Think about how to get ahead of the curve change
- Talk about how to figure out how we can better identify the needs of our campuses and those who work and learn there
- Look at a flexible strategy for ferreting out those needs authentically (no surveys!)



Leaders Address Questions Like These:

- How can I enrich student learning?
- How can I be more valuable?
- What do(es) my campus(es) need?
- How can I find out with some level of accuracy?

How do we position ourselves to be leaders when we're peers?

Servant Leadership (Greenleaf and Spears 2002)

"It begins with the natural feeling that one wants to **serve**, to serve first. Then conscious **choice** brings one to **aspire** to lead. That person is **sharply different** from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.

<https://www.greenleaf.org/what-is-servant-leadership/>

"The difference manifests itself in the care taken by the servant-first to make sure that **other people's highest priority needs** are being served. The best test, and difficult to administer, is: **Do those served grow as persons?** Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? **And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?"**

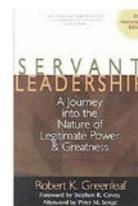
<https://www.greenleaf.org/what-is-servant-leadership/>

"A servant-leader focuses **primarily on the growth and well-being of people** and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the "top of the pyramid," servant leadership is different. The servant-leader **shares power, puts the needs of others first and helps people develop and perform as highly as possible."**

<https://www.greenleaf.org/what-is-servant-leadership/>



Foresight is the "lead" that the leader has. Once leaders lose this lead and events start to force their hand, they are leaders in name only. They are not leading but are reacting to immediate events, and they probably will not long be leaders. There are abundant current examples of loss of leadership that stems from a failure to foresee what reasonably could have been foreseen, and from failure to act on that knowledge while the leader had freedom to act.



<https://books.google.com/books?id=AfIUaMJDK4C>

Wise words from Chris Harris



Because this.

Angie: Whether you're working in K-12 or higher ed, you have to find the plan, as much as you can. Find a low level of entry to find out about the class. Talk to other students. What has the class been about? What are you working on?

Kristin: Before our first meeting, you found the previous year's syllabus online on the school's website and had already been through it. You didn't say, "Walk me through the class, week by week." That would have been really hard for me to find time to do.

Instead, you looked over the past year's topics and already had a set of possible ways in which you and the library could support those topics.

Angie: If you can look at last year's information and be very specific about showing possible enhancements and realistic about what you can do to help with those enhancements, success is far more likely.

(Fontichiaro & Oehrli 2014)



Reports from standardized testing

- Where did students score high? This is a low need.
- Can you identify any "pockets" of low achievement?
- How might these correlate to your skills in information literacy, data literacy, or reading comprehension?
- Now you've got an action step you can take to teachers/admins that matters to them and is evidenced by data they find compelling (even if you do not!)

Grade-level curriculum & teacher websites

- Look on district website for curriculum documents and at teacher websites
- Questions to ask:
 - WHAT is being taught?
 - HOW is it being taught?
 - HOW can the library resources and staff be leveraged to enhance what is happening?
- Start small: choose a target grade/subject area based on those test results

Environmental Scan: What are kids getting elsewhere that you may not need to duplicate?

Public Domain. <https://pixabay.com/en/water-blue-surface-sea-occ3n-768745/>




OK ... questions so far? Ideas? Nuances you want me to know about?

Public Domain. <https://pixabay.com/en/traffic-lights-road-sign-red-yellow-514032/>

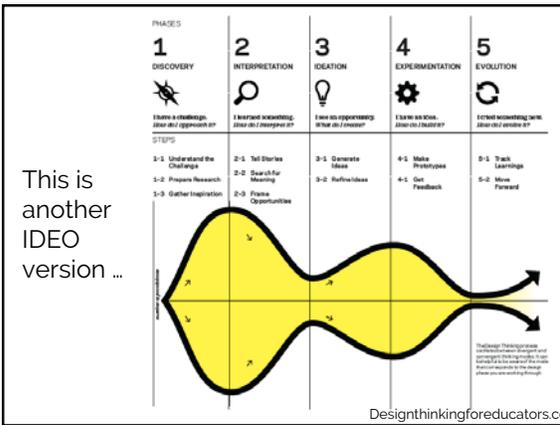
OK, you've let your shy side work quietly to discover needs, gaps, or holes that might be in your wheelhouse to fix. Now you have a sense of the **problem** to solve.



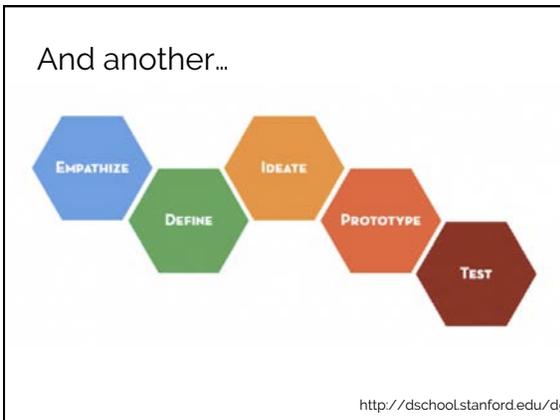
Try design thinking to help you discern the needs of those you serve, not what an association says you should do, and not what you **want** to do.



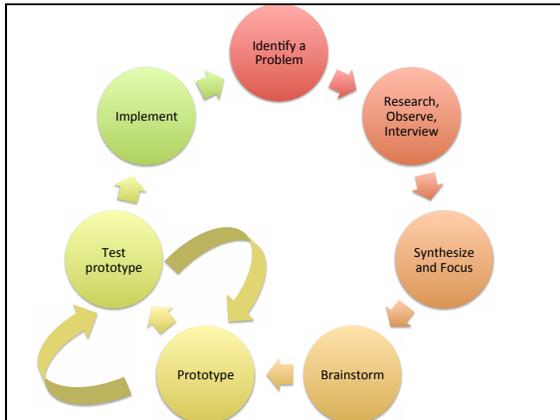
This is one of IDEO's versions ...



This is another IDEO version ...



But I find that this sequence/ naming helps me most ...



Identify a Problem

- From the data you collected
- From something you have observed
- From a faculty meeting
- Ex: Why are reading scores going down?



Research, Observe, Interview

- What is the scope of the problem?
- RESEARCH: Read up on reading comprehension scores, the test, and any other background info you can find in databases, textbooks, etc.



Research, **Observe**, Interview

- OBSERVE FOR AUTHENTICITY
- Watch how students do their homework ... any clues there?
- Watch teachers teach – what strategies do they use? Not use?
- (Maybe go back and do more research)



Research, Observe, **Interview**

- Talk with students and teachers
- Ask them to walk you through their workflow, study habits, etc.
- What do they reveal by showing that you might not otherwise know?



Synthesize and Focus

- “Gee, we have a ton of information here” ... what does it all mean?



Synthesize and Focus

- “Gee, we have a ton of information here”
... what does it all mean?
- **Which part of the problem are we going to focus on addressing?**
 - Notetaking?
 - Reading info text?
 - Decoding?
 - Figurative Language?



Brainstorm

- How might we address the weakness we saw?
- This might be a team effort.
- Better brainstorming: everybody writes down ideas, then you share them orally (cuts down on “loudest v



Prototype

- What is the intervention you are going to use?
- Design it.
- Write plans.
- Identify what success looks like



Test Prototype

- Implement the lesson / unit / center, etc.
- What worked? → Keep it.
- What didn't work? → Go back to prototyping again and take this feedback into account.
- Repeat the cycle until you get it right.



Implement!

- Once you get it right, you and the teacher (or perhaps you or perhaps just the teacher) can make it part of regular practice.
- But that means you're not ready to identify a new problem. 😊



OK ... that's our last slide ... what can I clarify? Where would you like to take this conversation next?