Growing Schools: Professional Development

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TASLA

June 12, 2012

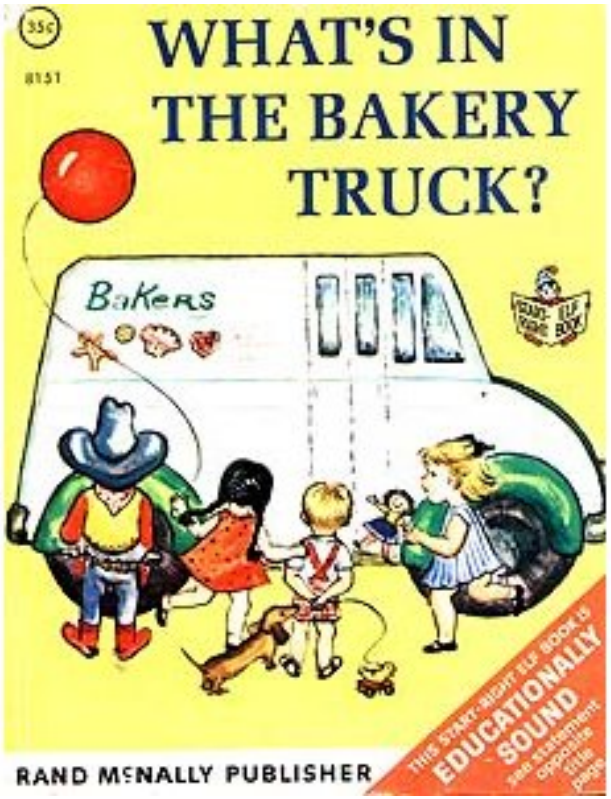
Today's Slides:

http://blog.schoollibrarymonthly.com

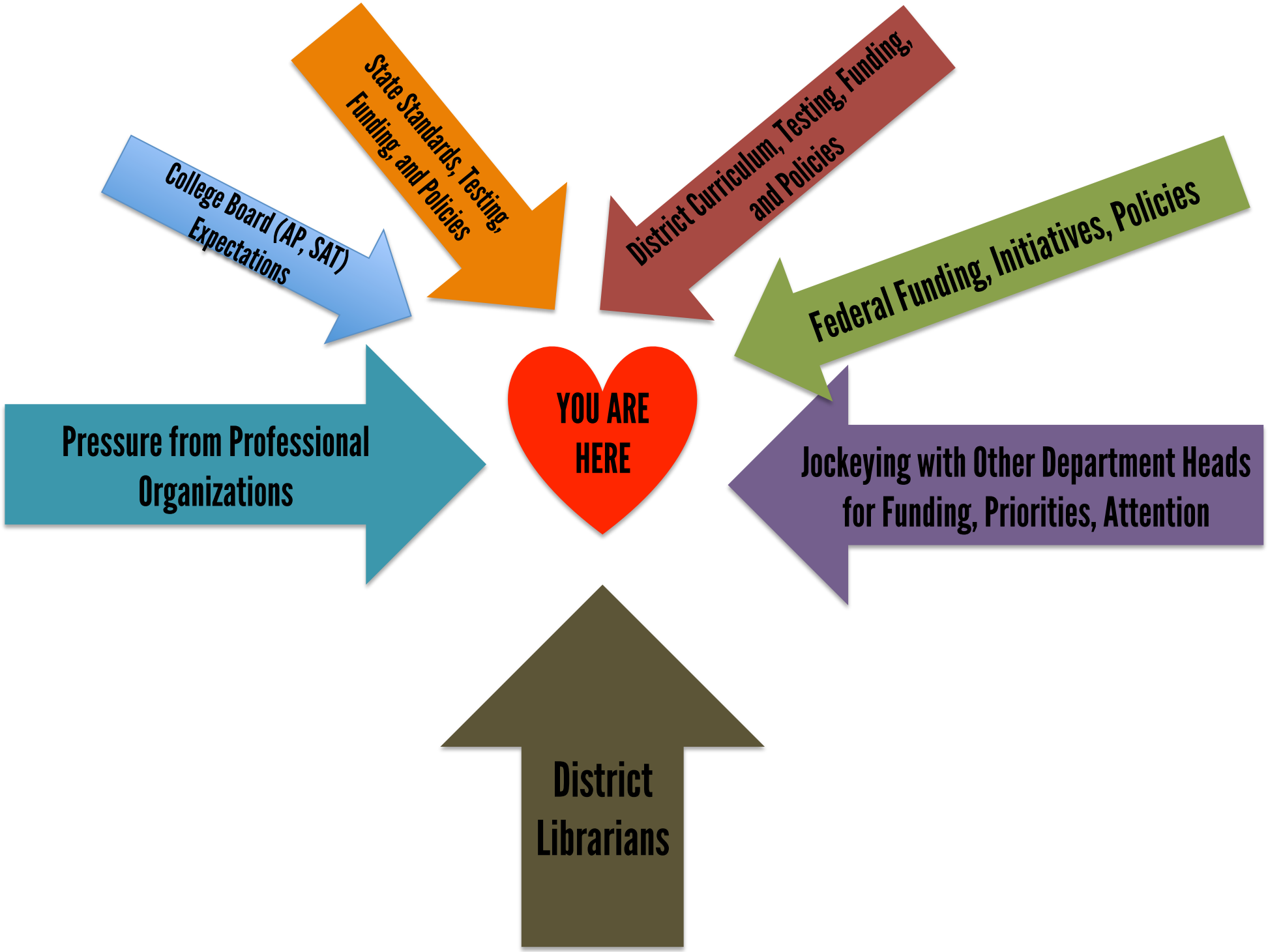
So ... Marty asked for me to troll the family archives ...

Memory Lane #1

Memory Lane #2 (“We eat a lot at TASLA”)



Now Over to You.
(A Montage.)


College Board (AP, SAT) Expectations
State Standards, Testing, Funding, and Policies
District Curriculum, Testing, Funding, and Policies
Federal Funding, Initiatives, Policies
Pressure from Professional Organizations
YOU ARE HERE
Jockeying with Other Department Heads for Funding, Priorities, Attention
District Librarians

Jing di zhi wa: "Frog in the bottom of the well"

Image: 'Marvi well - Ù…Ø § Ø±Ù^ÙŠ Ø¬Ù^ Ú©Ù^Ú¾'
http://www.flickr.com/photos/79406424@N00/3801125543

“Massive Disruption”

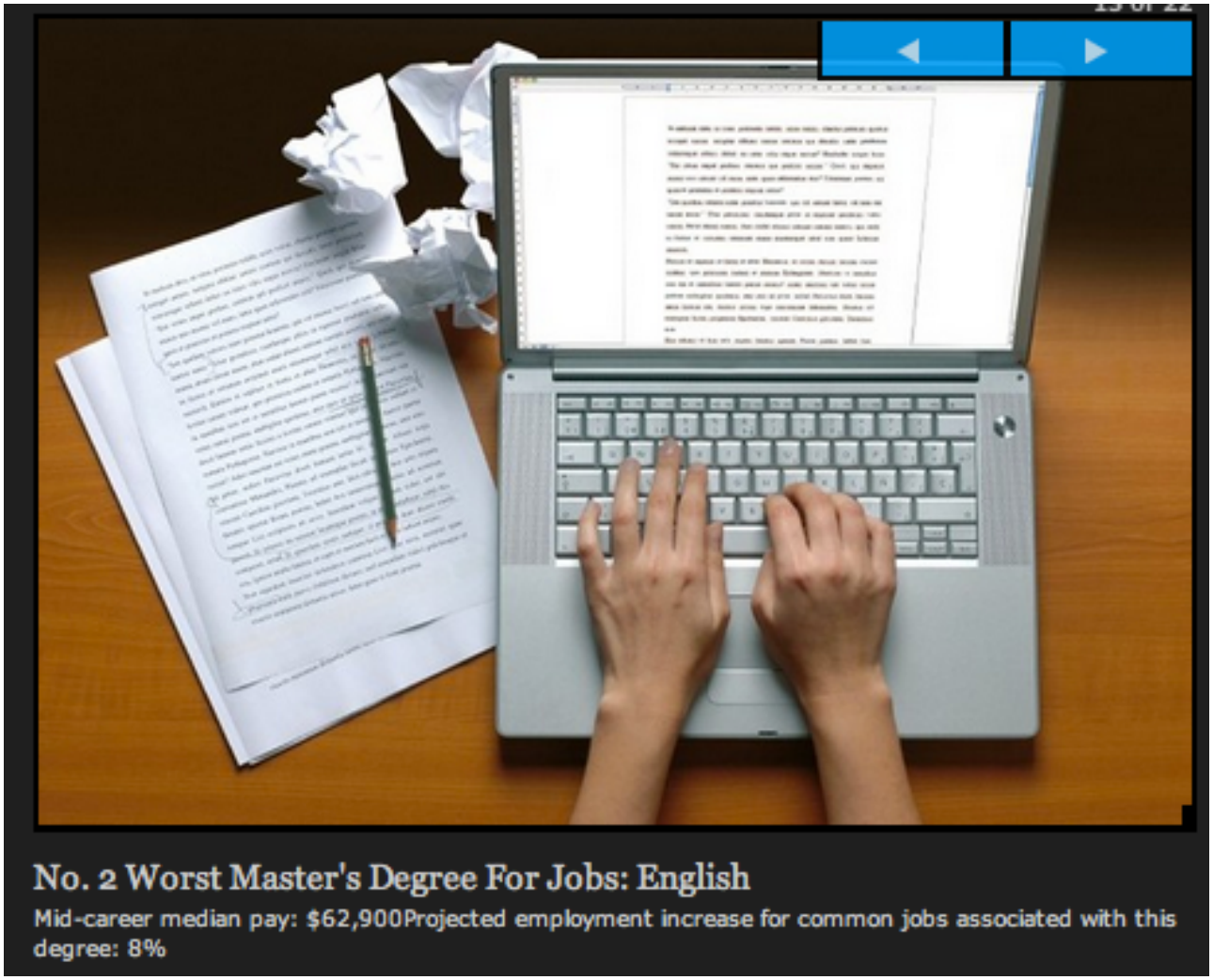
What's the WORST Master's Degree *Forbes* Thinks You Can Get?*

* Hat tip to Buffy Hamilton

12 of 22

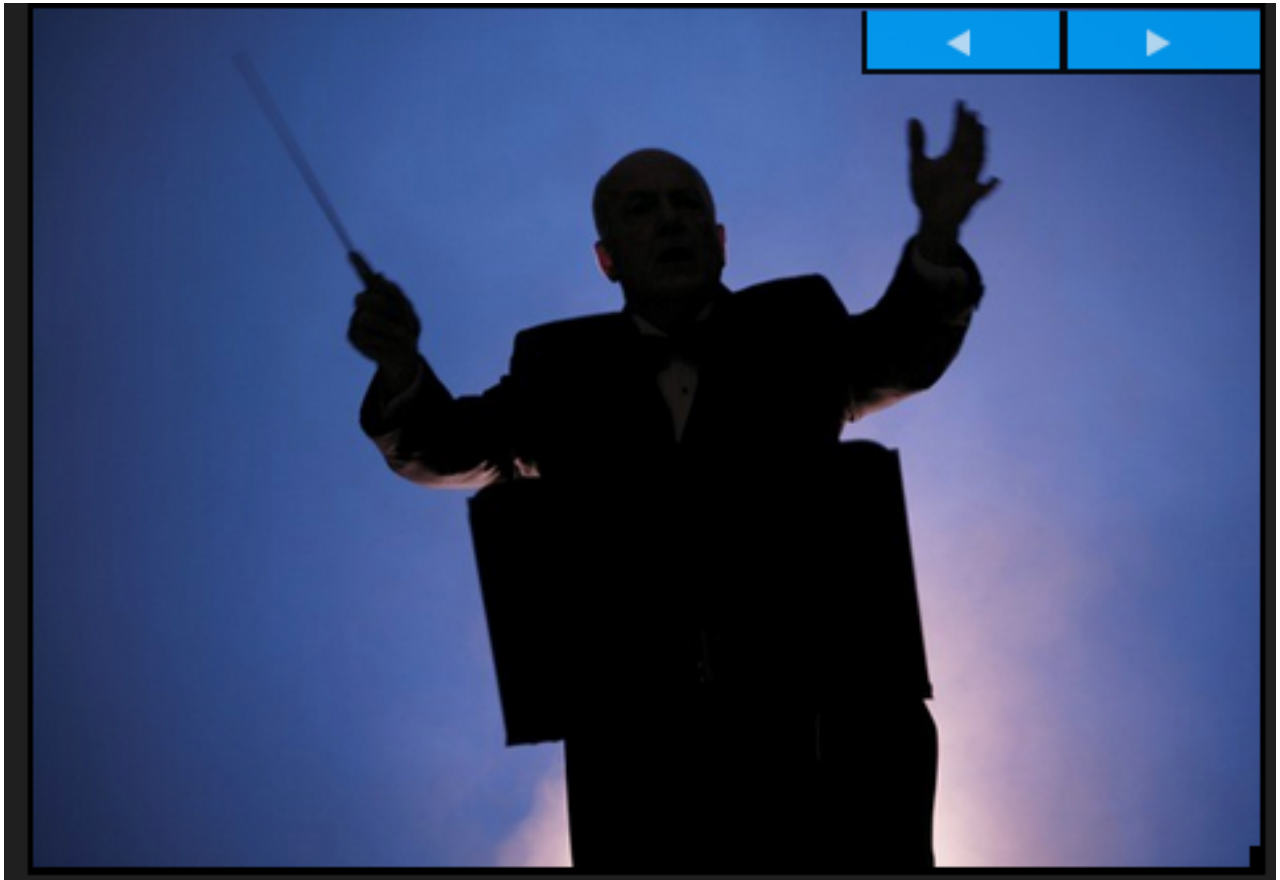
No. 1 Worst Master's Degree For Jobs: Library and Information Science

Mid-career median pay: $57,600Projected employment increase for common jobs associated with this degree: 8.5%



No. 2 Worst Master's Degree For Jobs: English

Mid-career median pay: $62,900Projected employment increase for common jobs associated with this degree: 8%



No. 3 Worst Master's Degree For Jobs: Music

Mid-career median pay: $57,000Projected employment increase for common jobs associated with this degree: 11.3%

No. 4 Worst Master's Degree For Jobs: Education

Mid-career median pay: $60,100Projected employment increase for common jobs associated with this degree: 14.7%

http://www.forbes.com/pictures/efkk45ifij/no-1-worst-masters-degree-for-jobs-library-and-information-science/#gallerycontent

(hat tip to Buffy Hamilton)

Disruptive times call for Disruptive Measures

Not victim mentality.

- Sandi Slough, this morning's speaker

Let's Rethink Past Practices

Strategically quit [some things].

- Sandi Slough, this morning's speaker

There is a difference between being a problem-solver and being solution-minded.

- Sandi Slough, this morning's speaker

They'll Come to Us.

They'll Use What We Pick Out.

They'll Ask Us To Teach With Them.

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 ...

Consider Librarians as Professional Development Leaders.

Do you want to be a thermostat or a thermometer?

- Sandi Slough, this morning's speaker

Maybe It's Worth Trying ...

- 1 librarian working to build the capacity of 100 teachers? Doable.

- 1 librarian straining and begging teachers to bring 2400 kids to the library? Maybe not.

Image: 'deep calm blue'
http://www.flickr.com/photos/34421265@N02/4814891418

Saint George and the Dragon by Paolo Uccello, ~1470
National Gallery, UK

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

Judy Lawson, UM School of Information

Growing Schools with PD

Play and Exploration

Book Clubs, Grand Conversations, Deliberative Dialogue

One-on-One: Concierge, Job-Embedded, Co-Teaching

Building Blocks: Time – Community – Mental Approach

Learning Online: 23 Things, Webinars

Action Research and PLCs

Lesson Study

Evidence-Based Practice

Assessment to Drive Teaching

One-Shots and Staff Meetings

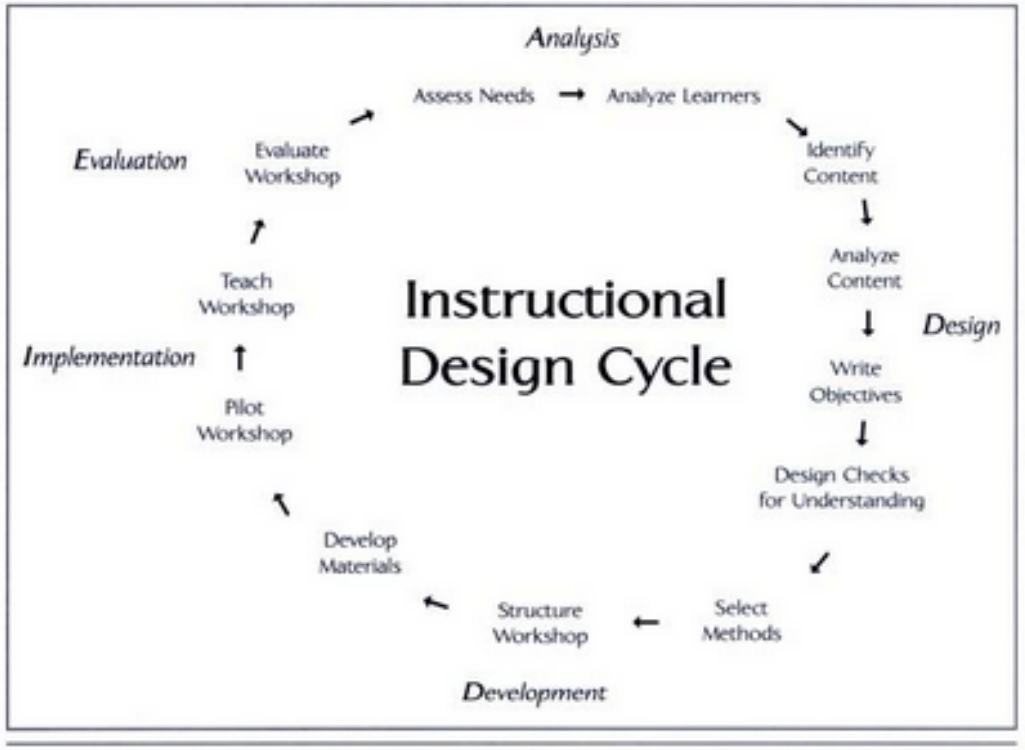
What can you add?

Graphics: http://meinlilapark.blogspot.com/

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

books.google.com

Jerilyn R. Veldof - 2006 - 170 pages - Google eBook - Preview

Provides information on creating and running a one-session library workshop.

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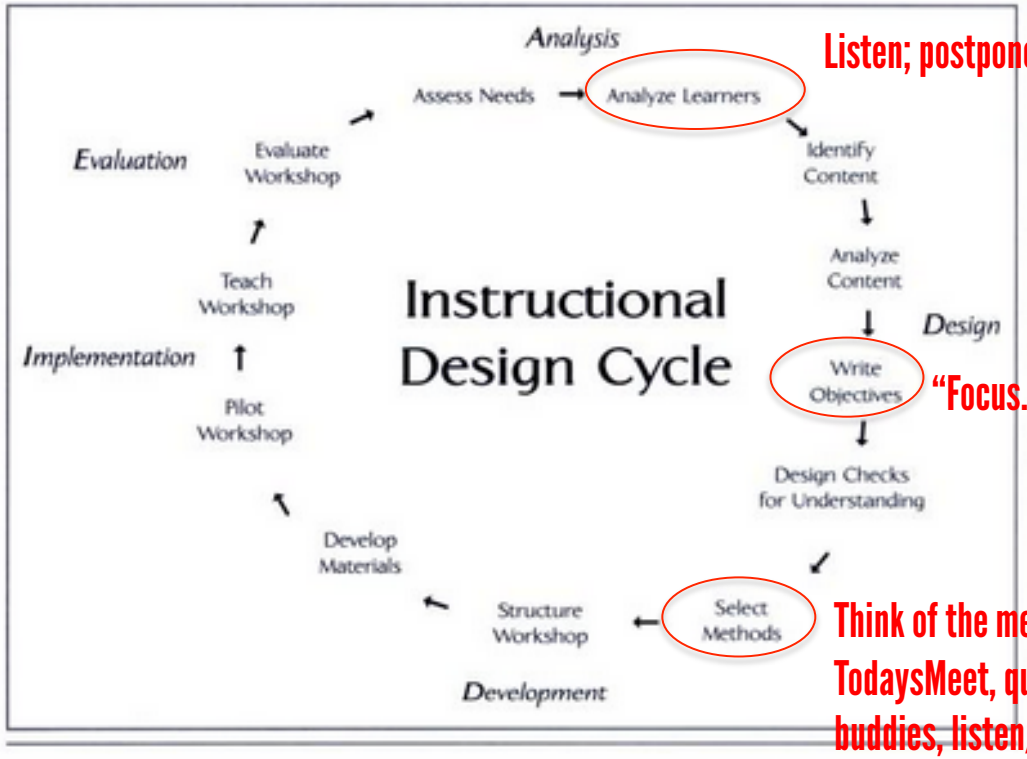

Listen; postpone judgment; stay curious

"Focus."

Think of the methods you saw this morning: TodaysMeet, quietly filling out a chart, elbow buddies, listen/talk pairs

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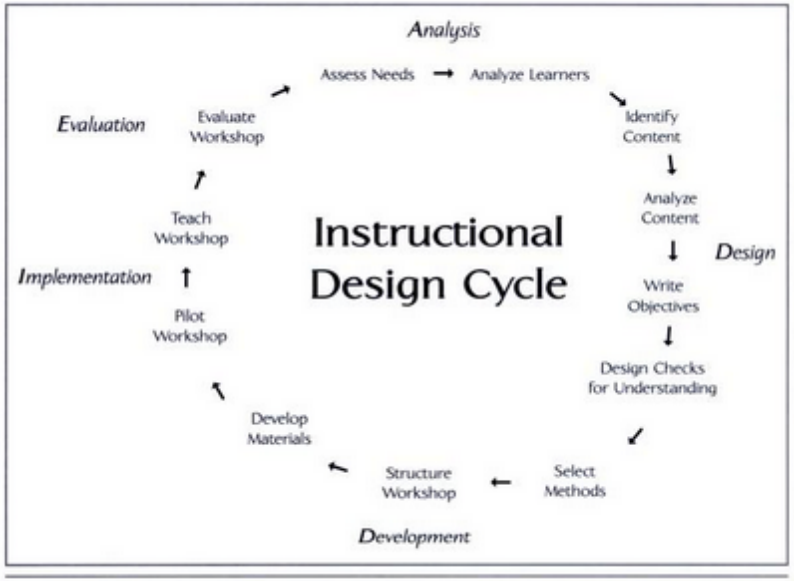
Table Talk #1: A

- Your superintendent has asked you to lead a session for K-5 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?

FIGURE 1-1 Instructional Design Cycle

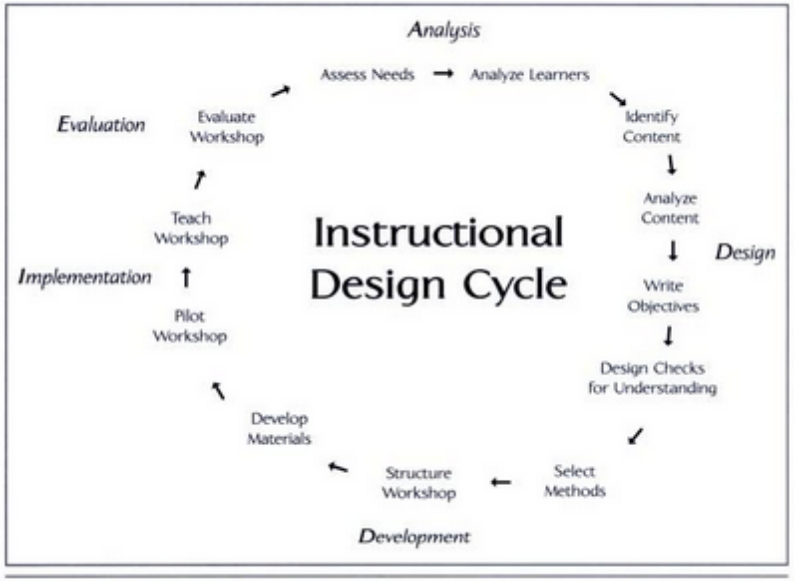


Sharing Out

Table Talk #2: E

- 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 in its databases, and you host a workshop.
- How would you *evaluate* success?

FIGURE 1-1 Instructional Design Cycle



Sharing Out

Is It Time for the Vendor Break?
When we return at 3:00 ...

Image: 'Carlos Alazraqui @ Hollywood Improv'
http://www.flickr.com/photos/28786498@N00/2107816473