

TRIBUTE:

I asked Shawn what she hoped I might say when discussing her accomplishments. She said she hoped I would talk about you, the talented educators, parents, students and community members who come together every day and every year to support the achievement of our young people.

She also hoped I wouldn't talk for very long, for talk is quickly forgotten.

These two statements reveal much about Shawn. Some may believe that by placing attention on the audience, she is being humble. She is, but she also believes the power of change lies in building caring relationships that connect us through a common vision.

Education is a challenging field. The only way we can clutch success is if we join forces. We unite not around a single person or a quick fix, but a sound philosophy built on actions that support achievement for all students. Through collaboration and coaching, Shawn encourages us to employ the best instructional tools possible so that we engage our students. Modeling professionalism, she reminds us to remain focused on the goals and cast petty difference aside. It is not all about me or you or Shawn. It's about our students and what it takes . . . to take them to the top.

LEADERSHIP ANALYSIS (rows in pink are focus areas for improvement)

Developing a chart helped me visualize and specifically examine my strengths and needs based on the different leadership surveys and variables. This structure also enabled me to address clearly ways I would improve certain areas. I think this format will be more useful for me because I can readily refer to it in the future.

CATEGORIES	STRENGTHS	AREAS to IMPROVE	TIPS and STRATEGIES
Leader	Demonstrates commitment and knowledge Serves as teacher leader Takes a global view of the school	Integrates 21 st -century skills throughout the school environment Builds relationships and partnerships	Engage in more professional development specifically tailored to increasing the tools in my toolbox connected to technology and information literacy. Seek out mentors who will collaborate and help me design effective instructional units and lessons that will build student/staff competencies in locating, comprehending, evaluating and using information ethically.
Instructional Partner	Develops policies, practices, curricula Collaborates with colleagues to codesign instruction, coteach, and coassess: Academic standards Critical thinking Social skills	Collaborates with colleagues to codesign instruction, coteach, and coassess: Technology and information literacy Cultural competencies	Collect resources and templates into a common repository based on different learning objectives that will serve as exemplars and models.
Information Specialist	Creates engaging learning tasks Models emerging technologies	Integrates technology tools Connects school with global community Models ethical use of information	Seek out volunteers interested in learning along with me (PLC?) with the goal of creating lessons that will be implemented, assessed and refined.
Teacher	Follows trends in reading materials Advocates for resources in all formats Empowers students to become: critical thinkers, enthusiastic and strategic readers	Empowers students to become: skillful researchers ethical users of information.	<i>Fundamentals of School Library Media Management</i> by Barabra Stein Martin and Marco Zannier Each chapter is built around the specific roles a media specialist plays and includes helpful suggestions and forms.
Program Specialist	Provides equal access to resources Co-develops library's mission, strategic plan, and policies	Manages staff, budget, and physical space Partners with stakeholders and other organizations	This is certainly an area of need, however, I anticipate my skills will grow as I take additional SLM courses, including this one and SLM 502.

<p>Model the Way (overall weaker score)</p>	<p>Set a personal example</p> <p>I follow through on the promises and commitments that I have made</p> <p>I ask for feedback</p>	<p>I spent time and energy making sure people adhere to the principals and standards we have agreed on</p> <p>I build consensus around a common set of values</p> <p>I am clear about my philosophy</p>	<ol style="list-style-type: none"> 1. Identify my most important values 2. Identify what values are most important to me when working collaboratively and creating a climate of success 3. Prioritize values based on what is most essential for success 4. How do my actions align with my values? 5. What does where and how I spend my time say about my values? 6. What are the values of the school and the staff? Survey. 7. How do these values align with my own? 8. How can I be prepared to handle individuals and situations that don't reflect the essential values of the group? 9. What stories, models, movies, examples can I reinforce my commitment to my values and/or the group's? 10. What words, phrases, slogans, language should I use to best communicate and build support for shared values? <p><i>Examine the Kouzes and Posner Workbook for more details</i></p> <p>Newsletter/pdf provides tips and even sample movies to fit the leadership category (http://www.cascadia.edu/files/leadership_styles.pdf)</p>
<p>Encourage the heart (weakest score)</p>	<p>I praise people</p>	<p>I make it a point to let people know about my confidence in their abilities</p> <p>I make sure people are creatively rewarded for their contributions to the success of our projects</p> <p>I publicly recognize people who</p>	<ol style="list-style-type: none"> 1. Link the shared values with on-the-job actions so it's easier to identify when you see it 2. Link the person's action to the value when recognizing so the example and the value are clearly indentified. 3. Make sure to reflect on each member's ability and willingness to support the goals and

<p>Encourage the heart (weakest score)</p> <p>Continued</p>		<p>exemplify commitment to shared values</p> <p>I find ways to celebrate achievements</p> <p>I give team members lots of appreciation and support for their contributions</p>	<p>values. If a team member's abilities are in questions, act. Find out about strengths, weaknesses, perceived needs, etc.</p> <ol style="list-style-type: none"> 4. Tell a story 5. Keep a journal or checklist list of values, actions, examples. Include daily observations so you don't forget. 6. Plan a brag board or other social way to recognize people. 7. Recognize people ASAP. Research indicates that people tend to be more engaged in their work when they are recognized <i>at least once each week</i>. (Kouzes and Posner workbook) 8. Personalize recognition. Get to know the team members. "It's all about paying attention to the person." <p><i>Examine the Kouzes and Posner Workbook for more details</i></p> <p>Newsletter/pdf provides tips and even sample movies to fit the leadership category (http://www.cascadia.edu/files/leadership_styles.pdf)</p>
<p>Inspire a Shared Vision (overall stronger score)</p>	<p>I talk about future trends</p> <p>I describe a compelling image of what our future could be like</p> <p>I appeal to others to share in the dream</p> <p>I paint a big picture</p> <p>I speak with genuine conviction</p>	<p>I <i>show</i> others how their long-term interest can be realized by enlisting in a common vision</p>	<p>By strengthening my skills in modeling the way and encouraging the heart, I believe these other areas will also improve.</p>
<p>Challenge the Process (overall)</p>	<p>I seek out challenging opportunities</p> <p>I challenge people to seek out new ways to do their work</p>	<p>I <i>make certain</i> that we set achievable goals, make concrete plans, and establish measurable milestones for the projects we work on</p>	<p>By strengthening my skills in modeling the way and encouraging the heart, I believe these other areas will also improve.</p>

stronger score)	<p>I search outside to find new and innovative ways to do things</p> <p>I ask “What can we learn?” when things don’t go as planned</p> <p>I experiment and take risks even when there is a chance of failure</p>		
<p>Enable others to Act (overall stronger score)</p>	<p>I give people a lot of choice and freedom</p> <p>I support the “appropriate” decisions people make on their own</p> <p>I treat others with dignity and respect</p> <p>I actively listen to different points of view</p>	<p>I <i>ensure</i> people grow in their jobs by learning new skills and developing themselves</p> <p>I develop cooperative relationships among the people I work with (some but not all)</p>	<p>By strengthening my skills in modeling the way and encouraging the heart, I believe these other areas will also improve.</p>
CATEGORIES	STRENGTHS	AREAS to IMPROVE	TIPS and STRATEGIES

OBJECTIVES—OUTCOMES

1. Increase my recognition and encouragement of groups and individuals who support and contribute to our projects and plans.
This will not only help me connect to group members, but also support individuals by reaffirming their efforts. It will help build a connectedness that “we are all in it together” and that their contributions are very much valued. In turn, motivation will increase and support for the plans and projects should continue.

2. A) Develop at least one project a semester that clearly reflects a common set of shared values organized around student achievement.
B) Establish long-range, concrete outlines of achievable goals and measurable milestones for worthwhile projects
C) Schedule regular checkpoints to ensure that goals are being met, people are being recognized and agreed-upon principals and standards are being upheld.
These objectives will help me provide visible structure to my projects and enable me to focus my efforts. By having an explicit plan that details the values, expectations, goals, etc., I will be able to better communicate my vision and help people see the value of their efforts.

3. Collaborate, create, teach and assess one lesson with a different teacher in a different content area every 6 weeks that incorporates 21st Century skills, technology and information literacy skills. These lessons should also explore ethical use of information.
As an information specialist, instructional partner and teacher, I must strengthen my ability to collaborate with staff in different content areas and model to students effective and efficient use of technology. If I am encouraging students to use other people’s ideas and information to develop and create new, I must ensure we are all doing so ethically. While many students believe they are very digitally adept, they only have a very narrow scope of understanding how to collect, manage, comprehend and appropriately use information. We also must encourage students to expand beyond merely gathering information, but also contributing information and adding new creations to the digital world.

1. Professional Memberships (I currently am a member of those organizations marked with a *)

ALA *
American Library Association <http://www.ala.org/>

AASL *
American Association of School Librarians <http://www.ala.org/aasl/>

ASCD *
Association for Supervision and Curriculum Development <http://www.ascd.org/>

IASL
International Association of School Librarianship <http://www.iasl-online.org/>

IRA *
International Reading Association <http://www.reading.org/General/Default.aspx>

MASL
Maryland Association of School Librarians <http://www.maslmd.org/>
Would like to join or follow MASL professional development subcommittee, whose goal is to promote best practices in integrating digital content into instruction

NCTE
National Council of Teachers of English <http://www.ncte.org/>

SoMIRAC *
State of Maryland International Reading Association Council <http://www.somirac.org/>

YALSA *
Young Adult Library Services Association <http://www.ala.org/yalsa/>

2. Professional Articles and Books

BOOKS

Curriculum 21: Essential Education for a Changing World by Heidi Hayes Jacobs

(Summary from Amazon)

Author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K 12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas:

- Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture.
- Program structures--How to improve our use of time and space and groupings of students and staff.

- Technology--How it is transforming teaching, and how to take advantage of students' natural facility with technology.
- Media literacy--The essential issues to address, and the best resources for helping students become informed users of multiple forms of media.
- Globalization--What steps to take to help students gain a global perspective.
- Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities.
- Habits of mind--The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life.

Empowering Learners: Guidelines for School Library Programs by AASL

Although this is a text required for our course, there are numerous bibliographical references that can serve as additional resources for exploring the different roles of the media specialist. The sections regarding 21st Century Skills, Teaching for Learning Empowering Learning through Leadership are especially relevant to my professional needs. There is also a useful bibliography in Appendix H.

Fundamentals of School Library Media Management by Barbara Stein Martin and Marco Zannier

Another required text, this book should not be forgotten after the course ends. Each chapter is built around the specific roles a media specialist plays and includes helpful suggestions and forms.

Leading in a Culture of Change by Michael Fullan

(Summary from Amazon) Michael Fullan shows how leaders in all types of organizations can accomplish their goals and become exceptional leaders. He draws on the most current ideas and theories on the topic of effective leadership, incorporates case examples of large scale transformation, and reveals a remarkable convergence of powerful themes or, as he calls them, the five core competencies. By integrating the five core competencies--attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organizations--leaders will be empowered to deal with complex change. They will be transformed into exceptional leaders who consistently mobilize their compatriots to do important and difficult work under conditions of constant change.

Leading Effective Meetings, Teams, and Work Groups in Districts and Schools by Matthew Jennings

(Summary from Amazon)

Teachers share one vital characteristic with students: they function best in settings that are organized enough to provide structure and focus, yet flexible enough to respect developmental and personality differences. Author and veteran educator Matthew Jennings provides

- An overview of the research on collaboration and what it means for educators
- Step-by-step guidelines for designing and facilitating meetings
- Strategies for avoiding and resolving conflicts among educators
- Checklists, questionnaires, and rubrics for designing, implementing, and assessing work groups and teaching teams

Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement by Richard DuFour and Robert Marzano

Although top thinkers in the education reform movement have stressed the need to develop teachers as leaders, the challenge has always been defining exactly what teacher leadership looks like in action. That's what makes *Leaders of Learning* such an important read. Building on Rick's extensive experience with professional learning communities and Bob's understanding of what works in schools, *Leaders of Learning* details a collection of practical action steps from developing a guaranteed and viable curriculum to systematically monitoring student learning that teachers interested in leading can begin taking immediately. (from Bill Ferriter, founding member and senior fellow of the Teacher Leadership Network).

Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement by Lynne M. Schrum and Barbara B. Levin

(Summary from Amazon)

Aligned to the ISTE NETS standards for administrators, this guide provides an actionable plan for integrating new technology into teaching and learning and realizing measurable improvement. How to use technology for measurable learning

The Learning Leader: How to Focus School Improvement for Better Results by Doug Reeves

(Summary from Barnes and Noble)

In *The Learning Leader: How to Focus School Improvement for Better Results*, Douglas B. Reeves helps leadership teams go beyond excuses to capitalize on their strengths and reduce their weaknesses. He introduces the Leadership for Learning Framework, which challenges readers to consider that student achievement is more than a set of test scores. Reeves asserts that when leaders focus exclusively on results, they fail to measure and understand the importance of their own actions. Instead, he encourages leaders to use the Leadership for Learning Framework to look deeper into their results. The framework helps leaders distinguish between "Lucky" educators, who achieve high results but don't understand their actions, and "Leading" educators, who achieve high results and understand how their actions influence their success. From conducting strategic planning to evaluating projects to organizing leadership teams, *The Learning Leader* will help leaders reconceptualize their leadership role and motivate their colleagues.

Librarians as Learning Specialists: Meeting the Learning Imperative for the 21st Century by Allison Zmuda and Violet H. Harada

(Summary from Amazon)

Zmuda and Harada explore the increasing number of job descriptions in schools for learning specialists with the accompanying difficulty in effectively leveraging these roles to positively affect student learning. There are an increasing number of job descriptions in schools for learning specialists - certified teachers with specialized areas of expertise whose job it is to improve student performance. While these positions are attractive ideas in theory, there are real challenges in effectively leveraging such roles to positively affect student learning. School librarians have been one of these learning specialists for decades. The ranks have expanded in recent years to include reading specialists, literacy coaches, writing coaches, technology specialists, mathematics specialists, science specialists, and teachers of English Language Learners. References included throughout the book incorporate quotations, exemplars, and findings from experts in both mainstream and librarian-focused education literature. This inclusive approach makes the text accessible and credible for any leader charged with improving the system's ability for improved student achievement.

21st Century Learning in School Libraries by Kristin Fontichiaro, editor

This text was required for my collaboration course and is compilation of many different articles from libraries, journals, research groups, etc. It includes topics such as 21st Century Learning Standards, Instructional Strategies, Secondary Lesson Plans, etc. There are also extensive references to other sources.

JOURNALS

Educational Leadership journal

<http://www.ascd.org/publications/educational-leadership.aspx>

Journal of Adolescent and Adult Literacy

<http://www.reading.org/General/Publications/Journals/JAAL.aspx>

Journal of American Association of School Libraries

<http://www.ala.org/aasl/knowledgequest>

Journal of Research on Libraries and Young Adults

<http://www.ala.org/yalsa/products&publications>

Library Journal

<http://lj.libraryjournal.com/>

Library Media Connection

<http://www.librarymediaconnection.com/>

School Library Journal

<http://www.schoollibraryjournal.com/>

Teacher Librarian

<http://www.teacherlibrarian.com/>

Young Adult Library Services Journal

<http://www.ala.org/yalsa/products&publications>

NEWSLETTERS

AASL Hotlinks

<http://www.ala.org/aasl/aaslpubsandjournals/aasshotlinks/aasshotlinks> Various topics

Curriculum Connections (monthly) reviews the latest books and other materials for children and young adults and links these materials to the curriculum. Also included are interviews and thematic articles and authoritative advice on the titles a library or classroom needs to help keep children and teens reading and learning. (Published in partnership with TeachingBooks.net)

Eschool News (both a print and online newspaper)

<http://www.eschoolnews.com/> Explores a wide-range of issues related to technology and education

Reading Today

http://www.reading.org/General/Publications/blog/About_Reading_Today.aspx Newsmagazine published by the International Reading Association

SLJTeen (2 x a month) provides librarians and educators with the latest news on books, graphic novels, anime, music, and games for teens, as well as monthly interviews of debut YA authors. Reviews by teens are offered regularly, along with technology for the classroom and library, as well as teen consumer information

SLJ Events Alert (monthly) provides a convenient listing of upcoming *School Library Journal* webcasts and events, as well as key industry conferences.

3. Webinars, Websites, Social Networking

BLOGS/RSS FEEDS

AASL Resources Wiki

<https://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/aaslpublications.cfm>

Best Blogs for School Librarians

<http://www.onlinecollege.org/2009/07/07/100-best-blogs-for-school-librarians/>

The Blue Skunk Blog

<http://doug-johnson.squarespace.com/>

Media specialist Doug Johnson's practical analysis of school libraries

Cool Cat Teacher Blog

<http://coolcatteacher.blogspot.com/>

Debbie Abilock's Neverending Search

[\(http://blog.schoollibraryjournal.com/neverendingsearch/2012/06/15/big-noodletools-news/\)](http://blog.schoollibraryjournal.com/neverendingsearch/2012/06/15/big-noodletools-news/)

Focuses on different digital tools that help people find, collect and use information. Abilock says the goal is to *offer learners the kinds of choices they need to make intelligent decisions. We want to be your instructional partner, providing useful frameworks for the research process.*

Free Tech for Teachers

<http://www.freetech4teachers.com/>

Free resources, lesson plans, reviews, etc. provided by Google and educational trainer Richard Byrne

The Leadership Challenge: Tips and Techniques

<http://www.leadershipchallenge.com/WileyCDA/Section/id-131339.html>

Resources for building stronger leadership skills based on the work of Kouzes and Posner

School Library Journal Professional Reading RSS feed

http://www.schoollibraryjournal.com/slj/reviews/professionalreading/894438-320/professional_reading_june_2012.html.csp

Lists reviewed professional resources for school media specialists

School Library Journal Educational Technology RSS feed

<http://www.schoollibraryjournal.com/csp/cms/sites/SLJ/Technology/EducationalTechnology/index.csp>

Articles related to technology and teaching for the media specialist

Teacher Librarian Ning

<http://teacherlibrarian.ning.com/>

National digital networking and professional learning group

The Unquiet Librarian

<http://theunquietlibrarian.wordpress.com/>

Buffy Hamilton, media specialist extraordinaire, shares her “musings” about all things related to technology, instruction, and media centers

WEBINARS AND DIGITAL LEARNING OPPORTUNITIES

- The Leadership Challenge elearning program
<http://www.leadershipchallenge.com/WileyCDA/Section/id-405908.html>
Self-paced modules that further explore and incorporate the principles of exemplary leadership, including the development of an action plan
- ASCD **Virtual Summer Camp: The Newest Tools on the Web to Explore for Instruction**
- ALA/YALSA’s Connect, Create, Collaborate: Supporting Teen Needs with Technology
<http://www.ala.org/yalsa/onlinelearning/onlinecourses/connectcreatecollaborate>
In this course, participants will learn why teens need librarians to integrate technology into every aspect of service from homework help to readers advisory to programming. Participants will complete the course knowing how, through technology integration, librarians can help teens to succeed in problem solving, decision making, critical thinking, and learning.
- ALA/AASL e-Academy Courses
<http://www.ala.org/aasl/conferencesandevents/eacademy/eacademy>
Design for Understanding Meets the 21st Century School Librarian
Designed to introduce participants to the Understanding by Design Curriculum framework.
Inquiring Minds Want to Know: Infusing Literacy Skills into the Inquiry Process
Inquiry and literacy – are they one and the same or complementary processes? In this course, participants will explore different inquiry models and how literacy can be instilled throughout.
The Path to Collaboration: Making It Happen
This four-week class is designed to help school librarians identify and analyze the factors that contribute to successful collaboration with teachers.

- Tuesday Tweet-Ups with YALSA
YALSA's 2012 - 2013 President will host monthly Tweet-ups with members the 1st Tues. of each month from 1pm to 2pm, eastern, about various topics of interest, as chosen by members via a member survey.
- The Leadership Challenge Mobile Leader Tool (app) by Wiley Publishing
<http://itunes.apple.com/us/app/leadership-challenge-mobile/id485416164?mt=8>
This \$4.99 app helps users implement the five leadership practices discussed by Kouzes and Posner. Users can select a behavior, set up reminders and create a calendar schedule.

TWITTER ACCOUNTS

AASL (@aasl)
 American Library Association (@ALALibrary)
 ALA_TechSource (@ALA_TechSource)
 ASCD (@ASCD)
 Buffy Hamilton (@buffyhamilton)
 Common Core (@common_core)
 Curriculum 21 (@curriculum21)
 Daniel Pink (@DanielPink)
 DariningLibrarian (@gwynethjones)
 Education Week (@educationweek)
 Edutopia (@edutopia)
 Eye on Education (@eyeoneducation)
 FCPS Media Specialist Supervisor Mary Jo Richmond (@fcpslibrary)
 FCPS media specialists Renate Owen (@OHSBookLady)
 Kathy Schrock (@kathyschrock)
 Larry Ferlazzo (@Larryferlazzo)
 Library Journal Events (@LJevent)
 Maslmd (@MASLMD)
 McDanielSLM (@McDanielSLM)
 CTE (@ncte)
 Office of Ed Tech (@OfficeofEdTech)
 Richard Byrne (rmbyrne)
 School Library Journal (@sljournal)
 School Library Journal Events (@sljevent)
 Steven Anderson (@web20classroom)

U.S. Dept. of Education (@usedgov)
Vicki Davis (@coolcatteacher)
VOYA Magazine (@voyamagazine)
YALSA Reading (@yalsareading)
Wired Educator (@WiredEducator)
ReadWriteWeb (@RWW)

4. Conferences—Identify and annotate the conferences you will attend.

“Empowering 21st Century Learners: P21 Framework and AASL Learning Standards,”

Designed to help develop tools that can be used to teach 21st Century learning skills.

Sponsored by the American Association of School Librarians (AASL) and Capstone Publishers, the licensed institute is designed to help school librarians understand how AASL’s “Standards for the 21st-Century Learner” and the framework of the Partnership for 21st Century Skills (P21) are aligned and how they’re different, as well as how they can be easily integrated into a school or district's current and future practices.

“Libraries at the Core” MSL Fall Conference 2012

“Transliterations and the School Library Program” AASL’s Fall 2012 Conference

<http://www.ala.org/aasl/conferencesandevents/fallforum/fallforum>

5. Participation in School and District Committees

- School-based professional learning community focused on designing effective instructional units and lessons that will build student/staff competencies in locating, comprehending, evaluating and using information ethically. Lessons will be implemented, assessed and refined.
- FCPS media specialists staff development meetings held regularly.
- Development of a digital learning community (wiki or LiveBinder) through which participants can collaborate and share ideas for integrating 21st century skills into the curriculum.
- FCPS summer curriculum writing workshops.
- Attend school improvement team meetings to participate in the development of the school improvement plan and ensure information and digital literacy skills are included .