Building a Culture of School Librarian Leadership

Presented by Chris Haeffner, Joy Harvey, Pam Cassel, and Emily Jacobs
Owning the AASL Standards

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Inquire

Key Commitment:
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Competencies:
Learners display curiosity and initiative by:
1. Formulating questions about a personal interest or a curricular topic.
2. Recalling prior and background knowledge as context for the new meaning.

https://www.youtube.com/watch?v=QIGLPyAFqVc&feature=youtu.be
Think - In my own words:

How will I put this foundation into practice with learners?
Leader
Cadre
Preparation

- Ask for videographer’s time to film professional quality video that could be edited.
- Provide questions and prompts for the librarians and students to plan their script.
- Schedule a planning meeting and schedule the filming.
Prompts

View this resource as a slideshow

Tickets to the Championship

View this resource in a table format

Printable Copy of Tickets to the Championship
Prompts

Script Prompts - You may want to use these ideas if you decide to record your own pep talks.
3, 2, 1 and Go...

- Keep the camera rolling
- Film two or more “takes”
- Consider background (lighting, noise, limit interruptions)
- Mic the speaker
- Talking points, word-for-word scripts, memorization
- Large chart paper, computer screen, notecards
- Film in small chunks
- Ask the subject to say and spell their first and last name
Edits

- Raw video file in MyVRSpot - with time stamps
- View the video and write down time stamps to reflect the pieces to keep and the sequence in which they are to appear.
- Sometimes question slides were interspersed between clips to add continuity and clarity.
- Firm ending statement
- 2 minute finished products - for Tweeting
Sharing

PLC

LPS Libraries in Action Website
LPS Libraries: Standards in Action

About this site

This site was created to share the work of School Librarians in Lincoln Public Schools as they reflect on using the AASL standards in their library programs. Led by Pam Cassel and Doug Dickeson, we have created videos for each of the six Shared Foundations of the AASL School Library Standards that were released in 2017. We hope you enjoy learning...
Inquire

AASL Standard I Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Cheryl and Mia

Hear Cheryl and Mia's story as they discuss what Inquire means to them. Cheryl tells us how she works with students on research projects and encourages students to persevere and ask questions as they work. She also explains how she helps students use the challenges they have faced in life has given them the skills they need to be successful by asking questions and gaining knowledge. Mia explains how she used research to solve a problem in pottery class, and how inquiry led her to think through the steps of her project.

Logan

Logan explains how his love of Superheroes led him to inquire where Stan Lee gets his inspiration from. He shares how he used the library to check out a book and find answers to his questions with the help of his school librarian.
Mackenzie

Mackenzie shares how a love of sharks led her to inquire more about Shark Lady Eugenie Clark. She tells us the questions she had before her research, and how she used a book to find the answers she needed, with the help of her school librarian.

Michelle

Hear Michelle share her passion for teaching students about inquiry and why it matters now more than ever. She uses the natural curiosity of students to help students learn the steps to inquiry and answer any questions they may have. She also shares how she gives students the skills to successfully inquire more in the future.
Include

AASL Standard II Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Linda

Linda shares the wonderful things happening at Clinton Elementary as they welcome students from around the world. She shares that inclusion is about more than just about welcoming others but also about making sure everyone feels valued. Linda makes sure her resources are able to be accessed by families at home and in a language they are familiar with.

Michelle

Join Michelle as she leads story time with students at Southwest High School. She shares how the students learn life skills, and apply what they have read to what they learn in the classroom. Many times other students who are in the library will walk by just to see what story they are reading that day! Michelle shares that the library is a place where students interact and make connections with each other through inclusion.
Renata

Renata shares how the school library is a welcoming place for all students. She gives examples of how the library includes everyone and how she uses the library to learn and grow.
Collaborate

AASL Standard III Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Sara

Hear Sara discuss the importance of careful planning and taking student needs into account when she plans collaboration, to make sure students get the most out of their time together. Students collaborate on research projects, to find books, in Design Thinking class, and in Makerspaces. When students collaborate, everyone grows!

Tyler

Tyler shares how working with others can help improve a project or find a new solution to a problem. Everyone has a unique perspective, and Tyler shares how this helps them work together to get more done. He then discusses how collaboration has helped him study for the school Quiz Bowl Team.
Sara

Sara shares what she does to encourage her students to collaborate to create something better than what they could do on their own. Her library provides a safe space to practice this skill through a variety of activities that encourage collaboration and fun. She explains how students learn to appreciate the ideas of each other, and while it’s not always easy, they learn more when they work together than separate.
AASL Standard IV Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Gabi

Hear Gabi share how she curated resources for a project on Virginia. She explains the importance of using different sources, and which ones she believes to be the best.

Jane

Jane tells us how she encourages students to use reliable resources. She explains that she uses a garage sale metaphor to teach students the importance of using reliable sources and school databases to find high quality information for a project.
Stephanie

Stephanie explains the importance of adding high quality resources to her collection. She shares how she works with teachers to share the resources the library can offer them. Stephanie also explains how she helps students learn to curate resources using the databases and books provided by the library.
AASL Standard V Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Addison

Addison explains what helps her find books in the library, and how she uses this information to explore new genres and find more books from an author. She describes why she loves her school’s library, and how it helps her research many topics.

Meredith

Meredith shares how she works with teachers to help students learn new skills and be successful. Meredith uses breakout boxes to teach students the importance of not giving up. Makerspaces also provide students with the chance to create and try new things.
Engage

AASL Standard VI Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Marie

Marie explains what it means to engage safely online at Arnold library. Using computers safely means checking your sources for accuracy and citing them correctly, to give credit to the person who wrote the information. Marie also shares some of her favorite tips for staying safe online, and what she has learned about using information responsibly.

Sena

In this video, Sena discusses what it means to engage safely with online materials in her library. Students create projects and practice using information and laptops ethically. Students go through a Boot Camp if they need more practice, to remind them of the importance of using devices responsibly. She teaches her students as well as staff and parents how to model good digital citizenship practices.
Promoting your library through social media

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@LibraryServ_LPS

Photo by Lauren Mancke on Unsplash
Which one is best?

The Big Three

- Facebook: General use, announcements, photos, events, links.
- Instagram: Best for sharing pictures, not easy to share links.
- Twitter: Announcements, a few pictures at a time (no photo albums), hashtags, professional learning, dialogue.
Best practices

1. Make sure you have permission to share photos of students online.
2. Check your hashtags.
3. Keep posts to 1-3 a day, spread out throughout the day.
4. Work with Communications team.
5. Use high quality images.
<table>
<thead>
<tr>
<th><strong>Showcase</strong></th>
<th><strong>Feature</strong></th>
<th><strong>Learn</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Show kids doing things! Parents and community love seeing kids engaged in school.</td>
<td>Feature a new book or specific collection in your library.</td>
<td>Share information on a database and how to access it from home.</td>
</tr>
<tr>
<td><strong>Make something</strong></td>
<td><strong>First one</strong></td>
<td><strong>Staff Spotlight</strong></td>
</tr>
<tr>
<td>Show a makerspace activity and challenge families to complete it.</td>
<td>First one to complete a challenge wins... ex: tell me favorite book, tell me our mission, etc.</td>
<td>Show a staff member reading their favorite book and explaining why they like reading.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>Timing</strong></td>
<td><strong>Build excitement</strong></td>
</tr>
<tr>
<td>Share the latest research on reading at home and best practices.</td>
<td>Three times people are most likely to see your posts: morning, late afternoon, late evening.</td>
<td>Plan for many positive posts at first to get community excited to follow you online.</td>
</tr>
</tbody>
</table>
Remember - it's about connecting with your community!
Digital citizenship in LPS
The Law

The Children’s Internet Protection Act requires schools subject to CIPA have two additional certification requirements:

1) their Internet safety policies must include monitoring the online activities of minors;

2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
OUR PROCESS WAS EASY

Identified Digital Citizenship Key Concepts for K-12

Where are the concepts already taught? What do we need to add?

Developed LibGuide with resources and lessons
Digital Citizenship

Key Concepts

https://bit.ly/2kPRjwL

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**Key Concepts in Digital Citizenship**

LPS has identified the following digital citizenship "key concepts" to teach our students. The LPS Digital Citizenship Committee works with building leaders to develop plans for teaching these key concepts to all students K-12, within their existing courses.

Staff members can find implementation plans and more in the LPS Digital Citizenship LibGuide.

Parents and community members with questions about the digital citizenship implementation for Lincoln Public Schools should feel free to contact Chris Hardriff (chardriff@lps.org), Director of Library Media Services for more information.

### Etiquette and Respect

<table>
<thead>
<tr>
<th>In grades K - 5, students will:</th>
<th>In grades 6 - 8, students will:</th>
<th>In grades 9 - 12, students will:</th>
</tr>
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<tbody>
<tr>
<td>Know and use good internet manners.</td>
<td>Know how technology use affects you and others.</td>
<td>Know how to act responsibly when communicating via digital media.</td>
</tr>
<tr>
<td>Understand the challenges of interpreting the emotion in digital messages.</td>
<td>Understand how technology use affects you and others.</td>
<td>Understand how the use of digital technology affects yourself, others, and the global community.</td>
</tr>
<tr>
<td>Be able to identify and appropriately respond to cyberbullying.</td>
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### Safety and Security

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<td>Know how secure passwords can protect your information.</td>
<td>Understand the importance of password security.</td>
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</tr>
<tr>
<td>Develop and manage passwords for personal digital accounts.</td>
<td>Practice effective and safe online communication behaviors (cyber-bullying).</td>
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</tr>
<tr>
<td>Know how to stay safe when using the Internet.</td>
<td>Understand safe online communication behaviors (cyber-bullying).</td>
<td>Understand safe online communication behaviors (cyber-bullying).</td>
</tr>
<tr>
<td>Recognize appropriate responses to social interactions online that could be considered inappropriate or hurt others.</td>
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Who’s responsible for teaching digital citizenship?

We all are, but librarians lead the planning for their buildings.
How do we do this?

- K-12 Digital Citizenship LibGuide
- Planning documents for buildings
- Support for school librarians to help lead the effort
Digital Citizenship LibGuide

How’s it going?
LIBRARIES MATTER
PURPOSE
School libraries make a difference.

AND
“We are reminded of . . .

“the urgent need to build a compelling and diverse portfolio of local evidence deeply linked to the learning agenda of the school.”

- Ross Todd, Rutgers University
Professional and reflective practices that:

- Chart
- Measure
- Document
- Make visible the impact of school libraries on learning outcomes
Meme Generation Game!
What **meaningful** and **systematic** evidence are you currently collecting that supports your principal’s top priorities?
What evidence COULD we collect to show the impact of our programs?

Be creative . . .
Think beyond circulation statistics!
To use local evidence to craft a compelling narrative about the impact of our work on our school community.
• Build background
• Explore options
• Practice together
• Call on experts
• Experiment, reflect, & iterate
Evidence becomes action through advocacy, program decisions, services, and instruction.