**Professional Development Action Plan in Leadership**

Part III: Action Plan

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| Goal: | All teachers recognize the benefit of using the school library to promote student-based inquiry. | | | | | |
| Objective: | The librarian will promote collaboration among classroom teachers by targeting 1-2 teachers. The librarian will then use examples of successful collaborative units to initiate collaboration among other classroom teachers. | | | | | |
| Target Groups: | Department Chairs; Principal; Classroom teachers; Students | | | | | |
| Strategies: | | | | | | |
| What? | Why? | When? | Who? | How? | Communication Tools | Evaluation |
| The school library has resources that support all curricula. Unfortunately, many teachers do not consult the librarian about collaboration or use of the resources. This lack of collaborative spirit is due to the extensive material teachers must cover and the time needed for standardized test preparation.  In her article, Dawn Frazier points out that successful collaboration “may inspire other faculty members to participate in future partnerships as reluctant teachers witness colleagues and students demonstrate enthusiasm for the collaborative process” (34). | A collaboration program between teachers and the school librarian is essential to advancing the school’s use of technology to promote student-based inquiry. The school library’s access to and organization of information will increase students’ interest in creating their learning.  Through the presentation of successful collaborative units, teachers will understand that collaboration between the classroom and the library need not be extra work. Student-based inquiry lessons can meet the needs of curriculum indicators. | At the beginning of the school year, the librarian will present the collaboration ideas to the principal and department chairs.  The librarian will then collaborate with two teachers and establish units’ focuses and goals. The units will take place mid-semester. During both units, the librarian will work with the teachers to plan and execute the unit and evaluate student work.  At the January staff meeting the librarian will present the collaborative process of the units, including student project samples. | School Librarian  Two classroom teachers   * “[Student-based inquiry] invite[s] school librarians to collaborate with teachers in designing ways to represent findings that enhance understanding […]” (Donham 11).   Two to three students from each class - This collaboration between librarian and students will also help students reflect upon their research experiences.  Department Chairs  Building Principal | After the conclusion of the units, the librarian will present the following to the staff:   * The available resources in the library * The willingness of the librarian to co-teach in all aspects of the project * The unwillingness of the librarian to plan and teach the unit alone * The librarian’s knowledge of all curriculums * Students learn more when they create their learning. * Student-based inquiry, “affords opportunities for students to apply observation skills as they chart and graph their results and observe patterns in their findings to construct conceptual understanding” (Donham 11). | Curriculum chart  FCPSTeach – web resource that provides all curriculums and instructional resources for Frederick County subjects  Presentation materials:   * Unit plans for two collaborative units * Timeline of two units * Student project samples * ActivInpsire flipchart with links to library resources * Blank collaboration pre-planning forms (MASL conference “Convince Them to Collaborate” handouts) * The article, “Deep Learning Through Concept-based Inquiry” by Jean Donham (*School Library Monthly*) | A student survey, evaluating their project and what they learned.  A survey of the two collaborative teachers:   * What indicators in the curriculum did the unit address? * Did this unit replace teacher-based inquiry? * What changes would you make to the planning, execution, and assessment of the units? * Which student projects should be included in the presentation? Why?   A survey of all teachers after the presentation:   * Are you interested in collaborating with the librarian on a student-based inquiry unit in the next year? * With what unit would you be interested in collaborating? * What element of the presentation was the most and least persuasive?   The final method of evaluation is recording how many teachers collaborate with the librarian in the next two years. |
| Bibliography  Craig, Kay, et al. “Convince Them to Collaborate.” *MASL Conference Wiki*. Maryland Association of School Librarians. 15 October 2010. Web. 19 January 2011. Donham, Jean. “Deep Learning Through Concept-based Inquiry.” *School Library Monthly*. 27.1 (2010): 8-11. Web. 21 January 2011.*FCPSTeach*. Frederick County Public Schools. 2010. Web. 19 January 2011. Frazier, Dawn. “School Library Media Collaborations: Benefits and Barriers.” *Library Media Connection*. 29.3 (2010): 34-36. Web. 19 January 2011. Heath, Marilyn. He“The Path to Collaboration: Making it Happen.” *ALA Online Learning*. American Association of School Librarians. March/April 2001. Web. Online Course.Hord, S.M. and W. A. Sommers. *Leading Professional Learning Communities: Voices from Research and Practice*. Thousand Oaks, CA: Corwin, 2008. Print.Smith, Daniella.“Empowering Learning through Leadership – Building a Strong Leadership Foundation through Transformational Leadership Practices.” *School Library Month L4L Webinars*. American Association of School Librarians. 21 April 2011. Web. Webinar. | | | | | |