Do You Have What It Takes to Be a Leader?

Barbara Stripling

www.barbarastripling.org
Management or Leadership?

**Management**
- Managers plan and execute
- Managers provide structure
- Managers have clearly defined roles
- Managers have subordinates

**Leadership**
- Leaders develop vision and inspire
- Leaders promote change
- Leaders’ roles change with the situation
- Leaders have followers

_Proverb:_ Leaders do the right thing; managers do things right.
What is your comfort level?*

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICES</th>
<th>COMFORT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (Lowest)</td>
</tr>
<tr>
<td>1. I ask “What can we learn?” when things do not go as expected.</td>
<td></td>
</tr>
<tr>
<td>2. I challenge people to try out new and innovative approaches to their work.</td>
<td></td>
</tr>
<tr>
<td>3. I experiment and take risks even where there is a chance of failure.</td>
<td></td>
</tr>
</tbody>
</table>

Five Practices of Exemplary Leadership: Leadership Practices Inventory*

- Challenging the Process (questions 1-3)
- Inspiring a Shared Vision (questions 4-6)
- Enabling Others to Act (questions 7-9)
- Modeling the Way (questions 10-12)
- Encouraging the Heart (questions 13-15)

Challenging the Process
Inquiry-Based Learning: Teaching Students to Think in the Digital Environment

• Learners follow sense of wonder into new discoveries and insights → in-depth learning and high level thinking skills

• Learners use information skills to ask intriguing questions, investigate the answers, construct new understandings, and communicate the new ideas to others
Stripling Model of Inquiry

Connect
- Connect to self, previous knowledge
- Gain background and context

Reflect
- Reflect on own learning
- Ask new questions

Wonder
- Develop questions
- Make predictions, hypothesis

Express
- Apply understandings to a new context, new situation
- Express new ideas to share learning with others

Investigate
- Find and evaluate information to answer questions, test hypotheses
- Think about information to illuminate new questions and hypotheses

Construct
- Construct new understandings connected to previous knowledge
- Draw conclusions about questions and hypotheses
Inquiry Skills for the Digital Environment: Connect Contextualization Focus
Inquiry Skills for the Digital Environment: Wonder

Levels of Questioning

- Cognitive Memory
- Convergent
- Divergent
- Evaluative

Divergent and Evaluative Questioning from Provocative and Diverse Sources

Questioning the Text
Inquiry Skills for the Digital Environment: Investigate

DO NOT WASTE WATER!

The Spring Valley Water Company reports that 60 per cent. of the water supply is being wasted. This wasteful and unnecessary use of water vastly increases the danger from fire and pestilence.

Look the same immemorially.
Fillmore will have been.
Citizens for any hue.
Those will be given.
DO NOT WASTE MORE THAN TODAY.

An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera
Photo of the only paper issued in San Francisco on April 18, 1906 after the earthquake.

EXTRA THE DAILY NEWS EXTRA
HUNDREDS DEAD!
Fire Follows Earthquake, Laying Downtown To Be Doomed

Relational Search Strategies
Participatory Organization
Sourcing
Corroboration
Connected Meaning
Deep Reading
Transliteracy
Ethical Participation
Inquiry Skills for the Digital Environment: Construct

Synthesis
Finding Patterns and Relationships
Developing Own Interpretation or Conclusion
Inquiry Skills for the Digital Environment: Express

Shared Learning
Authenticity
Creative Thinking
Inquiry Skills for the Digital Environment: Reflect

Metacognition

Self-Assessment of Product

Self-Assessment of Process
Inspiring a Shared Vision
Community of Inquiry

Cognitive Presence

Social Presence

Teaching Presence

Community of Inquiry

<table>
<thead>
<tr>
<th>Cognitive Presence</th>
<th>Ability to “construct and confirm meaning”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td>Ability to “identify with the community, communicate purposefully in a trusting environment, and develop inter-personal relationships”</td>
</tr>
<tr>
<td>Teaching Presence</td>
<td>“Design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes”</td>
</tr>
</tbody>
</table>

Cognitive Presence

- Selecting
  - Information
- Sensemaking
  - Knowledge
- Applying
  - Understanding
Social Presence: Library as Learning Commons

- “The library will become the hub of teaching and learning – a place that everyone owns and contributes to – one giant conversation that’s both a social and a learning network.”

Intellectual Characteristics of Learning Commons

• Both physical and virtual space
• Environment is built around aspirations, needs, and interests of school community
• Experience-based:
  – Space for collaboration and sharing best teaching and learning practices
  – Includes experimental learning center
  – Fosters social connections
Physical & Virtual Characteristics of Learning Commons

- Flexible organization
- Open commons (warehousing, public sharing of best teaching practices and student work)
- Organized for collaboration
- Seamless integration of physical and virtual
Teaching Presence: Constructivism

The learner builds meaning within himself based on his interaction with the external world (experience, reading, seeing, conversing).

Social interaction plays an essential role in constructing meaning (Vygotsky).
Constructivist Teaching

• Design active learning experiences
• Teach the skills of learning rather than impart information
• Provide opportunities for learners to make sense of information internally and thus to transform information into knowledge
• Provide both provocation and support (Vygotsky’s Zone of Proximal Development – ZPD)
• Provide opportunities for social interaction
Enabling Others to Act
Participatory Culture

- Shared meaning
- Emphasis on relationships and values, members feel connected with one another
- Low barriers to artistic expression and civic engagement
- Strong support for creating and sharing one’s creations with others
- Informal mentorship
- Members’ contributions matter

Jenkins, H. Participatory culture.
http://sites.google.com/site/participatorydemocracyproject/emerging-themes-1/participatory-cultures
Participatory Culture: Conversations

MVP Twitter Chats BETA
Dashboard > Jan 26, 2012
Participatory Culture: Creating and Sharing Authentic REACTS Products

REACTS Products with Social Tools

Recalling
• Select 5-10 accomplishments of the person you have researched. Produce a “Hall of Fame” (or “Hall of Shame”) poster with your biographee’s photocopied picture and list of accomplishments.

Explaining
• Cut out newspaper or magazine ads that would have interested an historical figure you have researched. Explain their importance to the historical figure.

Recalling with Social Tools
• Select photos from the library’s Civil War digital archive and create a Pinterest pinboard portraying a slice of life for your chosen personage/role.

Explaining with Social Tools
• Express your thoughts and feelings as a soldier after the first day of fighting in the Battle of Gettysburg through a series of tweets.
Modeling the Way
Evidence-Based Practice

1. Identify goals and outcomes
2. Collect, analyze, and interpret evidence
3. Perform the service or instruction
4. Take action on your evidence
5. Share the story
Evidence of Student Learning

Structured → Organization, Analysis, and Synthesis of Ideas

Flow Chart:

Cause

Effect

Appearance

Habitat

Animals

Food

Enemies

Chart:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Food</td>
</tr>
<tr>
<td>Habitat</td>
<td>Animals</td>
</tr>
<tr>
<td></td>
<td>Enemies</td>
</tr>
</tbody>
</table>
Evidence of Student Learning
# Evidence of Program Effectiveness

[Link](http://www.p12.nysed.gov/technology/library/SLMPE_rubric)

## THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

SCHOOL LIBRARY MEDIA PROGRAM EVALUATION

## Teaching for Learning

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Instructional Design** | Students follow an inquiry process in the library media program (LMP), think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students. | Some students use inquiry skills in LMP to define problems, frame questions, begin critical thinking skill development; students analyze, synthesize to create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students. | Learning is focused on location and access of information in the LMP, with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development in LMP. | Students are seldom guided in an inquiry process in LMP, or to think critically, construct understandings, and apply new learning; there is little student self-assessment. Instruction is not differentiated; few LMP learning experiences include active engagement and focus on the capacity to learn. | - modeling and guided practice  
- independent practice  
- reflection and sharing  
- scaffolding of skills  
- reflection logs  
- process portfolios  
- reflective note taking  
- rubrics  
- peer questioning |

| **Collaborative Planning** | Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups. | LMS participates in building and departmental level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and makes real world connections for students. | Involvement with curriculum planning in a support role is in development in LMP; LMP provides resources to classroom teachers and sometimes helps to make real world connections for students; LMP teaching is related to classroom curriculum but only sometimes collaboratively planned. | LMP has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between LMS and classroom teachers; use of LMP resources to support classroom curriculum is occasional and unplanned. | - LMP curriculum plan  
- curriculum plan aligned with NYS Learning Standards, integrated in content areas  
- collaboration logs  
- LMS staff on curriculum committees  
- LMS teaching cooperatively  
- cooperatively planned units of instruction  
- LMP in-service trainings |

| **Information Literacy** | A complete written curriculum of information literacy, reading literacy, and technology literacy is taught throughout the district and aligned with NYS Learning Standards; LMS and most classroom teachers share responsibility for teaching information literacy, reading literacy, and technology skills embedded in all subject-area instruction. | LMS teaching in information literacy, reading literacy, and technology is aligned with Standards and goes beyond location of information to include analysis, synthesis, evaluation of written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction. | LMP and classroom teacher collaborations on teaching information literacy and the use of technology are limited to rudimentary location, access, and selection skills. | LMP provides limited “library skills” training in an isolated manner independent of any other teaching in the school. | - student rubric scores on information literacy projects  
- LMP assignments that avoid yes or no answers  
- student checklists of information literacy skills and attitudes  
- student reflections on work  
- portfolios of student work  
- projects display use of multiple valid sources |
# Evidence of Reflective Practice

http://schools.nyc.gov/Academics/LibraryServices/EducatorResources/ProgramPlanning/default.htm

## Reflective Practice: Goals for Professional Growth

Library Media Specialist

<table>
<thead>
<tr>
<th>Professional Standards</th>
<th>Not Pertinent to My Situation</th>
<th>I Am Working Toward the Standard</th>
<th>I Meet the Standard</th>
<th>I Exceed the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I integrate the teaching of information skills with curriculum standards and classroom content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I engage students in challenging learning expectations and provide opportunities for consistent feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow best teaching practices by using such techniques as setting high expectations, modeling, guiding individual practice, structuring learning activities around active engagement by students, and employing the use of critical questioning to push the level of thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Encouraging the Heart
Social and Emotional Health
We’re in this Together
Barbara Stripling
bstripli@syr.edu