

Librarians as Leaders of Inquiry-Based Teaching



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LEADERSHIP PRACTICES INVENTORY [LPI]
 Revised Second Edition
 By James M. Kouzes and Barry Z. Posner
 San Francisco: Jossey-Bass, 2001

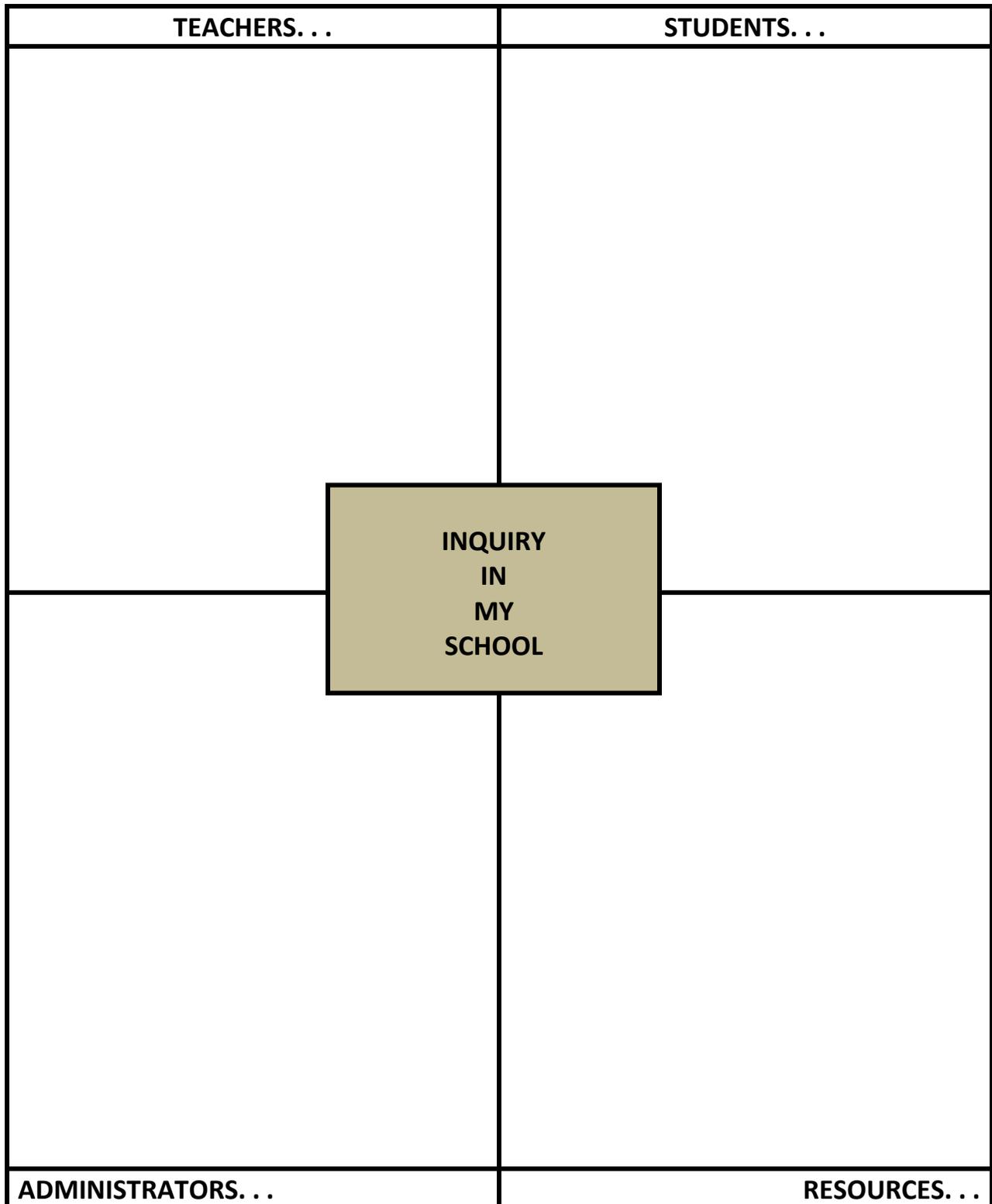
The following are example questions from the Leadership Practices Inventory [LPI] developed and tested by Kouzes and Posner.

How comfortable are you with the following responses to workplace situations?

PROFESSIONAL PRACTICES	COMFORT LEVEL				
	1 (Lowest) -----5 (Highest)				
	1	2	3	4	5
1. I ask "What can we learn?" when things do not go as expected.					
2. I challenge people to try out new and innovative approaches to their work.					
3. I experiment and take risks even where there is a chance of failure.					
4. I talk about future trends that will influence how our work gets done.					
5. I appeal to others to share an exciting dream of the future.					
6. I am contagiously enthusiastic and positive about future possibilities.					
7. I develop cooperative relationships among the people I work with.					
8. I actively listen to diverse points of view.					
9. I treat others with dignity and respect.					
10. I set a personal example of what I expect from others.					
11. I am clear about my philosophy of leadership.					
12. I make progress toward goals one step at a time.					
13. I praise people for a job well done.					
14. I publicly recognize people who exemplify commitment to shared values.					
15. I find ways to celebrate accomplishments.					

CONTEXT: BARRIERS AND OPPORTUNITIES FOR INQUIRY-BASED LEARNING

My goal for inquiry-based learning:



2.1.2 CLIMATE CONDUCIVE TO LEARNING

Self-Assessment Rubric

The library must be a safe, inviting, and engaging atmosphere for students and teachers. To create a climate conducive to learning, librarians should focus on three areas of the environment: physical, intellectual, and social/emotional. Use the following rubric to assess the climate of your library.

Characteristic	Not Really	Somewhat	Generally True
<i>Physical Environment</i>			
The entrance to the library is inviting and draws students all the way in.			
The facility is well organized and easy for students to find the areas that interest them.			
Displays feature student work and help give students a sense of ownership in the library.			
The physical environment is interesting with special displays of books, books turned face out on the shelves, and exhibits that feature provoking ideas and themes.			
<i>Intellectual Environment</i>			
Displays, resources, and programs are designed to answer diverse student interests and needs.			
Students have many opportunities for choice, from participating in the selection of resources for the library to choosing resources they want to use and deciding their own paths of discovery.			
Students have voice in the library through a variety of opportunities: presentation of their work to their peers, debates and discussion groups, sharing of their book reviews and recommendations, book clubs, and group research projects.			
Students are intellectually engaged in inquiry projects and supported by the librarian through whole-class instruction, individual and small-group guidance, and structured peer-to-peer feedback.			
The library is a place of discovery where			

Characteristic	Not Really	Somewhat	Generally True
students are actively confronted with new ideas, conflicting opinions, and challenging but interesting texts.			
<i>Social / Emotional Environment</i>			
Students have many opportunities for social interaction: shared learning, discussions and conversations to exchange ideas, group projects and presentations, and peer feedback.			
The library program integrates activities and resources that motivate students to read and learn.			
Rules and procedures in the library facilitate an orderly climate that empowers students to act responsibly and learn on their own.			
Students feel safe in the library to investigate topics of personal concern.			
Students are supported by signage, posted research tips, pathfinders and other scaffolding strategies, and just-in-time help from the librarian to enable them to be successful in their investigations and develop self-confidence in their own ability to be an independent learner.			
Collaboration in the library among students and teachers is encouraged by the arrangement of work spaces, the structure of activities, and the collaborative tone set by the librarian.			
Parents are actively encouraged to visit and participate in the library at designated times.			

BRAINSTORMING "AUTHENTIC" REACTS PRODUCTS

REACTS LEVEL	COMMUNICATION IN KITCHEN	COMMUNICATION IN LIVING ROOM	COMMUNICATION IN MALL
Recalling Arrange, cluster, define, identify, label, recall, recount, select, sort, state			
Explaining Apply, cite, complete, demonstrate, express, present, solve, speculate, use			
Analyzing Analyze, arrange, categorize, diagram, interpret, organize, reconstruct, sequence, transplant			
Challenging Appraise, argue, compare, criticize, debate, discriminate, judge, modify, rank, review, value			
Transforming Blend, combine, compose, construct, design, dramatize, imagine, predict, propose, speculate			
Synthesizing Build model program, create, design, develop, devise, generate, hypothesize, invent			

LMC²¹: Powering Up Library Media Centers for the 21st Century Assessing Your Opportunities for Growth

School Name and Number: _____	Region/Zone: _____
Telephone: _____	
Address: _____ _____	
Principal: _____ E-Mail: _____	
Librarian: _____ E-Mail: _____	

The following 21 attributes characterize a 21st-century, powered-up Library Media Center.

You may use this assessment tool to bring members of your school or campus community to consensus on the **most important opportunities for growth** of your Library Media Center program.

Please rank the following attributes in terms of **where you would most like to see expansion or greater emphasis in the library program**. Circle the appropriate rankings on each attribute on a scale of 1 to 5, with 5 being the most important opportunities for growth.

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH		RANKING 5 = Most Important Opportunities for Growth
Focus on Learners			
1. Vision and Goals	The LMC's Vision and Goals are aligned with school's vision, mission and goals and focused on the desired future for the students and the path (goals) to achieve that level of student success.	1	Comments
		2	
		3	
		4	
		5	
Physical Resources			
2. Staffing	The library is staffed by at least one full-time, certified librarian per 500 students or per building, whichever is smaller. <i>Staffing includes full-time support staff.</i>	1	Comments
		2	
		3	
		4	
		5	

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
3. Facility	<p>The library facility is safe, clean, well-ventilated, well-heated, well-lit and well-organized.</p> <p><i>Library is centrally-located, barrier-free, and arranged for flexible use by large groups, small groups, and individuals.</i></p> <p><i>Facility is large enough to accommodate many purposes in separate areas (e.g., teacher resource room, storytelling, computer use, instruction).</i></p>	1 2 3 4 5	Comments
4. Budget	<p>School budget process provides funding to support the library strategic plan.</p>	1 2 3 4 5	Comments
5. Resources – Print, Nonprint, Electronic	<p>Collection is current, contains a variety of formats, meets all student and curricular needs, integrates well with classroom collections, provides access to diverse points of view and supports recreational reading (desired collection size is 20 volumes/student).</p> <p><i>Specialized collections are developed as appropriate (e.g., career and college, picture books, professional).</i></p> <p><i>Electronic resources are integral to the library “collection,” including databases provided by the state, purchased online resources, and outstanding Websites.</i></p> <p><i>Ongoing collection development process involves teachers and students.</i></p>	1 2 3 4 5	Comments

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
6. Technology	<p>The library has at least 10-15 computers and appropriate software to enable students and teachers to use technology as an integral part of their learning.</p> <p><i>Computers in the library support student and faculty research, organization, and writing and are networked so that every classroom has access to library resources.</i></p> <p><i>Web-based access to library resources is available.</i></p>	1 2 3 4 5	Comments
Instructional Program			
7. Collaboration	<p>Library resources and information fluency skills are fully integrated into the curriculum and instructional planning of the school.</p> <p><i>The librarian plans collaboratively with most teachers in the school.</i></p>	1 2 3 4 5	Comments
8. Inquiry / Information Fluency	<p>Librarians and teachers share responsibility for teaching inquiry, independent learning, and literacy skills.</p> <p><i>The NYC Information Fluency Continuum provides the framework for instruction that is embedded in subject-area learning experiences and integrated throughout the school's curriculum.</i></p>	1 2 3 4 5	Comments
9. Reading	<p>The library fosters a school- or campus-wide focus on building independent readers and reading motivation. The library collection is developed with student reading levels, interests, languages, and learning styles in mind, so that the</p>	1 2 3 4	Comments

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
9. Reading (cont.)	<p>collection offers “just-right” books for all students.</p> <p><i>School- or campus-wide reading initiatives might include special programs, author visits, book displays, book clubs, and poetry slams.</i></p> <p><i>Librarians and teachers connect classroom libraries and school libraries.</i></p> <p><i>The library collection includes all genres and formats.</i></p>	5	
10. Social Responsibility	<p>The library fosters the social interchange of ideas and the ethical use of information and ideas.</p> <p><i>The librarian teaches the responsible use of the Internet.</i></p> <p><i>The librarian teaches cyber safety to students and parents.</i></p> <p><i>The librarian teaches students their responsibility to seek multiple perspectives.</i></p>	1 2 3 4 5	Comments
11. Assessment	<p>The librarian uses both formative and summative assessment to design instruction and measure student learning and participates actively in school-wide analysis of student performance data to set instructional goals and modify teaching strategies.</p> <p><i>Library projects involve authentic, thoughtful, and creative assessment products.</i></p>	1 2 3 4 5	Comments

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
12. Professional Development	<p>The library program grows in effectiveness through professional development targeted to the librarian and other educators in the school.</p> <p><i>The librarian is encouraged and supported by school, region, and system to participate in ongoing, formal, cross-discipline professional development offered locally, regionally, or nationally.</i></p> <p><i>As part of the school's strategic plan, the librarian coordinates cross-discipline professional development opportunities for teachers on technology and inquiry in order to build a professional learning community.</i></p>	1 2 3 4 5	Comments
Operation			
13. Access and Use	<p>Every student and teacher has full access to library resources, technology, space, programs and services to fulfill instructional needs and individual interests.</p> <p><i>The library offers broad access by incorporating creative solutions through scheduling, arrangement of the library facility, use of technology, and extension beyond the library walls.</i></p> <p><i>The library has developed broad access policies to extend access to parents.</i></p> <p><i>Librarian borrows materials regularly for teachers and students through the school library system or from other libraries.</i></p> <p><i>The library maintains a Website to provide access to library resources and guidance in research strategies.</i></p>	1 2 3 4 5	Comments

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
13. Access and Use (cont.)	<i>The library is used fully and consistently by whole groups, small groups, and individuals.</i>		
14. Climate	<p>The library media center is a learning hub of the school with a safe and inviting climate for all students and teachers.</p> <p><i>The library invites discovery and excitement about learning and sharing new ideas with others.</i></p> <p><i>The library offers displays of new and theme-based materials and current student work.</i></p>	1 2 3 4 5	Comments
15. Automation	<p>The library is fully automated with a Web-based program.</p> <p><i>Catalog and circulation records are updated and maintained according to high professional standards.</i></p> <p><i>Statistics/reports about circulation and collection are drawn from the automation system to provide evidence of library use.</i></p>	1 2 3 4 5	Comments
Program Administration			
16. Administrative Support	<p>Building, regional, and central administrators actively articulate and advocate for role of library program in literacy and resource-based teaching and learning.</p> <p>Building administrators enlist the librarian in school-wide curriculum and instructional planning.</p>	1 2 3 4 5	Comments

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
17. Program Planning	<p>Teachers and administrators collaborate in ongoing library program planning and assessment to address current and future needs of school community.</p> <p><i>Library program planning is integrated into school-wide strategic planning.</i></p> <p><i>The role of the library is articulated in the school's Comprehensive Education Plan.</i></p> <p><i>The Library Advisory Committee includes administrators, teachers, students, and parents and actively engages in program planning.</i></p> <p><i>Library technology is planned based on curriculum, school technology plan and individual student needs.</i></p>	1 2 3 4 5	Comments
18. Policies and Program Administration	<p>School has adopted policies to support the operation and instructional program of the library media center.</p> <p><i>Operational policies may include collection development, reconsideration of a work, and confidentiality of library records.</i></p> <p><i>School has adopted policies to guide students in the ethical and responsible use of information and technology (e.g., ethical use of technology, academic honesty / plagiarism).</i></p> <p><i>Ample staff and time are allotted to implement library operation procedures.</i></p>	1 2 3 4 5	Comments
19. Instructional	The librarian is a full partner on the school	1	Comments

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
Leadership	leadership team and in school curriculum planning.	2 3 4 5	
Outreach			
20. Communication and Advocacy	<p>The librarian regularly communicates library media center opportunities, new resources, and program information to the school community through various venues (e.g., newsletter, Website, bulletin boards, e-mail, presentations).</p> <p><i>The librarian assesses the needs of others and then develops and implements an advocacy campaign that shows how library resources and services answer those needs.</i></p> <p><i>The Library Advisory Committee regularly advocates for the library.</i></p>	1 2 3 4 5	Comments
21. Community Engagement	<p>The library collaborates with the public library, engages parents, and utilizes community resources to support the educational needs of students and faculty.</p> <p><i>The librarian invites parents to become engaged in library activities, check out resources to share with their children, and attend librarian-designed parent workshops on topics of interest (e.g., how to read to or investigate with your child).</i></p> <p><i>The librarian facilitates the use of community resources (e.g., museums, art galleries, theatres, bookstores).</i></p>	1 2 3 4 5	Comments

**Reflective Practice: Goals for Professional Growth
Library Media Specialist**

Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
Instructional Program				
I integrate the teaching of information skills with curriculum standards and classroom content.				
I engage students in challenging learning expectations and provide opportunities for consistent feedback.				
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.				
I plan instruction to provide coherent development of information fluency skills.				
I provide guidance to students on individual research/homework assignments.				
I assess student learning through both formative and summative assessments developed in collaboration with classroom teachers.				
Comments / Evidence				
Collaboration				
I collaborate with teachers and administrators to develop and teach instructional units.				
I mentor and support new teachers.				
I collaborate with teachers and administrators on decisions about whole-school issues.				
I collaborate with school library colleagues, parents/guardians, public librarians and community members to support students' learning and personal development.				
I develop dynamic and flexible programming to meet the needs of students and the school community within the library's scheduling parameters.				
Comments / Evidence				
Promotion of Literacy and Independent Reading				
I support the development of literacy skills across the curriculum through planning, teaching, and collection				

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Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
development in collaboration with classroom teachers, literacy coaches, and administrators.				
I foster independent reading to enable students to pursue self-directed learning and research.				
I encourage students to read according to their own interests.				
I foster motivation for independent reading through special programs like author visits and book clubs.				
I provide guidance to students and teachers in the selection of independent reading materials.				
I provide a collection that engages students at all reading levels in voluntary, independent reading.				
Comments / Evidence				
Library Environment				
I maintain an active / productive learning environment.				
I create a learning environment that is physically and psychologically safe and conducive to learning.				
I establish and maintain rapport with students, teachers, administrators, staff, and parents.				
I create engaging bulletin boards and displays of student work.				
Comments / Evidence				
Collection Development, Management, and Access				
I survey students and teachers about materials that should be included in the library's collection.				
I maintain a circulation and scheduling system to provide flexible, equitable and effective access to materials and equipment.				
I follow the New York City selection policy to develop and maintain a library collection that is appropriate for teacher / student needs and the curriculum.				
I use technology to provide information access and delivery (e.g., through automation).				
Comments / Evidence				

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Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
Integration of Resources and Technology				
I train students and teachers in the use of technology.				
I integrate technology into teaching and learning to enhance the depth and breadth of resources available, introduce the use of new technologies to students and teachers, and strengthen students' skill level in using technology to connect academic learning with the world outside school.				
I assist staff and students in the location and analysis of appropriate information and resources (e.g., through instruction, individual guidance, library Website, and electronic pathfinders).				
I teach students to access information ethically, legally, and responsibly (e.g., copyright, fair use, plagiarism, illegal downloading, diverse points of view).				
Comments / Evidence				
Administration and Leadership				
I direct the function and utilization of the library to support the philosophy of the school.				
I prepare and manage the library budget based on curricular and instructional priorities.				
I keep accurate records, gather statistics (e.g., about library use, computer use, book circulation), and complete all required reports about the library program, use and collection.				
I reflect on program vision, needs, and strengths to ensure continuing growth and alignment with school and student priorities.				
I pursue opportunities for my own growth and development.				
I maintain and explain the ethics of the profession.				
I create a forum for input into the library program.				
I supervise aides, paraprofessionals, and volunteers.				
I maintain a respectful and inclusive environment for all students, teachers, administrators, parents and community.				
I display leadership traits by serving on school committees, facilitating meetings, asking critical questions, helping groups discuss key issues and come to consensus, providing access to the latest research and theory in educational practice, and fostering an environment of collaborative inquiry among the teachers, administrators, and staff.				
I participate in school-wide planning and the development of a culture of literacy and inquiry.				
Comments / Evidence				

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Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
Library Advocacy and Support				
I serve as a liaison between the school and the community.				
I promote the library program within the school.				
I promote librarianship as a career.				
I communicate regularly to students and staff about library programs, services, and resources.				
I meet with a Library Advisory Committee regularly to ensure that library communications and goal-setting are connected to the whole school.				
Comments / Evidence				
Additional Demonstrations of Professional Expertise				
I apply for available grants to support the library program and resources.				
I seek opportunities for professional growth through activities such as membership in professional organizations, attendance at conferences, participation in professional development opportunities, applications for scholarships and awards, pursuit of national certification, and active participation on listservs.				
I prepare and deliver professional presentations, workshops, and publications.				
I contribute my areas of special expertise to the teaching and learning environment of the school (e.g., providing assistance to teachers on the use of technology, helping to maintain computers, videotaping student presentations).				

New York City Office of Library Services

What are my goals for professional growth?	What is my action plan to reach my goals?	What evidence will show my success?