

Librarians as Leaders of Inquiry-Based Teaching

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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?*

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.					

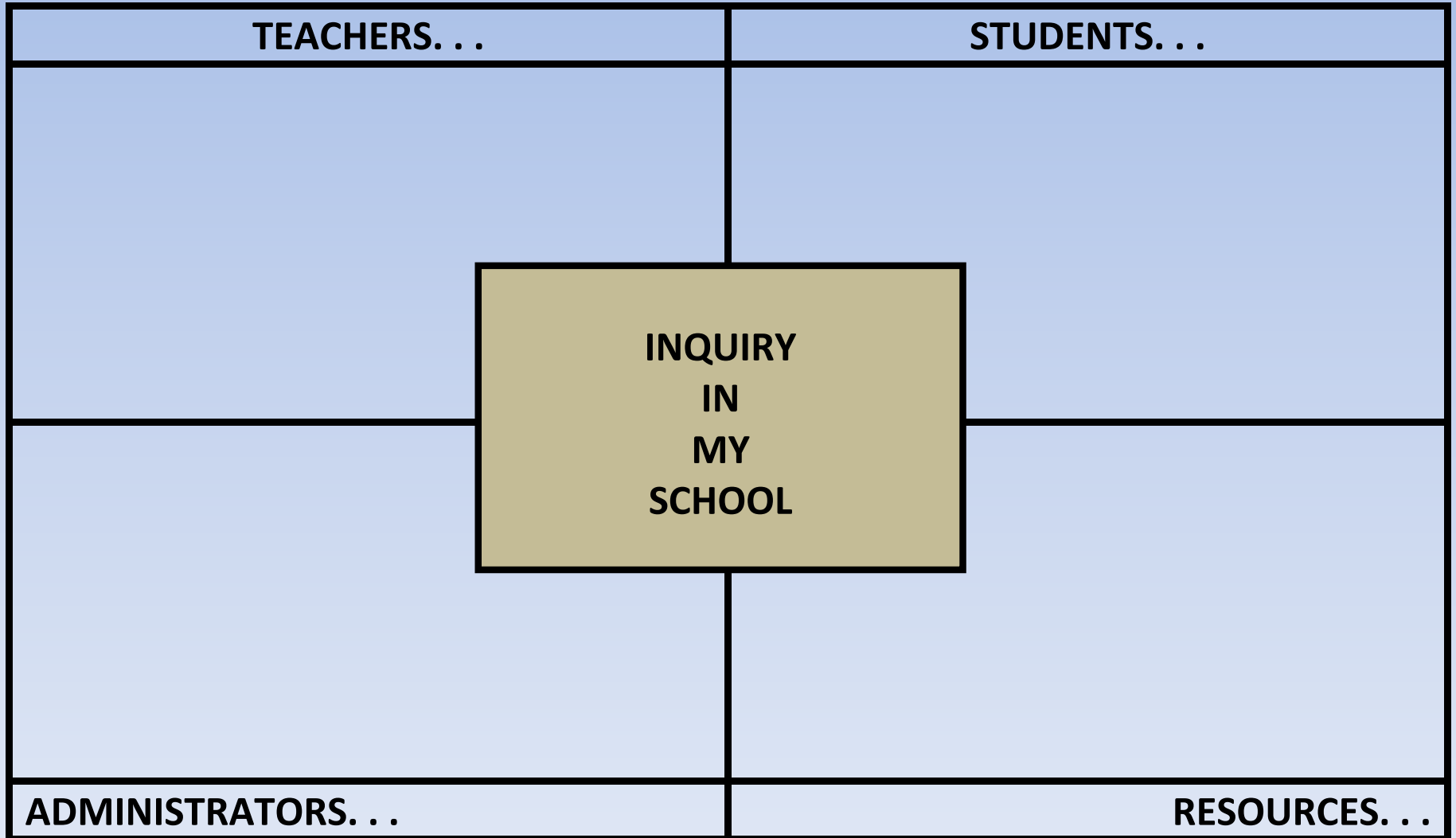
Five Practices of Exemplary Leadership: Leadership Practices Inventory*

- 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)

*Kouzes, J. M. and Posner, B. Z. (2001). Leadership Practices Inventory [LPI]. Revised Second Edition. San Francisco: Jossey-Bass.



Context: Barriers and Opportunities for Inquiry-Based Learning



Challenging the Process



CHALLENGING THE PROCESS: LEADERSHIP ISSUE

Teachers believe in inquiry, but they also have a **huge curriculum** to cover and a **limited amount of time**. They want to **control the inquiry** by delivering it **in the classroom**.

Embed Inquiry into Classroom

Classroom -Based Inquiry

- Arc of Inquiry = Mini-bursts of inquiry
- Inquiry-based teaching, not inquiry-based learning
- Teacher control

Implications for Librarian

- School-wide adoption of coherent curriculum of inquiry skills
- Embedded librarianship – go to classroom to teach inquiry framework and skills
- Scaffolding and instruction integrated into teacher design

Align with Teacher Priorities

READING STANDARDS FOR INFORMATIONAL TEXT	
COMMON CORE	INFORMATION FLUENCY CONTINUUM
<p>Integration of Knowledge and Ideas</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate information from several texts on same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none">• Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3].• Identifies and uses the organizational structures of a nonfiction book to locate information.• Evaluates print and electronic information for usefulness, relevance, and accuracy [Assessment available 5.5].• Interprets information taken from maps, graphs, charts and other visuals.• Determines important details.• Draws and shares conclusions about the theme or focus of a work.

Inspiring a Shared Vision



INSPIRING A SHARED VISION: LEADERSHIP ISSUE

Many teachers have **never been trained** in an inquiry process or in designing inquiry-based instruction. They **can't really visualize** what inquiry-based teaching and learning looks like.

Students also may resist because they are **used to assignments** that are teacher-controlled with one right answer. They may **never have been given the opportunity** to ask and explore their own questions.

Build a Climate of Inquiry

CLIMATE CONDUCTIVE TO LEARNING Self-Assessment Rubric

Characteristic	Not Really	Somewhat	Generally True
<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.			

Cultivate Inquiry Among Teachers

- Align inquiry skills with Common Core or other standards/curriculum
- Facilitate a World Café professional development session about inquiry and critical thinking skills
- Conduct diagnostic assessments to identify critical gaps in skills; present results to faculty
- During collaborative planning, offer to teach the critical skills that students are missing
- Provide graphic organizers that teachers can use to scaffold or teach inquiry skills



Enabling Others to Act



ENABLING OTHERS TO ACT: LEADERSHIP ISSUE

Most assignments are **rote memory exercises** that teachers dread grading and students tolerate, but don't get excited about. Teachers struggle to design assessment products that **engage and motivate** students to create **authentic applications** of what they have learned.

Provide Professional Growth Opportunities for Teachers: Professional Learning Teams

Stage 1: Filling
the Time

Stage 2:
Sharing
Personal
Practices

Stage 3:
Planning,
Planning,
Planning

Stage 4:
Developing
Common
Assessments

Stage 5:
Analyzing
Student
Learning

Stage 6:
Differentiating
Follow-Up

Stage 7:
Reflecting on
Instruction



Design Engaging and Authentic Inquiry Products



Brainstorm Authentic REACTS Products

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			

Modeling the Way

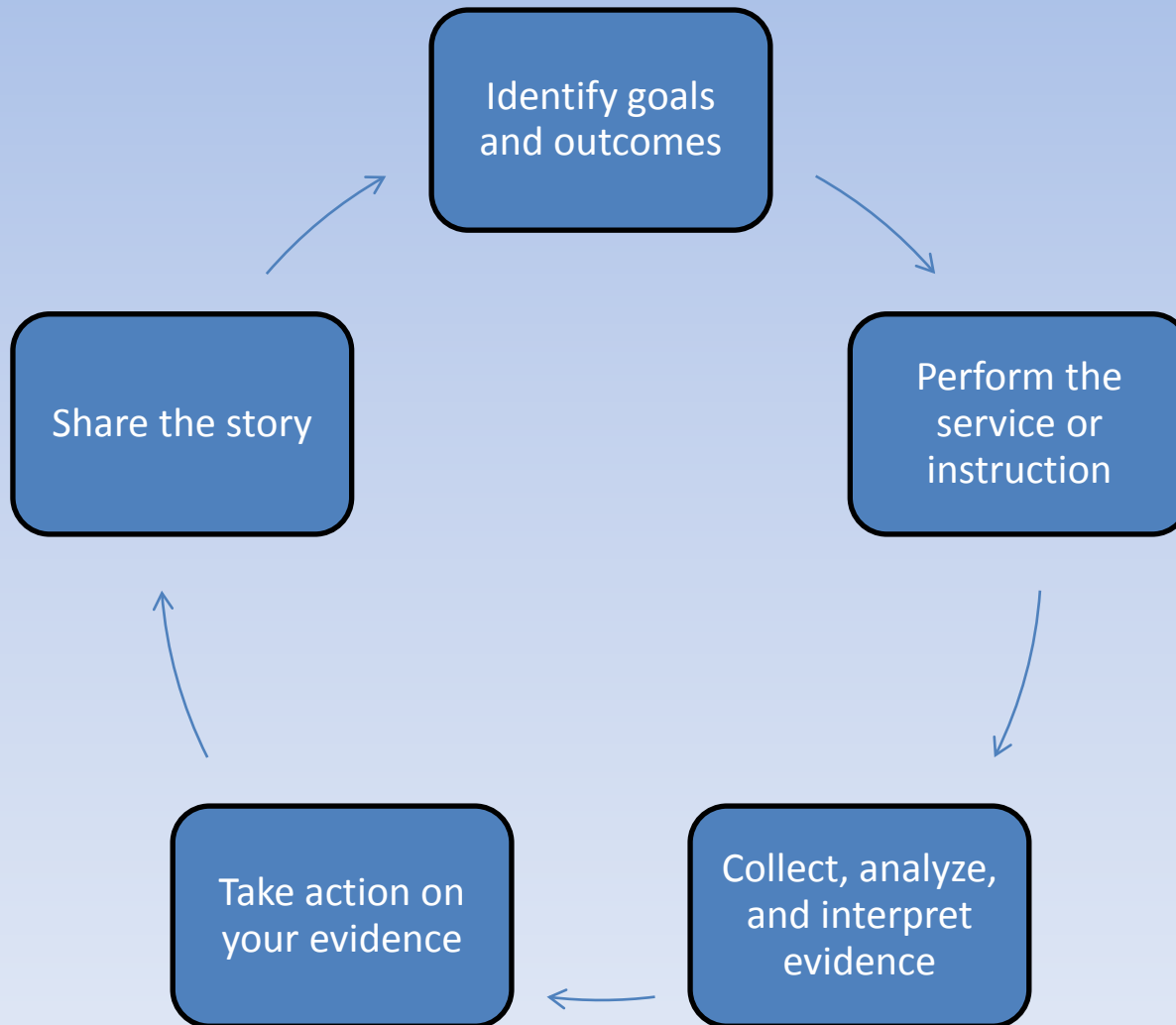


MODELING THE WAY: LEADERSHIP ISSUE

Schools are increasingly turning to **data-driven, or evidence-based, decision-making**, which usually means that decisions are based on test scores. Librarians have a hard time making one-to-one connections between effective library programs and higher student test scores, even with research that shows that correlation.

Librarians need to adopt an evidence-based practice approach and **advocate using evidence that is convincing to others.**

Advocate through Evidence-Based Practice



Evidence of Student Learning

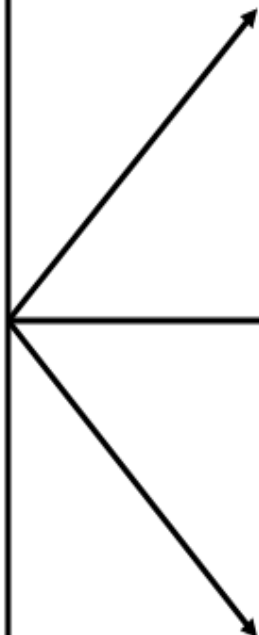
Cause-Effect Chart

Cause

Effect

Effect

Effect



Evidence of Program Effectiveness



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
SCHOOL LIBRARY MEDIA PROGRAM EVALUATION

Teaching for Learning					
Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
Instructional Design <i>Students acquire, evaluate, and use information effectively through instructional strategies designed to meet learner needs</i>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	<ul style="list-style-type: none"> • modeling and guided practice • independent practice • reflection and sharing • scaffolding of skills • reflection logs • process portfolios • reflective note taking • rubrics • peer questioning
<i>Evidence, notes, comments</i>					
Collaborative Planning <i>Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community</i>	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. <input type="checkbox"/>	LMS participates in building and department 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 make real world connections for students. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	<ul style="list-style-type: none"> • 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
<i>Evidence, notes, comments</i>					
Information Literacy <i>Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and ask questions about its validity</i>	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. <input type="checkbox"/>	LMS teaching in information literacy, reading literacy, and technology is aligned with Standards and goes beyond location of information to include analysis, synthesis, evaluation; a written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction. <input type="checkbox"/>	LMP and classroom teacher collaborations on teaching information literacy and the use of technology are limited to rudimentary location, access, and selection skills. <input type="checkbox"/>	LMP provides limited "library skills" training in an isolated manner independent of any other teaching in the school. <input type="checkbox"/>	<ul style="list-style-type: none"> • 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
<i>Evidence, notes, comments</i>					

Evidence of Program Effectiveness

ATTRIBUTE	CHARACTERISTICS / OPPORTUNITIES FOR GROWTH	RANKING 5 = Most Important Opportunities for Growth	
Instructional Program			
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 collection offers “just-right” books for all students.</p> <ul style="list-style-type: none"> • <i>School- or campus-wide reading initiatives might include special programs, author visits, book displays, book clubs, and poetry slams.</i> • <i>Librarians and teachers connect classroom libraries and school libraries.</i> • <i>The library collection includes all genres and formats.</i> 	1 2 3 4 5	Comments

Evidence of Reflective Practice

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.				

Encouraging the Heart



ENCOURAGING THE HEART: LEADERSHIP ISSUE

Everyone involved in education is experiencing a lot of **stress** right now, with focus on testing, budget cuts, families struggling with economic issues, the “blame-the-teacher” public mentality, and the **elimination of school libraries**.

Now, more than ever, librarians need to lead the way in fostering a positive attitude among teachers, students, and parents – **telling the stories** of student success; **celebrating the community** of teaching and learning created through the library; and **building a collaborative culture of inquiry**.

Tell Your Stories



Celebrate Your Key Messages

- 10th-11th Grade Non-Readers: *Discover the social side of reading.*
- Students: *Visit our Learning Commons and get a step up in class.*
- Parents: *Teach them tomorrow's technology today: check out a digital device.*
- Children: *Want to see what these buttons do?*



Build a Collaborative Inquiry Culture





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