Principals
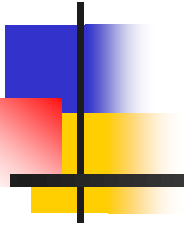# and School Library Media Specialists

Co-creating
a Culture of Learning

For Fayette County Schools
Secondary School Principals
Lexington, Kentucky
29 July 2016

Judi Moreillon, School Librarian Advocate
Literacies and Libraries Consultant

Ts + SLMSs > Learning Capacity
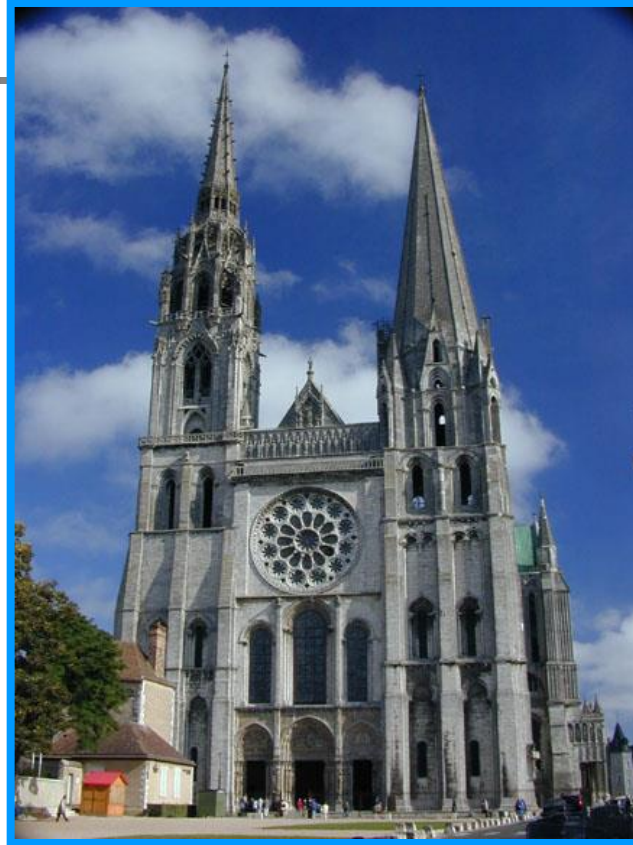

Created at Toondoo.com

Why? # Knowledge is power!

The Kentucky Study (2003)

"Principals who had participated in coursework that included information about school librarian and principal collaboration rated the value of the library center a **7:0 on a 10-point scale**; those that did not rated it 4.97" (Alexander, Smith, & Cary, 2003, p. 11).

A (Shared) Global View

Atlant. (2005). Chartres Cathedral from the front. (Online image). Retrieved July 14, 2016 from http://commons.wikimedia.org/wiki/Image:Chartres_1.jpg

Why? The Kentucky Study (2003)

"Principals often perceive school librarians exclusively as resources for students and teachers who need help with print materials and technology and **not as leaders within the school community**. This limited knowledge is in part due to their training. Many principals have received little, if any, course work during their professional preparation about library media centers" (Alexander, Smith, & Cary, 2003, p. 10).

SLMSs Lead in a Culture of Learning

…Coteaching through Classroom–Library Collaboration

Collage created at
https://www.befunky.com

Coteaching
is job-embedded
professional development.

Barber Study (Loertscher, 2014)
% of Students Who Meet or Exceed Teachers' Expectations

71% with coteaching

32% with solo teaching

Powerful Libraries
Make Powerful Learners:
The Illinois Study
(Lance, Rodney, & Hamilton-Pennell, 2005)

Librarians at higher achieving schools spend:

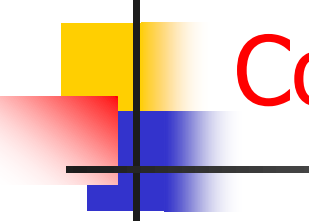**115%** **more time on Inservices**

240% **more time on Coplanning**

347% **more time on Coteaching**

Culture of Learning

Sherri Rosalik – High School ELA-R Teacher: https://youtu.be/mettJhO2DFw

Coteaching = CoLEARNING

Excerpted from:

What can a principal do?

Professional Learning Communities

"The single most effective way in which principals can function as staff development leaders is providing a school context that fosters **job-embedded professional development**" (DuFour, 2001, pp. 14–15).
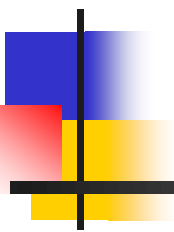
Today's Secondary Workshop

- **Selected Criteria** from Kentucky Framework for Teaching: Librarians
- Inquiry Learning
- Coteaching Approaches and Research-based Instructional Strategies
- Connection between Inquiry Learning and Reading Comprehension Strategies
- Reflection: Force-field Analysis

Why?

Future Ready (School) Librarians

- Design collaborative spaces;
- Build instructional partnerships;
- Empower students as creators;
- Facilitate professional learning…

http://futureready.org/about-the-effort/librarians

The Kentucky Study (2003)

"Since the **major source of a principal's knowledge about the library media center comes from the school librarian**, the responsibility for informing principals about the role of the school librarian rests with the school librarian" (Alexander, Smith, & Cary, 2003, p. 10).

"Final" Word

"School librarians' effectiveness as educators may hinge on being **considered peers by classroom teachers** and **coequals with classroom teachers by principals…** Until school librarians serve as **full members of instructional teams their true value as educators cannot be measured"** (Moreillon, 2012, p. 9).

Questions and Conversation

Click. (N.D.). Kk_metro_library.11 (Online image). Retrieved July 14, 2016 from http://www.morguefile.com/archive/display/186843

Conditions and Contexts for Success

- A **culture of collaboration** in our schools;
- **Collaborative planning** scheduled during the contract day;
- **State-certified** school library media specialists on the faculty;
- A **flexible library schedule** based on collaborative planning and coteaching;
- Sufficient library **support staff**;

Conditions and Contexts for Success

- **Professional development** for school library media specialists, classroom teachers, and specialists with clear expectations for implementation and evaluation based on student learning outcomes;
- **Support and publicity** for coteaching;
- **Accountability** for collaborative work and coteaching;

Conditions and Contexts for Success

Administrators'
beliefs and understanding
that coteaching
improves students' learning
AND
educators' teaching!

Resources to Review/Continue Learning
at: http://tinyurl.com/jmFCS16

QR code @ unitaglive.com

For more information, contact:

Judi Moreillon: info@storytrail.com

References

Alexander, L. B., Smith, R. C., & Carey, J. O. (2003). Education reform
and the school library media specialist: Perceptions of principals.
Knowledge Quest, 32(2), 10-13.

Future Ready Schools: Preparing Students for Success. (2016). Future
ready librarians. Retrieved from
http://futureready.org/about-the-effort/librarians

DuFour, R. (2001). In the right context: The effective leader
concentrates on a foundation of programs, procedures, beliefs,
expectations, and habits. *Journal of Staff Development,* 22(1),
14-17.

Fulghum, R. (1989). *It was on fire when I lay down on it.* New York:
Villard Books.

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Loertscher, D. V. (2014). Collaboration and coteaching. *Teacher Librarian, 42*(2): 8-19. Retrieved from https://goo.gl/n5sJVI

Moreillon, J. (2013). *Coteaching reading comprehension strategies in elementary school libraries: Maximizing your impac*t. Chicago: American Library Association.

Images

Clipart from Microsoft

Maxwell, Scott. 2007. Working Together Teamwork Puzzle Concept. (Online image). Retrieved July 14, 2016 from https://www.flickr.com/photos/lumaxart/2137737248/

All Videos and Other Photographs
from
the Personal Collection of Judi Moreillon

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