**Lisa Tipton**

**Professional Development Plan**

 Students will effectively access and use information in order to formulate their own ideas.

**Goal:**

**Objectives:**

**Target Groups:**

 *Highlighted AASL Skills*:

 1.1.4- Find, evaluate, and select appropriate sources to answer questions

 1.1.5- Evaluate information found in selected sources on the basis of accuracy,

 validity, appropriateness of needs, importance, and social and cultural

 context

 1.1.6- Read, view, and listen to information in any format (e.g. textual, visual,

 media, digital) in order to make inferences and gather meaning

 1.1.7- Make sense of information gathered from diverse sources by identifying

 misconceptions, main and supporting ideas, conflicting information,

 and point of view or bias

 1.1.8- Demonstrate mastery of technology tools for accessing information and

 pursuing inquiry

 2.1.2- Organize knowledge so that it is useful

 2.1.4- Use technology and other information tools to analyze and organize

 information

 2.1.6- Use the writing process, media and visual literacy, and technology skills

 to create products that express new understanding

 3.1.3- Use writing and speaking skills to communicate new understandings

 effectively

 3.1.6- Use information and technology ethically and responsibly

 To collaborate with English 9 teachers in order to effectively introduce the research

 process to students. The librarian will integrate different technologies to engage students, as

 well as highlight the importance of each step in the research process.

English 9 Teachers, English 9 Students

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| Professional Development Plan Strategies  |
| What? | In 9th grade, students engage in research for the first time, resulting in a MLA style paper. Currently, English teachers create the assignment and book library time for students to search for sources as well as type their papers. Since collaboration does not occur, often students struggle to find resources that best suit their research needs. If I took part in designing the assignment, I could ensure that students are using a variety of excellent resources that are the best fit for the topics at hand. I could also teach students strategies to access and evaluate the information presented to them (i.e. - subject/keyword search in databases, use of Boolean terms, website evaluation). |
| Why? | Information literacy skills are essential for student success. The library program, with its resources, gives students the chance to develop into critical thinkers who can analyze information in the ever-changing world around them. By integrating technology and encouraging research opportunities, the librarian and teachers will create life-long learners. |
| When? | I will meet with English 9 teachers during their collaborative planning periods. In the month of September we will: decide when everyone will carry out the research unit, develop diagnostic assessments to evaluate student knowledge base (Big 6, source types, source evaluation, MLA, citations, etc.), and generate research assignments (different topics per class level or for individual teachers). I will continue to plan with teachers, both on individual and team level, to create activities and lessons for the research unit. As teachers will be using the library when they are scheduled to carry out the project, I will continue to work with each teacher throughout the year. I will also be involved with formative and summative assessment for the unit. When all teachers have carried out the project, we will again meet to discuss the strengths and weaknesses of the entire unit. This data will help us to strategize for next year. |
| Who? | English 9 Teachers- Margaret Brothman & Eunice French (40 Seminar students, 33 GT students), Kim Simmons (82 On-Level Students), Grace Dellinger (8 Review Students, 85 Honors Students)English ITL- Lauren Grant- I will meet/keep in touch with Lauren to keep her updated on all progressLibrarian- Lisa Tipton Administrator for English Department- Lori Gambino |
| How? | I will meet with English 9 teachers during their collaborative planning periods. After establishing a timeline, I will introduce technologies and resources that I feel would be beneficial to the students. I will highlight several databases (both from our school and Howard County Public Libraries), Google Scholar, Noodle Tools, Turnitin.com, Diigo, and Google Docs. These tools will help students to locate, organize, and analyze information for their project. I will also show the teachers sample activities to guide students through the research process such as database pathfinders, website evaluation tools, and use of Boolean terms. By modeling these things, I hope to show the teachers that these resources are valuable to students as they learn the steps of the research process. Based on interest, I can then integrate these things into the teachers’ research assignments. I will meet with the teachers to ensure that we establish goals for the entire project; then we will design the day to day lessons. Teachers will also view examples of formative/summative assessment for this unit, so that we may continually assess student understanding. |
| CommunicationTools | Aside from meeting with the teachers face to face, correspondence will occur via email. A Google Doc will be created to house all lesson plans, activities, and worksheets. All teachers, the English ITL, as well as the administrator who oversees the English Department will have access to the Google Doc. I will keep an observation/reflection log of the entire unit—from planning, implementation, as well as reflection.  |
| Evaluation | As the unit progresses, we will examine the many assessments given (i.e. - research diagnostic assessment, exit tickets, student logs, librarian/teacher observation notes). Based on student understanding, we can then adjust the lessons ahead. The teachers and I will create rubrics to assess the final student products. The rubrics will align with the objectives of the English curriculum as well as address the standards of my curriculum. I intend to examine my own personal log to see what can be improved upon for future classes participating in this project. Teachers will also fill out a survey via Google Forms, evaluating the entire collaborative experience. This data will inform me of changes that need to occur in the future. |

**Professional Resources:**

As a librarian, not only do I have to help others develop professionally, but I must constantly be looking for opportunities for myself to grow as a leader. The following resources are ones that I see as valuable tools to help me become a more effective leader in my school.

Memberships and Conferences:

I am currently a member of the AASL and YALSA. Thus far, I am finding the information that I receive from these organizations to be very helpful. I am starting to compile a file with articles, ideas/strategies that I hope to use when I become a librarian. These organizations also identify conferences and other professional development sessions that would contribute to my knowledge base as a librarian. In the future, I do plan to save money to travel to at least one national conference for the ALA or other organizations such as ISTE. I must say that I am not certain if I will able to afford traveling every year, so I will have to decide carefully on which conference will best suit my immediate and future needs.

I recently joined the TeacherLibrarian Ning as well as Library 2.0. Both of these keep me up to date on technology developments, professional development opportunities, as well as allow the opportunity to network with other librarians.

I currently have pending membership for MASL. I joined this organization in order to see the events/activities directly relating to libraries in Maryland. I plan to attend the MASL conference next year, even if I do not yet have a position as a librarian. I think that going to MASL as a student will still be a learning experience for me.

Journals:

I hope to become a librarian at the high school level. For my courses thus far, I have perused several journals for the library field. The following are my favorites, as I found the articles, strategies, resources, and book reviews to be particularly interesting and appropriate for a position in high school.

*Booklist*

*Library Media Connection*

*School Library Journal*

*School Library Monthly*

*VOYA*

Online Newsletters:

I currently subscribe to the following newsletters and find that the information presented will continue to help me when I become a librarian.

American Libraries Direct

American Libraries Direct Student Edition

*Booklist* Online

Books and Articles:

There are countless books and articles that will help me continue to grow as an educator and librarian. Although I am familiar with the *Standards for the 21st Century Learner in Action* and *Empowering Learners* texts, I felt that they will continue to help me after I am done with the program. The other books and articles included will help me bolster my leadership skills as well as knowledge base on collaboration and technology.

*A planning guide for empowering learners with school library program assessment rubric*. (2010). Chicago: AASL.

Cooper, O., & Bray, M. (2011). School library media specialist-teacher collaboration: characteristics,

 challenges, opportunities. *TechTrends*, 55(4), 48-54.

*Empowering learners: guidelines for school library media programs*. (2009). Chicago: AASL.
Fontichiaro, K. (2009). *21st-Century learning in school libraries*. Santa Barbara, California: ABC- CLIO.

Farmer, Leslie S. J. (1995). *Leadership within the school library and beyond*. Worthington, Ohio: Linworth.

Martin, B., & Zannier, M. (2009). *Fundamentals of school library media management*. New York: Neal-

 Schuman Publishers, Inc.

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, Virginia: Association for

 Supervision & Curriculum Deve.

Harvey, C. (January 2010). The teacher's take, part 2: the instructional role of the school librarian. *School*

 *Library Monthly*, 45-50.

Kouzes, J. and Posner, B. (2003). *The leadership challenge workbook*. San Francisco: Jossey-Bass.

*Standards for the 21st-century learner in action*. (2009). Chicago: AASL.

Online Webinars/Courses:

The following online learning opportunities struck me because they are topics I wish to learn more about. The descriptions of these events lead me to believe that I could apply these strategies to a high school setting. I also find these opportunities beneficial because they look like they will give me ideas on tools/resources that will help me set up collaborative relationships with the teachers in the building.

ALCTS: I'm Your Leader: The Fundamentals of Effective Leadership January 9, 2012

Connect, Create, Collaborate: Supporting Teens Needs Through Technology Feb. 6- March 19, 2012

## More Cool Tools for Schools (ISTE) April 4, 2012

Say What You Mean: Professional Communication Skills for Librarians January 31, 2012

Shifting Sands: How Small Changes in Policy, Culture & Technology March 27, 2012

 are Determining the Future of Libraries

## Wisdom of Crowds: The Truth About Content-Driven Collaborative January 11, 2012

##  Learning (ISTE)