Connecting Competencies: Learner, School Librarian and School Library

Susan D. Ballard and Sara Kelly Johns
Before we begin, please introduce yourself!

In the chat box tell us your name, position and where you are from.

Spartacus

No...*I’m* Spartacus
Connecting Competencies:
Learner, School Librarian and School Library

Susan D. Ballard and Sara Kelly Johns
Welcome and Introductions
Description of tonight’s webinar

An introduction to the language of competencies as part of the structure of the National School Library Standards (NSLS).
We will be talking about:

GROWTH & COMPETENCIES

NOT outcomes!

Not a curriculum!
Here’s the agenda:

• Why Competencies?
• Expectations
• Shifts
• “Chopportunities”
• The “language” related to NSLS

• Learner Competencies
• School Librarian Competencies
• School Library Alignments
• Assessment/Evaluation of Competencies
Why competencies?

The goal of *competency-based education* is to support learners’ growth through personalized learning experiences.

NSLS alignment with:
- The greater education community (standards)
- Educational theory and research
- Best Practice
"The two people in a school who must be prepared to deal with inquiry, from literature to physics, are the principal and the school librarian."

Ted Sizer
Five Key Competency Shifts...

- Scheduling
- Instructional Design and Delivery
- Assessment
- Grades and Reporting
- Promotion and Crediting

Sydney Schaef  
https://www.springpointschools.org/blog/2016/01/five-key-lessons-mastery-startup/
Shifts...Scheduling

FROM

• Time is structured by courses with fixed time allocations
• Students are placed in fixed groups based on age or ability

TO

• Schedules are modular and flexible
• Time is structured around competency-based learning outcomes tied to a) specific work products b) student needs (e.g. intensives, workshops)
• Schedules allow for personalized, asynchronous learning
Shifts...Instructional Design & Delivery

FROM
• Same age, same page
• Whole-class lesson plans and delivery, possible differentiation of lesson
• Single classroom configuration, typically print materials and lecture style

TO
• Students working at different places based on competency-based learning progressions
• On-demand instructional decisions based on student needs
• Learning assets available just-in-time, multiple formats
• All unit materials are designed to be student facing
• Multiple learning configuration across learning spaces
Shifts...Assessment

FROM

• Assessments of learning
• Scheduled at the same time for all students
• Traditional testing formats low on Bloom’s taxonomy (recall, comprehension)
• One opportunity, often punitive

TO

• Assessments as learning, for learning and of learning
• Assessments available just-in-time
• Summative are performance-based tasks, requiring application of skills and knowledge
• Tasks derived from college and career level work
• Multiple opportunities; revision cycles are central
Shift...Learning

From KNOW

To KNOW HOW
Challenges and Opportunities

• Challenges
  – Identifying access points
  – Sharing promising practices
  – Relevance and relationships
  – Conversations and connections across stakeholder groups
  – Resources
Challenges and Opportunities

- Opportunities
  - Co-teaching, collaboration
  - Personalization
  - Local needs and initiatives
The Language of Competency

“A general statement that describes the desired knowledge, skills, and dispositions of a learner completing a learning experience. Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.”

NSLS glossary (David Gosselin 2016)
Language of Competency

Competency Works:
https://www.competencyworks.org/
Evolved but familiar
Learner Competencies
Learner Competencies

• Knowledge

• Skills

• Dispositions
Learner Competencies
Learner Competencies - Who determines proficiency?

YOU do!!

....with a little help from Wiggins and McTighe and “Understanding by Design”
School Librarian Competencies

NATIONAL SCHOOL LIBRARY
Standards
for Learners, School Librarians, and School Libraries

standards.aasl.org
School Librarian Competencies

- reader
- listener
- curriculum
- tech
- teacher
- instructor
- constructor
- Ethical
- Savvy
- Innovative
- Model
- Exceptional
- Designer
- Constructor
School Librarian Competencies

http://standards.aasl.org/project/one-pagers/
## Integrated competencies

**Figure 1.5** excerpted from the National School Library Standards for Learners, School Librarians, and School Libraries | standards.aasl.org | © 2018 American Library Association. Used with permission.

### Shared Foundation

**Domain**
- **Think**: Learners display curiosity and initiative by:
  1. Formulating questions about a personal interest or a curricular topic.
  2. Recalculating prior knowledge in context for new meaning.

**Competency**
- **Create**: Learners engage with new knowledge by following a process that includes:
  1. Using evidence to investigate questions.
  2. Devolving and implementing a plan to fill knowledge gaps.
  3. Generating products that illustrate learning.

**Alignment**
- The school library enables curiosity and initiative by:
  1. Encouraging learners to formulate questions about a personal interest or a curricular topic.
  2. Activating learners' prior knowledge in context for constructing new meaning.

**Domain**
- **Think**: School librarians teach learners to display curiosity and initiative when seeking information by:
  1. Encouraging learners to formulate questions about a personal interest or a curricular topic.

**Competency**
- **Create**: School librarians promote new knowledge generation by:
  1. Encouraging learners to probe possible answers to questions.
  2. Devolving and implementing a plan to fill knowledge gaps.
  3. Facilitating the development of products that illustrate learning.

**Alignment**
- The school library facilitates the key commitment to and competencies of INQUIRE by:
  1. Embedding the inquiry process within grade bands and within discipline.
  2. Using a systematic instructional development and information search process in working with other educators to improve integration of the process into curriculum.
School Librarian Competencies

Your practice right now

1. Ineffective
2. Emerging
3. Effective
4. Highly Effective

How your supervisor perceives your practice right now
The Expert in the Library

Curriculum Design
Expert in the Library: School Librarian

http://researchguides.austincc.edu/c.php?g=554360&p=3809542
ALA School Librarian Competencies

Based on the PSEL’s

[Link to source]

http://researchguides.austincc.edu/c.php?g=554360&p=3891603
ALA School Librarian PSELs

1. Mission, Vision and Core Values
2. Ethical Principles and Professional Norms
3. Equity and Cultural and Linguistic Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement
11. Literacy and Reading
You Are Here

School Library Alignments
Evaluating School Libraries

School Library Evaluation Checklist

Building-level

- The school librarian collaborates with teachers to design and implement inquiry-based learning experiences in which students generate, analyze, and evaluate information that represents diverse points of view.
- Schools use a systematic strategy to develop learning environments that are safe, flexible, and conducive to learning.
- The library provides equitable physical access to facilities by providing barrier-free, universally designed environments.
- Library policies provide access to the school library and its qualified professional staff throughout the school day.

District-level

- The district-level superintendent or director develops and implements a strategic plan for the school system in coordination with district- and school-level instructional leaders and staff.
- The district-level superintendent or director develops and implements the school's strategic plan for student achievement by leading the development of the school's strategic plan.
- The district-level supervisor or director develops and implements a school's strategic plan for student achievement by leading the development of the school's strategic plan.
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Assessment/Evaluation of Competencies

- Formative assessments serve as a growth path for school librarians and provide opportunities for dialogue between the administrator and the school librarian.

- Summative evaluations of school librarians’ work are holistic and combine evidence gathered over the course of a year or longer (the summative cycle).

- In the chat box, what are some professional competencies your administrator should see evidence of in your teaching?
Inquiry – Next Steps

• Create a team (administrators, teachers, lms, TI’ s) to research and consider use of an inquiry/ research model which also integrates technology

• Adopt/adapt/build a model based on needs (identified by district strategic plan, learning goals, graduation standards)

• Agree upon terms and vocabulary

• Provide professional development
Roles – Next Steps

- Assess how prepared you and/or your program are to participate in making the vision a reality
- Identify what areas you need to address through professional development
- Develop personal and program short- and long-range goals and objectives
- Establish personal and program priorities

Learning Environment – Next Steps

• Explore the physical, virtual and pedagogical connections between the curriculum and the library as a flexible learning environment.

• Consider how virtual spaces and resources integrate with the physical space.

• Consider how to use the space and virtual presence to strengthen connections with the community.

• Consider how you can upgrade the space and the resources - what to keep, what to change, and what to delete.
“Nothing truly innovative, nothing that has advanced art, business, design, or humanity, was ever created in the face of genuine certainty or perfect information. Because the only way to be certain before you begin is if the thing you seek to do has already been done.”

Jonathan Fields
Uncertainty: Turning Fear and Doubt into Fuel for Brilliance
Questions And Comments

THANKS!

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