

## “The Library Leadership Train: How to get Your Principal Onboard”

### School Library Initiatives To Train Teachers How To Build Relationships With Their Administrators

#### Collaborative School Library Training II

IMLS Grant of \$904,104 awarded Summer 2008  
University of Houston Clear Lake School Library faculty agreed that “leadership skills are embedded within each facet of school librarian education including research skills, technology, collection development, cataloging, and administration of a school library program. Both learning objectives and professional development opportunities were developed.

#### A-Plus Project

IMLS Grant of \$905,000 awarded Summer 2005.  
The partnership was a joint project between Texas Woman’s University (Denton, TX), Dallas (TX) Independent School District, and Universities Center, Dallas. The original grant was for 3 cohorts of 15 students but the grant was extended for a 4<sup>th</sup> cohort and was for alternative certification. Purpose to address need for urban, multi-language librarians.



### Project Design

#### Collaborative School Library Training II

For each course, key assignments and assessments have been developed to evaluate students on their leadership skills. Leadership skills modules have been developed and added to course requirements.

#### A-Plus

Program component was a hybrid of university courses (9hrs) and district level courses. Students were placed in libraries after 2 courses and a one week “librarian boot camp.” Each cohort member was assigned a mentor, selected from the best of the district librarians. Principals were required to allow 5 days the first year for job shadowing.

### Advocacy and Leadership Examples

#### Collaborative School Library Training II

- \*Teen Book Drop, 2009 and Texas Children’s Hospital in Houston, TX
- \*Texas Library Association presentation, 2005-2008
- \*Student operated recruitment booth at Texas Library Association, 2009
- \* Student presentations at the American Association of School Librarians, 2007
- \*160 hours of fieldwork during Internship

#### A-Plus

- \*Banding together to counteract proposed budget cuts such as in New York State: Website and “Sunflower Action Plan.” <http://www.crbcls.org/slsa/>
- \*“Strong Libraries, Strong Scores” annual mini-conference for school administrators and trustees during TLA annual conference. Texas Library Association. <http://www.tsla.org/conference/SLSS/index.html>
- \*SIG (special interest group) for Advocacy for School Librarians. New Mexico Library Association. <http://nmla.org/committees-sigs/school-libraries/>
- \*Advocacy Tool Kit (link on right side of page). Australian School Library Association. <http://www.asla.org.au/advocacy/index.htm>
- \*“The Evidence-Based Practice Manifesto for School Librarians” by Ross Todd in *School Library Journal*, April 2008 <http://www.schoollibraryjournal.com/article/CA6545434.html>

### Collaborative School Library Training II (CSLT II)

#### Leadership Professional Development:

- \*Developing a quality Spanish Language Collection
- \*Web 2.0 Tools in the Classroom and Library
- \*Developing a Collaborative Relationship with Your Principal
- \*Understanding Administrators from their Point of View
- \*Collaborating with Teachers to Improve Student Achievement
- \*Site Based Evidence: Collecting Data for Improving Practice

#### Leadership Development within Coursework:

- \*Booktalk action research project
- \*Guest speakers who address trends and issues in fieldwork
- \*Specific focus on leadership skills within each course (e.g. school library administration, collection development, reference and bibliography)
- \*Panel discussion of future trends during school library internship
- \*Promoting connections to American Library Association and Texas Library Association
- \*Surveys, interviews, and focus groups to gather data about leadership development

### A-Plus Project

#### Course Work Leadership Component:

- \*Design Inservice Program for their campuses
- \*Modules on Advocacy and Leadership
- \*Developing and teaching collaborative units
- \*Modules on letting principal know what was happening in library—beyond circulation statistics
- \*Modules on public relations

#### How it has “paid off”

#### Leadership roles of cohort librarians:

- \*One has just been hired as “library coordinator” in a small but growing district
- \*Several are “Library Program Leads” and “Automation Leads” for their sub-districts, doing training and information dissemination.
- \*Several have been hired to do district level training
- \*One has conducted statewide video conferences with the Educational Service Center.

### Focus Skills

- \*communication
- \*personal relationships
- \*creating a collaborative environment
- \*technology and Web 2.0
- \*differentiating curriculum
- \*integrating library program with curriculum
- \*information literacy
- \*evidence based practice
- \*program marketing
- \*local, state, and national advocacy
- \*leadership skills and roles

## Bibliography

- SIG (special interest group) for Advocacy for School Librarians. New Mexico Library Association. <http://nmla.org/committees-sigs/school-libraries/>
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