



Investing in Social Capital Counts

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Resources for this Presentation



<http://tinyurl.com/aasl17>

QR code @ unitaglive.com

#AASL17 #schoolibrarianleadership @CactusWoman

Session Objectives



- Build background knowledge to support our roles as **instructional leaders**.
- Analyze your unique learning community for **patterns** of interaction and innovation and identify **promising partnerships**.
- Use **social capital** to maximize the impact of the library program.
- Provide access to **resources**:
<http://tinyurl.com/aasl17>

Taylor, Richard. 2009. "Birds of a Feather." *Flickr.com*.
http://commons.wikimedia.org/wiki/File:Birds_of_a_feather.jpg



Think: Every Student Succeeds Act



Positively impact:

- student achievement;
- digital literacy skills;
- and school climate and culture
(Title I).

U.S. Department of Education. 2015. *Every Student Succeeds Act*.
<http://www.ed.gov/essa?src=rn>

PublicDomainPictures. N.D. "Singing Children." *Pixabay.com*. <http://pixabay.com/en/singing-children-song-sing-child-18382/>



Think: Every Student Succeeds Act



Support:

- rigorous personalized learning experiences supported by technology;
- and ensure equitable access to resources for all students

(Title IV, Part A).

U.S. Department of Education. 2015. *Every Student Succeeds Act*.
<http://www.ed.gov/essa?src=rn>

PublicDomainPictures. N.D. "Singing Children." *Pixabay.com*. <http://pixabay.com/en/singing-children-song-sing-child-18382/>



Think: Every Student Succeeds Act



Responsible for:

- sharing professional learning for colleagues;
- and disseminating the benefits of new techniques, strategies, and technologies throughout the district
(Title IV, Part A).

U.S. Department of Education. 2015. *Every Student Succeeds Act*.

<http://www.ed.gov/essa?src=rn>

PublicDomainPictures. N.D. "Singing Children." *Pixabay.com*. <http://pixabay.com/en/singing-children-song-sing-child-18382/>



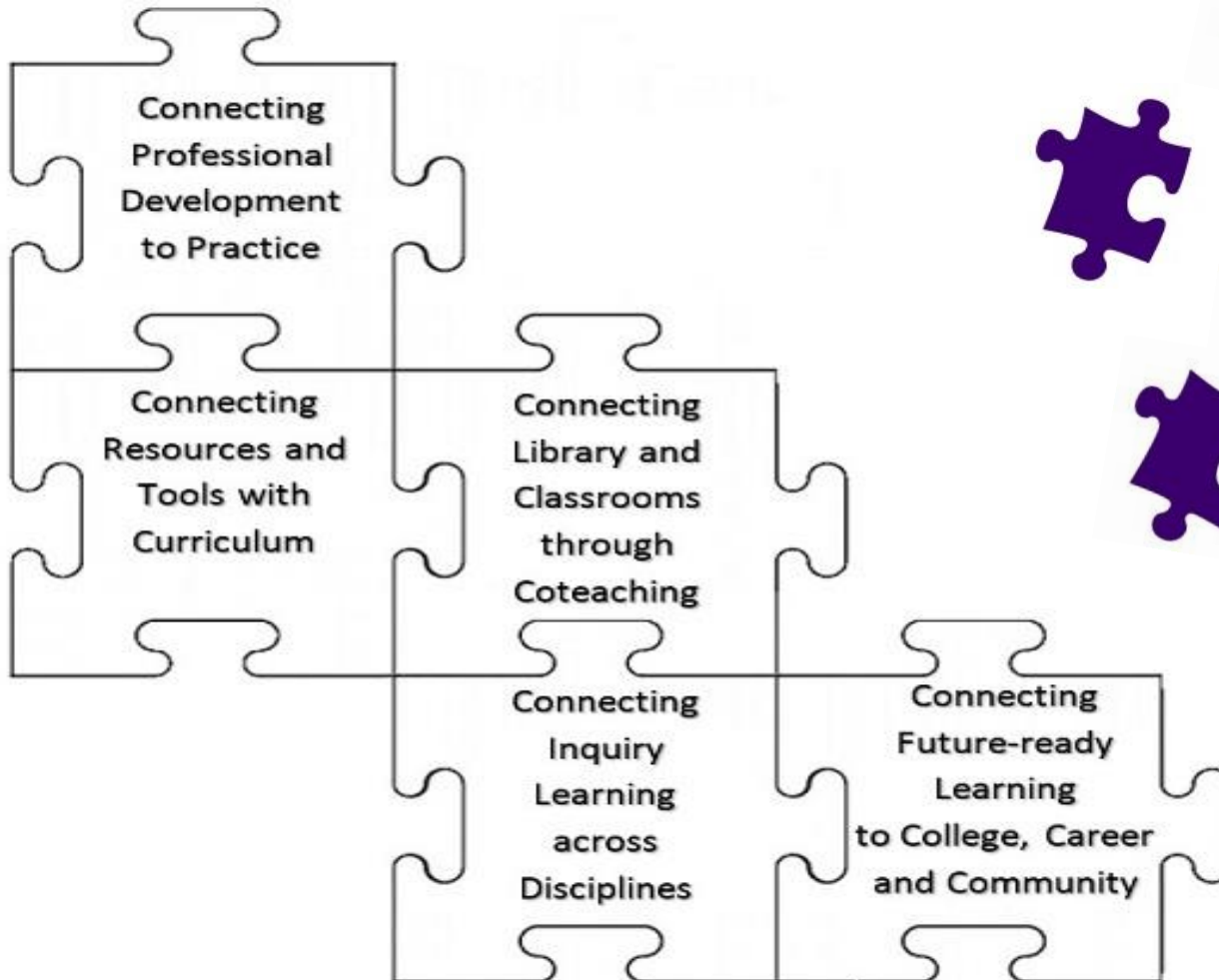
Think: Systems Thinking



In systems thinking, “people learn to better understand **interdependency and change** and thereby are able to deal more effectively with the forces that shape the consequences of their actions” (Senge et al. 2012, 8).

Senge, Peter, Nelda Cambron-McCabe, Timothy Lucas, Bryan Smith, Janis Dutton, and Art Kleiner. 2012. *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone who Cares about Education*. New York: Crown Business.

Think: Connections for Learning



Moreillon, Judi. 2018. *Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy*. Chicago: ALA.

AASL Definition: “Collaboration”

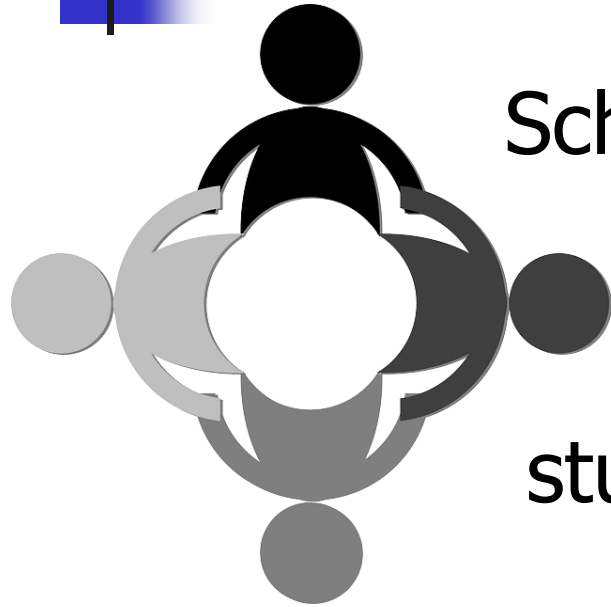


“working with a member of the teaching team to **plan, implement, and evaluate** a specialized instructional plan”

From Position Statement:
Definition for Effective School Library Program
(AASL 2016)



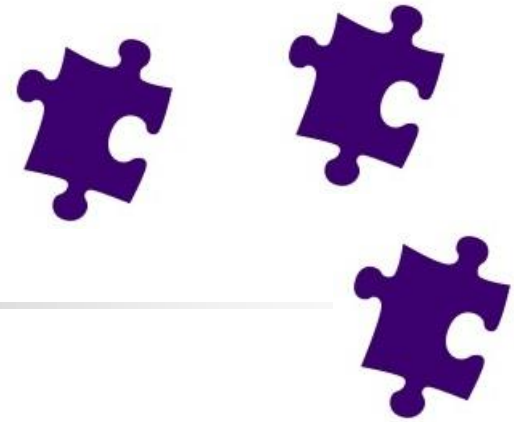
Social Capital Premise



School librarians make connections
to maximize the impact
of their teaching,
students' and colleagues' learning,
and library resources
through instructional partnerships.



Think: Social Capital



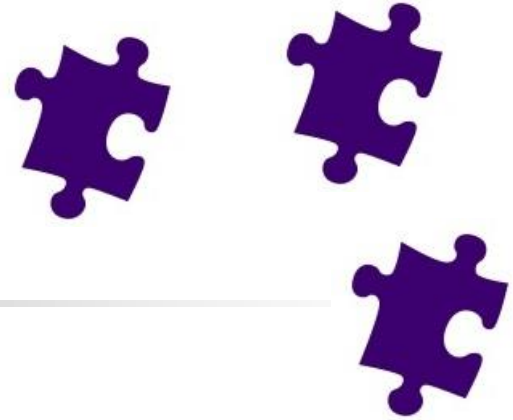
Understanding:

“groups, teams, and communities are far more powerful than individuals when it comes to developing human capital”
(2012, 3).

Hargreaves, Andy, and Michael Fullan. 2012. *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.



Think: Social Capital

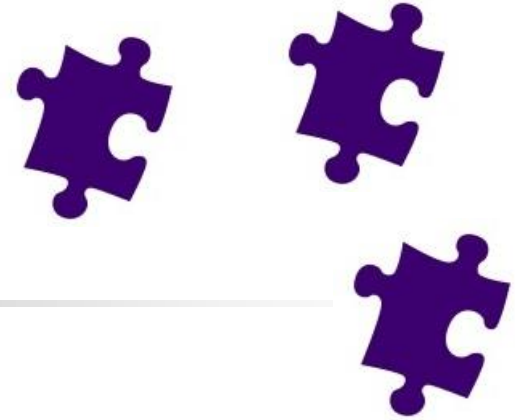


Social capital:
networks built on **trust** and based on
shared conversations and
interactions related to instruction.

Hargreaves, Andy, and Michael Fullan. 2012. *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.



Think: Social Capital



When social capital is present, educators become “socialized” into a **culture that builds their confidence, knowledge, and skill levels.**

Hargreaves, Andy, and Michael Fullan. 2012. *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.



Think: Force Field Analysis

**Internal
Driving Forces**

**Internal
Restraining Forces**

**External
Driving Forces**

**External
Restraining Forces**

<http://tinyurl.com/aasl17ffa>

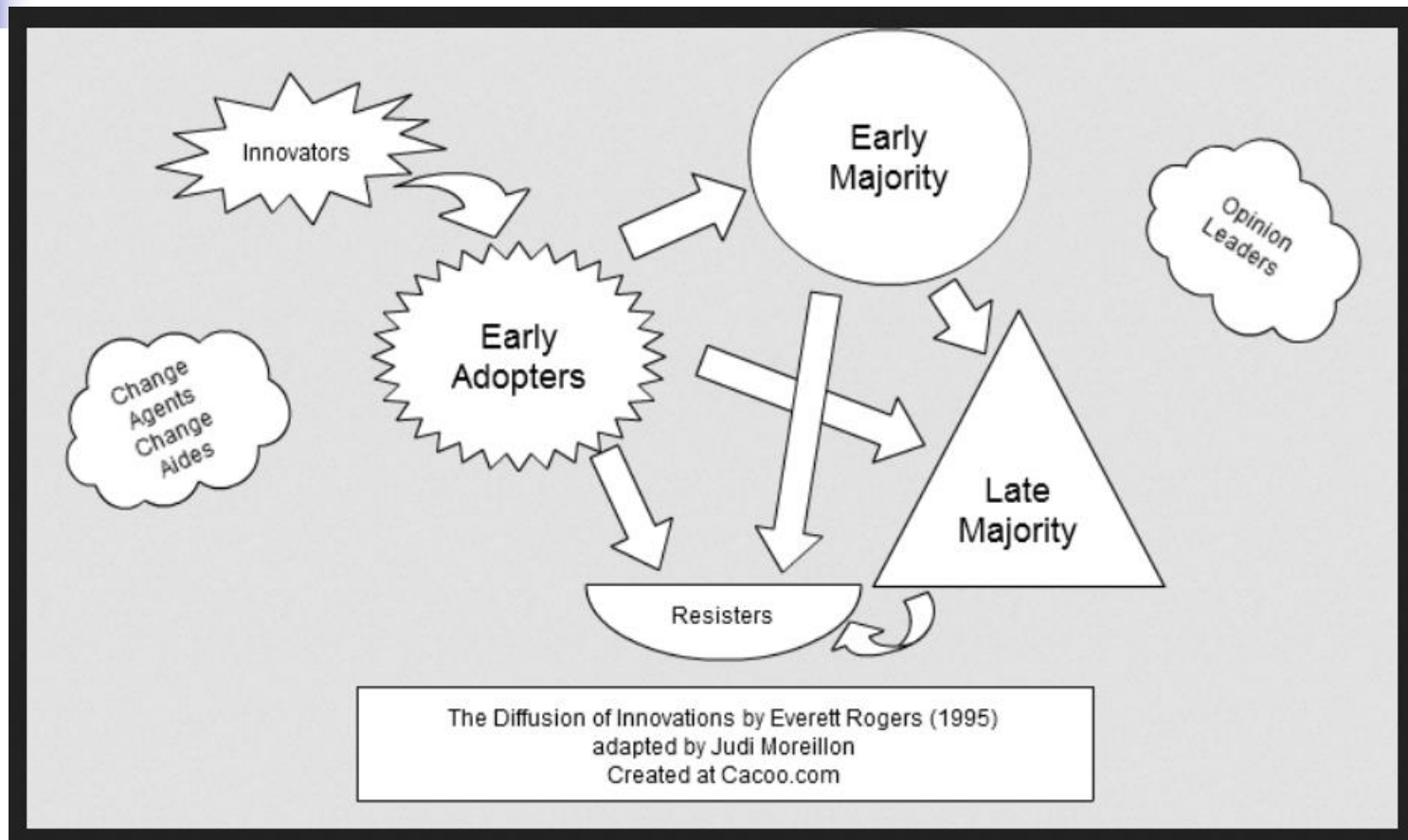


Force Field Analysis



<http://tinyurl.com/aasl17ffa>

Create: Diffusion of Innovations





Share: Target Instructional Partner

- Review your **Force Field Analysis**.
- Identify the **most compelling internal and external driving forces**.
- Review your **Diffusion of Innovations** map.
- Target a **stakeholder**.
- **Share on Today's Meet**.



Share: Social Capital Counts



<https://todaysmeet.com/SocialCapitalCounts>

Grow: Expanding Your Horizons



<http://tinyurl.com/slleaderblog>



Facebook
Instagram
Twitter



Putting It All Together



Think – Systems Thinking / Driving Forces

Create – Diffusion of Innovations Map

Share – Target Stakeholder

Grow – Reach Beyond Your Horizon



Final Word to the Wise

“To go fast, go alone.
To go far, go together.”

African Proverb



References

- American Association of School Librarians. 2016. *Position Statements: Definition for an Effective School Library Program*. <http://www.ala.org/aasl/advocacy/resources/statements>
- Moreillon, Judi. 2018. *Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy*. Chicago: ALA.
- Rogers, Everett. 1995. *Diffusion of Innovations*. 4th ed. New York: Free Press.
- Senge, Peter, Nelda Cambron-McCabe, Timothy Lucas, Bryan Smith, Janis Dutton, and Art Kleiner. 2012. *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone who Cares about Education*. New York: Crown Business.
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