

November 6, 2011

Part 1: Tribute (147 Words)

From a pie in the face during homecoming to a dramatic reading in the classroom, Jennifer Hamilton's passion for her job is evident. As a mentor teacher for new interns, she encourages her mentees and teaches innovation and confidence. As a class advisor, she empowers young leaders to make decisions and advocate for their peers. As a classroom teacher, she engages students and motivates them to think for themselves.

Through all of this, her patience, conviction, and high energy push those around her to improve themselves. A student wrote about Mrs. Hamilton that she "pushed me to do my very best and would not allow me to give up on myself. You made me want to learn." Jennifer Hamilton's diverse experiences and unique perspective make her a great resource for our school community. It is my pleasure to introduce you to the 2011 Leader of the Year.

Part 2: Analysis (373 Words)

As a leader I think of myself as a bricklayer. I am best at laying a foundation and letting others shine as the "face" of leadership. This concept fit well with the Kouzes & Posner LPI which identified my top two skills as "Enabling Others to Act", and "Challenging the Process." Through questions and gentle nudges, I am able to accomplish what I set out to do. Both of the LPI traits also require the leader to accept calculated risks and trust in the process. I know that if I take the time to develop relationships and really listen to the needs of the community then I will get the results I seek. I like to make things happen and bring new ideas to the table. In the classroom, I am constantly seeking out and using new technology to improve instruction. I also, as a more tech-savvy teacher, try to help my colleagues struggle with the new technologies. As a teacher I am constantly evaluating the effectiveness of my instruction and making changes.

The CLQI highlighted my strengths as mostly relational. I am able to relate well with others from different backgrounds. I am able to identify needs within the community. I reach out and learn from my consumers. When I reflect on the leadership opportunities that I take advantage of, they tend to be positions that are supporting and challenging others.

The CLQI also honed in on some of my weaknesses. I am often impatient when it comes to results. I do not have the patience to sift through data and do not place data collection as a priority. This weakness will become more pronounced as funds get tighter and I am forced to validate the need for a media center. I will need to be focused on the bigger picture that shows how I support the curricular needs of the school.

I am also dreading the acquisition of financial resources. I am going to have to designate specific time in my schedule to seek out these resources and use the grant writers to help gain confidence in my abilities. As I work through these challenges my confidence will grow and I will be less hesitant with the things I don't enjoy.

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Professional Development Plan

Who?	School Librarians, Subject Area Departments (starting with Social Studies), and students
What?	The school librarian will work collaboratively with subject area departments to help develop content based argument assignments that address the mandates of the new Common Core. These lessons will be co-taught by classroom teachers and the school librarian throughout the year in the classroom and media center.
Goal:	<ul style="list-style-type: none"> - Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. (1.1.1) - Continue an inquiry-based research process by applying critical skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. (2.1.1) - Participate and collaborate as members of a social and intellectual network of learners (3.1.2) - Use writing and speaking skills to communicate new understandings effectively (3.1.3) - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess (3.1.4) - Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations (3.2.1) - Contribute to the exchange of ideas within the learning community (3.3.5) - Participate in the social exchange of ideas, both electronically and in person (4.3.1)
Objectives:	<ul style="list-style-type: none"> ✓ Collaborate with teachers, focusing on how to integrate the Common Core Argument writing into the non-English curriculum. ✓ Students will demonstrate their understanding of argument writing, as it applies to real world situations.
When?	School librarian will meet present major concept to staff during department meetings and then schedule individual appointments with teachers based on their content needs. After individual teacher meetings, lessons will be implemented in the classroom.
Why?	<ul style="list-style-type: none"> ✓ All teachers must meet the requirements of the Common Core. ✓ Argument writing lends itself to cross-curricular endeavors. ✓ Analytical thinking and response is essential for student success.
How?	I will meet with each individual department and give a general overview of argument writing and how it can be utilized in the classroom. At this meeting I will schedule individual planning sessions with teachers who would like to work with the library to integrate these skills into their classrooms. Before meeting with each individual teacher I will skim their curriculum and highlight places that would be natural fits for the argument process. With these ideas in hand, I will meet collaborative to schedule and plan a lesson (or series of lessons) that will highlight argument writing in their classroom. This process will proceed through each department. I will also add an Argument writing folder on the campus drive where teachers can place their own lesson plans on Argument writing and make them available to their colleagues.
Tools:	Common Core documents, Campus Drive Folder, Reflection and Collaboration Notes, Library Technology, Databases based on content, Teacher feedback.
Evaluation:	One clear source of evaluation will be the availability of content based argument lessons on the campus drive. We will also evaluate student performance based on the outcomes of individual lessons. In the library, we will keep a collaboration log that will examine how individual departments are using the library to support argument writing. After collaboration session teachers will be asked to fill out an evaluation to give the library feedback for improvement.

Bibliography:

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