

OVERVIEW

We believe three things:

- Transformational practice takes time
- Transformational practice is a collaborative process that requires constructive risk-taking.
- Transformational practice happens when it is focused on strategic areas of need.

To that end, the school librarian cohort groups are based on a personalized learning, peer-coaching concept. Each cohort member will identify two or three instructional areas in which he or she would like to make professional growth in the areas of **digital literacy, leadership, and learning ways in which to implement the transformative teaching practice** of the Colorado/common core standards. After identifying these areas, the cohort partnership groups (based on level and geographic locations) will help one other with strategies in helping to realize how to effectively implement these personalized professional growth goals, ultimately resulting in increased student achievement.

EXPECTATIONS/COMMITMENTS

TEAM LEADERS WILL:

- Attend 3 half-days of coaching training opportunities each year.
- Schedule, facilitate and attend bi-monthly cohort group meetings with assigned cohort group members.
- Provide feedback from meetings to CDE School Library Content Specialist

- Commit to modeling digital literacy for their cohort members
 - Fulfill expectations/commitments listed under "Participants"
 - Recruit 2-3 cohort team members
- See tinyurl.com/COSchoolLibraries for more detailed cohort leader information.

ALL PARTICIPANTS WILL:

- Write a school-aligned growth implementation plan related to building personal professional proficiency with digital literacy and transformative teaching practices.
 - Attend 4 cohort meetings (some in-person and some virtually)
 - Participate in 8 hours** of professional development (site visits, conference, webinars and social media) related to focus of this cohort
- **See "Benefits" 3rd bullet for what we are asking from principals for this.*
- Collect and share data that tracks implementation of growth implementation plan goals.
 - Use social media for personal learning/sharing reflections.
 - *If taking for grad credit, develop a visual, multimedia or narrative representation that demonstrates how growth plans were implemented.*

IDEA!! Use your final visual product as the year-end report for your principal!

TIMELINE

September 28 th	CASL Workshop (1/2 day Intro/Kickoff)
Nov. 12-22	In-person meeting/post-reflection uploaded to wiki
December 15	Cohort Member Growth Plan is uploaded
Jan 6 – 31	In person or virtual meeting/post-reflection
Feb. 17 – 28 th	In person or virtual meeting/post-reflection
March-April	In person or virtual meeting/post-reflection
May 3, 17 or 24 th	½ day celebration/culmination

BENEFITS

- 2 hours of graduate credit (optional)
 - 32 hours of continuing ed credit (additional for team leaders)
 - We will ask principals to donate 8 hours of release time for site visits, professional development, and/or cohort collaborations, based on need.
- **Cohort team leader principals will be asked to donate 16 hours of release time.*
- Year-end letter sent to principals that links to growth plan and other evidence of professional growth
 - Collaborative support and expertise from team leaders and from peer cohort members.
 - Access to download the cohort logo to school librarian website