

Meeting #1 (Step 3)  
 Focus on big picture transition to LLC  
 (to be completed by LLC Leadership team).

5 standards  
 over 5  
 year plan to  
 transition to  
 LLC.

Appendix 3

Action Planning: Using Standards Growth Indicators

Standard	Where are you now?	Where do you want to go?	How will you get there?
1 Facilitating Collaborative Engagement to Cultivate/ Empower a Community of Learners	<ul style="list-style-type: none"> <li>✓ collab, learning</li> <li>✓ inclusive space</li> <li>✓ tech to advance collaboration</li> <li>✓ teacher collaboration</li> <li>✓ build school culture</li> </ul>	<ul style="list-style-type: none"> <li>* whole school approach</li> <li>- improve collab. technology</li> <li>- improve virtual spaces</li> <li>- teach collaboration techniques + strategies</li> <li>- student PLNs</li> </ul>	
2 Advancing the Learning Community to Achieve School Goals	<ul style="list-style-type: none"> <li>✓ showcase teaching + learning achievements</li> <li>✓ co-plan + assess learning</li> <li>✓ support staff work with TL in district</li> </ul>	<ul style="list-style-type: none"> <li>- improve admin/district relationship (new)</li> <li>- align to school goal</li> <li>- "principal encourages all teachers to work collaboratively with LLC staff + spaces"</li> <li>- short + long term goals</li> </ul>	
3 Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning	<ul style="list-style-type: none"> <li>✓ instructional leadership → information literacy, coop. develop units, inquiry projects</li> <li>✓ real world context, choice of topics</li> <li>✓ self assessment</li> </ul>	<ul style="list-style-type: none"> <li>* expand to <u>all</u> faculties</li> <li>* more peer assessment</li> <li>* assess LLC effectiveness</li> </ul>	
4 Fostering Literacy to Empower Life-Long Learners	<ul style="list-style-type: none"> <li>✓ information lit</li> <li>✓ dig. cit. unit</li> <li>✓ book talks + displays</li> <li>✓ SSR school wide</li> <li>✓ Library Club</li> <li>✓ FN resources + displays</li> <li>✓ reading mentorship (Kindergarten)</li> <li>✓ ebooks, gn, mags, newspapers, etc</li> </ul>	<ul style="list-style-type: none"> <li>- reading graffiti wall</li> <li>- "I am currently reading" signs</li> <li>- book trailers</li> <li>- promote ebooks more</li> <li>- expand dig. cit. unit in gr. 8</li> <li>- support more classroom teachers with SSR</li> </ul>	
5 Designing Learning Environments to Support Participatory Learning	<ul style="list-style-type: none"> <li>✓ physical space moves to support small + whole class work, special needs, enjoying reading activities, clubs</li> <li>✓ celebrate student achievements</li> </ul>	<ul style="list-style-type: none"> <li>* improve virtual LC</li> <li>* consult more teachers to support curriculum</li> <li>* need more spaces to support creativity</li> </ul>	

Focus for  
 ★  
 2016/  
 017

Meeting #2 - Focus on literacy goals for 2016/2017 (step 4) using p. 17+ 18 (to be completed by LLC Leadership team).

Appendix 2

Action Planning:

Teacher Librarians Leading Transitions in the Learning Commons to Boost Student Achievement *foster literacy + life-long learning*

School Improvement Goal	Learning Commons Strategies and Actions	Needed Budget/ Resources	Success Indicators
See p. 17+ 18 for specific literacy goals.			
Who can help?	Physical spaces	Virtual Spaces	Questions & Notes

meeting #4 - Final Plan (to be completed by LLC leadership team after gathering staff + student input)  
 (step 7)

Appendix 4

**Action Planning:  
 Planning and Leading Transitions to a School Library Learning Commons**



<b>Transitions</b> What changes do we want to make?	<b>Timelines</b> What are the expected start and finish times?	<b>Strategies and Actions</b> How will we achieve transitions?	<b>Roles</b> Who is responsible for what?	<b>Resources</b> What budget, time and people are needed?	<b>Indicators of Success</b> How will we know the transition is complete? How will we know it is working?

Adapted from: Koechlin, C., Loertscher, D., and Rosenfeld, E. (2010). *Building a learning commons: A guide for school administrators and learning leadership teams*. Salt Lake City, UT: Hi Willow Research and Publishing.