LATI Core Curriculum—Spring 2016

**This is a WORKING document and will be modified:
1) as measurement is added
2) based on program evaluation data from all stakeholders.**

The original document (Spring 2011) supported development of the Syllabus and provided the foundation for trainers to develop content and assignments for the Spring 2011 session. This revision (Spring 2016) incorporates the experience of instructors and learners since that time.

**Format (v) = Virtual meeting; (f2f) = in-person meeting**

**Competencies:**

- Process Competency = Skills and knowledge the learner needs in order to participate in the LATI program
- LSSCP Competency = “Library Support Staff Certification Program” sponsored by ALA. See [http://ala-apa.org/lssc/](http://ala-apa.org/lssc/) for more information. (LSSC Competencies have been updated 6/2014 to reflect changes made by LSSC since the LATI curriculum was adopted.) LSSCP competencies were chosen based on local needs expressed in the Bolt report.

**Hours = contact hours given for CEUs. These are based on what we believe is the average time it will take a learner to complete.**

**Supervisor means actual supervisor or the system designee.**

Content Notes for each session appear in blue. These are meant only to illustrate the activities trainers use to implement the learning objectives.

Readings may be updated to ensure currency as needed.

Credit for time toward the required 90 hours is allocated this way:

<table>
<thead>
<tr>
<th>Pre-LATI hours</th>
<th>Pre-Session Assignment hours</th>
<th>Session Attendance hours</th>
<th>Post-Session Assignment hours</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>6.25</td>
<td>46.0</td>
<td>43.75</td>
<td>13.75</td>
<td>109.75</td>
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</table>
**Session:** LATI Prerequisites: onboarding/orientation activities beginning approximately 3 months prior to the first meeting  
**Topic:** Learn How to Learn Online (LHTLO) and other online tools used in the LATI program; LATI and local system expectations and support  
**Format:** V (complete prior to Session 1)  
**Trainers:** Facilitator: LATI coordinator and VA

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<th>Post-Session Assignments (Reflection)</th>
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<tr>
<td>Learning Objectives</td>
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<tr>
<td>Use the synchronous learning tools during live classroom sessions</td>
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<td>Identify the expectations of the LATI program</td>
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<tr>
<td>Identify the expectations of the local library system and the support the local system will provide</td>
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<td></td>
<td>P-1. <strong>Schedule time and meet</strong> with your Library Director or their designee to learn about his/her vision for the library. How does your library assess what kind of difference it is making in the community? What are the important community issues and trends from your Director's point of view? Review the discussion with your supervisor so you are prepared to participate in a discussion at our first class. (.5) <strong>(Supervisor)</strong></td>
<td>NA</td>
<td>NA</td>
<td>6.25</td>
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<td>P-2. Complete a LHTLO training before your first online session. (If you've already done this prior to LATI, you don't need to take it again). (1 hour) <strong>(LATI coordinator)</strong></td>
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<td>P-3. Participate in an online session on how to use the LATI wiki. Prior to the online session preview a video tutorial provided by the LATI Virtual Assistant. (1.0 hours) <strong>(VA)</strong></td>
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<td>P-4. Meet with your supervisor and anyone else assigned by your system to clarify your system’s expectations and support as you</td>
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**Competencies:**
A Process Competency is first needed to in order to complete the LATI program.

<table>
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<tr>
<th>Process Competency:</th>
<th>LATI Competency — The ability to use online tools such as a blog, wiki, and live meeting software for communication</th>
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<tr>
<td>Understanding of program and local system expectations and local support available</td>
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- **P-5.** Explore the LATI wiki via our Wiki Scavenger Hunt (guided practice). Our Virtual Assistant will send you the url and password you will need. (1 hour) (Sup/VA)

- **P-6.** Email a brief bio to the Virtual Assistant that includes your name, a photo, (OR a one-minute video of yourself introducing yourself to us) library system, and anything else that you would like to share about yourself. VA will post this info to the LATI wiki as a way to introduce cohort members to each other. (.5 hour) (VA and LATI coordinator)

- **P-7.** If you are not already a member, create an account on Goodreads, enter a few titles you have read, and get a reading recommendation. Prepare to share your user name at Session 1 so you can join a private group set up for this class. (.50 hour) (LATI Coordinator)

- **P-8.** Complete other housekeeping activities, such as RSVP for a Google Hangout session, complete a photo release form, etc. (.25 hour) (VA)

**Complete pre-work assignments for Session 1:**
Go to the wiki page for Session 1 to see additional pre-work assignments, 1-0, 1-1, 1-2, 1-3 (3.0 hours total)
**Session 1**: Orientation to Library Service in MD  
**Topic**: Orientation to LATI and Maryland Libraries, Intellectual Freedom, Tour LBPH  
**Format**: F2F  
**Trainers**: LATI Coordinator (LOC Chair, LBPH Director, State Librarian, SLRC staff, and others bring greetings)

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| **Learning Objectives:** Orientation to LATI  
  - Review the LATI program and requirements.  
  - Orientation to Public Library Service in Maryland  
    - Explore the overall mission, history and roles of public libraries including what's stated on the ALA website, COMAR, and locally and what libraries contribute to society.  
    - Discuss local trends.  
    - Explain mission of the library where you work to your supervisor.  
    - Outline/flowchart how your library system is governed and funded and discuss this with your supervisor.  
    - Explore the services offered by the LBPH and learn how to refer patrons for their services  
| **Intellectual Freedom**  
  - Examine how intellectual freedom ethics issues are tied to core library principles | **P-1 and 1.0**: Bring notes for yourself from these assignments and a copy of your library’s mission statement to use in a class discussion of meeting and anticipating customer needs. Prepare for this discussion by reviewing the material with your supervisor. (.5) (LATI Coor)  
  1.0. Brainstorm with your co-workers and note 5-10 trends happening in the local communities of your library. (Community trends, not library trends)  
  Post to your wiki page. (.5 hours) (Supervisor) | **1-4 Attend face-to-face session (5.5) (LATI Coordinator)**  
  - Participate in the discussion of trends in your community, your library's vision and mission, and how your library responds to community needs.  
  - Participate in discussion of challenges to materials and the concepts of censorship and collection development.  
  - Tour LBPH, learn about their services and how to refer customers who qualify. | **1-5: Write a 25-35 word “elevator speech” (it may be a sentence with supporting bullet points) explaining the roles and mission of your library in the community, as well as the mission of libraries in general. Post to your wiki page. (1.0) (Supervisor)** | **Pre-session 3.0**  
**Session 5.5**  
**Post: 4.0**  
**Total: 12.5** |
| **Content Notes:**  
  - Group-building activities and introductions, such as line up by distance traveled and pairs/quads to share one-minute life stories  
  - Activity to calibrate expectations of LATI: what need to get, what commit to do? |  

Adopted by the LATI Advisory Committee   [April 12, 2016]
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<td>• Utilize tools and ideas about how to handle a variety of IF situations in the library</td>
<td>Research the roles, mission, and history of your library, as well as the general mission of public libraries in the United States. Read <em>How Did Public Libraries Get Started?</em> from The Straight Dope. (.5) (LATI Coor)</td>
<td>• Info about history/role of public libraries, including Ranganathan’s 5 laws and info specific to the MD library ‘system’ followed by elevator speech activity “Maryland libraries…..”</td>
<td>members selected and by whom?</td>
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<td>• Identify differences between censorship and selection criteria</td>
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<td>• Tour of LBPH and facilitated discussion about what they learned</td>
<td>• Where does the library’s funding come from?</td>
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<tr>
<td>Competencies:</td>
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<td>• Activity to facilitate discussion of intellectual freedom/censorship issues (Thiagi envelopes)</td>
<td>o What percentage of its budget comes from the state, county/city and other?</td>
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<td>• LATI Competency – The ability to use online tools such as a blog, wiki, and live meeting software for communication.</td>
<td>1-2: Review the SLRC Guide sections on ALA Documents and Access, focusing on intellectual freedom and censorship. (.5 Hour) (LATI Coor)</td>
<td>• Review of LATI policies, Q and A, followed by elevator speech, “LATI is…”</td>
<td>Bring the completed chart to Session 2. (1) (Supervisor)</td>
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<td>• LSSCP Foundation Competencies, #1: The mission and roles of a library in its community and the mission of libraries in general</td>
<td>1-3: Discuss with your supervisor:</td>
<td>• Kahoot online quiz (team competition) to check understanding of important program requirements</td>
<td>1-7: Work with your supervisor to schedule a visit to a County Commissioners’/County Council/City Council meeting and/or Library Board meeting before the end of this semester. If you cannot attend a live meeting before Session 2, view an archived one or read minutes. Whether you have attended a meeting or reviewed minutes, reflect on your thoughts about what you learned in a paragraph and post to your wiki page. (1.5) (Supervisor)</td>
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<td>• LSSCP Foundation Competencies, #6: How libraries are governed and funded and the place of libraries within organizations or government structures</td>
<td>• What to do when customers challenge the right to make certain materials available the public.</td>
<td>• ‘Library Lingo Bingo’ or similar activity to help LAs learn the acronyms, initialisms, and other terms specific to libraries (see Merlin Library Lingo for examples)</td>
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<tr>
<td>• LSSCP Youth Services Competencies #6: Understand and can explain the legal and policy issues, including the rights of minors, regarding youth services in libraries</td>
<td>• Your library’s collection development policy and how it relates to your library’s response to challenges.</td>
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<td>• Memorable challenges that have occurred within your library system, and how they were resolved.</td>
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<td>• Your library’s procedures when material is challenged, and the consequences of not following them. (1 hour) (Supervisor)</td>
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Session 2: Excellent Customer Service Using Model Reference Behaviors  
**Topic:** Reference Interview, AskUsNow!, Customer Service (inclusion and diversity, adding value)  
**Format:** F2F  
**Trainers:** TBD. AskUsNow! Staff (AskUsNow! Coordinator assists with Google Hangout debriefing of Assignment 2-7.)

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| - Understand the mission and makeup of AskUsNow!  
- List four elements of an effective reference interview in a variety of formats, including face-to-face, telephone, and virtual formats such as AskUsNow! and a variety of social media  
- Explain the importance of conducting an effective reference interview  
- Identify two ways in which effective reference interviews with children differ from those with adults  
- Identify the background factors that can sometimes interfere with the reference interview, along with ways to overcome them. (Include those related to customers, staff, and the medium in which the interview occurs)  
- Practice the individual behaviors and techniques involved in the successful reference interview  
- Identify three ways to create a value-added experience for customers  
- Identify factors comprising diversity in your community and develop at least | 2-1. Investigate how the reference (NOT circulating) collection is developed and maintained in your library system by talking with the staff who manage collection development in your system. List three things you learned about the process of developing and maintaining this collection. Does the development of this collection differ from the way in which your library's circulating collection is developed? If so, how? Post to your wiki page. (1 hour) (Feedback) | 2-6. Attend face-to-face session (5.5) (LATI Coordinator) Participate in discussion of post-work assignments from session #1, along with activities related to excellent customer service and model reference behaviors.  
- Debrief assignments about governance and funding  
- Have LAs post their examples of accessible services on a wall chart for reference during the day  
- MRBs—theory and practice  
- AUN—overview with activity where LAs critique transcripts  
- Value-Added Service—theory with group activity to identify and solve customer service issues/problems | 2-7 is a team based assignment, and you are assigned a team by system:  
- Team 1:  
- Team 2:  
- Team 3:  
- Team 4:  
- Team 5:  
2-7. Each team member will use the AskUsNow! Service individually. Post your AskUsNow! individual transcript on your group's posting page. List up to three things the librarian did well, and up to three things the librarian could have done better. (.5 hour) (Feedback AUN Team) | Pre = 2.25  
Session = 5.5  
Post = 3.25  
Total = 11.00 |

Content Notes:
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<td>one strategy to ensure that your entire community is considered when designing programs and services</td>
<td>• Getting the facts (using open questions, paraphrasing, verifying)</td>
<td>• Chart is posted on the wall, and LAs list something their library does to make its facilities, services, collections accessible</td>
<td>• the mission and range of services of your library</td>
<td>(5 hours)</td>
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<td>• Provide three examples of ways to convert challenging situations into positive outcomes</td>
<td>• Giving information (speaking clearly and citing source)</td>
<td>• Activity with LAs working in pairs and triads to find similarities and differences in funding and governance—debrief with big picture in Maryland</td>
<td>• the model reference behaviors</td>
<td>(5 hours)</td>
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<tr>
<td>• Identify 10 information resources from 5 types of basic reference resources, along with the best uses for each resource.</td>
<td>• Following-up to ensure that information need was met You may use this form (Model Reference Behaviors Checklist) to make your notes if it’s helpful. (.25 hour) (LATI Coordinator)</td>
<td>• LAs will discuss reference work, types of reference tools used, their strengths and weaknesses, and how to evaluate them. LAs will work in groups using the CRAP test to evaluate a reference tool. (Activity in triads—can give them a head start on Assignment 2-8)</td>
<td>The discussion will be led by the AskUsNow! feedback team using Google hangouts. (link to page with info about how-to and schedule)</td>
<td>(.5 hour) (Feedback AUN Team)</td>
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**Competencies:**

**LSSCP Foundations Competencies**
- #5: Basic principles of reference and information services (includes AskUsNow!)

**LSSCP Reference & Info Services Competencies**
- #1: The general scope of the library’s print, nonprint, and digital collections, including areas of strength and specialized collections
- #8: Help users select the most appropriate information resource to meet their needs and evaluate the quality, currency and authority of information retrieved

**LSSCP Youth Services Competencies**

**LSSCP Youth Services Competencies**
- 2-4. In preparation for a class activity, view this video about evaluating sources. Think about how the criteria relate to both print and web resources. (If you prefer a musical way to look at the CRAP test, try this video instead.) (5 min)

**LSSCP Youth Services Competencies**
- 2-5. In preparation for a class activity: View video from Michelle Hamiel talking about the concepts of diversity and inclusion in customer service.

2-8. Examine one print and one electronic resource from each of these five categories of reference material: almanacs, atlases, dictionaries, directories, and encyclopedias.
- Make sure to include some material from both the adult and children’s reference collections.
- Librarians always cite the source of the information they provide, so be sure to include a link to each online source and a bibliographic citation (publisher, date) for each print source so that your feedback is accurate and complete.
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| • #11: Understand and apply the best practices for providing reference services for youth and refer to a librarian when appropriate | • Read this blog post from the American Library Association: [http://www.alsc.ala.org/blog/2015/05/10-ways-to-make-your-summer-reading-program-inclusive/](http://www.alsc.ala.org/blog/2015/05/10-ways-to-make-your-summer-reading-program-inclusive/) | • Activity on inclusion: Group generates list of characteristics that indicate their communities are diverse. Each group is given a scenario and asked to come up with solutions that show the library values a group that might not have felt included in services, collections, programs, etc. Sample groups:  
- Children on the autism spectrum (or with other special needs including dietary restrictions)  
- LGBT customers  
- Teens  
- Customers who appear to be homeless  
- Members of religious groups (example of celebration of local history including a Jewish community—who will cater the event?) | provider can locate it if desired.  
• Describe the organization, features and usefulness of each resource you examine, and include an example of the kinds of questions each resource can answer.  
• Note the strengths of each format.  
Use this chart, and remember to download and save it to your own computer before completing it, so that you'll be able to copy and paste it onto your posting page. Post on your wiki page. (2 hours) (Feedback) | (total .5 hour) (LATI Coordinator) | |
|  | • Read this account of a Timmins Library customer’s reaction to a robotics program: [https://ca.news.yahoo.com/dailybrew/blogs/news/etimmins-girl-9-to-participate-in-summer-robotics-class-works-184721564.html](https://ca.news.yahoo.com/dailybrew/blogs/news/etimmins-girl-9-to-participate-in-summer-robotics-class-works-184721564.html) |  | 2-9. Reflect on how you quickly become familiar with reference tools. Post the three reference resources you use most frequently on your wiki page. Please be specific (i.e. Student Research Center, not the library's online databases) and briefly state why each resource is one of your top three. (.25 hour)(Feedback) | |
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### Learning Objectives and Competencies

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<tr>
<td>Demonstrate the specific process of finding and downloading content provided by the LA’s library, including an eBook—and where available, an audiobook, magazine, music, and video.</td>
<td>3-1. Complete these activities and make notes about them. Post your notes to your wiki page. Review with your Supervisor so you are prepared to discuss at the online session: (2) (Supervisor)</td>
<td>3-2. Attend live online session with subject specialists from Carroll County Public Library. (1.25 hour) (VA)</td>
<td>3-3. After our online discussion, please answer these questions:</td>
<td>Pre: 2.00 Session: 1.25 Post: .50 Total: 3.75</td>
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<td>Name at least three devices that are used to read eBooks (including dedicated eReaders) and describe at least three features of each (e.g., eInk screen, touch-screen, color, backlit display, etc.).</td>
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<tr>
<td>List three ways publishing industry decisions, including the use of Digital Rights Management (DRM), affect the publication and circulation of eBooks.</td>
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<td>Identify trends in the circulation and use of downloadable content in the LA’s library system.</td>
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#### Downloadable Content: (Please talk with your library’s collection development staff as needed to find the answers.)
- What downloadable and streaming formats does your library provide—books, music, audiobooks, magazines, video?
- Which products/vendors does your library use? (Overdrive/Maryland Digital eLibrary Consortium, 3M Cloud Library, Tumblebooks, Freegal, Freeing, OneClick Digital, Zinio, indieflix, Hoopla, some other?)
- Approximately what percentage of your library’s materials budget is devoted to purchasing downloadable and streaming content?
- Does your library own the content it provides, or is it licensed through the vendor? Why might this make a difference?

#### Content Notes:
- Discuss pros and cons of e-content
- Discuss how libraries help customers with downloading, teaching use of devices, etc.
- Discussion of e-content available from various vendors and its impact on circulation
### Learning Objectives and Competencies

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<td>LSSCP: Technology Competencies</td>
<td>• Read <a href="http://www.washingtonpost.com">this article from the July 7, 2015 Washington Post</a>. The Post also ran an editorial on July 10 that called for libraries to provide both print and eContent, provoking <a href="http://www.americanlibraries.org">this response</a> in American Libraries on July 13. Both pieces acknowledge the quandary that libraries are in, and come from different points of view. Be prepared to discuss the importance of both print and digital resources to your communities. <strong>Devices</strong>&lt;br&gt;• What eReader devices are currently being used in your library system? How are they used (e.g., for staff training only, circulating to patrons, etc.)? If you have not already examined an eReader, take a look at one and use it in the bullet point that follows. <strong>(Note:</strong> Your supervisor or Staff Development Coordinator should be able to help you access an eReader to use for this assignment.)&lt;br&gt;• If you have not already done so as part of your initial training, use a mobile device (eReader, tablet, smartphone) to download each kind of content your library provides (ebook, audiobook, music, magazine, video) from any vendor. Be prepared to discuss what you did and did not like about the process. If this is your first time to download ebooks, explore the resources that provide assistance to library customers from your library’s website or catalog.&lt;br&gt;• What kinds of assistance does your library provide to customers who want help in using their devices to use library content? Include online and in-person resources</td>
<td>• Discussion of issues related to publishing and ownership of e-content&lt;br&gt;• Discussion of ‘bookless library’ and digital vs. tangible (debate)</td>
<td>world, and the library? There’s a lot to think about: future collection size (not just books), foot traffic, even how people will watch TV and movies, (how often do you watch live TV?), listen to music. Post to your wiki page. (.5 hour) (Feedback)</td>
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### Session 4: Excellent Customer Service Using Model Reference Behaviors

**Topic:** follow-up to Session 2

**Format:** V

**Trainers:** TBD (using same trainers as for Session 2)

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<td>• List three benefits of using model reference behaviors in a variety of situations</td>
<td>4-1. Practice the reference behaviors you learned in Session #2. Talk with your supervisor about how these behaviors are useful in your daily work with customers (.5 hour) (Supervisor)</td>
<td>4-6. live online session with reference specialists. (1.25 hour) (VA)</td>
<td>Post to the wiki</td>
<td>Pre = 4.5 Session = 1.25 Post = .50 Total = 6.25</td>
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| • Discuss examples of value-added customer service | **Option for non-public service staff:** If you are not able to practice reference behaviors doing public service work, practice the behaviors (especially asking open questions, probing, verifying, and asking a follow-up question) in your daily work with internal customers. Talk with your supervisor about how these behaviors are useful in your daily work with internal customers. (.5 hour) (Supervisor) | **Content Notes:**  
Session activities include:  
- Describe your CS experiences  
- Which MRBs were most useful?  
- What aspects of CS were most challenging?  
- Share reference sources used with customers |
<p>| • Describe a real-life example of converting a challenging situation into a positive outcome | 4-2. How to seek, give, and accept constructive feedback from coworkers and supervisors. Share your perspective with your supervisor using the following framework: I felt _____ about a feedback experience. I learn best when the feedback is _____. (.5 hour) (Supervisor) |                                      |                                      |             |</p>
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<td><strong>Competencies</strong></td>
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| LSSCP Reference and User Service    | 4-3. After your discussion about feedback with your supervisor,  
• Observe a variety of reference interviews using the Model Reference Behavior Checklist. Try to include interactions with both children and adults  
• Then, make an agreement with a co-worker to observe them providing reference service for 15 minutes.  
• Give your co-worker specific feedback citing observable behaviors using the Model Reference checklist. (1 hour) (Supervisor)  
4-4. Discuss with your supervisor some examples of value added customer service you have given and have observed. (.25 hour) (Supervisor)  
4-5. Document your own customer service reference interviews with 5 customers of various areas/ages/backgrounds. Include details about each model behavior. Three of these should be successful interviews and two should need improvement. This is an opportunity for you to reflect on your own performance—whether you are confirming that what you did was just right, or conclude that something else might have worked a bit better in a given situation. Discuss with your supervisor. Post 2 interviews, along with your ideas about the importance of conducting an effective reference interview to your wiki page,. (1.75 hours) (Supervisor)  
**Option for non-public service staff:** Using the framework above, document your customer service interviews with 5 internal customers from different parts of your organization. If you also work with external customers, you may include interviews with them as well. |  
• Share most interesting question you were asked  
• Usefulness of both online and print reference sources?  
• What value-added service did you observe? Offer? | Post to your wiki page. (.5 hour) (Feedback) |             |
<p>| LSSCP Customer Service addressed in Foundations Competencies |                                  |                                  |                                      |             |
| • #9: Practice quality customer service |                                  |                                  |                                      |             |
| LSSCP Communication and Team Work Competencies |                                  |                                  |                                      |             |
| • #1: Basic concepts of interpersonal relations, customer service and communication |                                  |                                  |                                      |             |
| • #2: Select the most appropriate medium for communicating based on the language, communication styles, and needs of library users and colleagues |                                  |                                  |                                      |             |
| • #4: Understand and use effective communication skills to enhance approachability and to transmit information. |                                  |                                  |                                      |             |
| • #5: Practice proactive customer service by anticipating and maintaining awareness of users’ needs |                                  |                                  |                                      |             |</p>
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<tr>
<td>#9: Seek, give and accept constructive feedback from coworkers, supervisors and users</td>
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<td>LSSCP Youth Services Competencies</td>
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<td>#11: Understand and apply the best practices for providing reference services for youth and refer to a librarian when appropriate</td>
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Session 5: Harnessing the Power of Social Media  

**Topic:** Using social media as a marketing and partnering tool  
**Format:** V  
**Trainers:** Training team from Cecil County Public Library/MLA SMUG

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| • Identify three ways libraries can  | 1. Read this article: [14 Must-See Social Media Success Stories](#). Then think about the questions below so we can discuss during our session:  
   - What’s your favorite social media success example from the article and why?  
   - Based on the examples given, what are some basic ingredients to social media success?  
   - Do these examples contain ideas that might be usable in a library setting? What aspects might be challenging?  
| **Competencies**                     | 2. Read over this infographic: [What is the Future for Social Media in the Library?](#) and this article: [Top 7 Anticipated Social Media Trends for 2015](#). Think about the questions below so we can discuss during our session:  
   - After reading both the infographic and the article, where there any projections that surprised or challenged you?  
   - Which quadrant of the infographic do you think will be most challenging for libraries—engaging with users, content management, the changing role of librarians, or changing technology? Why?  
| **Pre = .5**                          | 5-2. Live online session with a member of MLA’s Social Media Users Group (SMUG). (1.25 hour)  
   - **Content Notes:**  
     • Discussion of questions from pre-session assignments  
     • Discussion of goals of using social media—both organizational and community goals—and how to stay flexible, find what your community uses, work with partners, etc.  
     • Have LAs post a ‘take-away’ on the whiteboard—i.e., if you could suggest one change to help your library use social media more effectively, what would it be?  
| **Session = 1.25**                    | 5-3. Explore one of [these popular social media platforms](#) and choose one your library does NOT currently use.  
   - Find a post from a library outside Maryland about the use of technology (such as makerspaces, robots, 3D printers, Espresso book machines, whatever interests you) - take a screenshot and share as a picture on the LATI Tumblr. (Here are some helpful [instructions for taking a screenshot on a Mac](#))  
   - As your photo uploads, you will have the option to post a caption. Use it to briefly answer these questions:  
     o Why did the social media post you chose appeal to you?  
     o What about the post makes it a successful use of social media marketing the library’s use of technology?  
     o How could other libraries get inspired from this post?  
   - [TOTAL = 3.75](#)  

Adopted by the LATI Advisory Committee  
[April 12, 2016]  
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• After thinking about the readings, are there areas that you think your library could improve in when it comes to social media? (.5) (LATI Coor)

Make sure to include your name as well as a link to the example you used, along with the name and location of the library used in the example, so that your feedback provider can find your post. You will need to tag the assignment as described here. Be sure to use all 3 tags, since you will need to search for these posts in a future assignment.

• Pick a social media platform you are not familiar with (use the list above or find your own) and spend at least 30 minutes exploring it. This may require that you create an account. Make a second post to the LATI Tumblr (choose the “text” option when adding). For the title, post the name of the social media platform you’re evaluating. For the body text, answer each question:

  • What were the top pros and cons of this network?
  • How might this network be beneficial to libraries?

  Make sure to include your name in the post. Again, you will need to tag the assignment as described here. (2.00) (Feedback)
## Session 6: Issues in Library Ethics

### Topic: Privacy and Confidentiality, Copyright, Digital Rights Management, and Intellectual Property

### Format: V

### Trainers: SLRC Specialists

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| **Learning Objectives:**            | 6-1: Review prior to the session: Articale listed on the Copyright, Privacy, and Confidentiality page as well as the ALA Code of Ethics. Watch this 8-minute video from PBS: Online Privacy: How Did We Get Here? (.5 Hour) (LATI Coor) | 6-3. Live online session with a subject specialist from the State Library Resource Center (SLRC). (1.25 hour) (VA) | 6-4. Find and read an article written in the past 2-3 years about copyright or DRM. Post the citation and a brief summary to the wiki, along with your thoughts about what in the article might be of interest to libraries, and why. (.5 hour) (Feedback) | Pre=  1.5  
Session = 1.25  
Post= .5  
Total= 3.25 |
| Examine local library policies to determine how ethical issues of privacy and confidentiality are addressed | 6-2: Familiarize yourself with your library system’s policies about user confidentiality and privacy. How do they relate to Article 23-107 of the Annotated Code of Maryland? How do they relate to the USA PATRIOT Act and attitudes about new technology and social media? Review the legal requirements and your library’s policies with your supervisor. (1) (Supervisor) | **Session Activities:**  
- Discuss why privacy and confidentiality are important values for libraries  
- Discuss ways that MD libraries protect patron privacy. Include non-tech ways—i.e. not sharing info in conversations with other staff or outsiders unless there is a business reason to do so  
- Conversation about emerging technologies and privacy concerns  
- Content: larger privacy landscape (including government) and ways to advocate/educate about privacy  
- Discussion about the value of copyright  
- Discussion about what can and can’t be copyrighted  
- Content: how copyright affects libraries  
- Activity—fair use analysis | | |
| Discuss the legal issues involved in reference services, including user privacy, confidentiality, and intellectual property issues of copyright and digital rights—citing real world examples | | | | |
| Identify fair use exceptions to copyright law that apply to libraries | | | | |

### Competencies:

- **LSSCP Foundations Competencies #2:** The ethics and values of the profession, including an understanding of the Library Bill of Rights, the ALA Code of Ethics, freedom of information, confidentiality of library records, and privacy issues

- **LSSCP Youth Services Competencies #6:** Understand and can explain the legal and policy issues, including the rights of minors, regarding youth services in libraries
### Session #7: SLRC Conference

**Topic:** Advanced Searching applied to Consumer and Current Events topics, Science and Technology Resources, Business Resources, SLRC Tour

**Format:** F2F

**Trainers:** SLRC Specialists

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<tr>
<td><strong>Learning Objectives:</strong></td>
<td>7-1 Prepare for the class activities by viewing these modules of the Power Searching with Google Course. You will see and hear Dan Russell refer to prior or following lessons, as well as activities to complete. Please disregard those references. We want you to focus just on these particular videos.</td>
<td>7.5: Attend SLRC Conference. <em>(6.25 hours)</em> <em>(LATI Coor)</em></td>
<td>7-6: Discuss with your supervisor 3 SLRC services you learned about on your tour that benefit your library system and how they are currently being used by your library. <em>Post to your wiki page.</em> <em>(.5 hour)</em> <em>(discuss Supervisor)</em></td>
<td><em>(Pre = 1.75)</em> <em>(Session = 6.25)</em> <em>(Post = .50)</em> <em>(Total = 8.5)</em></td>
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<td><strong>• Use critical thinking techniques to develop search strategies</strong></td>
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<td><strong>• Construct searches that return desired results from both search engines and subscription databases for topics including: current events, consumer, science and technology, census, and business topics</strong></td>
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<td><strong>• Demonstrate the use of advanced searching techniques available through Google and through library subscription databases</strong></td>
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<td><strong>• Evaluate resources found for answering questions related to a variety of topics (current events, consumer, science and technology, census, and business) to determine their currency, relevance, authority, accuracy, and purpose</strong></td>
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<td><strong>• Compare and contrast the results of searches conducted in both search engines and subscription databases</strong></td>
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<td><strong>Content Notes</strong></td>
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<td><strong>• Advanced Searching Techniques, applied to Consumer and Current Events topics</strong></td>
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<td><strong>• Business information</strong></td>
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<td><strong>• Science and Technology information</strong></td>
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<td><strong>• Tour of SLRC Departments (specially designed for LATI) – depending on construction, divide group into teams for ‘Adventure Tour’ and debrief with teams talking about what they learned.</strong></td>
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<td><strong>1. Advanced Searching:</strong></td>
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<tr>
<td><strong>• How search engines work</strong></td>
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<td><strong>• Debrief of Wednesday Search Challenge (derecho) and how knowing the answer might affect your search strategy</strong></td>
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<td><strong>• Searches where teams are asked to use Google, isek. Duckduckgo, and Microsoft Academic search to find and compare answers to consumer and current events topics (lead paint</strong></td>
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<td>• Identify at least one unique resource offered by SLRC in each of these subject areas: Science and Technology, Business Information, Consumer Information, Current Events</td>
<td>course and the Advanced Power Searching course <a href="#">here</a>. It's also linked on Diigo so you'll be able to find it later, if you like. (.75 hour)(LATI Coor)</td>
<td>poisoning and remediation, buying electronics, overviews of topics like Mexican drug war, climate change, civil war in Syria)—how to construct queries, how to identify bias, how to present findings to people who express biases</td>
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<td>7.2: Prepare for the class discussion by trying your hand at the May 8, 2013 Wednesday Search Challenge from Daniel Russell's SearchReSearch blog. Spend no more than 15 minutes on this challenge. Make notes about how you went about searching for the answers, and whether you were successful. Bring your notes to class. (.25 hours) (LATI Coordinator)</td>
<td>• Strengths and weaknesses of various search engines including Bing, DuckDuckGo, ieseek, and Google</td>
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<td>7.3: Prepare for a class activity:</td>
<td>2. <strong>Business</strong></td>
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<td>• Want to point back to pre-session assignment 7.3</td>
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<td>• Activities for students to do some company research, including the use of Economic Census data, company reports/filings</td>
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### Learning Objectives and Competencies

**Competencies:**

LSSCP Foundation Competencies #7: The value of cooperating with other libraries to enhance services

LSSCP Reference & Information Services Competencies

- #1: The general scope of the library’s print, nonprint, and digital collections including areas of strength and specialized collections
- #3: Know basic reference, information and community resources in print, nonprint, and digital formats in order to conduct and support basic research/reference inquiries
- #9: Know how to search for and identify materials in all formats, and assist users in accessing those materials from local and non-local sources

LSSCP Customer Service addressed in Foundations Competencies #9: Basic principles and practice of quality customer service

**Pre-Session Assignments (Content):**

- View How to Find a 10K Report on the SEC Website (2:06) Be able to say what a 10K report is and what it can be used for. If you’re not sure, you’ll want to do a search or ask your colleagues.
- Read [this brief article](#) on the US Small Business Administration’s website so that you know what a NAICS code is and what it is used for.

(.25 hour) (LATI Coord)

### Session Assignments (Activities)

3. **Science and Technology**

- Want to point back to the Google Power Searching module 4.3 (from Assignment 7.1) and pre-work assignment 7.4
- Activities and discussion of a variety of Science and Technology resources. Include some conversation about weeding outdated material vs need for more historic material (such as car repair info)
- Include some conversation about resources for science fair materials and STEM programs/projects. (Lots of libraries are doing Minecraft and computer programming for kids now, so there will be interest in related resources, too.)

### Post-Session Assignments (Reflection)

7.4: Prepare for a class discussion:

- View this [Science Reference Center tutorial](#) (3:54), then explore the database to see what resources it might have for students trying to choose a science fair project. Find an article you might suggest to a student who’s trying to choose a science fair project and use the database to email it to the LATI Coordinator (laticoor@gmail.com)

(.5 hour) (LATI Coord)
**Session 8: Health Resources**

**Topic:** Health reference interview and resources

**Format:** V

**Trainers:** SLRC Specialists

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</table>
| **Learning Objectives:**            | 8.1 To prepare for class activities, read or watch the following:  
- The Consumer Health Reference Interview and Ethical Issues, from the National Library of Medicine  
- Using MedlinePlus.gov (5:22)  
- Combining solid science, simple language in online health info (3:18)  
- Google Power Searching course module, Checking Your Facts, (8:12)  
- MedlinePlus Guide to Healthy Web Surfing  
- Complete the short tutorial from NIH on Understanding Health News (1 hour) (LATI Coord)  | 8-4. Live online session with a subject specialist from the State Library Resource Center (SLRC) (1.25 hour) (VA) | 8.5 Write a short paragraph reflecting on the Health session. What ideas or resources from this session will be most important and useful in your work? | Proposed: 2.00  
Session: 1.25  
Post: .25  
Total: 3.50 |
| **Competencies:** LSSCP Reference & Info Services Competencies  
- #1: The general scope of the library’s print, nonprint, and digital collections including areas of strength and specialized collections  
- #9: Know how to search for and identify materials in all formats, and assist users in accessing those materials from local and non-local sources  
LSSCP Customer Service addressed in Foundations Competencies #9: Basic principles and practice of quality customer service | 8.2 To prepare for a class activity, choose a Maryland physician and look them up in each of these four websites. Make notes about what you found at each site:  
- AMA Doctor Finder  
- AIM DocFinder  
- Healthgrades | Content Notes:  
- Conversation/polling about need for consumer health info  
- Conversation about health reference interview  
- Conversations about general health resources and sites they may encounter, including strengths and weaknesses of popular sites, and starting with credible websites and/or general search engines  
- Finding credentialing info on health care providers and facilities, including discussion of reliability of popular sites  
- Finding a variety of consumer information about drugs including side effects, cost, etc.  
- Complementary medicine including herbs and supplements  
- Research a recent health news story and compare results using CRAP test and other indicators | | |
8.3 Choose a (legal) drug, supplement, or herb and look for consumer information about it using each of the four websites below. Consumer information includes what it is used for, precautions, side effects, how it comes, etc. Look at:

- Drugs.com
- Drug Information Portal
- Goodrx.com
- Needymeds

(.5 hour)(LATI Coord)
Session 9: Workforce Development  
Topic: Resources for job-seeking and career development  
Format: V  
Trainers: SLRC Specialists

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| **Learning Objectives:**             | 9-1. In preparation for our class discussion, read this article on Employment and Public Libraries from the Information Policy and Access Center at the University of Maryland's iSchool. (.25 hour) (LATI Coor) | 9-6. Attend live online session with a subject specialist from the State Library Resource Center (SLRC). (1.25 hour) (VA) | Content Notes:  
  - Identify what their libraries offer and why it’s important  
  - Planning and researching  
    o Recording logins and passwords  
    o Career info on CNAs from ONET, OOH, and MWE  
    o Find largest employers in your locality—search terms used and CRAP test for results  
  - Looking for job openings online  
    o SLRC toolkit, Snagajob, Indeed, employer’s website  
    o Online applications  
  - Discuss how to help ex-offenders  
    o Preparing a resume  
    o Compare resources used | Pre = 2.00  
  Session = 1.25  
  Post = .25  
  Total = 3.5 |
| **Competencies:**  
  LSSCP Reference & Info Services Competencies  
  #1: The general scope of the library’s print, nonprint, and digital collections including areas of strength and specialized collections  
  #9: Know how to search for and identify materials in all formats, and assist users in accessing those materials from local and non-local sources  
  LSSCP Customer Service addressed in Foundations Competencies | 9-2. Read this page from WebJunction: 60 (Plus) Ways Libraries Can Help Job Seekers, from Project Compass. Make a note about three of these things your library already does and one thing you’d like to try. Note one community partner your library system works with in order to serve job-seekers. Be ready to discuss in class (.25 hour) (LATI Coor)  
  9-3. Review these resources:  
    • View the video clip for O*NET (4 min.)  
    • Explore the Occupational Outlook Handbook online. What can you find out about the jobs of librarians using both O*Net and OOH? Make notes about the strengths of each site for use in a class activity. (20 min)  
    • Go to the Enoch Pratt Free Library’s Jobseekers’ Toolkit | 9-7. Write a short paragraph reflecting on the Workforce Development session. What ideas or resources from this session will be most important and useful in your work? (.25 hour) (Feedback) |
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| #9: Basic principles and practice of quality customer service | http://www.prattlibrary.org/jobtoolkit/ Explore these two sections:  
  o Find a Job Opening Online  
  o Writing a Resume  
  In each section, identify at least one site that:  
  o you already use, OR  
  o is not on the site but you consider very useful, OR  
  o is new to you and you want to try it out.  
  Be ready to say what makes the sites you chose useful or appealing. (20 min)  
  
  • Review the Maryland Workforce Exchange website to see what it offers both job-seekers and employers.  
    o Use MWE to search for a job in any field. You may think of a job-seeker you've worked with and search for a job they were interested in. If you haven't worked with a job-seeker, you might ask a co-worker for an idea based on jobs they see customers searching for.  
    o Be ready to comment on your experience. What strengths and | o Google Power Searching—when might an image or video search be useful?  
  • Vocational Training: ask LAs where they find it  
  • Partners & Referral: One-Stop Centers, MD 211, Maryland Community Services  
  • In tech check slide, ask them to compare strengths and weaknesses of Indeed.com and Snagajob.com as assignment debrief | | |
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<td>9-4. Prepare for a class discussion by reviewing these two websites: Indeed and Snagajob. Make notes about the pros and cons of using each of these sites to find restaurant jobs within a 15-mile radius. (.5 hour) (LATI Coor)</td>
<td>weaknesses did you see? (20 min) (1 hour) (LATI Coor)</td>
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<td>9-5. View Other Kinds of Content in Google Search from the Google Power Searching course. (6 min) (LATI Coor)</td>
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### Session 10: Children’s Readers Advisory and Emergent Literacy Programming

**Topic:** RA with youth through elementary school, Emergent Literacy, Storyville Tour/ECRR  
**Format:** F2F  
**Trainers:** Training team of youth coordinators (currently from Baltimore, Calvert, Carroll, and Howard Counties)

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| **Learning Objectives:**            | Prepare to participate in a discussion using the following elements: | Attend 10-4. Face-to-face session. (5.5 hours)(LATI Coor) | Prepare, share, and post 10-5. Explore the websites of three current or potential local community partners related to early literacy. List the resource (including URL) and briefly explain how working with them helps (or could help) your library meet its mission and vision for helping children ages birth-5 enter school ready to learn. Post to your wiki page. (.5 hour) (Feedback) | Pre = 5.25  
| 1. Become familiar with the following ALA book and media awards: Newbery, Caldecott, Sibert, Wilder, Carnegie, Batchelder, Belpre, Geisel, Odyssey. | 10-1. Effective reader’s advisory you have now with children and with adults about children  
- Read a book from one of these categories, bring the book to class with you, and be prepared to share information in class about the award your book received.  
- Is the book you chose a picture book, an I Can Read, or a chapter book? Be prepared to talk about the differences between these types of books (format, audience). In addition to your award-winner, bring an example of the other two formats with you to class. (1.5 hour)(LATI Coordinator) | **Content Notes:**  
- Presentation on developmental stages of reading  
- Share booktalks in small group  
- Content on history and overview of children’s literature, with traditional and new formats. Demo early literacy apps  
- Group discussion of names and organization of collections for youth  
- Discussion of genres, and relationship to Common Core standards  
- Presentation about awards in children’s lit |  
| 2. Discuss with two co-workers how they book-talk. Prepare to present a brief booktalk to describe | | |  
| Identify three local community partners related to emergent literacy. | | |  
| **Total Hours** | | | 11.25 |
1. Tour Storyville and discuss its features and operation, along with the political, social, and financial context surrounding a unique library resource

2.

Competencies:

LSSCP Youth Services Competencies:

- #2: Have a general understanding of the stages of childhood and adolescent development and factors contributing to the development of early literacy skills
- #3: Are familiar with print and digital library resources for youth, including award winners and classics, and assist with selecting resources for a youth collection.
- #4: Select appropriate materials for a particular youth, based on such factors as reading level, interest and level of maturity
- #5: Are familiar with the best internet sites for youth, rules for safe navigation, and technological applications for youth.
- #7: Understand and apply customer service strategies to encourage library use, establish a welcoming atmosphere, and maintain a safe and comfortable environment.

3. Explore five reader’s advisory resources for use in children’s readers advisory. Write a brief annotation and post to your wiki page. Include both print and online resources, and tell why you would use/refer each of the five resources to a customer. (1 hour) (LATI Coordinator)

4. Examine these resources about how public libraries can respond to Common Core standards.
   - Three Minute Video Explaining the Common Core State Standards
   - The Public Library Connection from School Library Journal
   - Talk to your library’s programming/collection development staff about your library’s potential response to the Maryland College and Career Ready Standards, aka Common Core. (.5 hour) (LATI Coordinator)

10. Prepare for a class discussion:
   - Cite developmental characteristics and reading interests of five different aged (birth through elementary school) children. (The age groups or grade levels are your choice.) Suggest a title each may like. Post to your wiki page. (5 hour) (Feedback)

10.3 Prepare for class discussions:

- ECRR: 5 principles. Group discussion on why libraries should be involved. Small groups brainstorm HOW libraries support. Content piece on MD activities.
- Small group activity exploring resources such as Ready at Five—small groups booktalk one of the resources. Elevator speech—why are libraries involved in early lit?
- Play in the library. Tour Storyville (optional before class) or watch video (in class while tour group arrives). Debrief to include how a project like this comes to be (politics, funding, how to sell the idea, etc.)
| Environment for all youth, their parents, and other caregivers | • View these [six short videos that explain the basis of helping every child be ready to read](https://www.youtube.com/watch?v=dQw4w9WgXcQ).
• Read ALA’s [White Paper: Media Mentorship in Libraries Serving Youth](https://www.ala.org/whitepapers) Be prepared to discuss how to use this information in evaluating children’s apps. (.75 hour) (LATI Coord) |
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<td>#8: Communicate effectively with youth, their parents and other caregivers, other library staff, and the personnel of agencies serving youth</td>
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<td>#9: Assist with planning, presenting and evaluating library programs that will attract youth</td>
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<td>#10: Understand the value of cooperating with schools and other organizations and work with them to serve the community’s youth</td>
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<td>#11: Understand and apply the best practices for providing reference services for youth and refer to a librarian when appropriate</td>
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### Session 11: History and Maryland History Resources

**Topic:** History research and reference, with a focus on MD history

**Format:** V

**Trainers:** SLRC Specialists

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<th>Learning Objectives and Competencies</th>
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<td><strong>Learning Objectives:</strong></td>
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<tr>
<td>• Demonstrate knowledge of history/Maryland history resources, including both print and electronic</td>
<td>11.1 Look at the following sites. Find either a primary source or secondary source in each one (make sure to find at least one primary source). Do you think it is possible to find both primary and secondary sources in each of them? Why, or why not?</td>
<td>11-7. Attend live online session with subject specialists from the State Library Resource Center (SLRC) (1.25 hour) (VA)</td>
<td>11.8 Write a short paragraph reflecting on the History session: What ideas or resources from this session will be the most important and useful in your work?</td>
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<td>• Identify the concept of primary sources and where to find them, including Archives of Maryland online</td>
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<td>• Demonstrate the ability to access and use history resources at SLRC</td>
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<td>• Identify locally-generated Maryland history resources such as Digital Maryland</td>
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<td><strong>LSSCP Reference &amp; Info Services Competencies</strong></td>
<td>11.2 Watch this video from the Maryland Archives. Find the document Elaine Rice Bachmann discusses, The Act Concerning Religion (Toleration Act) of 1649, using the Archives of Maryland Online website</td>
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<td>• #1: The general scope of the library’s print, nonprint, and digital collections including areas of strength and specialized collections</td>
<td>(25 minutes) (LATI Coord)</td>
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<td>• #9: Know how to search for and identify materials in all formats, and assist users in accessing those materials from local and non-local sources</td>
<td>11.3 Watch the History Reference Center orientation video. Access the database through your library’s website.</td>
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<td><strong>LSSCP Customer Service addressed in Foundations Competencies #9: Basic</strong></td>
<td>(25 minutes) (LATI Coord)</td>
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| **principles and practice of quality customer service** | • Search for the Battle of Gettysburg in the basic search box. Find a Primary Source relating to the battle.  
• Use the subject browse feature to find information about the same topic. Find a secondary source.  
• Look at the “Reference Shelf” tools in the top right of the screen.  
• Be prepared to talk briefly about the database. For instance: How is it organized? Does it contain an equal amount of information about all time periods / cultures? Which search / entry method did you prefer? Is the Reference Shelf helpful? Could you use another source or search strategy more effectively?  
• Now that you’ve found something about the Battle of Gettysburg, do you see other places, people, dates, or keywords that you need to research further? Why is that important?  

*(25 min) (LATI Coord)*  
11.4 Visit the National History Day website. What is the national NHD theme for 2016?  
  • View the 2016 sample topic sheet and 2016 Theme sheet. Think particularly about advising a student in grades 6-12 as they select a topic, draft a thesis statement or begin their research.  
  • Visit the Maryland Humanities Council website for Maryland History Day (the state-level competition). Look for “District Contest Information” in the left | • Readers Advisory tools for history  
• Maryland Department at SLRC  
• Refer to the CRAP test and ask them to evaluate at least one resource they are finding or using during the session—can be done informally when debriefing an activity  
• Laura and Gail will incorporate Google image search into our warm-up question to be answered in chat. |
sidebar. Identify the district coordinator for your county or school system. What could you do with this information?

- Referral to other institutions / organizations: Based on your existing knowledge or some brief research, where in the region could you send students who are excited about History Day and want to do a more in-depth project?

(25 min) (LATI Coord)

11.5 Your customer has read and enjoyed The Boys in the Boat by Daniel James Brown. Use your favorite readers' advisory tool (Goodreads / Library Thing / NoveList/ Amazon / something else?) to suggest two or three general interest historical non-fiction titles that the customer could read next.

How & why did you choose your recommendations? Be prepared to talk briefly about your choices, the tool you used, and your search strategy.

(15 min) (LATI Coord)

11.6 View this module from the Google Power Searching Course

(4.1 Search by Image) and think about how image search might be useful in historical research.

(5 min) (LATI Coord)
Session 12: Teen/Tween Readers Advisory, Viewers Advisory, Adult Readers Advisory

**Topic:** Readers and Viewers Advisory for Teens--Adults

**Format:** F2F

**Trainers:** Training team of SLRC Specialists and PGCMLS trainer

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<td><strong>Learning Objectives:</strong></td>
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| • Identify three popular genres of teen fiction and literature | 12-1. Read one YA book (fiction or nonfiction) and one graphic novel. Try to imagine that you are a teenager as you read them. To whom would you recommend the titles you chose (examples: an older vs. younger teen, someone who likes sports, someone who enjoyed The Hunger Games, etc.)? Think about how they might be different if they were written for adults. **Bring the books to class with you.** (2 hours) (Supervisor) | 12-6. Attend face-to-face session (5.5 hours) (LATI Coordinator) | 12-7 Try using one of the techniques discussed in class to get teen customers to open up (asking what they do and don’t like about a book, asking their names, etc.). How did it go? Write a brief summary of your encounter including what, if anything, you would do differently the next time. Post to your wiki page. (1 hour) (Feedback) | Pre = 5.5  
Session = 5.5  
Post = 1.0  
Total = 12.00 |
| • Share a book or graphic novel you read in class and identify its appeal to teens | 12-2. Discuss with 2 co-workers how they booktalk (for any age). View one of these videos from BCPL to see some examples of short booktalks for adults. Practice sharing 3 booktalks with your co-workers and customers. Talk with your supervisor about the experience. (1 hour) (Supervisor) | 12-8 Complete these activities and post to your wiki page:  
• Using the attached Evaluation Criteria Chart for Viewers Advisory, choose a film title that you know is available on DVD and search for that title in | | |
| • Discuss tips to help library staff more fully engage their teen readers, and the similarities and differences between adult and teen reference and reader’s advisory interviews | 12-3. Update your Goodreads account, which is an online form of a reader’s advisory log.  
• Make sure you have posted at least 5 titles. They do not all have to be books |  | |
| • List two adult reader’s advisory reference sources and one teen reader’s advisory reference source (either print or electronic) | |  | |
| • Describe two sub-genres of both mystery and romance fiction | |  | |
| • List three techniques for classifying the genre of a book by its cover | |  | |
| • Describe the strengths and weaknesses of four resources for recommending popular and educational movies, television shows, and documentaries based on a variety of customer needs | |  | |
| • Identify useful resources for viewing/streaming free video content on PCs and mobile devices | |  | |

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Content Notes:

**Teen-Tween**

- Conversation about how teen brain development relates to RA, based on content about brain development from the pre-work video.
- Group discussion about unique aspects of teen RA, assumptions about use of devices, etc.
- Pair and Share: Have LAs share their booktalks. *(If these books were written for adults, how would they be different? Immediacy, voice, teen interest—elements specific to YA books.) Have them talk about social media and how it relates. Trainer demonstrates*
• Recognize three ways that emerging trends, technology and topicality affect collection development decisions

you have read and reviewed, and can include 'to read' titles. Keeping a reader's advisory log has long-term benefits. At the end of 6 months you may want to reflect on how it has impacted your Reader's Advisory service. Contact one of the presenters if you want to share your experience with a reader's advisory log. (.25 hour) (Supervisor)

12.4. In preparation for a class discussion, review:
• The Teen Brain: Under Construction from Discovery News (3 min)
• For your amusement (or despair), How Not to do a Readers Advisory Interview (2 min)
• Why Adults are Buzzing About YA Literature (4:42) from the PBS News Hour
• PowerPoint from Deb Taylor (SLRC) featuring titles in YA genre fiction

(30 min) (LATI Coor)

12-5. Complete these activities and post to your wiki page: (1.75 hours) (Feedback)
1. Explore the teen readers’ advisory tools in our Diigo list. Be sure to look at YALSA’s Book Awards and Booklists, and at least one other link in the list that is not

book talks—YA Read-Alikes—
including context of how to
booktalk to different audiences,
including school and scout
groups, adults, etc.
• Small group activity: each
group is given a genre and
asked to plan a program
around it

Viewers
• Think-pair-share free video
content sites
• Video: what is streaming?
Followed by content—video
resources
• In triads, search to find answers
to 4 questions related to
streaming content
• Group discussion of copyright
issues, including Clay Shirky
video (Callback to Session 5
Copyright)
• Group discussion of paid
content sites and time-shifting

Adult
• Introductions including the book
someone else recommended
you read
• Table group discussion--last
book you read for pleasure and
why you chose it
• Discussion about RA interview
(callback to prework video How

Competencies:
LSSCP Adult & (LATI YA) Reader’s Advisory
Competencies:
• #2: A general familiarity with popular and classic fiction, including a knowledge of authors, various fiction genres and popular, current non-fiction
• #4: Know and use basic reference and review tools for film genre
• #6: Know and use online and print readers’ advisory tools and reviewing sources including current and emerging social media sites and techniques
• #7: Can briefly and succinctly, describe the plot of a book, film or other media and its appeal
• #8: Can make recommendations without judgment regarding reading, listening, or viewing preferences

each of the three resources on the chart. By completing the chart, you will tell us about the strengths and weaknesses of each resource, including any unique information each kind of resource provides about the film you chose. (.5) (Feedback)
something you use regularly. Explain what you find specifically useful about each site.

2. Examine two online adult/YA reader’s advisory tools (can be a website or database) and explain what you find particularly useful about each site.

3. Choose an adult genre in which you do not read (science fiction, romance, mystery, etc.) and ask someone who does read in that genre (co-worker, friend, family member, customer, etc.) to recommend a title that s/he thinks you would like and tell you why. You are not required to read the book.

Not to Do a Readers Advisory Interview

• Content lecture about genres and cues from a book’s cover
• Small group activity—groups are given a set of book covers and a patron profile, then asked to recommend books from the set to the patron
### Session 13: Legal Resources

**Topic:** Legal reference and resources, including both federal and Maryland resources

**Format:** V

**Trainers:** SLRC specialists

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<tr>
<td><strong>Learning Objectives:</strong></td>
<td>13.1 Prepare for a class discussion:</td>
<td>13-7. Attend live online session with subject specialists from the State Library Resource Center (SLRC) (1.25 hour) (VA)</td>
<td>13.8. Write a short paragraph reflecting on the Law session. What ideas or resources from this session will be most important and useful in your work?</td>
<td>3.50</td>
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<td>- Demonstrate knowledge of both print and electronic resources for Maryland law and for federal law, including the kinds of questions each resource can answer</td>
<td>- Look up a bill at Congress.gov. Look up the same bill at GovTrack.us. Which site is easier to use? Which is more accessible / transparent? Which is most up-to-date? Which would you recommend to a customer? Why?</td>
<td>- Content on areas the law encompasses</td>
<td>Pre = 2.0</td>
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<td>- Identify limitations and options relating to the legal reference interview</td>
<td>- On GovTrack.US, sign up to track the changes to the bill you’re looking at, and stay signed up until you’ve received some updates. How is this information useful? How could you use this feature for / with a customer? (20 Minutes) (LATI Coord)</td>
<td>- Guidelines on answering legal questions—ref interview and when/where to refer</td>
<td>Session = 1.25</td>
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<td>- Demonstrate how to read legal citations</td>
<td>13.2 Prepare for a class discussion:</td>
<td>- Federal law questions and resources used to answer. Activity on code vs. rules</td>
<td>Post = .25</td>
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<td>- Identify four referral resources, how to access them, and when to use each (SLRC, circuit courts, law libraries, and detention centers)</td>
<td>- Watch the Google Power Searching module, Thinking More Deeply About Your Search. How could you use the “define” feature of Google to support your legal research with a customer?</td>
<td>- Tracking legislation and court cases</td>
<td>Total = 3.50</td>
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<td></td>
<td>- Finding an attorney</td>
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<td>- FAQ re MD law</td>
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### Competencies:

LSSCP Reference & Info Services Competencies:
- #1: The general scope of the library’s collection including areas of strength and specialized collections
- #9: Know how to search for and identify materials in all formats, and assist users in accessing those materials from local and non-local sources

LSSCP Customer Service addressed in Foundations Competencies #9: Basic principles and practice of quality customer service

|  | Look up the definition of the legal expression "voir dire" in different legal dictionaries and compare the results. Try the Google feature you just learned about, as well as two or three of the following:
|  | Findlaw's Legal Dictionary
|  | Nolo's Plain English Law Dictionary
|  | Law.com
|  | Cornell Legal Information Institute Encyclopedia
|  | FreeDictionary.com
|  | Are certain sources better for certain circumstances? Were you surprised by any of the results?
|  | (20 minutes)(LATI Coord)

13.3. Prepare for a class discussion:
- Using Oyez.org, review the descriptions of three or four recent Supreme Court cases. Note the structure of the page (Facts of the Case, Question, Argument, Conclusion.)
- Select a case, and listen to the first few minutes of the oral argument. Did you hear anything interesting or unexpected? How would this source be useful to a customer?

(20 Minutes)(LATI Coord)

13.4 Prepare for a class activity by visiting these websites:
- Maryland People’s Law Library
- Maryland Courts

|  | Organization principles—codes and regulations, citations
|  | SLRC resources including MD legal forms
|  | Mdcourts.gov, MD State law library, MD judiciary case search, county and municipal codes online
|  | Be sure to refer to evaluating resources (they used the CRAP test)
Using each page as a starting point (at least once), come up with three different ways you can locate an adult change of name form. Come to class prepared to discuss each process. What are the pros and cons of each website? In which cases would you prefer Peoples Law Library over Maryland Courts? and vice versa?  

13.5. To prepare for a class activity, read the following:
- The Legal Reference Interview
- Legal Reference Tips and Techniques
- Guidelines for Legal Information Service to the Public (15 Minutes) (LATI Coord)

Remember to print, briefly review, and bring with you the document listed on the Session 13 resource list. (Will post by October 1.)

13.6 Explore the Maryland Code (Unannotated) and the Code of Maryland Regulations (COMAR) online.

- In your own words, how would you describe the differences of each and their relationship to one another?
- Where would one find the size of a snapping turtle that could be legally trapped in the state of Maryland? Keeping the theme of animals, what information can you find on horse transport in the State of Maryland?
- Be able to describe the process you used to find this information including specific citations to your results. (25 Minutes)(LATI Coord)
### Learning Objectives and Competencies

**Learning Objectives:**
- Describe where/how to locate programs offered by your library and experience three: one for children, one for tweens or teens, and one for adults.
- Describe how to develop a library program, including existing programs; researching potential audience; as well as potential community partnerships/resources. Identify the steps involved in setting up a programming event.
- Identify Maryland requirements for continuing education compliance.
- Identify the importance of education and association membership in the profession, and locate educational opportunities including ALA, PLA, MLA; Merlin website; MS degree; local system opportunities.
- Describe how completing LATI has affected how you provide customer service and work within your system.
- Review the wiki that supports the From Transactions to Transformations project.

**Post-Session Assignments (Reflection)**

**Pre-Session Assignments (Content)**

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| Prepare to discuss 14-1. How the public programming events for your library are communicated with stakeholders (customers, partners, funders). (.5) (LATI Coor) | Attend 14-7. Face-to-face session. (5.5 hours) (LATI Coor) | N/A | Pre=11.75  
Session= 5.5  
TOTAL= 17.25 |
| Discuss, post, and share 14-2. Observe one adult, one teen or tween, and one children’s program in your system. (The goal is for you to experience programs planned and conducted or hosted by other staff, to add to your understanding of the range of programming available in your system.) Reflect on your experience and discuss with your supervisor. This experience should assist you in completing assignment 14-4. (3.5 hours)(Supervisor) | | | |
| 14-3.  
• Go back to Tumblr and search for the posts you and your classmates made about new technologies in Assignment 5-3, using #LATInewtech. Cite one post about new technologies that you think is interesting and may fit with STEM initiatives. Is your library already doing it?  
• Meet with the person in your system who coordinates Children’s Services/Programming to find out how your library understands and works with the school system’s STEM. | | | |
| Content Notes  
• LAs present their program proposals  
• Speed networking activity with all attendees, emphasizing building professional network  
• Graduation activities: certificates, remarks by a director  
• Reflection activity—“Older and Wiser” (vision of how LATI helped them be successful)  
• Evaluation Conversations with LAs and supervisors  
• Celebration/close out activity/remarks | | | |
and the principle of mental models that is a hallmark of learning organizations. Discuss how the principle of mental models is currently being used in your library.

Competencies:
LSSC Foundations Competencies
#8: Their responsibility to pursue all available means to keep their knowledge and skills current, including involvement in professional organizations

LSSCP Youth Services Competencies #9: Assist with creating, promoting, implementing, and evaluating library programs and services

LATI Competencies:
• Knowledge of scope of programs offered by the library.
• Develop, market, implement, and evaluate a library program for the public.
• Integrated knowledge of public library service and the ability to celebrate work well done!

initiatives. What are the implications for youth programming?
Share the Tumblr post you liked and get their reaction, too.
• Post the results of your research (both bullet points) to the wiki. (1.25 hour) (Supervisor)

Develop, review, post, email, and prepare
14-4. Develop a potential programming event. (3 hours) (Supervisor)

• Write a 1-page proposal that includes the need for the program, potential community partners, steps necessary for setting up the event, and how you will evaluate it. Be sure to include a statement about how it fits into your library’s mission. Review with your supervisor. (See samples from previous cohorts HERE or on Merlin’s LATI page.)

• Draft a maximum one-page news release announcing the event, using a format from your system. Note at the bottom of the news release whether you would also use any social networks to promote the event, and if so, which ones and how far in advance?

• Combine your proposal and news release into one document (2 pages) and post it on your wiki page.

• Email your document (including your one-page proposal and one-page news release) to the LATI Coordinator, who will post it online for sharing with the Maryland library community. Please include a statement about whether your library actually intends to implement your program idea.

• Prepare an elevator speech about your program to share during the class session.
14-5. Based on what you have learned during your LATI experience share advice for future LATI participants to the wiki. Post to your wiki page. (.5 hour) (VA)

14-6. Read the Continuing Education Documentation provided on the MAPLA website: (.5 hour) (Supervisor)
- Explore resources for conferences and continuing education opportunities found on the following websites:
  - MLA
  - Merlin
  - ALA
  - PLA
  - LSSC
  - SLRC (both online and face to face)

Investigate continuing education opportunities in your local library system and talk with 2 other librarians/LAs about the benefits of continuing education and association membership. (.5 hour) (Supervisor)
- Visit the wiki that supports the From Transactions to Transformations project and review this program that focuses on mental models, a principle of learning organizations. Prepare an “elevator speech” about one of your mental models about libraries, and how that compares with the mental models your customers have about libraries. Discuss with your supervisor ways that this program (and others that deal with leadership development) has been supported by your system. (1 hour) (Supervisor)
- Use what you have learned to write a paragraph from the above exercise that explains what you need to do after you finish LATI in order to maintain continuing education requirements. List educational interests you will pursue in
the library profession, discuss with your supervisor, and post to your wiki page. (1 hour) (Supervisor)