CSD Spring Workshop - March 13, 2015
Minutes

Prepared by: Kristy Kemper Hodge

9-9:30am – Registration and Networking

9:30am – Welcome by Danielle Jones, Workshop Leader

9:30-10:30am – Project VIEWS2 and You Presentation by Arwen Unger and Danielle Jones

a. VIEWS2: Valuable Initiatives in Early Learning that Work Successfully, a multi-year study conducted by the University of Washington iSchool to research the impact of early-literacy focused storytimes on kids' reading

b. The VIEWS2 research team developed tools library staff can use to prepare for and assess early literacy storytimes and programs, available here: http://views2.ischool.uw.edu/resources/

c. The study found a positive correlation between librarians' early literacy storytimes and kids' responses, finding that a purposeful focus on early literacy skills in storytimes and programs makes a difference in kids' early literacy skill abilities

d. Arwen and Danielle gave an overview of the VIEWS2 tools and website: http://views2.ischool.uw.edu/

e. Workshop attendees broke into small groups to practice applying 1 VIEWS2 principle to a provided picture book to learn how to use the tools developed by the VIEWS2 team.

f. For example, one group evaluated *Telephone* by Mac Barnett, applying the principle of phonological awareness to the rhymes in the story, and the principle of comprehension, which helps kids understand the plotline (the birds relay rhyming messages to one another like kids playing the game Telephone; the rhyming words create much confusion for the book's characters)

g. The group discussed how library staff might use the VIEWS2 tools. Ideas included: evidence-based reinforcement of storytime practices they're already doing (such as early literacy-focused messages and activities within storytime); evaluating early literacy programs for grant purposes; evaluating storytimes from a child's perspective; evaluating the effectiveness of their own storytimes and early literacy programs; as a tool to guide or incorporate early literacy messages and activities into storytimes and programs for young children.

h. Coming from the VIEWS2 Team: a white paper (to be published in a journal), and a textbook. Find more info on the website (listed above, section d) and on Facebook and Twitter

i. MaryKay Dahlgreen was in attendance, and encouraged all workshop attendees to share the VIEWS2 research and tools with their library directors and managers, since it is some of the only evidence-based research out there about the impact of early literacy storytimes and programs; she also offered to share this information online with library directors

10:30-11:30am – Storytime Training and Support Presentation by Rachel Altmann and Natasha Forrester from Multnomah County Library System

a. Rachel and Natasha gave an overview of the storytime services and staff training within the Multnomah County Library District where they train library assistants and youth librarians in storytime skills and offer a wide variety of age-specific storytimes, as well as storytimes in languages other than English, Black Storytime, and sensory storytimes – all services designed with input from the communities they serve

b. Multnomah County provides an official storytime training for staff because it provides staff with common goals, common knowledge of age- and developmentally-appropriate practices and early literacy skills/activities, group management skills and practice, and a support system.

c. Multnomah County has training guides and DVDs, which were provided to workshop attendants, and which are available at the State Library – the curriculum is titled, "Storytime: Not Just for Kids Anymore"

d. The training curriculum includes: why storytimes are offered; how to plan a storytime; practicing storytime skills; how to talk with parents about early literacy; choosing age-appropriate books; and role-playing through various scenarios and potential challenging situations.

e. Mentors help newly-trained staff storytellers for approximately 2-3 months. Mentors observe new storytellers, assist with evaluating their storytimes, and coaching them through the development of their storytelling skills. Mentors receive training and refreshers every couple of years.

f. Other tools provided to storytellers include an internal wiki (developed using PBWorks, http://www.pbworks.com/wikis.html) with everything from storytime themes, book ideas, outlines, song lyrics, craft guides, and more. There is a centralized storytime craft system, as well.

g. Rachel and Natasha led a discussion about the challenges of training storytellers, including: the transition from in-person training to video and online training; finding materials in languages other than English for culturally-specific storytimes; ensuring that trained staff do enough storytimes frequently enough to keep up their skills and confidence; and giving constructive feedback to staff to help them improve their skills, but without discouraging them (ex: volume/projection, pacing, etc).

h. Addressing constructive feedback, the presenters suggested: approaching feedback as a learning opportunity, or as part of the learning process; addressing issues promptly is always better than avoiding them; couch feedback in an understanding context ("I understand you're nervous. Here's what I observed…"); invite feedback from the trainee about his or her own performance and/or ask a third party to observe the trainee and offer observations; provide a self-evaluation form to a new storyteller or storyteller in training to support self-assessment and continued learning.

i. During a Q&A session, the presenters provided this information about the storytelling programs at Multnomah County: staff are given the freedom to develop their own storytime structure, but are given sample structures during training.

11:30am-12pm – Handling Difficult Adults in Storytime Groupshare with Kristy Kemper Hodge

a. Issue: Talking Adults/Engaging Adults

Suggestions:

Announce/explain "storytime manners"

Invite the kids in storytime to practice "shushing" the adults

Strategically incorporate lap bounces/other adult-participation activities to re-engage them

Post signs in the library/storytime space about guidelines (please participate, please enter quietly, please wait until after storytime to engage in convos with other adults, etc)

Provide a rhyme sheet for adults or post lyrics in storytime space to encourage participation

Create interaction points for adults and kids throughout storytime

b. Issue: Space/Crowd Control

Suggestions:

Try re-orienting your space – face another direction, have audience face a different direction to limit distractions and disruptions

Post a sign "Storytime in Session" to encourage folks nearby to be mindful of their volume

Remove distractions from view/access (puppets, shakers, toys, etc)

Provide some time before storytime for kids to share with you

c. Issue: Punctuality

Suggestions:

Front load storytime with songs to allow families arriving late to settle in without feeling disruptive

Provide a rolling hello and welcome throughout storytime at throughout opening – welcome everyone and intro self quickly as families continue to roll in

Close off access to storytime area 5 minutes after storytime starts

Change the orientation of the storytime space so access is more limited (ie close a second door and post a sign to enter another way)

Visual reminders that storytime is in progress (a sign, etc)

If you have a **very** full storytime, you could try a take-a-number admittance system

*** We had a lot of really excellent discussion about why punctuality is an issue; whether it's more of an issue for us as leaders (distracting, feels disrespectful to arrive late) or whether it impacts storytime families; and whether it even **is** an issue.

*** There was also some great sharing from storytime leaders who are also parents who have experienced being turned away from storytime because they arrived late, and what a terrible experience that was for both them as a parent and for their child/children. In the end, we determined that preventing families from attending storytime by closing off the space or through other means was not a preferable practice.

12-1:30pm – Lunch

1:30-1:45pm – CSD and CSLP Updates by Heather McNeil, Taylor Worley, and Danielle Jones

Updates and Info from Heather re: CSD

a. Shared the Vroom website, which offers early literacy ideas and activities for busy adults; there's even an app for that! Find the website here: http://www.joinvroom.org/.

b. Committee work happening within CSD: There's a group updating the Youth Services Guidelines, which will focus only on children, birth to 12. OYAN has been alerted that teen guidelines will not be covered by the new revised Youth Services Guidelines. Another group is creating an early literacy calendar that youth services staff can download and print from the CSD website. The CSD Board set a budget for the division for the first time in CSD history!

c. Two upcoming by-laws changes for CSD: Making the webmaster a voting board member and changing the CSLP rep to a 1-person, 2-year commitment.

d. CSD members are encouraged to attend OLA on April 16-18 in Eugene and participate in the many great workshops on children's services topics such as, youth partnerships, Ready-to-Read, Lampman Breakfast, creativity and imagination, early literacy hubs, marketing children's services, ORCA (Oregon Reader's Choice Awards), genreflecting your collection, and the impact of hunger on children's services.

Updates and Info From Danielle re: CSLP

a. This year's annual meeting is in Rhode Island, and this year's summer reading theme is Heroes; in 2016 the theme is health and fitness, and teen art will be developed in-house; 2017's theme is build a better world; CSLP reps will be working on the 2018 theme at this year's conference.

b. Coming in 2017-2018, libraries will have more freedom with the CSLP artwork and use of the art

c. At this year's meeting, CSLP reps will be learning about summer reading program best practices from around the nation.

d. CSLP will be asking libraries for direct feedback about the products they offer.

Updates and Info from Taylor re: One-Stop Shop & CSD website

a. CSD Online features our website, social media outlets, and resources for staff working with kids

b. Barratt, who is heading the development of a one-stop shop for CSD members and children's services staff in libraries recently ran a survey for ideas of what resources to include; Taylor gave a synopsis of the results by category and encouraged workshop attendees to include any other ideas on a sheet at registration. The two additional entries were: joinvroom.org and commonsensemedia.org.

c. If CSD members have any great children's art that can be used on the CSD website, please send it to Taylor, CSD Webmaster

1:45-2:30pm – State Library Report and Ready to Read/Reading for Success Update by Katie Anderson
*** Please see attached for minutes.

a. Korie from Newberg gave an update from the OLA Legislative Committee at this time. Wednesday April 29 is the 2015 Legislative Day, and she encouraged CSD members to attend and participate. Look for info on kids-lib soon. On Legislative Day, library staff can sign up to talk with legislators, invite them to your programs, and advocate for libraries and support of libraries. OLA Legislative Committee members/Korie will work on talking points with Katie from

the OSL, and there is an orientation at the beginning of Legislative Day. She reminded us that we have great stories to tell!

2:30-3:30pm – Mechanics of Summer Reading Programs Groupshare with Danielle Jones

a. Program Ideas and Programs staff are excited about offering this summer:
- Graphic novel book club
- Comic Book Workshop with Brad Clark (bradstorysong.com)
- College prep booklist option for reading program (read listed books in lieu of reading 30 hours)
- Police officer storytime – 1x/month have an officer read a book at storytime
- Local heroes visiting at summer lunch
- Paintball game
- Albany: they host a talent show with book give-aways for participants & cash prizes for winners
- Art show and reception
- Driftwood: Teen Mini Marker Fair with Makey-Makeys and robotics
- Eugene: Teen blog with book reviews and weekly drawings for Barnes and Noble gift cards – teens will help spread the word about the program and incentives
- Springfield: Make and Take Program – last year, taught kids how to make STEAM-oriented projects like superballs; this year, focus is on art history and the science/technology of how art is created. These programs are for 6-12 year-olds and are intended to fill a school service gap.
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b. Ideas for Celebrating Kids who Complete the Summer Reading Program
- Host a special event for finishers
- Finishers get a prize book at end of program
- Raffle drawing for prizes
- Newberg: started giving away prize books at beginning of program - participation skyrocketed!
- Albany: readers get a book at each prize point
- Enterprise: teen participation was low; staff began offering weekly passive   programs and let teens choose their own prize online (within a given allowance), participation soared (getting 30-40 teens)!
- Curry City: Rogue River Jet Boats provide tickets for kids to get a free ride
c. Registration and Promotion of Summer Reading Programs
- Some libraries offer online registration
- School visits to promote program; visits to daycare centers and preschools, too
- Promotion through library programs
- Storytime at a food site – sign up participants there
- Summer reading guide mailed to residents with their electric bill/utility bill
d. Early Literacy/Pre-Reader Summer Programs (& How to Incentivize Grown-ups to Participate)
- Auto enroll grown-ups into adult summer reading program when they register their kids; let them count the time they read with/to their kids as their summer reading
- Talk with families at each storytime about the Early Literacy activity sheets – can count activities in storytime toward activities on summer program sheets

- Offer bilingual materials
- Parent incentives that work: raffle drawing for parent's night out (parents can enter after completing the early literacy activity sheets with their children)
- Toddler kick-off event with a special performer

e. Ways to Structure Summer Reading Programs
- Deschutes: 24/7 Program – read 24 minutes a day for 7 days
- Corvallis: Instead of a performer each week, bring in a performer at the beginning, middle, and end of summer program, and offer librarian-led programs in-between (with volunteer help ☺)
- Stayton: Offers a non-fiction summer program - kids read from each Dewey range for a special program or prize drawing

f. Summer Reading Tips and Tricks
- Fern Ridge: recruit teen volunteers in May to help with summer programs; consider using VolunteerSpot, a free website/volunteer management tool: https://www.volunteerspot.com/
- Multnomah County: offer programs on consistent days and at consistent times; have teens give input and help develop programs
- Newberg: Contact your local Early Learning Council and Rotary to see if they have funds/support for purchasing prize books
- Katie @ OSL: Kiwanis and Lions Clubs often support literacy efforts and give-away books
- Sisters: partner with your local summer school

3:30pm – Dismissed!