**Script for Storytime Assessment – Self and Peer:**

**Slide 1:**
*In this presentation we are looking at storytime assessment, including self-reflection, peer sharing and peer observation.*

**Slide 2:**
*Just to put this in context, here are the four key elements involved in supercharging your storytime practice.*

**Slide 3:**
*Assessment and evaluation are terms that are often used interchangeably.*

*For supercharged storytimes, we are making a distinction.*

*Assessment is an ongoing process of understanding and revision; it is formative and focused on the process.*

*Evaluation is a more finite appraisal of the product; it is summative and focused on the product.*

**Slide 4:**
*We will look at the structures, tools, and methods that allow us to improve the impact of our programs.*

*When the VIEWS2 researchers interviewed public librarians and administrators, it was found that many agreed that using assessment to understand the impact of storytimes is valuable both to the storytime provider and to the public library as a tool for advocacy. However, many of them also had concerns about the assessment itself—what is being assessed and how.*

**Slide 5:**
*Here are three types of assessment which we will look at in more depth:*

* *Self-reflection—giving considered thought to how your storytime went, what went well, what you might change*
* *Peer sharing—sharing ideas with colleagues*
* *Peer observation—getting feedback from those who observe your storytime*

*You can find the process and tools that work for you. There is no “one size fits all” and you may use different tools at different times for different situations and stages of assessment.*

*There is lots of flexibility!*

**Slide 6:**
Graphic from: Campana, Kathleen, J. Elizabeth Mills and Saroj Ghoting. *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide*. Chicago: ALA Editions, 2016.

*Here is another way we can look at assessment, the assessment cycle.*

*Assessment can take place during planning and delivery.*

*We will look at some examples shortly.*

**Slide 7:**
*Here we see the storytime cycle. We plan our storytimes now with more intentionality. Then we deliver them. And then we reflect on what worked and what we might change.*

*That then influences our planning, delivery, and so on.*

**Slide 8:**
Image: Mirror 2 by [JCamargo](https://pixabay.com/en/users/JCamargo-2826093/) on Pixabay: <https://pixabay.com/en/mirror-decoration-mobile-2109680/>

*Self-reflection can be a powerful tool to help you understand if your storytime is achieving goals you set.*

*You have already done some self-reflection activities in the forums related to interactivity and to intentionality.*

*Self-reflection at its best allows you to take a step back and think about what you have done previously, what has worked and not worked so well, how to improve and grow your storytime practice.*

*Self-reflection can be done even if there is no one else in your library delivering storytimes.*

**Slide 9:**
Annotation Tools – adapt as desired

**Slide 10:**
Image: Mirror by [OpenClipart-Vectors](https://pixabay.com/en/users/OpenClipart-Vectors-30363/) on Pixabay: <https://pixabay.com/en/mirror-hand-mirror-makeup-575522/>

\*\*\*Interactivity – adapt as desired

*Ask participants to place a check mark on all the things they are already doing that are a form of self-reflection*

*Ask them to add comments and other ways of reflecting in the chat; comment on what you’re seeing*

*You may be self-reflecting even as you plan and deliver your storytimes*

**Slide 11:**
Photo: Reflection in window by [Bergadder](https://pixabay.com/en/users/Bergadder-20679/) on Pixabay: <https://pixabay.com/en/baby-child-cute-kid-plays-boy-423693/>

*Here are some tools for Supercharged Storytimes self-reflection*

* *Interactivity Self-Reflection Worksheet*
* *Early Literacy Planning Tool Worksheet—as you were planning, you could also see this as a tool for reflection*
* *Reflecting in forums—not always easy to self-reflect, vulnerable, but learning*
* *Storytime Self-Reflection Worksheet*

**Slide 12:**
*We often informally assess our storytimes.*

*Many of us do not write down our self-reflections, but journaling and using this worksheet can be valuable ways of seeing our storytimes, not just one by one, but over time as well.*

**Slide 13:** *Now let’s look at another part of assessment: peer sharing and observation*

**Slide 14:**
Photo: Making moves, creating futures by [craftspace](https://www.flickr.com/photos/craftspace/) on Flickr: <https://www.flickr.com/photos/craftspace/8160643017/> [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/)

*Sharing ideas, talking over what worked and what needs practice, encouraging one another, whether face to face or digitally*

*Building a community of practice, a learning community*

*Collaborative way to approach storytime assessment*

**Slide 15:**
*Can be done throughout the storytime cycle, planning, delivery and assessment*

*For example, in the planning stage, maybe you had tried a movement activity with toddlers to go with a book and it was too hard for them. So you might ask a colleague for some ideas.*

*You might share ideas on how to keep the adults off their cell phones, or get suggestions on developing an early literacy tip*

*Or perhaps you are looking for some new books to perk up your old favorites*

*Delivery—someone observes your storytime and offers feedback*

 *practice just an early literacy tip on a partner*

*Video taping—private youtube*

*Responding to each other over forums, digitally*

**Slide 16:**
*Forum examples of peer sharing – we’ve left in examples from Train the Trainer forum as a placeholder. Feel free to add your own or delete the slide.*

**Slide 17:**
*At the end of this module, you will be asked to watch a video of a library storytime.*

*You will be observing Kristy, the storytime provider, from the perspective of a peer observer.*

*As you watch, consider these questions: (refer to Peer Observation Worksheet – next slide)*

**Slide 18:**
*Push Peer Observation form in Chat*

* *Make note of what the practitioner is doing to be intentional in the storytime*
	+ *Is she/he incorporating any early literacy strategies?*
	+ *Is she/he talking to parents with an early literacy tip?*
* *What are you observing about the responses of the children and parents/caregivers?*
* *What did you think went well?*
* *What suggestions might you have?*

**Slide 19:**
*You will also be viewing a video of Gilda, the storytime provider (on the left), and her colleague, Elaine, who has just observed her storytime.*

*In this video, I think you will see a lot of give-and-take and support.*

*Although you can’t see it here, Gilda has filled out a self-reflection worksheet and Elaine has reviewed her Peer Observation Worksheet.*

**Slide 20:**
\*\*\*Interactivity: adapt as desired

Ask learners to post in chat their suggestions for how they would phrase their feedback to the scenario.

**Slide 21:***Give learners some general pointers for providing constructive feedback.*

*Following the previous interactivity, the presenter can refer to learner comments that match these pointers*

**Slide 22:**
*Storytime Self-Reflection form and the Peer observation form work together, a basis for* *conversation/feedback.*

*While we may talk with colleagues informally about our storytimes, and we get feedback from parents and caregivers as well, there is additional value in the considered conversation that results from more formal planning.*

*When we, both the storytime provider and the storytime observer, take the time to write down thoughts with focused consideration, we get a richer experience.*

*May not be able to do often, but even two or three times a year can be very helpful.*

*The very process of explaining what we have done and why strengthens our intentionality.*

**Slide 23:**
*Assessment, in whatever forms it takes, can be a powerful element of your storytimes to continue to grow and supercharge our storytimes.*

**Slide 24:**
*Acknowledgements / Closing slide*