**MONTANA STATE LIBRARY**
**Personal Professional Development Plan Pathway to Certification**

RESEARCH QUESTIONS FOR PILOT:  Is the Personal Professional Development Plan Pathway to Certification sufficiently rigorous but not onerous in helping librarians fill skill gaps so that the library can achieve their strategic goals?

DIRECTORS: How much work is this for directors?  Is it too much work?  What are the advantages for library directors to encourage staff to seek out the PPD Plan Pathway?

CORE CURRICULUM: What should be in the "fundamentals of librarianship" (core curriculum) – required for initial applicants that do not hold an MLIS?  Are the assessments adequate in the class?

MENTORS: Is the proposal to incorporate mentors into the program doable?  A good idea?  What support does MSL and library managers have to give to realize the known benefits of a structured mentor program?

SELF-DIRECTED LEARNING: For Self-Directed Learning (independent study projects) – should there be a requirement for a minimum number of credits attained through self-directed learning?  Should there be a maximum number of credits attained this way?

CATEGORIES: Should there be a very small number of required credits in each of the CE categories so that learners are encouraged to broaden the scope of their learning plan?

APPLICANTS: What advantages do participants see in the PPDPP?  What's in it for them?

CONTINGENCIES: What happens if someone starts PPDPP and decides to apply the traditional pathway instead?  Can they still count their self-directed learning?  Do we make self-directed learning an option for traditional certification applicants?

THE PILOT plan:

Recruit 5 participants from 3-5 different libraries – different types, hopefully
WHAT'S IN IT FOR THEM FOR PARTICIPATING IN THE PILOT?   An opportunity to shape the new pathway, more autonomy in determining their learning experience.  An opportunity to see from the inside how research is structured for a pilot project which they can model in their own work.

START OF PILOT: Will include meetings and defining expectations, so that participants know that they are committing to meeting with MSL staff every couple weeks for the first month or two and at least monthly after that.

MSL staff act as mentors for the pilot – one-on-one with pilot participants: checking in with participants as needed, suggesting ideas for self-directed learning and assisting with planning the participant's project and completing the form.

EVALUATION Plan:
- MSL staff meet with directors and participants to share Pilot Plan Forms, collect questions
- MSL staff meet together to review feedback, make immediate adjustments if needed
  - 2 weeks – meet to discuss the form, collect suggestions and feedback
  - 1 month – meet to discuss progress; all participants initiate a self-directed learning project
  - 6-weeks – 2 months -  review form for starting an informal learning project – feedback
- MSL staff meet together to review feedback on self-directed learning project planning form and make immediate adjustments if needed
  - 2-3 months – check in with participants and directors separately:  how is it going?  MSL staff meet if needed to discuss immediate adjustments needed;
- Online questionnaire to collect anonymous responses to our research queries as noted above.
- 3-6 months (will determine the right time later – perhaps two+ meetings) Meet together with Directors and participants online to discuss Fundamentals of Librarianship course and to review our research queries.


TIMELINE

Mid-June - Applications Available after Commission meeting

Applications due July 20

Kick Off – August 1

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