Professional Growth

Deep Dive into the School Librarian PGS

mdek12.org

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MISSISSIPPI DEPARTMENT OF EDUCATION

2023 - 2024

1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated “C” or Higher

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Reading is an **active, imaginative act**; it takes work.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.

Overview & Goals

Librarian Growth Rubric

Overview and Goals: *Overarching Goals*

Goal #1

Highlight areas of strength and identify areas of growth

Goal #2

Serve as a guide for self-reflection

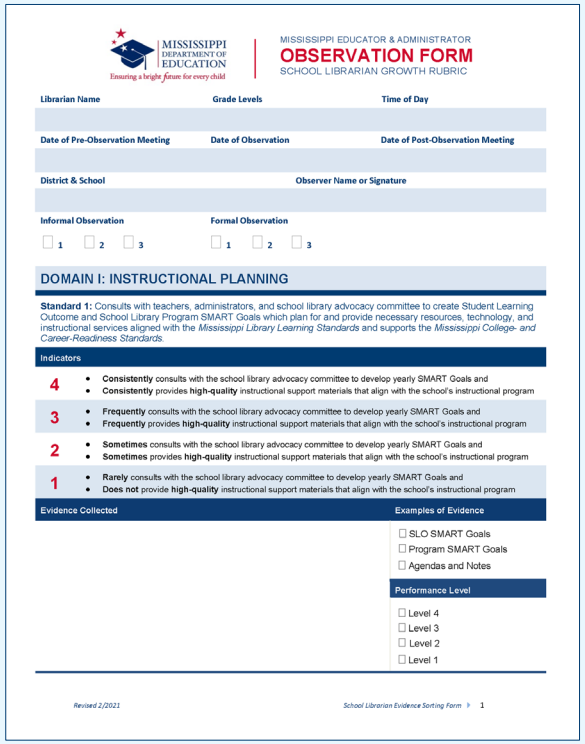
Goal #3

Provide shared understanding of priorities, goals, and expectations

Goal #4

Serve as a tool to help structure administrative feedback

Overview and Goals: *Scoring Forms*



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MISSISSIPPI EDUCATOR & ADMINISTRATOR
OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name	Grade Levels	Time of Day
Date of Pre-Observation Meeting	**Date of Observation**	**Date of Post-Observation Meeting**
District & School	**Observer Name or Signature**	
Informal Observation ☐ 1 ☐ 2 ☐ 3	**Formal Observation** ☐ 1 ☐ 2 ☐ 3	

DOMAIN I: INSTRUCTIONAL PLANNING

Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Library Learning Standards* and supports the *Mississippi College- and Career-Readiness Standards*.

Indicators	
4	• **Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and • **Consistently** provides **high-quality** instructional support materials that align with the school's instructional program
3	• **Frequently** consults with the school library advocacy committee to develop yearly SMART Goals and • **Frequently** provides **high-quality** instructional support materials that align with the school's instructional program
2	• **Sometimes** consults with the school library advocacy committee to develop yearly SMART Goals and • **Sometimes** provides **high-quality** instructional support materials that align with the school's instructional program
1	• **Rarely** consults with the school library advocacy committee to develop yearly SMART Goals and • **Does not** provide **high-quality** instructional support materials that align with the school's instructional program

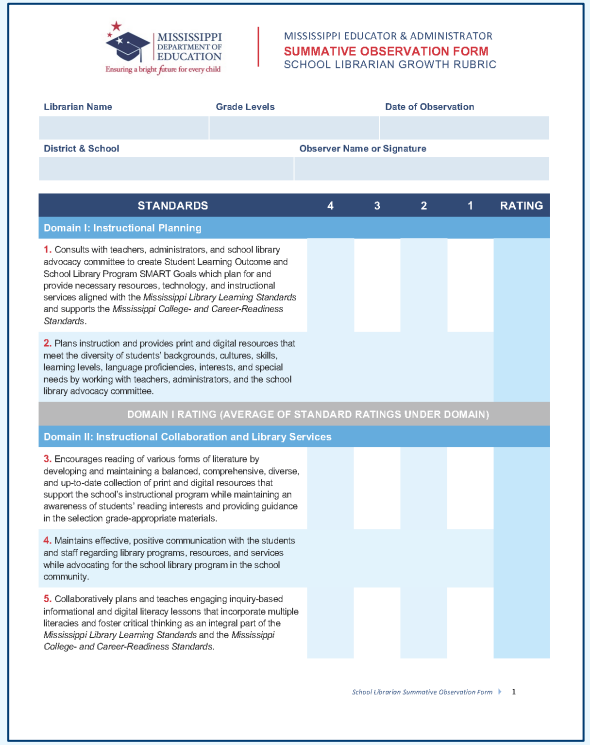
Evidence Collected	Examples of Evidence
	☐ SLO SMART Goals ☐ Program SMART Goals ☐ Agendas and Notes
	Performance Level ☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

Revised 2/2021

School Librarian Evidence Sorting Form 1

School Librarian Growth Rubric

Summative Observation Form



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MISSISSIPPI EDUCATOR & ADMINISTRATOR
SUMMATIVE OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name	Grade Levels	Date of Observation
District & School	**Observer Name or Signature**	

STANDARDS	4	3	2	1	RATING
Domain I: Instructional Planning					
1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Library Learning Standards* and supports the *Mississippi College- and Career-Readiness Standards*.					
2. Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.					
DOMAIN I RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					
Domain II: Instructional Collaboration and Library Services					
3. Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.					
4. Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.					
5. Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the *Mississippi Library Learning Standards* and the *Mississippi College- and Career-Readiness Standards*.					

School Librarian Summative Observation Form 1

Website www.mdek12.org/OEE/Librarian

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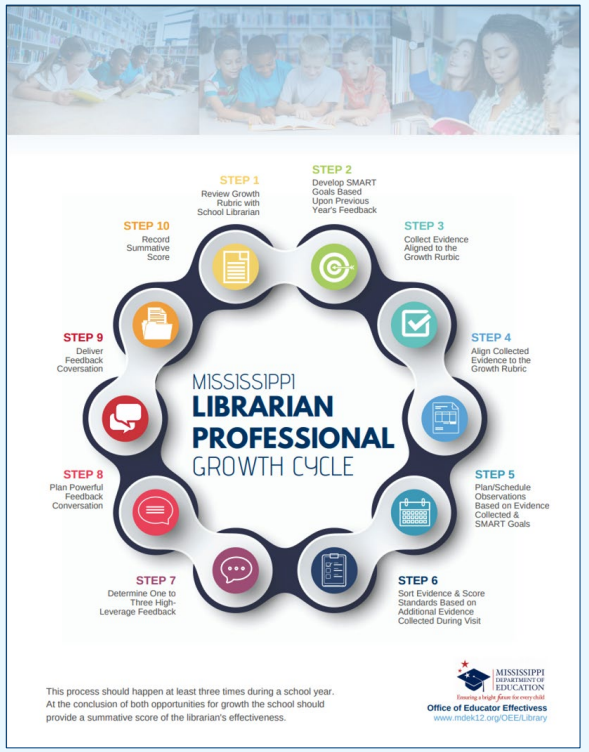
Overview and Goals: *Feedback Resources*

Observation and Feedback Guide

Professional Growth Cycle



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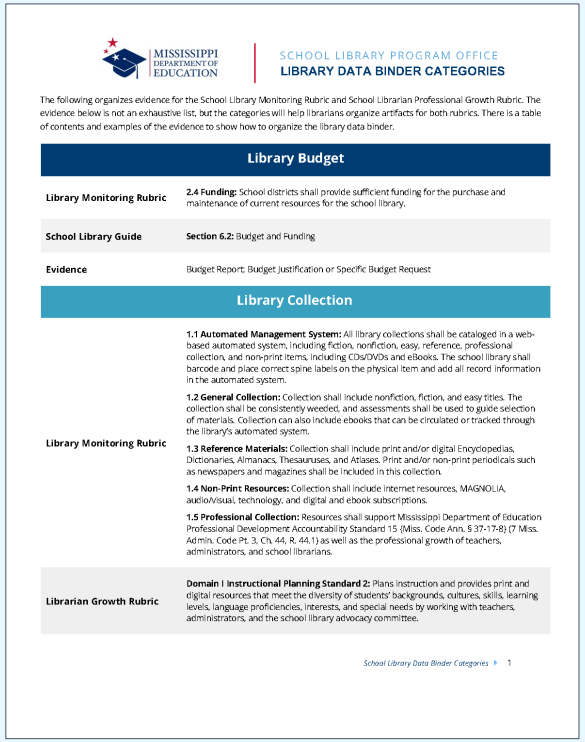
Overview and Goals: *Additional Forms*



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SCHOOL LIBRARY PROGRAM OFFICE

LIBRARY DATA BINDER CATEGORIES

The following organizes evidence for the School Library Monitoring Rubric and School Librarian Professional Growth Rubric. The evidence below is not an exhaustive list, but the categories will help librarians organize artifacts for both rubrics. There is a table of contents and examples of the evidence to show how to organize the library data binder.

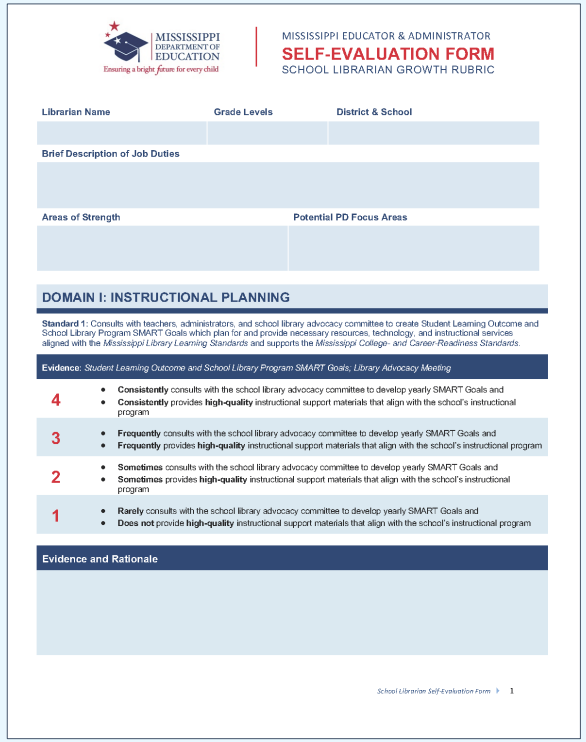
Library Budget	
Library Monitoring Rubric	**2.4 Funding:** School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.
School Library Guide	**Section 6.2:** Budget and Funding
Evidence	Budget Report; Budget Justification or Specific Budget Request

Library Collection	
Library Monitoring Rubric	**1.1 Automated Management System:** All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system. **1.2 General Collection:** Collection shall include nonfiction, fiction, and easy titles. The collection shall be consistently weeded, and assessments shall be used to guide selection of materials. Collection can also include ebooks that can be circulated or tracked through the library's automated system. **1.3 Reference Materials:** Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection. **1.4 Non-Print Resources:** Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and digital and ebook subscriptions. **1.5 Professional Collection:** Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 (Miss. Code Ann. § 37-17-8) (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.
Librarian Growth Rubric	**Domain I Instructional Planning Standard 2:** Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

School Library Data Binder Categories 1

School Library Binder Categories

Self-Evaluation Form



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SELF-EVALUATION FORM

SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name	Grade Levels	District & School

Brief Description of Job Duties

Areas of Strength	Potential PD Focus Areas

DOMAIN I: INSTRUCTIONAL PLANNING

Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Library Learning Standards* and supports the *Mississippi College- and Career-Readiness Standards*.

Evidence: *Student Learning Outcome and School Library Program SMART Goals; Library Advocacy Meeting*

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Evidence and Rationale

School Librarian Self-Evaluation Form 1

Managing Data

Rubric Evidence

MINIMUM of 3 evaluations - 2 informal and 1 formal evaluation

- Use evidence collected over the year to apply the four-performance level ratings to evaluate **all** nine standards
- Summative observation ratings are submitted to the MDE between February and March

Feedback is **REQUIRED** after each evaluation

Managing Data: *Best Ways to Collect Data*

DO NOT collect items in a box throughout the year.

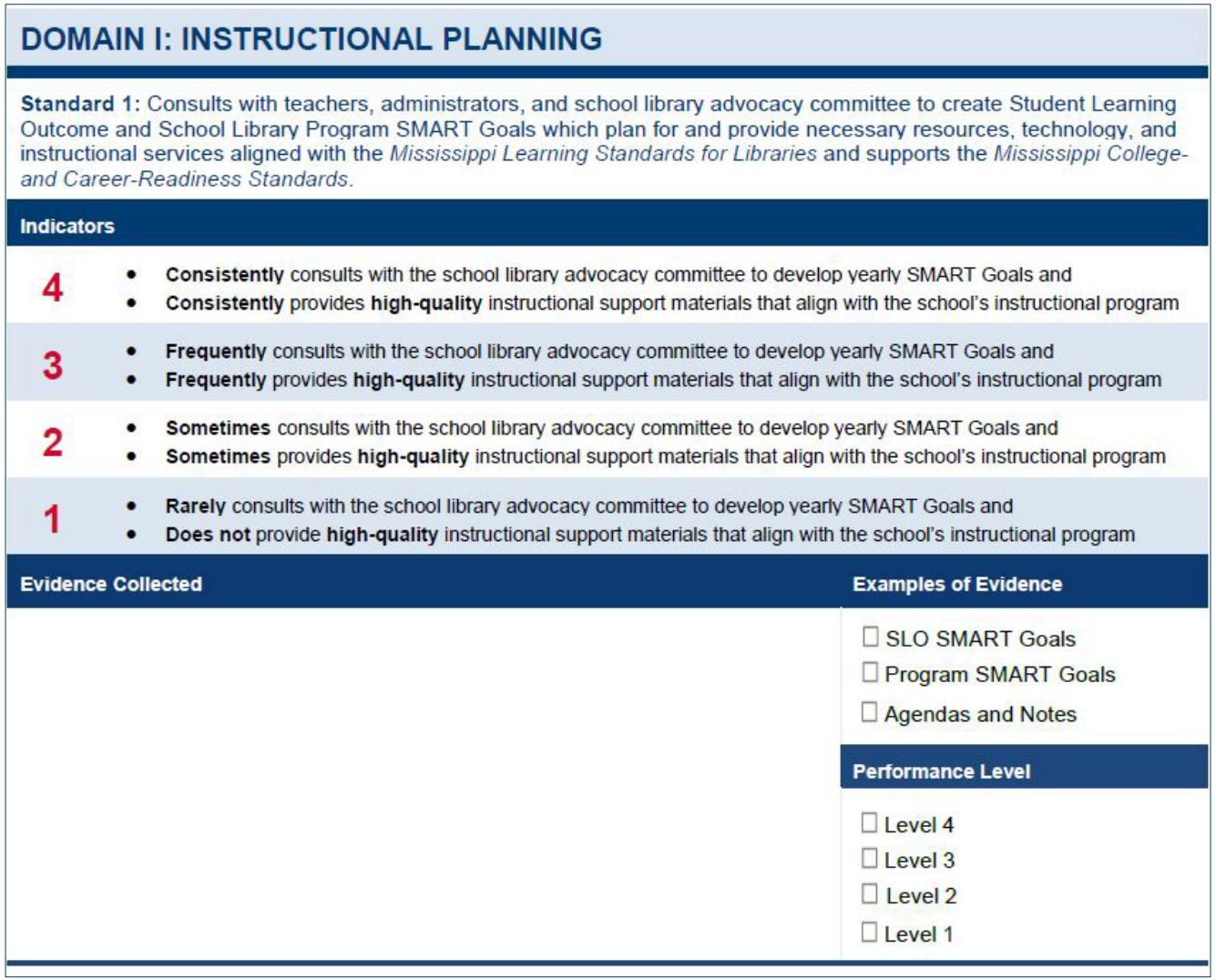
Pictures or photo albums are **NOT** required as evidence.

Using computer files or cloud storage is a great way to organize and store digital documents.

A binder or folder is a great way to collect and organize reports and other information.

Use whatever type of organization process the helps locate information quickly.

Managing Data: *Growth Form*



DOMAIN I: INSTRUCTIONAL PLANNING

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Indicators

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Evidence Collected

Examples of Evidence

- ☐ SLO SMART Goals
- ☐ Program SMART Goals
- ☐ Agendas and Notes

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

- Organized by **4 DOMAINS**
- Includes **9 STANDARDS**
- Contains **4 INDICATORS** with key terms
- Space for **NOTES** and **EVIDENCE**
- Examples of **EVIDENCE**

Providing Feedback

Timely and Consistent

Providing Feedback: *Observation Timeline*

August – September: Student Learning Outcome and Library Program SMART Goals are **REQUIRED** to be collaboratively created by librarian, advocacy committee, and administration.

January – February: Library Surveys and Budget Report (Not School Culture School Survey) are **REQUIRED** to be used to help build library's collections and future programs

March – May: Inventory can be done throughout the school year and a final report is **REQUIRED** at the end of the year that shows any lost, discarded, or new books

A face-to-face conference is REQUIRED prior to submitting the Summative Observation Score and should include a discussion regarding goals, budget, and needs of the library program.

Breakdown

Explanation of Domains

Breakdown: *Performance Level Descriptors*

4

- Fully
- Consistently
- Effective
- Successfully
- All
- Appropriate

3

- Adequate
- Frequently
- Most

2

- Sometimes
- Inadequate
- Few
- Limited

1

- Rarely
- Ineffectively
- Almost no/never
- Does not

Breakdown: *Performance Level 4*

4

Advanced practices that foster student usage of resources and the environment

Strong community in which teachers and the librarian collaborate to ensure student success

Goes above and beyond the expectations for an effective librarian

Breakdown: *Performance Level 4*

Performance Level 4 Definitions	
Fully	This descriptor means that the librarian is enacting the indicator to the furthest extent possible
Consistently	The librarian demonstrates that the indicator is always enacted in the classroom
Effective(ly)	This descriptor signals that the librarian is achieving the desired result at the highest level
Successfully	The descriptor means that the librarian is achieving the desired results
All	The librarian demonstrates that all the students using the library are being well served by instruction and by the services offered
Appropriate	This descriptor refers to the high level of suitability of the action the librarian takes in the circumstances

Breakdown: *Performance Level 3*

3

Demonstrates effective practices

Indirect support with the school's instructional program and goals

Expected of all school librarians

Breakdown: *Performance Level 3*

Performance Level 3 Definitions	
Adequate(ly)	This descriptor means that the librarian's performance is satisfactory, but does not reach the furthest extent possible (level 4)
Frequently	The librarian demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident
Most	The librarian demonstrates that most of the students using the library are being well served by instruction and by the services offered

Breakdown: *Performance Level 2*

2

Making attempts but does not fully demonstrate effectiveness

Requires clear, specific, actionable feedback from administrator

High potential librarian

Breakdown: *Performance Level 2*

Performance Level 2 Definitions	
Sometimes	The librarian demonstrates this indicator occasionally, rather than on a frequent basis
Inadequate(ly)	This descriptor means that the indicator is enacted to a very small extent, and not to the degree needed to score level 3
Few	The librarian demonstrates that a small number (a minority of the students using the library) are being well served by instruction and by the services offered
Limited	The librarian enacts this indicator to either a very small extent, or in very small amounts, or on very few occasions

Breakdown: *Performance Level 1*

1

Should receive immediate and comprehensive professional learning

Can request specific professional learning to address identified area(s) of growth

Professional learning and support can come from the MDE or other high-quality library conferences

Breakdown: *Performance Level 1*

Performance Level 1 Definitions	
Rarely	This descriptor means the librarian hardly ever enacts the indicator
Ineffectively	The librarian does not produce the desired results
Almost no/never	This descriptor is used to signal that the librarian hardly ever enacts the indicator
Does not	This descriptor means the librarian does not achieve the desired practice or result

Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Learning Standards for Libraries and supports the Mississippi College- and Career-Readiness Standards.

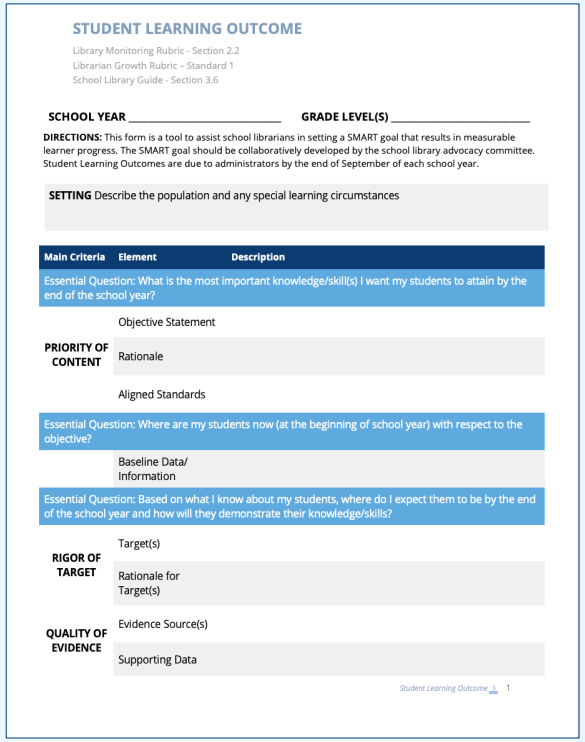
3

- **FREQUENTLY** consults with the school library advocacy committee to develop yearly SMART Goals and
- **FREQUENTLY** provides **HIGH-QUALITY** instructional support materials that align with the school's instructional program

Breakdown: *Domain I Instructional Planning | Standard 1*

Evidence

- ✓ SLO SMART Goals
- ✓ Program SMART Goals
- ✓ Agendas and Notes



STUDENT LEARNING OUTCOME

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric – Standard 1
School Library Guide - Section 3.6

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What is the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
	Objective Statement	
PRIORITY OF CONTENT	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/ Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
	Target(s)	
RIGOR OF TARGET	Rationale for Target(s)	
	Evidence Source(s)	
QUALITY OF EVIDENCE	Supporting Data	

Student Learning Outcome 1

LIBRARY PROGRAM GROWTH PLAN

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 1
School Library Guide - Section 6.8

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable library program progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Library Program Growth Plan is due to administrators by the end of September of each school year.

SETTING
Describe the population and any special circumstances

STUDENT LEARNING
Describe how this will improve student learning

BASELINE DATA
Describe what data is being used and how it helps with the goal

SMART GOAL
Describe what you want learners to accomplish using SMART elements

RESOURCES/SUPPORT NEEDED
Describe any resources, support, and/or training that is needed to accomplish goal

Library Program Growth Plan 1

HINT: Use student data to help write both goals!!!

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Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

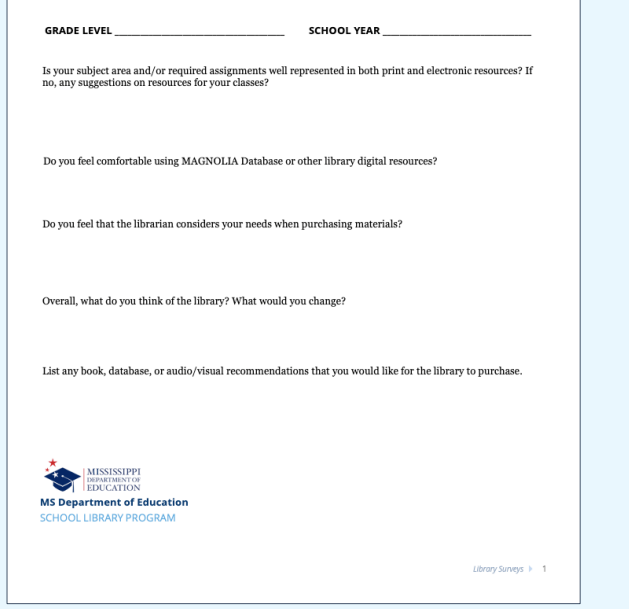
3

- **ADEQUATELY** plans instruction and provides resources that **FREQUENTLY** meets the diversity of **MOST** students

Breakdown: *Domain I Instructional Planning | Standard 2*

Evidence

- ✓ Surveys or Needs Assessments
- ✓ Documentation of Provision
- ✓ Observations



TEACHER LIBRARY SURVEY

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric – Standards 2 and 3
School Library Guide - Section 6.8

TEACHER _____ **SUBJECT AREA** _____

GRADE LEVEL _____ **SCHOOL YEAR** _____

Is your subject area and/or required assignments well represented in both print and electronic resources? If no, any suggestions on resources for your classes?

Do you feel comfortable using MAGNOLIA Database or other library digital resources?

Do you feel that the librarian considers your needs when purchasing materials?

Overall, what do you think of the library? What would you change?

List any book, database, or audio/visual recommendations that you would like for the library to purchase.

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MS Department of Education
SCHOOL LIBRARY PROGRAM

Library Surveys 1

STUDENT LIBRARY SURVEY

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 2 and 3
School Library Guide - Section 6.8

What grade are you in? _____

How often do you visit the library?

▫ Daily ▫ Several times a week ▫ Once a week ▫ Only when I visit with my class

Please check all of the reasons you visit the library.

▫ to check out/return books ▫ to use the computers ▫ to use the printer/copiers

▫ to do research or classwork ▫ to visit with a class

Do you have enough opportunities to visit the library? ▫ yes ▫ no

When you visit the library, are you usually able to find what you are looking for? ▫ yes ▫ no

Is the librarian approachable and/or helpful? ▫ yes ▫ no

Do you use the virtual library catalog? ▫ yes ▫ no ▫ I don't know what that is

Do you feel the lessons in the library are helpful/informative?

▫ Always ▫ Sometimes ▫ Rarely ▫ Never

How could the library be improved?

List any book or author recommendations that you would like to see the library purchase?

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MS Department of Education
SCHOOL LIBRARY PROGRAM

Library Surveys 2

HINT: Find the best way to get the surveys out to students **AND** teachers.

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Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.

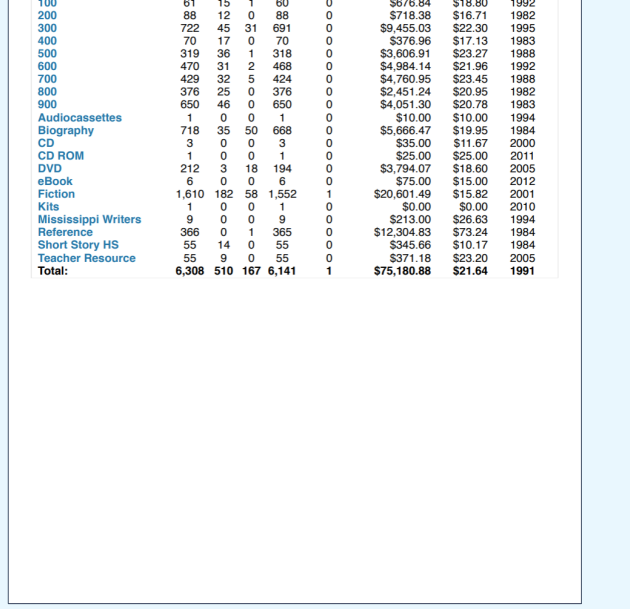
3

- **FREQUENTLY** maintains awareness of **MOST** students' reading interests and
- Provides **ADEQUATE** guidance on appropriate reading selection to encourage **MOST** students to read

Breakdown: *Domain II Collaboration Services | Standard 3*

Evidence

- ✓ Holdings Report
- ✓ Library Budget
- ✓ Observations



Pontotoc High School Library
123 N Main Street Pontotoc, MS 38863

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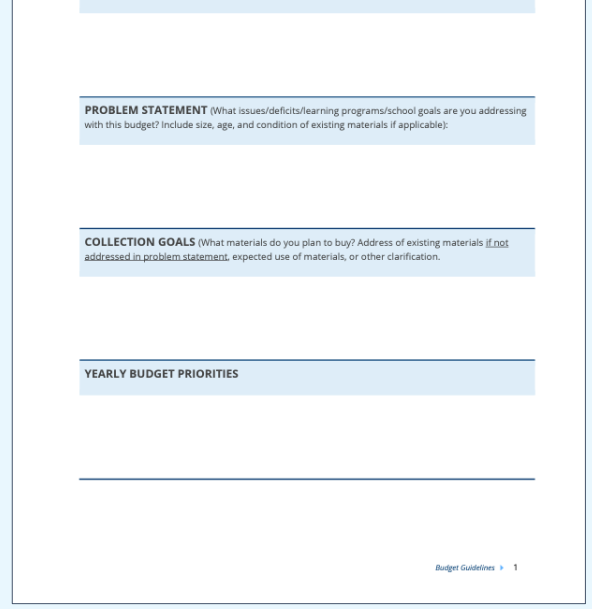
Holdings By Item Report Class

Category / Class	Have	Lost	Out	In	Reserve	Cost	Cost Average	Copyright Average
000	86	7	0	86	0	$657.43	$25.29	1995
100	61	15	1	60	0	$676.84	$18.80	1992
200	88	12	0	88	0	$718.38	$16.71	1982
300	722	45	31	691	0	$9,455.03	$22.30	1995
400	70	17	0	70	0	$376.96	$17.13	1983
500	319	36	1	318	0	$3,606.91	$23.27	1988
600	470	31	2	468	0	$4,984.14	$21.96	1992
700	429	32	5	424	0	$4,760.95	$23.45	1988
800	376	25	0	376	0	$2,451.24	$20.95	1982
900	650	46	0	650	0	$4,051.30	$20.78	1983
Audiocassettes	1	0	0	1	0	$10.00	$10.00	1994
Biography	718	35	50	668	0	$5,666.47	$19.95	1984
CD	3	0	0	3	0	$35.00	$11.67	2000
CD ROM	1	0	0	1	0	$25.00	$25.00	2011
DVD	212	3	18	194	0	$3,794.07	$18.60	2005
eBook	6	0	0	6	0	$75.00	$15.00	2012
Fiction	1,610	182	58	1,552	1	$20,601.49	$15.82	2001
Kits	1	0	0	1	0	$0.00	$0.00	2010
Mississippi Writers	9	0	0	9	0	$213.00	$26.63	1994
Reference	366	0	1	365	0	$12,304.83	$73.24	1984
Short Story HS	55	14	0	55	0	$345.66	$10.17	1984
Teacher Resource	55	9	0	55	0	$371.18	$23.20	2005
Total:	**6,308**	**510**	**167**	**6,141**	**1**	**$75,180.88**	**$21.64**	**1991**



MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

LIBRARY BUDGET JUSTIFICATION

Audit Rubric: Section 2.4 | Guide: Section 6.2

MISSION STATEMENT

PROBLEM STATEMENT (What issues/deficits/learning programs/school goals are you addressing with this budget? Include size, age, and condition of existing materials if applicable):

COLLECTION GOALS (What materials do you plan to buy? Address of existing materials if not addressed in problem statement, expected use of materials, or other clarification.

YEARLY BUDGET PRIORITIES

Budget Guidelines 1

HINT: The holdings report should only be **ONE** page.

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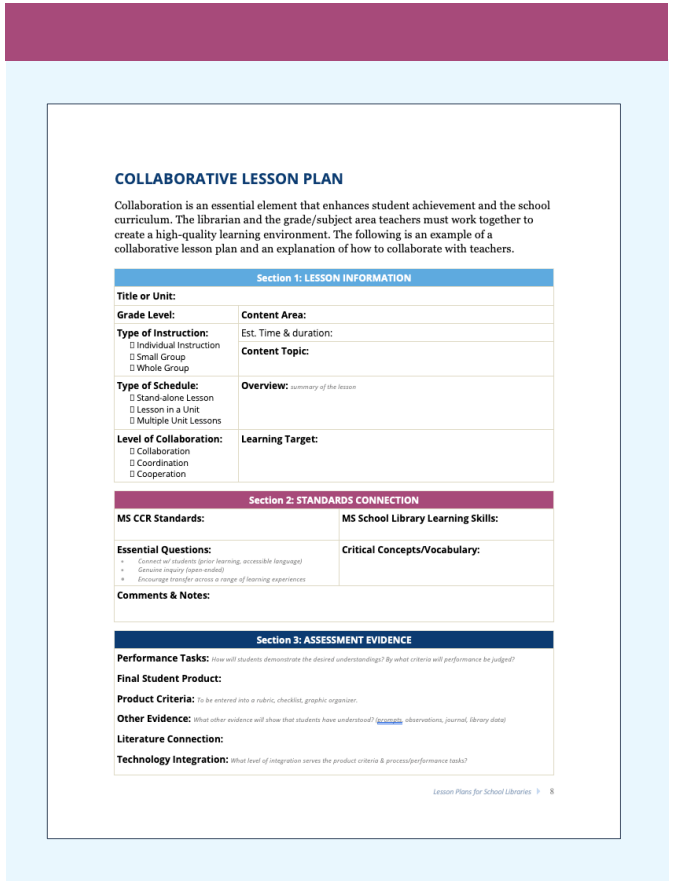
Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Learning Standards for Libraries and the Mississippi College- and Career-Readiness Standards.

3

- **FREQUENTLY** collaborates and
- **ADEQUATELY** teaches information and digital literacy as an **INTEGRAL** part of the curriculum

Evidence

- ✓ Library Schedule
- ✓ Lesson Plans
- ✓ Observations



COLLABORATIVE LESSON PLAN

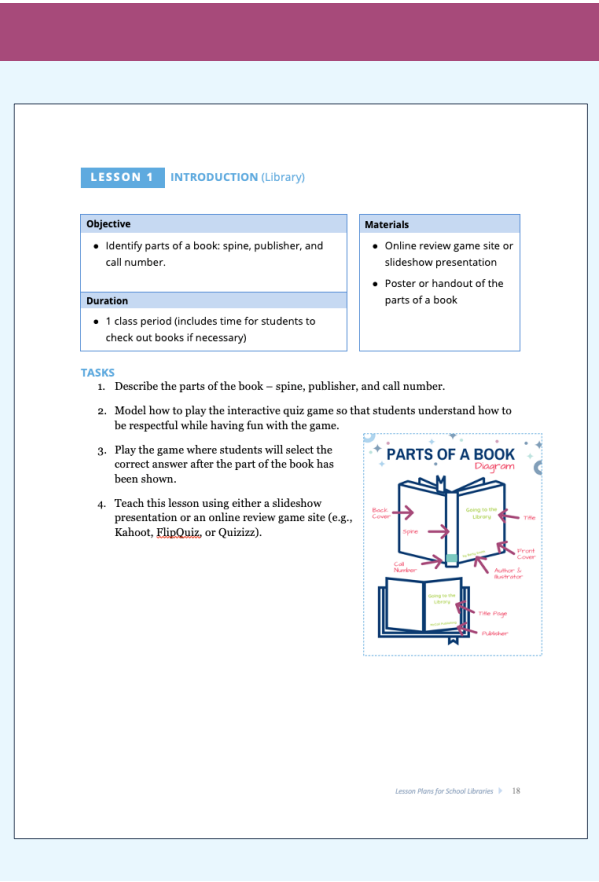
Collaboration is an essential element that enhances student achievement and the school curriculum. The librarian and the grade/subject area teachers must work together to create a high-quality learning environment. The following is an example of a collaborative lesson plan and an explanation of how to collaborate with teachers.

Section 1: LESSON INFORMATION	
Title or Unit:	
Grade Level:	**Content Area:**
Type of Instruction: ☐ Individual Instruction ☐ Small Group ☐ Whole Group	Est. Time & duration: **Content Topic:**
Type of Schedule: ☐ Stand-alone Lesson ☐ Lesson in a Unit ☐ Multiple Unit Lessons	**Overview:** *summary of the lesson*
Level of Collaboration: ☐ Collaboration ☐ Coordination ☐ Cooperation	**Learning Target:**

Section 2: STANDARDS CONNECTION	
MS CCR Standards:	**MS School Library Learning Skills:**
Essential Questions: • *Connect w/ students (prior learning, accessible language)* • *Genuine inquiry (open-ended)* • *Encourage transfer across a range of learning experiences*	**Critical Concepts/Vocabulary:**
Comments & Notes:	

Section 3: ASSESSMENT EVIDENCE
Performance Tasks: *How will students demonstrate the desired understandings? By what criteria will performance be judged?*
Final Student Product:
Product Criteria: *To be entered into a rubric, checklist, graphic organizer.*
Other Evidence: *What other evidence will show that students have understood? (prompts, observations, journal, library data)*
Literature Connection:
Technology Integration: *What level of integration serves the product criteria & process/performance tasks?*

Lesson Plans for School Libraries 8



LESSON 1 **INTRODUCTION** (Library)

Objective	Materials
• Identify parts of a book: spine, publisher, and call number.	• Online review game site or slideshow presentation • Poster or handout of the parts of a book
Duration	
• 1 class period (includes time for students to check out books if necessary)	

TASKS

1. Describe the parts of the book – spine, publisher, and call number.
2. Model how to play the interactive quiz game so that students understand how to be respectful while having fun with the game.
3. Play the game where students will select the correct answer after the part of the book has been shown.
4. Teach this lesson using either a slideshow presentation or an online review game site (e.g., Kahoot, FlipQuiz, or Quizizz).

Lesson Plans for School Libraries 18

HINT: Check out the Library Lesson Plans for different levels of collaboration.

MISSISSIPPI DEPARTMENT OF EDUCATION

Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.

3

- Provides **ADEQUATE** training and assistance to **MOST** students and teachers in the use of resources, technology, and equipment

Breakdown: *Domain II Collaboration Services | Standard 5*

Evidence

- ✓ Documentation of Training
- ✓ Observations

William Shakespeare's Othello

Along with *Hamlet*, *King Lear*, and *Macbeth*, *Othello* is one of Shakespeare's four great tragedies and thus a pillar of what most critics take to be the apex of Shakespeare's dramatic art. *Othello* is unique among Shakespeare's great tragedies. Unlike *Hamlet*, *King Lear*, and *Macbeth*, which are set against a backdrop of affairs of state and which reverberate with suggestions of universal human concerns, *Othello* is set in a private world and focuses on the passions and personal lives of its major figures.

Circulating Books

792.9 WEB	Shakespeare without Tears
820.9 DAI	Racism, Misogyny, and the Othello Myth
822.3 SHA	The Tragedy of Othello
822.3 SHA	No Fear Shakespeare: Othello
822.3 SHA	William Shakespeare: the Tragedies

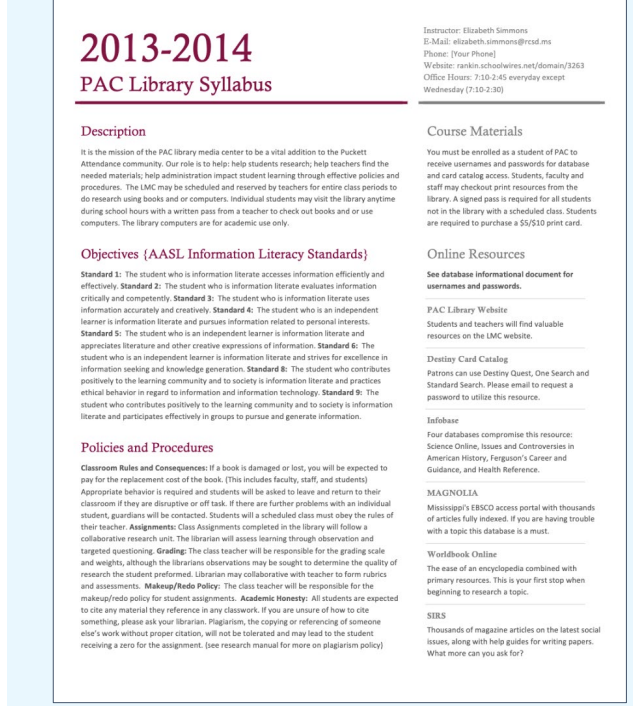
Reference Books

REF 822 SHA	William Shakespeare
REF 822.3 BOY	Shakespeare A to Z
REF 822.3 SHA	Women in the Age of Shakespeare
REF 822.3 SHA	Religion in the Age of Shakespeare
REF 822.3 SHA	Othello
REF 822.3 SHA	Understanding Othello

Databases

EBSCO Literary Reference Center	magn0751	
Bloom's Literary Reference Online	puckettac	wolves39151

WOLF DEN Library



2013-2014
PAC Library Syllabus

Instructor: Elizabeth Simmons
E-Mail: elizabeth.simmons@rcsd.ms
Phone: [Your Phone]
Website: rankin.schoolwires.net/domain/3263
Office Hours: 7:10-2:45 everyday except Wednesday (7:10-2:30)

Description

It is the mission of the PAC library media center to be a vital addition to the Puckett Attendance community. Our role is to help: help students research; help teachers find the needed materials; help administration impact student learning through effective policies and procedures. The LMC may be scheduled and reserved by teachers for entire class periods to do research using books and or computers. Individual students may visit the library anytime during school hours with a written pass from a teacher to check out books and or use computers. The library computers are for academic use only.

Objectives {AASL Information Literacy Standards}

Standard 1: The student who is information literate accesses information efficiently and effectively. **Standard 2:** The student who is information literate evaluates information critically and competently. **Standard 3:** The student who is information literate uses information accurately and creatively. **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Policies and Procedures

Classroom Rules and Consequences: If a book is damaged or lost, you will be expected to pay for the replacement cost of the book. (This includes faculty, staff, and students) Appropriate behavior is required and students will be asked to leave and return to their classroom if they are disruptive or off task. If there are further problems with an individual student, guardians will be contacted. Students will a scheduled class must obey the rules of their teacher. **Assignments:** Class Assignments completed in the library will follow a collaborative research unit. The librarian will assess learning through observation and targeted questioning. **Grading:** The class teacher will be responsible for the grading scale and weights, although the librarians observations may be sought to determine the quality of research the student preformed. Librarian may collaborative with teacher to form rubrics and assessments. **Makeup/Redo Policy:** The class teacher will be responsible for the makeup/redo policy for student assignments. **Academic Honesty:** All students are expected to cite any material they reference in any classwork. If you are unsure of how to cite something, please ask your librarian. Plagiarism, the copying or referencing of someone else's work without proper citation, will not be tolerated and may lead to the student receiving a zero for the assignment. (see research manual for more on plagiarism policy)

Course Materials

You must be enrolled as a student of PAC to receive usernames and passwords for database and card catalog access. Students, faculty and staff may checkout print resources from the library. A signed pass is required for all students not in the library with a scheduled class. Students are required to purchase a $5/$10 print card.

Online Resources

See database informational document for usernames and passwords.

PAC Library Website
Students and teachers will find valuable resources on the LMC website.

Destiny Card Catalog
Patrons can use Destiny Quest, One Search and Standard Search. Please email to request a password to utilize this resource.

Infobase
Four databases compromise this resource: Science Online, Issues and Controversies in American History, Ferguson's Career and Guidance, and Health Reference.

MAGNOLIA
Mississippi's EBSCO access portal with thousands of articles fully indexed. If you are having trouble with a topic this database is a must.

Worldbook Online
The ease of an encyclopedia combined with primary resources. This is your first stop when beginning to research a topic.

SIRS
Thousands of magazine articles on the latest social issues, along with help guides for writing papers. What more can you ask for?

HINT: Do not keep a copy of everything!

MISSISSIPPI DEPARTMENT OF EDUCATION

Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

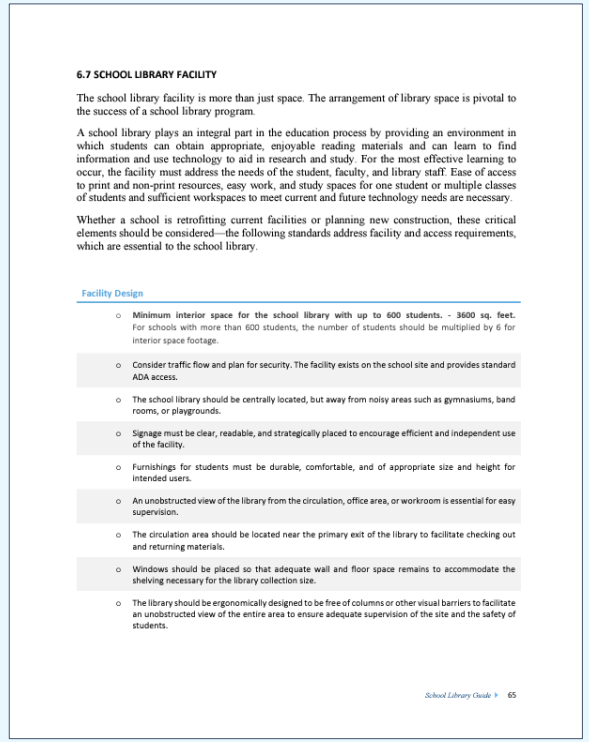
3

- **APPROPRIATELY** organizes the library facilities for **EASY** access and
- Does demonstrate **HIGH** expectations for **MOST** students and teachers

Breakdown: *Domain III Library Environment | Standard 6*

Evidence

- ✓ Meeting Section 6.7 requirements
- ✓ Observations



6.7 SCHOOL LIBRARY FACILITY

The school library facility is more than just space. The arrangement of library space is pivotal to the success of a school library program.

A school library plays an integral part in the education process by providing an environment in which students can obtain appropriate, enjoyable reading materials and can learn to find information and use technology to aid in research and study. For the most effective learning to occur, the facility must address the needs of the student, faculty, and library staff. Ease of access to print and non-print resources, easy work, and study spaces for one student or multiple classes of students and sufficient workspaces to meet current and future technology needs are necessary.

Whether a school is retrofitting current facilities or planning new construction, these critical elements should be considered—the following standards address facility and access requirements, which are essential to the school library.

Facility Design

- **Minimum interior space for the school library with up to 600 students. - 3600 sq. feet.** For schools with more than 600 students, the number of students should be multiplied by 6 for interior space footage.
- Consider traffic flow and plan for security. The facility exists on the school site and provides standard ADA access.
- The school library should be centrally located, but away from noisy areas such as gymnasiums, band rooms, or playgrounds.
- Signage must be clear, readable, and strategically placed to encourage efficient and independent use of the facility.
- Furnishings for students must be durable, comfortable, and of appropriate size and height for intended users.
- An unobstructed view of the library from the circulation, office area, or workroom is essential for easy supervision.
- The circulation area should be located near the primary exit of the library to facilitate checking out and returning materials.
- Windows should be placed so that adequate wall and floor space remains to accommodate the shelving necessary for the library collection size.
- The library should be ergonomically designed to be free of columns or other visual barriers to facilitate an unobstructed view of the entire area to ensure adequate supervision of the site and the safety of students.

HINT: Make sure that the principal (or anyone) can easily find items.

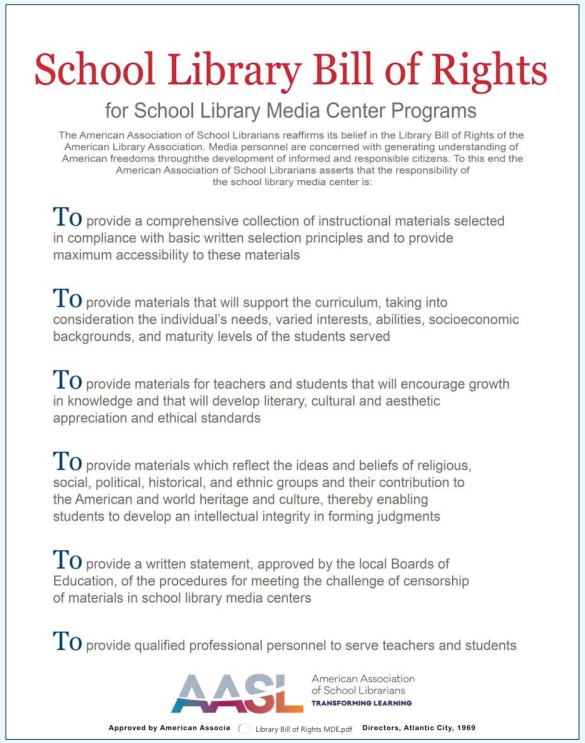
Resources are selected according to the principles of the School Library Bill of Rights and Intellectual Freedom and provides access to information in consideration to students' needs, abilities, and diversity.

3

- **FREQUENTLY** promotes the School Library Bill of Rights and Intellectual Freedom and
- **FREQUENTLY** grants **OPEN** access to the school library collection

Evidence

- ✓ Promotion of School Library Bill of Rights
- ✓ School Library Schedule



School Library Bill of Rights

for School Library Media Center Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms throughthe development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles and to provide maximum accessibility to these materials

To provide materials that will support the curriculum, taking into consideration the individual's needs, varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served

To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation and ethical standards

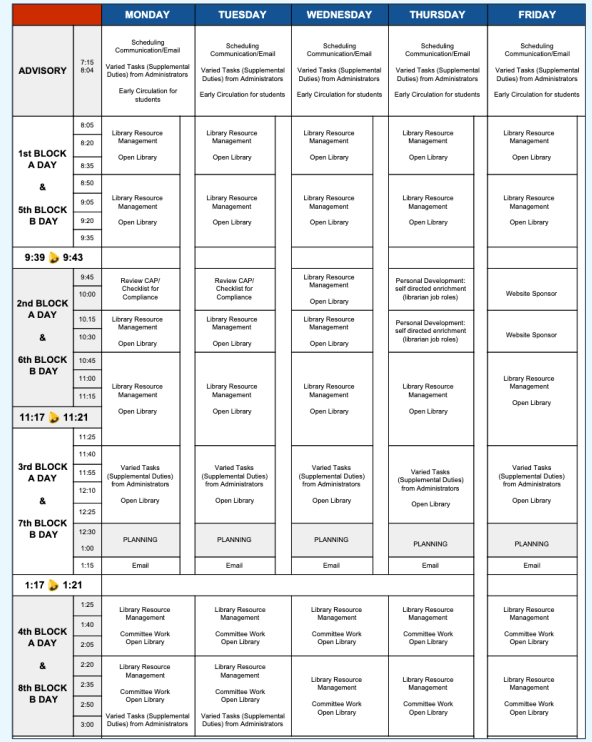
To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers

To provide qualified professional personnel to serve teachers and students

AASL American Association of School Librarians TRANSFORMING LEARNING

Approved by American Associa Library Bill of Rights MDE.pdf Directors, Atlantic City, 1969



		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ADVISORY	7:15 8:04	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students
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	8:50 9:05 9:20 9:35	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library
9:39 🔔 9:43						
2nd BLOCK A DAY & 6th BLOCK B DAY	9:45 10:00	Review CAP/ Checklist for Compliance	Review CAP/ Checklist for Compliance	Library Resource Management Open Library	Personal Development: self directed enrichment (librarian job roles)	Website Sponsor
	10:15 10:30	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Personal Development: self directed enrichment (librarian job roles)	Website Sponsor
	10:45 11:00 11:15	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library
11:17 🔔 11:21						
3rd BLOCK A DAY & 7th BLOCK B DAY	11:25 11:40 11:55 12:10 12:25	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library
	12:30 1:00	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
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1:17 🔔 1:21						
4th BLOCK A DAY & 8th BLOCK B DAY	1:25 1:40 2:05	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library
	2:20 2:35 2:50 3:00	Library Resource Management Committee Work Open Library Varied Tasks (Supplemental Duties) from Administrators	Library Resource Management Committee Work Open Library Varied Tasks (Supplemental Duties) from Administrators	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library

HINT: Include library management and open library time.

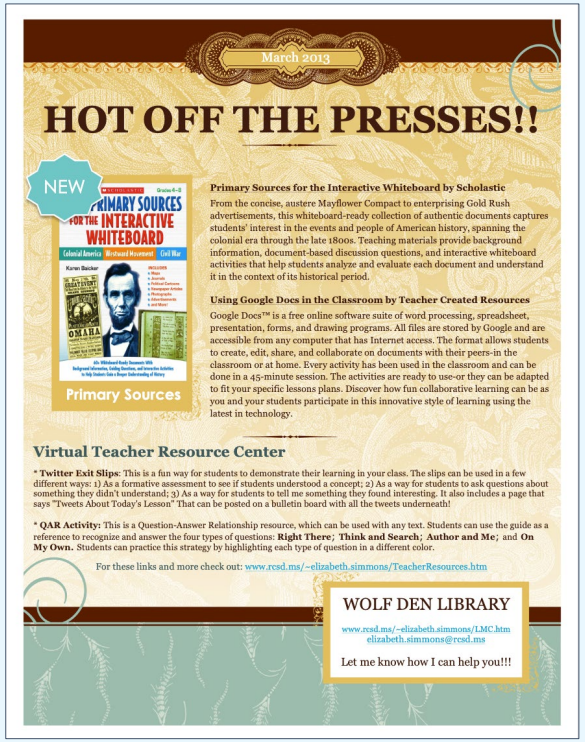
Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

3

- **FREQUENTLY** communicates to **MOST** students and teachers and
- **FREQUENTLY** advocates for the school library program

Evidence

✓ Examples of Communication



March 2013

HOT OFF THE PRESSES!!

NEW

Primary Sources for the Interactive Whiteboard by Scholastic

From the concise, austere Mayflower Compact to enterprising Gold Rush advertisements, this whiteboard-ready collection of authentic documents captures students' interest in the events and people of American history, spanning the colonial era through the late 1800s. Teaching materials provide background information, document-based discussion questions, and interactive whiteboard activities that help students analyze and evaluate each document and understand it in the context of its historical period.

Using Google Docs in the Classroom by Teacher Created Resources

Google Docs™ is a free online software suite of word processing, spreadsheet, presentation, forms, and drawing programs. All files are stored by Google and are accessible from any computer that has Internet access. The format allows students to create, edit, share, and collaborate on documents with their peers-in the classroom or at home. Every activity has been used in the classroom and can be done in a 45-minute session. The activities are ready to use-or they can be adapted to fit your specific lessons plans. Discover how fun collaborative learning can be as you and your students participate in this innovative style of learning using the latest in technology.

Virtual Teacher Resource Center

* **Twitter Exit Slips**: This is a fun way for students to demonstrate their learning in your class. The slips can be used in a few different ways: 1) As a formative assessment to see if students understood a concept; 2) As a way for students to ask questions about something they didn't understand; 3) As a way for students to tell me something they found interesting. It also includes a page that says "Tweets About Today's Lesson" That can be posted on a bulletin board with all the tweets underneath!

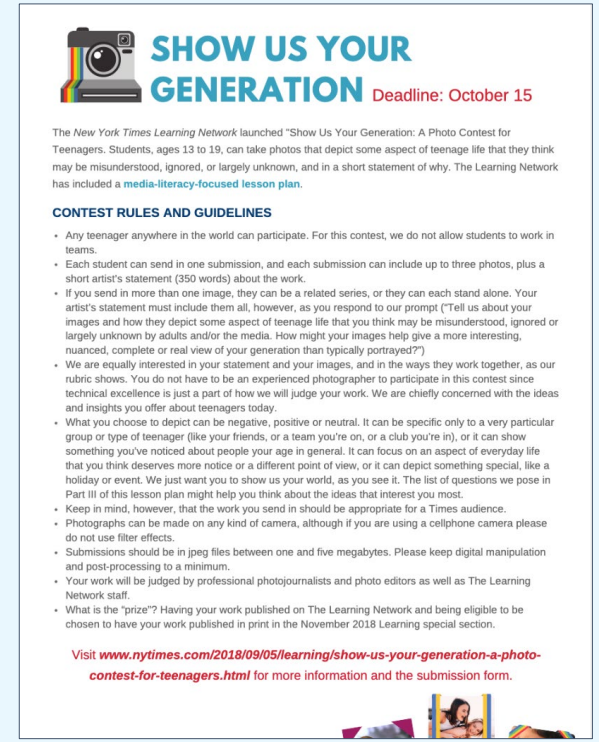
* **QAR Activity:** This is a Question-Answer Relationship resource, which can be used with any text. Students can use the guide as a reference to recognize and answer the four types of questions: **Right There**; **Think and Search**; **Author and Me**; and **On My Own.** Students can practice this strategy by highlighting each type of question in a different color.

For these links and more check out: www.rcsd.ms/~elizabeth.simmons/TeacherResources.htm

WOLF DEN LIBRARY

www.rcsd.ms/~elizabeth.simmons/LMC.htm
elizabeth.simmons@rcsd.ms

Let me know how I can help you!!!



SHOW US YOUR GENERATION Deadline: October 15

The *New York Times Learning Network* launched "Show Us Your Generation: A Photo Contest for Teenagers. Students, ages 13 to 19, can take photos that depict some aspect of teenage life that they think may be misunderstood, ignored, or largely unknown, and in a short statement of why. The Learning Network has included a **media-literacy-focused lesson plan**.

CONTEST RULES AND GUIDELINES

- Any teenager anywhere in the world can participate. For this contest, we do not allow students to work in teams.
- Each student can send in one submission, and each submission can include up to three photos, plus a short artist's statement (350 words) about the work.
- If you send in more than one image, they can be a related series, or they can each stand alone. Your artist's statement must include them all, however, as you respond to our prompt ("Tell us about your images and how they depict some aspect of teenage life that you think may be misunderstood, ignored or largely unknown by adults and/or the media. How might your images help give a more interesting, nuanced, complete or real view of your generation than typically portrayed?")
- We are equally interested in your statement and your images, and in the ways they work together, as our rubric shows. You do not have to be an experienced photographer to participate in this contest since technical excellence is just a part of how we will judge your work. We are chiefly concerned with the ideas and insights you offer about teenagers today.
- What you choose to depict can be negative, positive or neutral. It can be specific only to a very particular group or type of teenager (like your friends, or a team you're on, or a club you're in), or it can show something you've noticed about people your age in general. It can focus on an aspect of everyday life that you think deserves more notice or a different point of view, or it can depict something special, like a holiday or event. We just want you to show us your world, as you see it. The list of questions we pose in Part III of this lesson plan might help you think about the ideas that interest you most.
- Keep in mind, however, that the work you send in should be appropriate for a Times audience.
- Photographs can be made on any kind of camera, although if you are using a cellphone camera please do not use filter effects.
- Submissions should be in jpeg files between one and five megabytes. Please keep digital manipulation and post-processing to a minimum.
- Your work will be judged by professional photojournalists and photo editors as well as The Learning Network staff.
- What is the "prize"? Having your work published on The Learning Network and being eligible to be chosen to have your work published in print in the November 2018 Learning special section.

Visit ***www.nytimes.com/2018/09/05/learning/show-us-your-generation-a-photo-contest-for-teenagers.html*** for more information and the submission form.

HINT: Use the best way to communicate with students, teachers, **AND** parents.

Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.

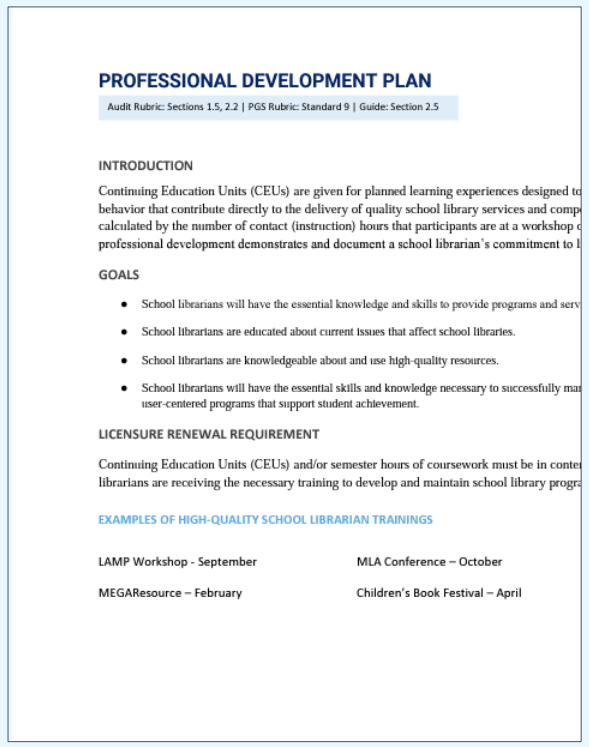
3

- **FREQUENTLY** engages in professional learning and
- Applies knowledge and skills to benefit **MOST** students and teachers

Breakdown: *Domain IV Professional Responsibilities*

Evidence

✓ Professional Development Plan



PROFESSIONAL DEVELOPMENT PLAN

Audit Rubric: Sections 1.5, 2.2 | PGS Rubric: Standard 9 | Guide: Section 2.5

INTRODUCTION

Continuing Education Units (CEUs) are given for planned learning experiences designed to
behavior that contribute directly to the delivery of quality school library services and comp
calculated by the number of contact (instruction) hours that participants are at a workshop
professional development demonstrates and document a school librarian's commitment to l

GOALS

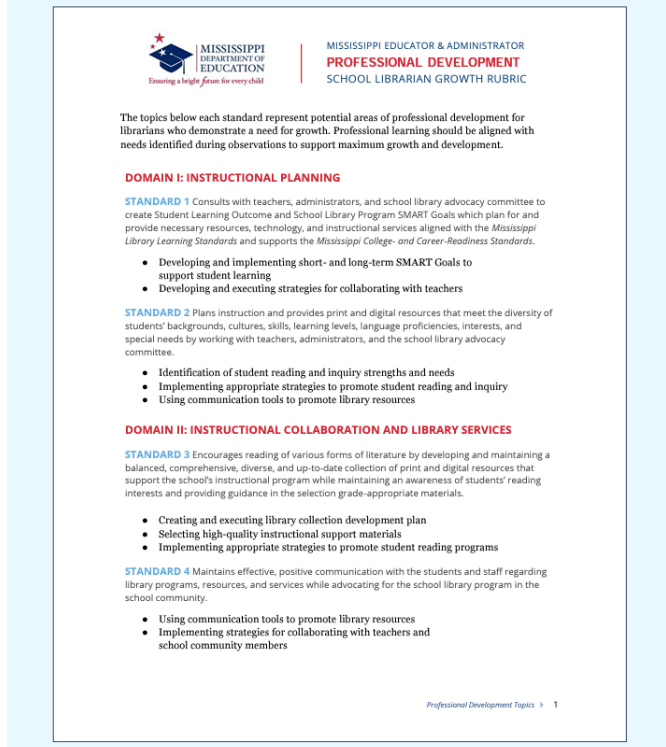
- School librarians will have the essential knowledge and skills to provide programs and serv
- School librarians are educated about current issues that affect school libraries.
- School librarians are knowledgeable about and use high-quality resources.
- School librarians will have the essential skills and knowledge necessary to successfully ma
  user-centered programs that support student achievement.

LICENSURE RENEWAL REQUIREMENT

Continuing Education Units (CEUs) and/or semester hours of coursework must be in conte
librarians are receiving the necessary training to develop and maintain school library progr

EXAMPLES OF HIGH-QUALITY SCHOOL LIBRARIAN TRAININGS

LAMP Workshop - September	MLA Conference – October
MEGAResource – February	Children's Book Festival – April



MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
PROFESSIONAL DEVELOPMENT
SCHOOL LIBRARIAN GROWTH RUBRIC

The topics below each standard represent potential areas of professional development for librarians who demonstrate a need for growth. Professional learning should be aligned with needs identified during observations to support maximum growth and development.

DOMAIN I: INSTRUCTIONAL PLANNING

STANDARD 1 Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Library Learning Standards* and supports the *Mississippi College- and Career-Readiness Standards*.

- Developing and implementing short- and long-term SMART Goals to support student learning
- Developing and executing strategies for collaborating with teachers

STANDARD 2 Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

- Identification of student reading and inquiry strengths and needs
- Implementing appropriate strategies to promote student reading and inquiry
- Using communication tools to promote library resources

DOMAIN II: INSTRUCTIONAL COLLABORATION AND LIBRARY SERVICES

STANDARD 3 Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.

- Creating and executing library collection development plan
- Selecting high-quality instructional support materials
- Implementing appropriate strategies to promote student reading programs

STANDARD 4 Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

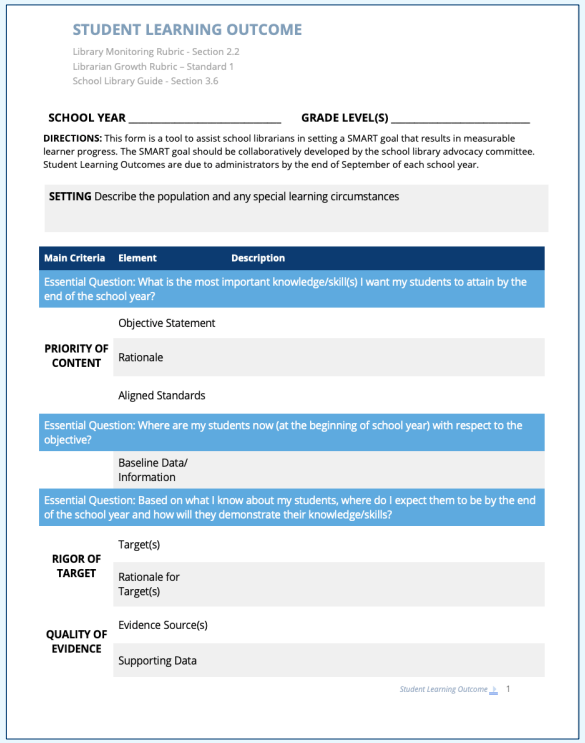
- Using communication tools to promote library resources
- Implementing strategies for collaborating with teachers and school community members

Professional Development Topics 1

Overview

SLO and Program Goals

Overview and Goals: *SMART Goal Resources*



STUDENT LEARNING OUTCOME

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric – Standard 1
School Library Guide - Section 3.6

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

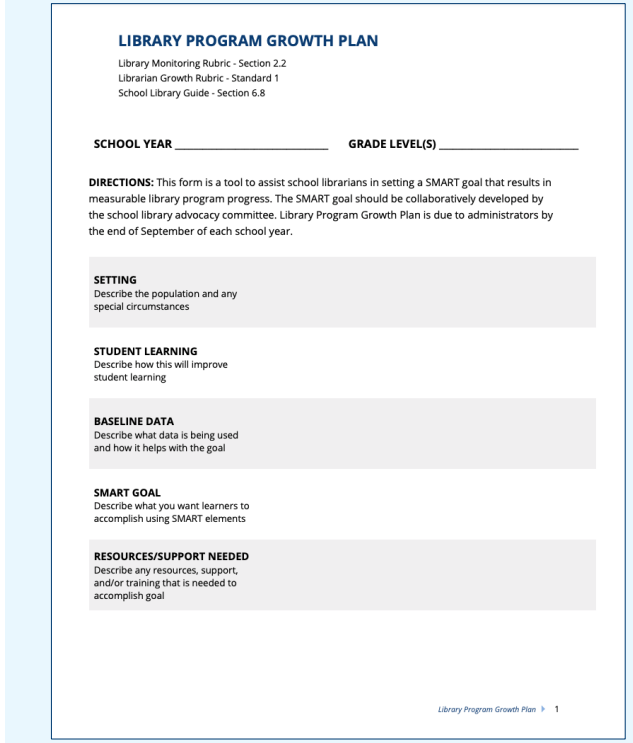
SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What is the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
	Objective Statement	
PRIORITY OF CONTENT	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/ Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
RIGOR OF TARGET	Target(s)	
	Rationale for Target(s)	
QUALITY OF EVIDENCE	Evidence Source(s)	
	Supporting Data	

Student Learning Outcome 1

Student Learning Outcome SMART Goals

Library Program SMART Goals



LIBRARY PROGRAM GROWTH PLAN

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 1
School Library Guide - Section 6.8

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable library program progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Library Program Growth Plan is due to administrators by the end of September of each school year.

SETTING
Describe the population and any special circumstances

STUDENT LEARNING
Describe how this will improve student learning

BASELINE DATA
Describe what data is being used and how it helps with the goal

SMART GOAL
Describe what you want learners to accomplish using SMART elements

RESOURCES/SUPPORT NEEDED
Describe any resources, support, and/or training that is needed to accomplish goal

Library Program Growth Plan 1

Overview and Goals: *What is a SMART Goal?*

Tip #1

Work within district to write vertically-aligned goals

Tip #2

Include library advocacy committee

Tip #3

Use student data when writing the attainable portion

Tip #4

Can be short- or long-term goals depending on the needs

Overview and Goals: *Rating Weights*

Component	Description	Tested Teachers	Non-tested Teachers/Coaches	Support Faculty
Instructional Practices	Minimum of 3 Observations related to the appropriate PGS Rubric, observing all domains weighted equally	**50%**	**50%**	**50%**
Student Climate Survey	Average score (from students) based off school climate survey	**10%**	**10%**	**10%**
Student Growth	SMART Goal related to performance on state test	**20%**		
	SMART Goal related to school-wide initiative			**20%**
	SMART Goal related to performance on district diagnostic test		**20%**	
	School-wide Student Performance **BOTTOM 25%**	**20%**	**20%**	**20%**
Total Weight		**100%**	**100%**	**100%**

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	**3**	**2**	**1**
Exceeds Goal	On Target	Approaching Goal	Not on Target

Librarians will develop and implement **two (2)** SMART goals per school year

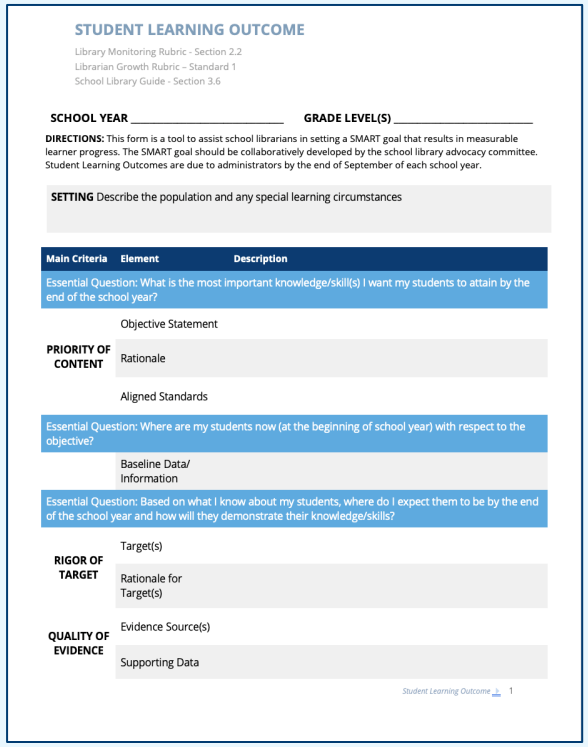
- **GOAL 1**: Student Learning Outcomes (either a particular grade or whole school)
- **GOAL 2:** Library program goal which improves the resources or services

EXAMPLE:
GOAL 1 score = 3 | **GOAL 2** score = 4 | **Overall Score** = 3+4 = 7/2 = **3.5**

Student Learning Outcome

SMART Goal Overview

Student Learning Outcomes: *Part 1*



STUDENT LEARNING OUTCOME

Library Monitoring Rubric - Section 2.2
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School Library Guide - Section 3.6

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What is the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
PRIORITY OF CONTENT	Objective Statement	
	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/ Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
RIGOR OF TARGET	Target(s)	
	Rationale for Target(s)	
QUALITY OF EVIDENCE	Evidence Source(s)	
	Supporting Data	

Student Learning Outcome 1

Setting

Describe the population and any special learning circumstances

Priority of Content

1. Objective Statement
2. Rationale
3. Aligned Standards

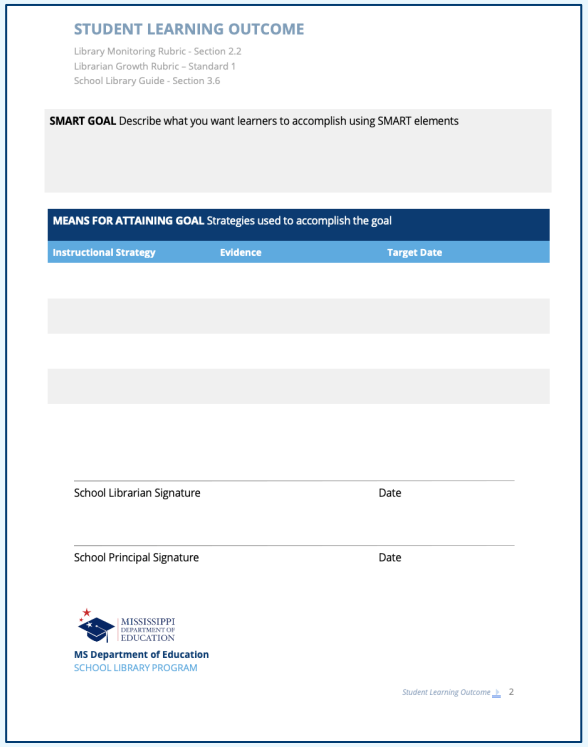
Baseline Data

Where are the students NOW?

Rigor of Target
Quality of Evidence

1. Targets
2. Rational for Target(s)
3. Evidence Source(s)
4. Supporting Data

Student Learning Outcomes: *Part 2*



STUDENT LEARNING OUTCOME

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SMART GOAL Describe what you want learners to accomplish using SMART elements

MEANS FOR ATTAINING GOAL Strategies used to accomplish the goal

Instructional Strategy	Evidence	Target Date

School Librarian Signature Date

School Principal Signature Date

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Student Learning Outcome 2

SMART Goal — Describe what learners will accomplish through the goal

Means to Attaining Goal

1. Instructional Strategy
2. Evidence
3. Target Dates

Signatures — Share and signed by principal

Student Learning Outcomes: *Example*

Setting	Seventy-five percent of 8th grade male students are not reading on grade level and the reluctance to read is showing on low test scores on ELA benchmarks.
Priority of Content	1. **Objective Statement:** Students will learn how to select books based on interest levels to help encourage reluctant readers which will improve comprehension and vocabulary. 2. **Rationale:** Free choice reading helps encourage reluctant students to become engaged readers and enjoy the activity of reading while improving test scores. 3. **Aligned Standards:** RED.LV.1.1; RED.LV.1.1; RED.LA.2.2; RED.LA.2.5; RED.LA.2.7; RED.LA.2.8; RED.LA.2.10
Baseline Data	Seventy-five percent of 8th grade male students have not shown growth on ELA benchmarks since 4th grade NAEP test.

Student Learning Outcomes: *Example*

Rigor of Target Quality of Evidence

1. **Target(s):** Twenty-five percent of 8th grade male students will show growth by the end-of-year ELA assessment.
2. **Rationale for Target(s):** Based on test data, 25% of 8th grade male students show potential for growth based on the 7th grade EOY ELA assessment.
3. **Evidence Source(s):** ELA benchmark data; comprehension and vocabulary test scores
4. **Supporting Data:** ELA benchmark data; library circulation data

Means of Attaining Goal

1. **Instructional Strategy:** Reading Challenges
2. **Evidence:** Circulation Data; Writing Prompts
3. **Target Date:** Every nine weeks

Student Learning Outcomes: *Completed Goal*

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	3	2	1
Exceeds Goal 25% or above	On Target 18.75 - 12.51%	Approaching Goal 12.5 - 6.26%	Not on Target 6.25% or below

RELEVANT

As a result of implementing reading challenges to promote free choice reading,

ATTAINABLE SPECIFIC

twenty-five percent of 8th grade male students will show growth as measured by

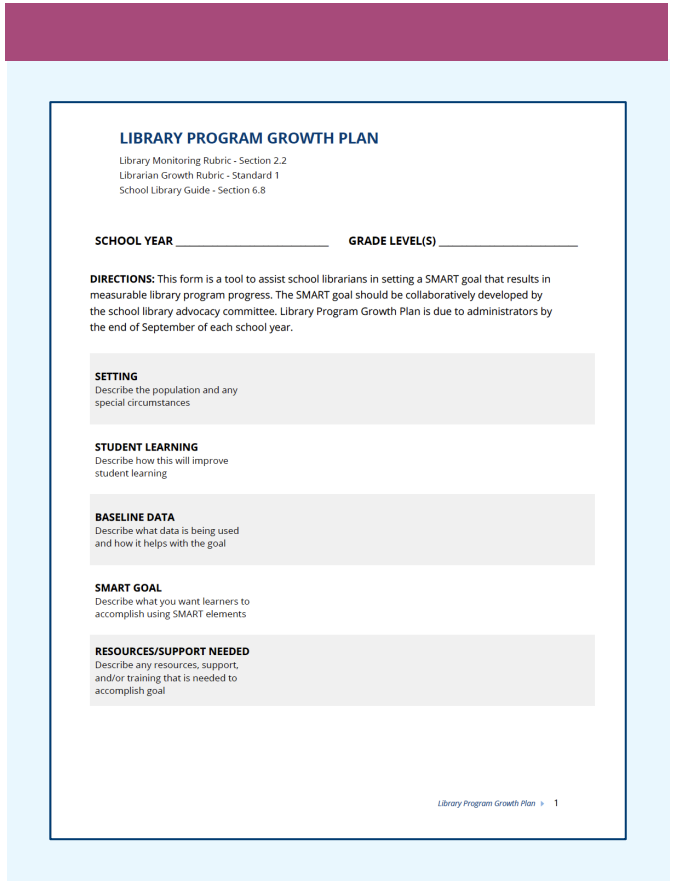
TIME BASED MEASURABLE

the EOY English Language Arts assessment.

Library Program

SMART Goal Overview

Library Program: *Part 1*



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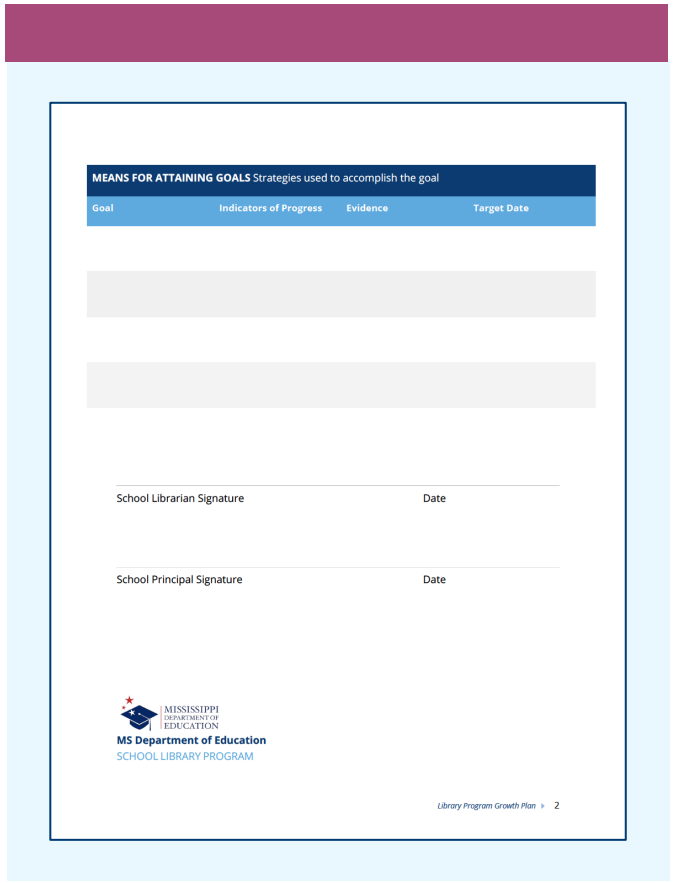
Library Program Growth Plan 1

Setting	**Describe the population and any special circumstances**
Student Learning	**Describe how this will improve student learning**
Baseline Data	**Describe what data is being used and how it helps with the goal**
SMART Goal	**Describe what you want learners to accomplish using SMART elements**
Resources/ Support Needed	**Describe resources, support, and/or training that is needed**

Library Program: *Part 2*



MEANS FOR ATTAINING GOALS Strategies used to accomplish the goal

Goal	Indicators of Progress	Evidence	Target Date

School Librarian Signature Date

School Principal Signature Date

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Library Program Growth Plan 2

Means to Attaining Goal

1. Goal
2. Indicators of Progress
3. Evidence
4. Target Date

Signatures

Share and signed by principal

Library Program: *Example*

Setting	• 345 students (7-12 grades) • 35% students reading below grade level • Majority of students score level 2 on MAAP English assessments
Student Learning	• Increase student reading for both personal and academic inquiry • Increase the new vocabulary or terms learned by students • Provide access to new genres or style of writing
Baseline Data	**Circulation and testing data will be used to show how the library program goal improves student reading**
Resources/ Support Needed	• Automated system training • Webinar or PowerPoint online for students to review

Library Program: *Completed Goal*

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	3	2	1
Exceeds Goal 20% or above	On Target 19.8-16%	Approaching Goal 15.8-12.8%	Not on Target 11.6% or below

RELEVANT SPECIFIC

By implementing open, flexible library schedule, the school library circulation will

ATTAINABLE TIME BASED MEASURABLE

increase by 20 percent as measured by end-of-the-year circulation reports.

To subscribe, send a message to **esimmons@mdek12.org** with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.

Elizabeth Simmons

Instructional Materials and Library Media Director

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