Professional Growth

Deep Dive into the School Librarian PGS

mdek12.org

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MISSISSIPPI DEPARTMENT OF EDUCATION

2021-2022

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

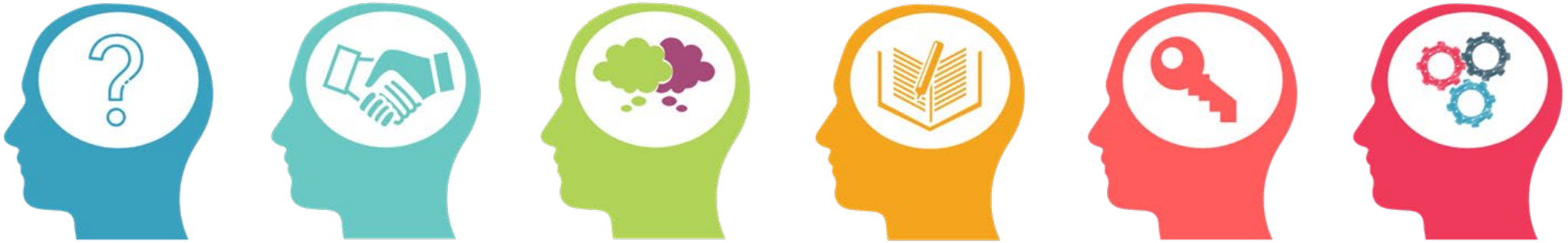
School Library Program Vision

To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.

School Library
Collaborate ▪ Learn ▪ Inspire ▪ Read ▪ Create

AASL Standards Overview

The AASL National School Library Standards encourage learners to:



INQUIRE

- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

INCLUDE

- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

COLLABORATE

- Work effectively with others to broaden perspectives and work toward common goals.

CURATE

- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

EXPLORE

- Discover and innovate in a growth mindset developed through experience and reflection.

ENGAGE

- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Importance of Reading

Children without basic literacy skills when they enter school are **3-4 times** more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over **6 points**.

15 minutes per day of independent reading can equals **1 million+** words in a year.

Daily reading to children puts them almost **1 year** ahead of those who are not being read to.

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

Warm-Up Talk

What do you need to know about the professional growth rubric?

Overview & Goals

Librarian Growth Rubric

Overarching Goals

- Provide information about the performance of individual school librarians to help highlight areas of strength and identify areas for growth

- Serve as a guide for school librarians as they reflect upon their own practices

Overarching Goals

- Provide shared understanding regarding priorities, goals, and expectations of quality practice
- Serve as a tool to help structure administrative leadership and feedback

Resources

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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.*

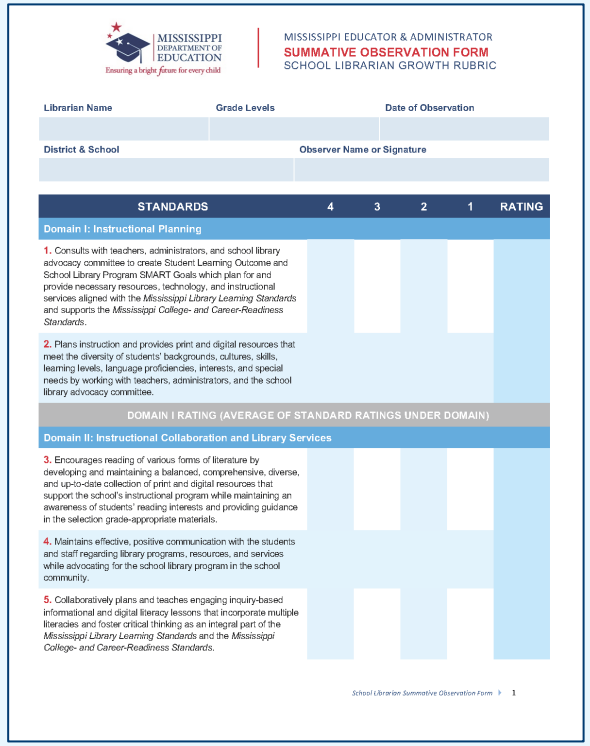
Indicators	
4	• **Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and • **Consistently** provides **high-quality** instructional support materials that align with the school's instructional program
3	• **Frequently** consults with the school library advocacy 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**	

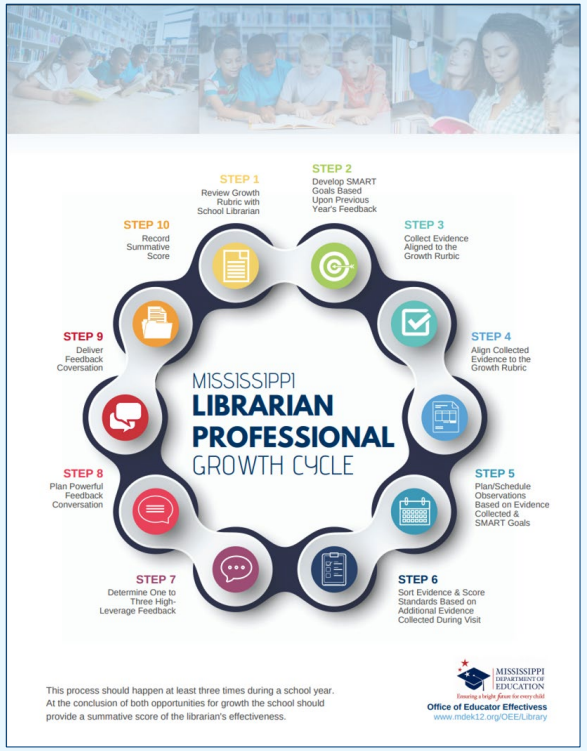
STANDARDS	4	3	2	1	RATING
Domain I: Instructional Planning					
1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services 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

Resources

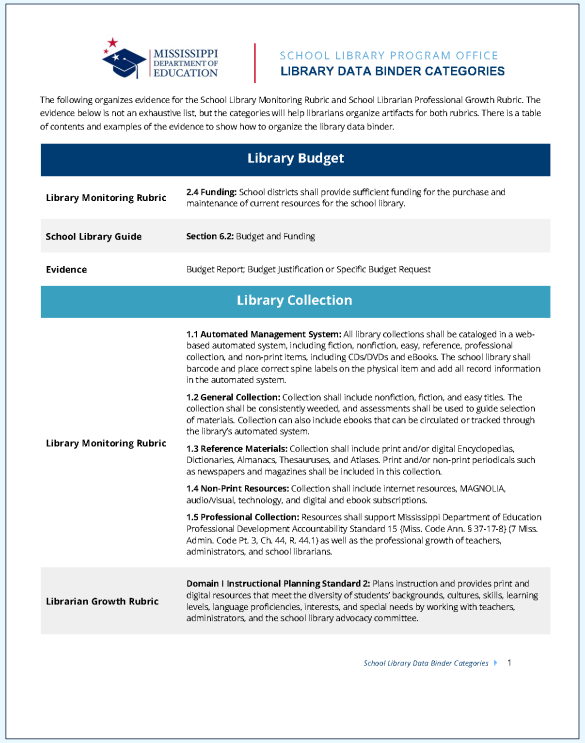
Observation and Feedback Guide

Professional Growth Cycle



Overview and Goals

Resources



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SCHOOL LIBRARY PROGRAM OFFICE

LIBRARY DATA BINDER CATEGORIES

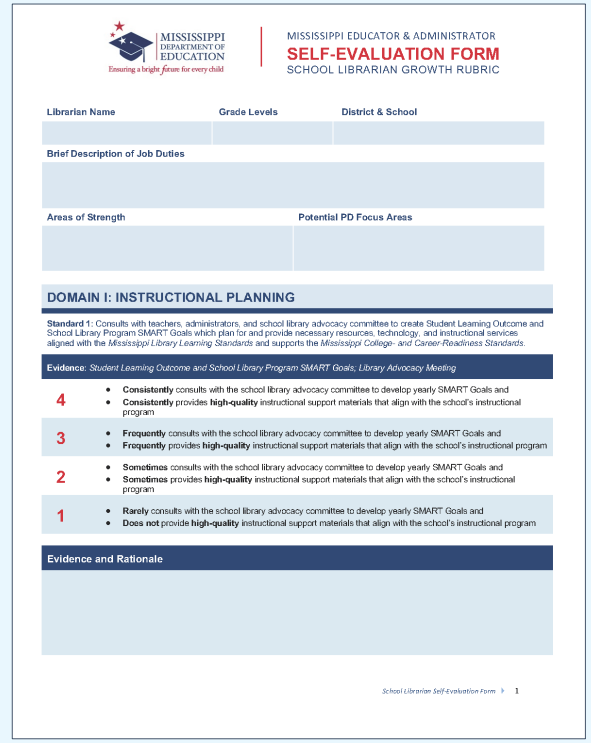
The following organizes evidence for the School Library Monitoring Rubric and School Librarian Professional Growth Rubric. The evidence below is not an exhaustive list, but the categories will help librarians organize artifacts for both rubrics. There is a table of contents and examples of the evidence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

National Alignment

School Librarian Professional Growth System Rubric is aligned to meet the standards set forth by the *American Association of School Librarians*.

National Alignment

LPGS: 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 Learning Standards for Libraries and supports the Mississippi College- and Career-Readiness Standards.

AASL: Shared Foundation: Collaboration *III.B.1-2*

The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission; Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.

National Alignment

LPGS: Domain III: Library Culture and Learning Environment *Standard 6*

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.

AASL: Shared Foundation: Inquire *I.C.1-3*

The school library provides learners opportunities to maintain focus throughout the inquiry process by: Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive learning; Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments; Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

National Alignment

LPGS: Domain II: Instructional Collaboration *Standard 8*

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.

AASL: Shared Foundation: Include *II.D.3*

The school library builds empathy and equity within the global learning community by: Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.

National Alignment

LPGS: Domain IV: Professional Responsibilities *Standard 9*

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.

AASL: Shared Foundation: Collaboration *III.D.2-3*

The school library provides opportunities for school librarians to connect and work with the learning community by: Designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness; Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources, serving on school and district-wide committees, and engaging in community and professional activities.

Managing Data

Rubric Evidence

Evaluation Requirements

- **MINIMUM** of 3 evaluations with 2 informal and 1 formal evaluation

- Feedback is **REQUIRED** after each evaluation

Summative Rating

- Using the evidence collected over the course of the school year, the administrator should apply the four-performance level rating scale to evaluate a librarian's practice using all nine Librarian Growth Rubric standards.

- Summative observation standard ratings for each librarian will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

Best Ways to Collect Data

DO NOT collect items in a box throughout the year.

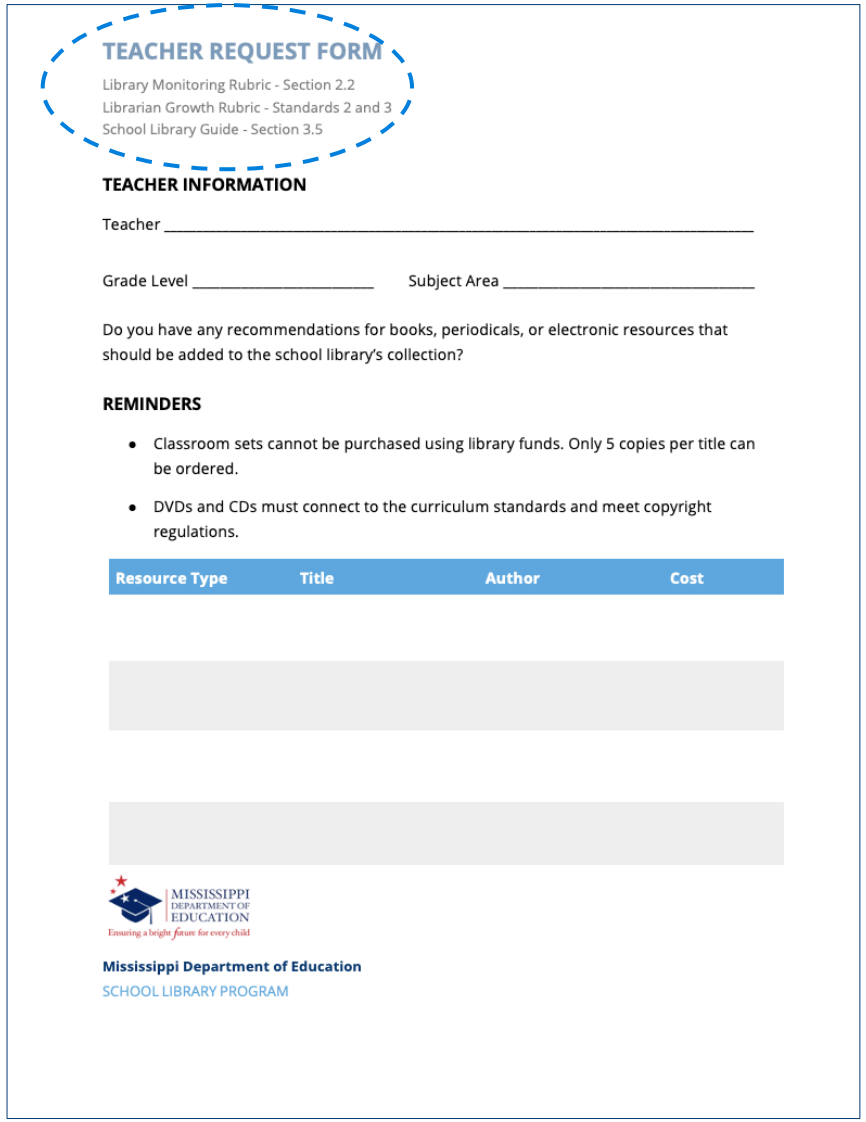
Pictures or photo albums are **NOT** required as evidence.

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.

Templates



TEACHER REQUEST FORM

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standards 2 and 3
School Library Guide - Section 3.5

TEACHER INFORMATION

Teacher _____

Grade Level _____ Subject Area _____

Do you have any recommendations for books, periodicals, or electronic resources that should be added to the school library's collection?

REMINDERS

- Classroom sets cannot be purchased using library funds. Only 5 copies per title can be ordered.
- DVDs and CDs must connect to the curriculum standards and meet copyright regulations.

Resource Type	Title	Author	Cost

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SCHOOL LIBRARY PROGRAM

- Templates have been created to help librarians collect and organize data.
- Each template has a header with the name of the document and connections to resources.

Example

- **Title:** Teacher Request Form
- **Library Monitoring Rubric:** Section 2.2
- **Librarian Growth Rubric:** Standards 2 and 3
- **School Library Guide:** Section 3.5

Growth Form

REMINDER:
Complete top portion on the *Growth Rubric* for each observation

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PROFESSIONAL GROWTH SYSTEM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name	Grade Levels	Time of Day
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District & School	**Observer Name or Signature**	
Informal Observation ☐ 1 ☐ 2 ☐ 3	**Formal Observation** ☐ 1 ☐ 2 ☐ 3	**Summative Observation** ☐ 1

Growth Form

REMINDER:
Check collected evidence and rate according to quality of evidence

DOMAIN I: INSTRUCTIONAL PLANNING

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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

Any questions at this point?
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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%**

What is a SMART Goal?

Rating Weights

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

School librarians will develop and implement **two (2)** SMART goals per school year. The librarians will collaboratively write goals with the input of the school library advocacy committee. The first goal will encompass the student learning outcomes for either a particular grade or whole school. The second goal will include a library program goal which improves the resources or services provided to students and teachers. The overall professional growth score will be the average of the two SMART goals.

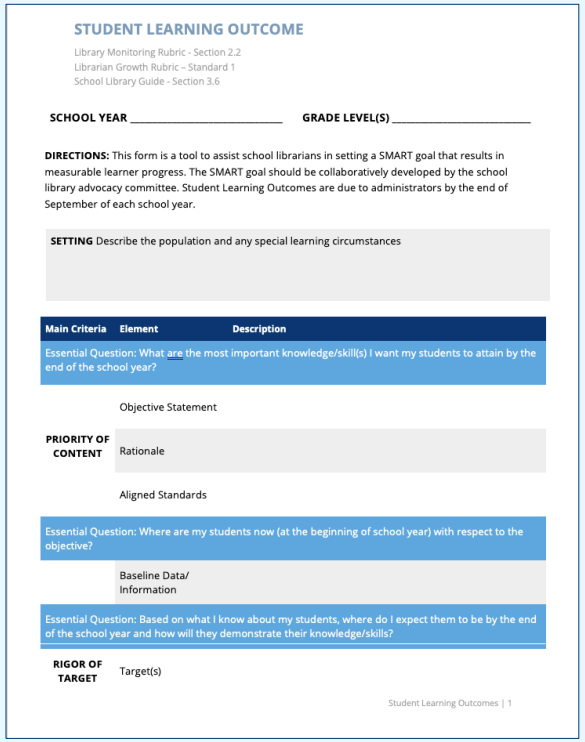
EXAMPLE:
Student Learning Outcome SMART Goal score = 3 | Library Program SMART Goal score = 4

SMART Goal Overall Score = 3+4 = 7/2 = **3.5 (overall score)**

Helpful Tips

- Work with the librarians in your district to write vertically-aligned SMART goals
- Include your library advocacy committee when writing SMART goals
- Look at student data when writing the achievable portion of the SMART goals
- Library Program and Student Learning Outcome goals can be either short- or long-term depending on the needs of your school community.

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.

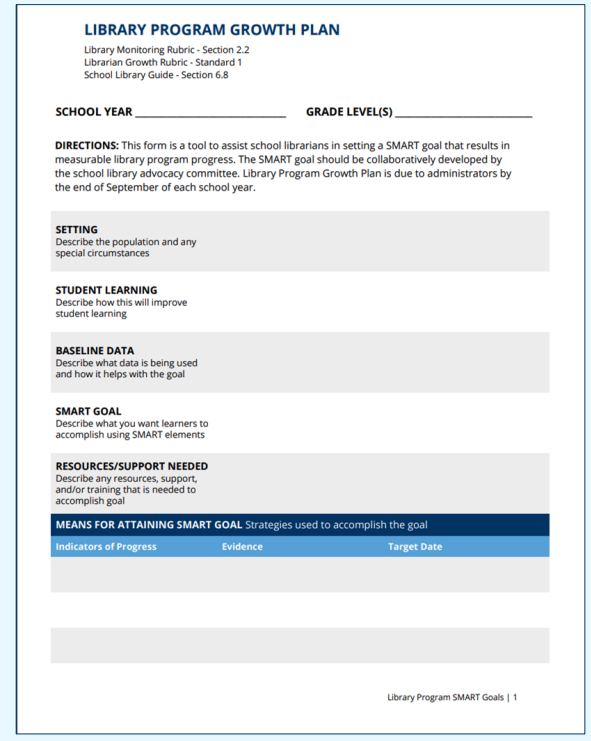
SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What are 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)	

Student Learning Outcomes | 1

Student Learning SMART Goal

Library Program SMART Goal



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

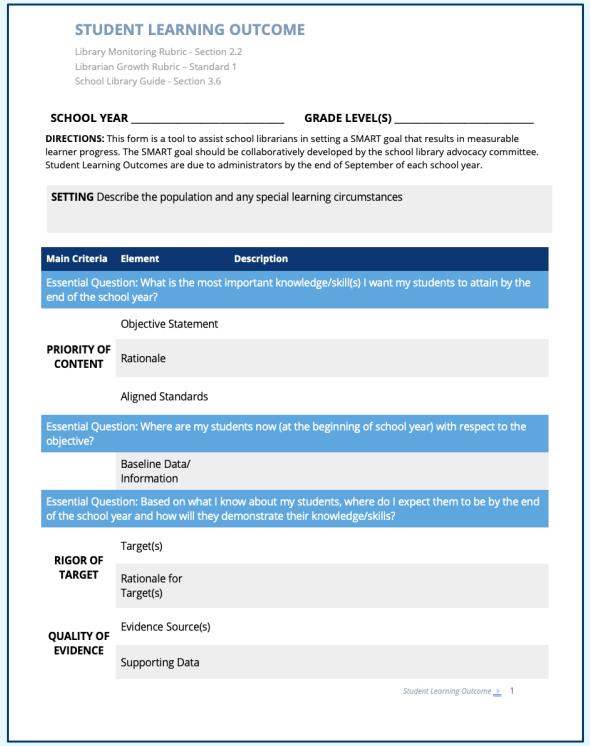
MEANS FOR ATTAINING SMART GOAL Strategies used to accomplish the goal

Indicators of Progress	Evidence	Target Date

Library Program SMART Goals | 1

Student Learning Outcomes

Part 1



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?		
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

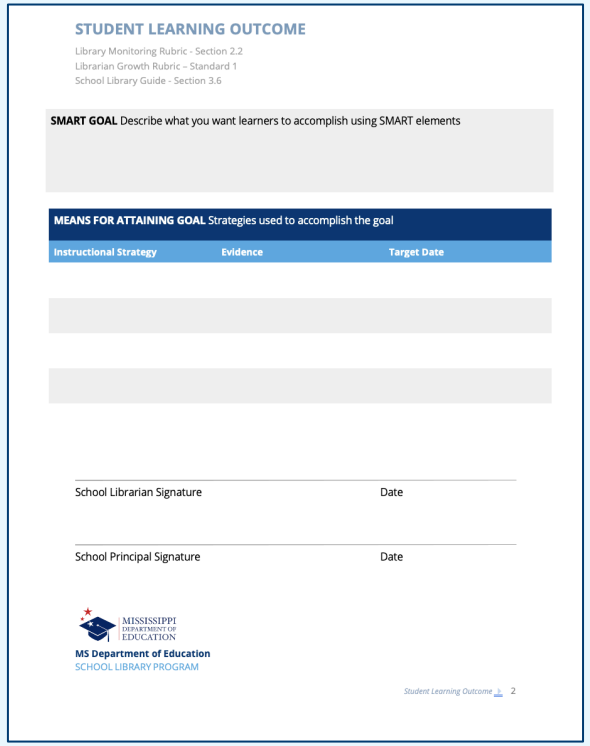
Where are the students NOW?

Rigor of Target
Quality of Evidence

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

Student Learning Outcomes

Part 2



STUDENT LEARNING OUTCOME

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

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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MS Department of Education
SCHOOL LIBRARY PROGRAM

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 Date

Signatures

This should be shared with the library advocacy committee and signed off by the principal

Student Learning Outcomes

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

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 for Attaining Goal

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

Completed Goal

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	3	2	1
Exceeds Goal 25% or above	On Target 24.99 - 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

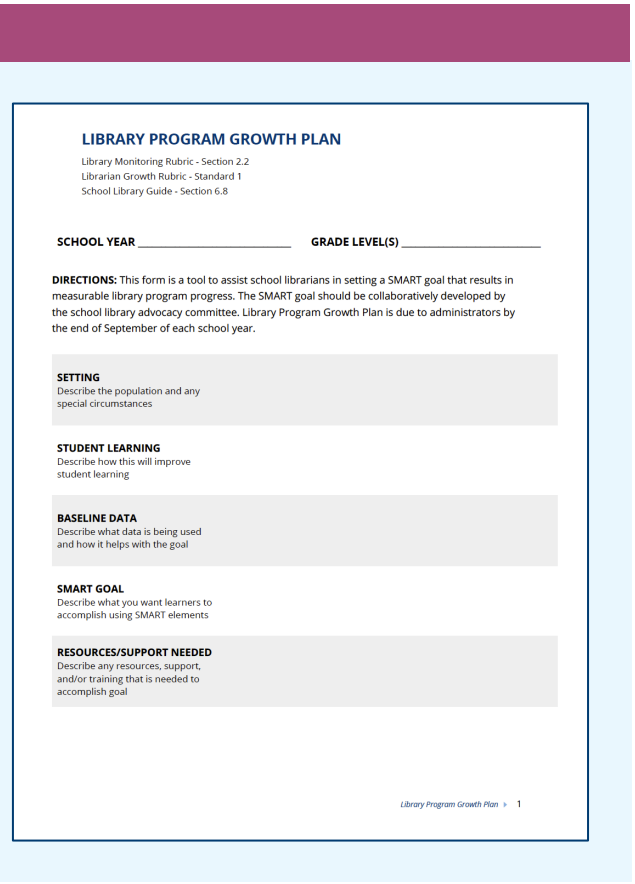
ATTAINABLE SPECIFIC

reading, twenty-five percent of 8th grade male students will show growth

TIME BASED MEASURABLE

as measured by the EOY English Language Arts assessment.

Part 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

Setting — Describe the population and any special circumstances

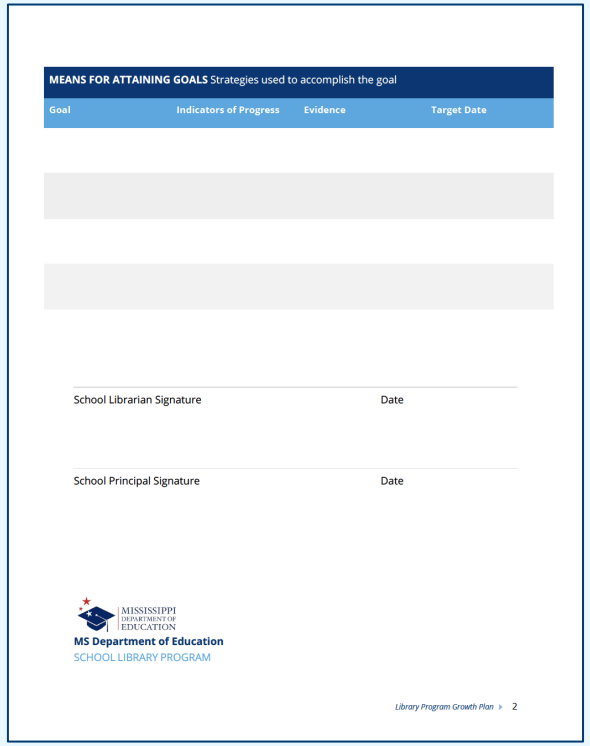
Student Learning — Describe how this will improve student learning.

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

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

MISSISSIPPI DEPARTMENT OF EDUCATION
MS Department of Education
SCHOOL LIBRARY PROGRAM

Library Program Growth Plan 2

Means to Attaining Goal

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

Signatures

This should be shared with the library advocacy committee and signed off by the principal

Library Program

Setting	• 345 students (7-12 grades) • 35% students reading below grade level • Majority of students score level 3 or below 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
SMART Goal	• Students to use the automated system to place books on hold, leave reviews and comments • Increase reading for personal or academic purposes
Support Needed	• Automated system training • Webinar or PowerPoint online for students to review

Completed Goal

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	3	2	1
Exceeds Goal 20% or above	On Target 19.9-16%	Approaching Goal 15.9-12.8%	Not on Target 12.7% or below

RELEVANT

By implementing open, flexible library schedule, the school library

SPECIFIC ATTAINABLE TIME BASED

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

MEASURABLE

circulation reports.

Anyone need a break?

MISSISSIPPI DEPARTMENT OF EDUCATION

Providing Feedback

Timely and Consistent

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

Summative Observation

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

Breakdown

Explanation of Domains

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

Performance Level 4

- This librarian demonstrates advanced practices, particularly those that foster student usage of resources and the environment.
- In Level 4, a strong community has been created in which teachers and the librarian collaborate to ensure the success of student learning.
- Level 4 practice goes above and beyond the expectations for an effective librarian.

Performance Level 4 Definitions

Level 4	
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

Performance Level 3

- This librarian demonstrates effective practices.
- Level 3 is characterized by indirect support while Level 4 is characterized by direct support with the school's instructional program and goals.
- Level 3 practices are **expected of all effective librarians**.

Performance Level 3 Definitions

Level 3	
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

Performance Level 2

- A librarian demonstrating Level 2 practices is making attempts but does not fully demonstrate effectiveness.
- This librarian has potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice.
- A librarian whose practice is at Level 2 is a high potential librarian. High-quality feedback is essential in improving his/her practice.

Performance Level 2 Definitions

Level 2	
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

Performance Level 1

- This librarian should receive immediate and comprehensive **professional learning and support(s)** designed to address the identified area(s) for growth.

EXAMPLE: School librarian should be allowed to attend one of the various school library professional development workshops and conferences throughout the state to become a more effective librarian.

The district can request specific professional development from the MDE School Library program office.

Performance Level 1 Definitions

	Level 1
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

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 Learning Standards for Libraries* 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

Examples of Evidence

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

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.

Indicators	
4	• **Effectively** plans instruction and provides resources that • **Consistently** meets the diversity of **all** students
3	• **Adequately** plans instruction and provides resources that • **Frequently** meets the diversity of **most** students
2	• **Inadequately** plans instruction and provides resources that • **Sometimes** meets the diversity of **few** students
1	• **Rarely** plans instruction and provides resources that meets the diversity of **any** students

Examples of Evidence

- ☐ Surveys or Needs Assessments (e.g., wish lists)
- ☐ Documentation of Provision (e.g., EL, SPED, 504)
- ☐ Observations

Domain II Collaborative 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.

Indicators	
4	• **Consistently** maintains awareness of **all** students' reading interests and • Provides **effective** guidance on appropriate reading selection to encourage **all** students to read
3	• **Frequently** maintains awareness of **most** students' reading interests and • Provides **adequate** guidance on appropriate reading selection to encourage **most** students to read
2	• **Sometimes** maintains awareness of **few** students' reading interests and • Provides **inadequate** guidance on appropriate reading selection to encourage **few** students to read
1	• **Rarely** maintains awareness of **any** students' reading interests and • Provides **almost no** guidance on appropriate reading selection to encourage **any** students to read

Examples of Evidence

- ☐ Holdings Report (includes usage, circulation, and copyright information)
- ☐ Library Budget and Expenditures
- ☐ Observations

Domain II Collaborative Services

Standard 4: 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*.

Indicators	
4	• **Consistently** collaborates and • **Effectively** teaches information and digital literacy as an integral part of the curriculum
3	• **Frequently** collaborates and • **Adequately** teaches information and digital literacy as an integral part of the curriculum
2	• **Infrequently** collaborates and • **Inadequately** teaches information and digital literacy as an integral part of the curriculum
1	• **Rarely** collaborates and • **Ineffectively** teaches information and digital literacy as an integral part of the curriculum

Examples of Evidence

- ☐ School Library Schedule
- ☐ Standards-aligned collaborative or library lesson plans
- ☐ Observations

Domain II Collaborative Services

Standard 5: 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.

Indicators	
4	• Provides **appropriate** training and assistance to **all** students and teachers in the use of resources, technology, and equipment
3	• Provides **adequate** training and assistance to **most** students and teachers in the use of resources, technology, and equipment
2	• Provides **limited** training and assistance to **most** students and teachers in the use of resources, technol equipment
1	• Provides **almost no** training and assistance to **any** students and teachers in the use of resources, techn equipment

Examples of Evidence

- ☐ Documentation of Training or Assistance (e.g. library orientation, research project support, PLC or faculty meeting agendas)
- ☐ Observations

Domain III Library Environment

Standard 6: 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.

Indicators	
4	• **Effectively** organizes the library facilities for **easy** access and • Does demonstrate high expectations for **all** students and teachers
3	• **Appropriately** organizes the library facilities for **easy** access and • Does demonstrate high expectations for **most** students and teachers
2	• **Inadequately** organizes the library facilities for **limited** access and • Does demonstrate high expectations for **most** students and teachers
1	• **Rarely/does not** organize the library facilities for **any** access and • **Does not** demonstrate high expectations for **any** students and teachers

Examples of Evidence

- ☐ Meeting the requirements set forth in Section 6.7 in the current *MS School Library Guide*
- ☐ Observations

Domain III Library Environment

Standard 7: 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.

Indicators	
4	• **Consistently** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and • **Consistently** grants open access to the school library collection
3	• **Frequently** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and • **Frequently** grants open access to the school library collection
2	• **Sometimes** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and • **Sometimes** grants open access to the school library collection
1	• **Rarely/does not** promote the *School Library Bill of Rights* and *Intellectual Freedom* and • **Rarely/does not** grant open access to the school library collection

Examples of Evidence

- ☐ Promotion of *School Library Bill of Rights* and *Intellectual Freedom*
- ☐ School Library Schedule

Domain IV Professional Responsibilities

Standard 8: 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.

Indicators	
4	• **Consistently** communicates to **all** students and teachers and • **Consistently** advocates for the school library program
3	• **Frequently** communicates to **most** students and teachers and • **Frequently** advocates for the school library program
2	• **Sometimes** communicates to **few** students and teachers and • **Sometimes** advocates for the school library program
1	• **Does not** communicate to **any** students and teachers about and • **Does not** advocate for the school library program

Examples of Evidence

- ☐ Examples of Communication (e.g., newsletters, library website, emails, or communication through social media or learning management systems)

Domain IV Professional Responsibilities

Standard 9: 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.

Indicators	
4	• **Consistently** engages in professional learning and • Applies knowledge and skills to benefit **all** students and teachers
3	• **Frequently** engages in professional learning and • Applies knowledge and skills to benefit **most** students and teachers
2	• **Sometimes** engages in professional learning and • Applies knowledge and skills to benefit **most** students and teachers
1	• **Rarely** engages in professional learning and • **Does not** apply knowledge and skills to benefit **any** students and teachers

Examples of Evidence
☐ Professional Development Plan

Wrap-Up Talk

What other resources do you need to feel secure about the growth rubric?

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

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