

Library Goals

Developing Goals to Support Learning Standards

Elizabeth Simmons, MLIS, Ed.S.

Director of Instructional Materials and Library Media

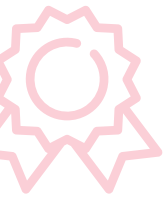
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DEPARTMENT OF
EDUCATION

Fall 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

EVERY School Has Effective Teachers and Leaders

4



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

5



EVERY School and District is Rated “C” or Higher

6



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

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.



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.



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 equal **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 Thinking

Spend a few minutes writing **ONE** goal for the current school year.



Overview

SLO and Program Goals



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.

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
	Objective Statement	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	Rationale	
	Aligned Standards	
	Baseline Data/Information	Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?
	Target(s)	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	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

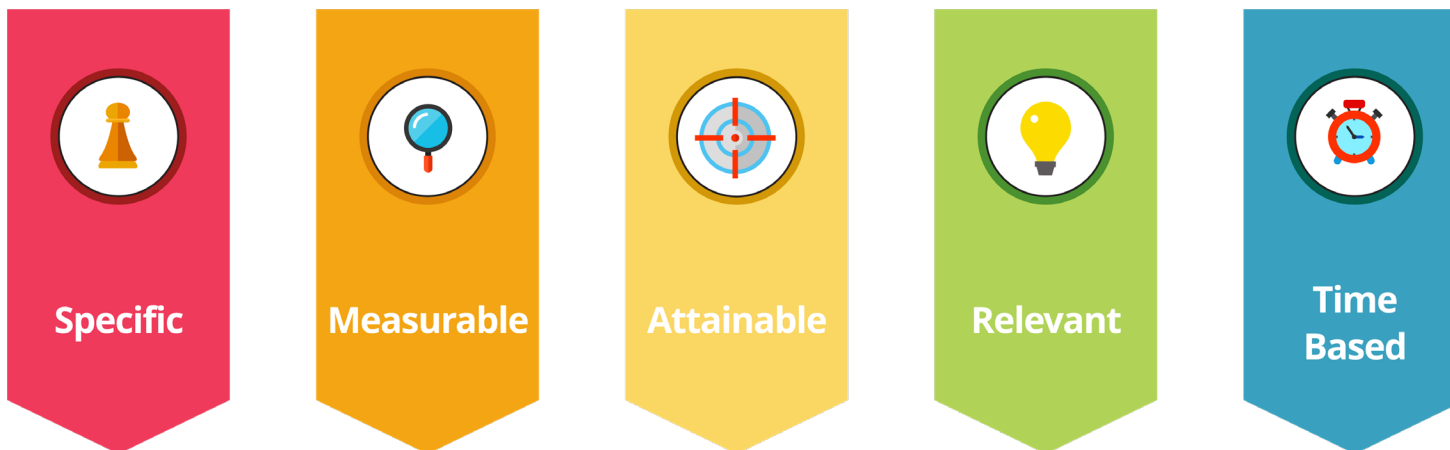
SMART GOAL
Describe what you want learners to accomplish using SMART elements

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

Library Program Growth Plan 1

What is a SMART Goal?

SMART



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.

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%

Professional Growth Rubric 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)

Any
questions
at this
point?

A teacher in a tan jacket stands at the front of a classroom, pointing towards a projection screen. The screen displays several mathematical expressions: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, $(5 \times (4 \times 3))$, $(3 \times 5) \times 4$, and 12×5 . The classroom is filled with students at desks, some with their hands raised. The background includes a whiteboard with handwritten notes and a calendar.

$(5 \times 4) \times 3$ $5 \times (4 \times 3)$
 $(5 \times (4 \times 3))$ 12×5
 $(3 \times 5) \times 4$

Student Learning Outcome

SMART Goal Overview



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
PRIORITY OF CONTENT	Objective Statement	Essential Question: What is the most important knowledge/skill(s) I want my students to attain by the end of the school year?
	Rationale	
	Aligned Standards	Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?
RIGOR OF TARGET	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)	
QUALITY OF EVIDENCE	Rationale for Target(s)	
	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

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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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

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.

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 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

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.

Any
questions
at this
point?

$(5 \times 4) \times 3$ $5 \times (4 \times 3)$
 $(5 \times (4 \times 3))$ 12×5
 $(3 \times 5) \times 4$

Library Program

SMART Goal Overview



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

The screenshot shows a form titled "MEANS FOR ATTAINING GOALS Strategies used to accomplish the goal". It features a table with four columns: "Goal", "Indicators of Progress", "Evidence", and "Target Date". Below the table are two rows of grey placeholder boxes. At the bottom of the form, there are two signature lines: "School Librarian Signature" and "Date", followed by "School Principal Signature" and "Date". The form includes the logo for the Mississippi Department of Education and the text "MS Department of Education SCHOOL LIBRARY PROGRAM". A footer note reads "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

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

SMART Goal

- Students to use the automated system to place books on hold, leave reviews and comments
- Include open, flexible library time in daily schedule
- 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 19.8-16%	Approaching Goal 15.8-12.8%	Not on Target 11.6% 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.

Any
questions
at this
point?

A teacher in a tan jacket stands at the front of a classroom, pointing towards a projection screen. The screen displays several mathematical expressions: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, $(3 \times 5) \times 4$, and 12×5 . The expression $5 \times (4 \times 3)$ is circled. The teacher has her hands raised near her head, and several students in the foreground have their hands raised, indicating an interactive or questioning session.
$$(5 \times 4) \times 3$$
$$5 \times (4 \times 3)$$
$$(3 \times 5) \times 4$$
$$12 \times 5$$




Wrap-Up Thinking

Spend the next few minutes updating the goal from earlier using the information from today.



What else
do you
need?



The teacher is standing at the front of the classroom, pointing towards the projector screen. The screen displays several mathematical expressions related to the associative property of multiplication. The expressions are: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, $5 \times (4 \times 3)$ (circled), and $(3 \times 5) \times 4$. To the right of these, the simplified result 12×5 is shown.

$$(5 \times 4) \times 3 \quad 5 \times (4 \times 3)$$
$$5 \times (4 \times 3) \quad 12 \times 5$$
$$(3 \times 5) \times 4$$





Elizabeth Simmons

Director of Instructional Materials and Library Media
esimmons@mdek12.org

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