Professional Growth
Deep Dive into the School Librarian PGS

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Instructional Materials and Library Media Director

2023 - 2024
State Board of Education  STRATEGIC PLAN GOALS

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

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

School Librarian Growth Rubric

Summative Observation Form

Website www.mdek12.org/OEE/Librarian
Overview and Goals: Feedback Resources

Observation and Feedback Guide

Professional Growth Cycle

Website: www.mdek12.org/OEE/Librarian
Overview and Goals: Additional Forms

Library Binder Categories

Self-Evaluation Form

Website www.mdek12.org/Library
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

<table>
<thead>
<tr>
<th>DO NOT collect items in a box throughout the year.</th>
<th>Pictures or photo albums are <strong>NOT</strong> required as evidence.</th>
<th>Using computer files or cloud storage is a great way to organize and store digital documents.</th>
<th>A binder or folder is a great way to collect and organize reports and other information.</th>
<th>Use whatever type of organization process the helps locate information quickly.</th>
</tr>
</thead>
</table>
Managing Data: Growth Form

Domain 1: 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.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently consults with the school library advocacy committee to develop yearly SMART Goals and provides high-quality instructional support materials that align with the school's instructional program</td>
</tr>
<tr>
<td>3</td>
<td>Frequently consults with the school library advocacy committee to develop yearly SMART Goals and provides high-quality instructional support materials that align with the school's instructional program</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes consults with the school library advocacy committee to develop yearly SMART Goals and provides high-quality instructional support materials that align with the school's instructional program</td>
</tr>
<tr>
<td>1</td>
<td>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</td>
</tr>
</tbody>
</table>

Space for Notes and Evidence

Examples of Evidence

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

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

2. Sometimes
   - Inadequate
   - Few
   - Limited

3. Adequate
   - Frequently
   - Most

4. Fully
   - Consistently
   - Effective
   - Successfully
   - All
   - Appropriate
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 Definitions

<table>
<thead>
<tr>
<th>Fully</th>
<th>This descriptor means that the librarian is enacting the indicator to the furthest extent possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently</td>
<td>The librarian demonstrates that the indicator is always enacted in the classroom</td>
</tr>
<tr>
<td>Effective(ly)</td>
<td>This descriptor signals that the librarian is achieving the desired result at the highest level</td>
</tr>
<tr>
<td>Successfully</td>
<td>The descriptor means that the librarian is achieving the desired results</td>
</tr>
<tr>
<td>All</td>
<td>The librarian demonstrates that all the students using the library are being well served by instruction and by the services offered</td>
</tr>
<tr>
<td>Appropriate</td>
<td>This descriptor refers to the high level of suitability of the action the librarian takes in the circumstances</td>
</tr>
</tbody>
</table>
Breakdown: Performance Level 3

- Demonstrates effective practices
- Indirect support with the school’s instructional program and goals
- Expected of all school librarians
<table>
<thead>
<tr>
<th><strong>Adequate(ly)</strong></th>
<th>This descriptor means that the librarian’s performance is satisfactory, but does not reach the furthest extent possible (level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequently</strong></td>
<td>The librarian demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident</td>
</tr>
<tr>
<td><strong>Most</strong></td>
<td>The librarian demonstrates that most of the students using the library are being well served by instruction and by the services offered</td>
</tr>
</tbody>
</table>
Breakdown: Performance Level 2

- Making attempts but does not fully demonstrate effectiveness
- Requires clear, specific, actionable feedback from administrator
- High potential librarian
## Breakdown: *Performance Level 2*

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
<td>The librarian demonstrates this indicator occasionally, rather than on a frequent basis</td>
</tr>
<tr>
<td>Inadequate(ly)</td>
<td>This descriptor means that the indicator is enacted to a very small extent, and not to the degree needed to score level 3</td>
</tr>
<tr>
<td>Few</td>
<td>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</td>
</tr>
<tr>
<td>Limited</td>
<td>The librarian enacts this indicator to either a very small extent, or in very small amounts, or on very few occasions</td>
</tr>
</tbody>
</table>
Breakdown: Performance Level 1

1. Should receive immediate and comprehensive professional learning

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

3. Professional learning and support can come from the MDE or other high-quality library conferences
Breakdown: *Performance Level 1*

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>This descriptor means the librarian hardly ever enacts the indicator</td>
</tr>
<tr>
<td>Ineffectively</td>
<td>The librarian does not produce the desired results</td>
</tr>
<tr>
<td>Almost no/never</td>
<td>This descriptor is used to signal that the librarian hardly ever enacts the indicator</td>
</tr>
<tr>
<td>Does not</td>
<td>This descriptor means the librarian does not achieve the desired practice or result</td>
</tr>
</tbody>
</table>
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.

- **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
Evidence

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

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

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

- Surveys or Needs Assessments
- Documentation of Provision
- Observations

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

- 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

HINT: The holdings report should only be ONE page.
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

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

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

- Documentation of Training
- Observations

**HINT:** Do not keep a copy of everything!
Breakdown: 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.

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

- 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

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

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.

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

✓ Professional Development Plan
Overview

SLO and Program Goals
Overview and Goals: SMART Goal Resources

Student Learning Outcome
SMART Goals

Library Program
SMART Goals

Website www.mdek12.org/ASL
Overview and Goals: *What is a SMART Goal?*

**SMART**

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time Based**
Overview and Goals: Helpful Tips

**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

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

Percentage of Students meeting SMART Goal related to School-wide Initiatives

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Goal</td>
<td>On Target</td>
<td>Approaching Goal</td>
<td>Not on Target</td>
</tr>
</tbody>
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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

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

Quality of Evidence
Supporting Data
Student Learning Outcomes: Part 2

SMART Goal

Means to Attaining Goal
1. Instructional Strategy
2. Evidence
3. Target Dates

Signatures
Share and signed by principal

Website www.mdek12.org/ASL
### 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**

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

**Quality of Evidence**

**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*

<table>
<thead>
<tr>
<th>Percentage of Students meeting SMART Goal related to School-wide Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Exceeds Goal 25% or above</td>
</tr>
</tbody>
</table>

As a result of implementing reading challenges to promote free choice reading, twenty-five percent of 8th grade male students will show growth as measured by the EOY English Language Arts assessment.
Library Program

SMART Goal Overview
Library Program: Part 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

Website www.mdek12.org/ASL
### Means to Attaining Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicators of Progress</th>
<th>Evidence</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Signatures**

- School Librarian Signature: [Signature]
- Date: [Date]

- School Principal Signature: [Signature]
- Date: [Date]

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

<table>
<thead>
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<tr>
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<td>Not on Target</td>
<td></td>
</tr>
<tr>
<td>20% or above</td>
<td>19.8-16%</td>
<td>15.8-12.8%</td>
<td>11.6% or below</td>
<td></td>
</tr>
</tbody>
</table>

By implementing an open, flexible library schedule, the school library circulation will 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
esimmons@mdek12.org