

Professional Growth

Deep Dive into the School Librarian PGS



Elizabeth Simmons, MLIS, Ed.S.

Instructional Materials and Library Media Director

mdek12.org



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

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



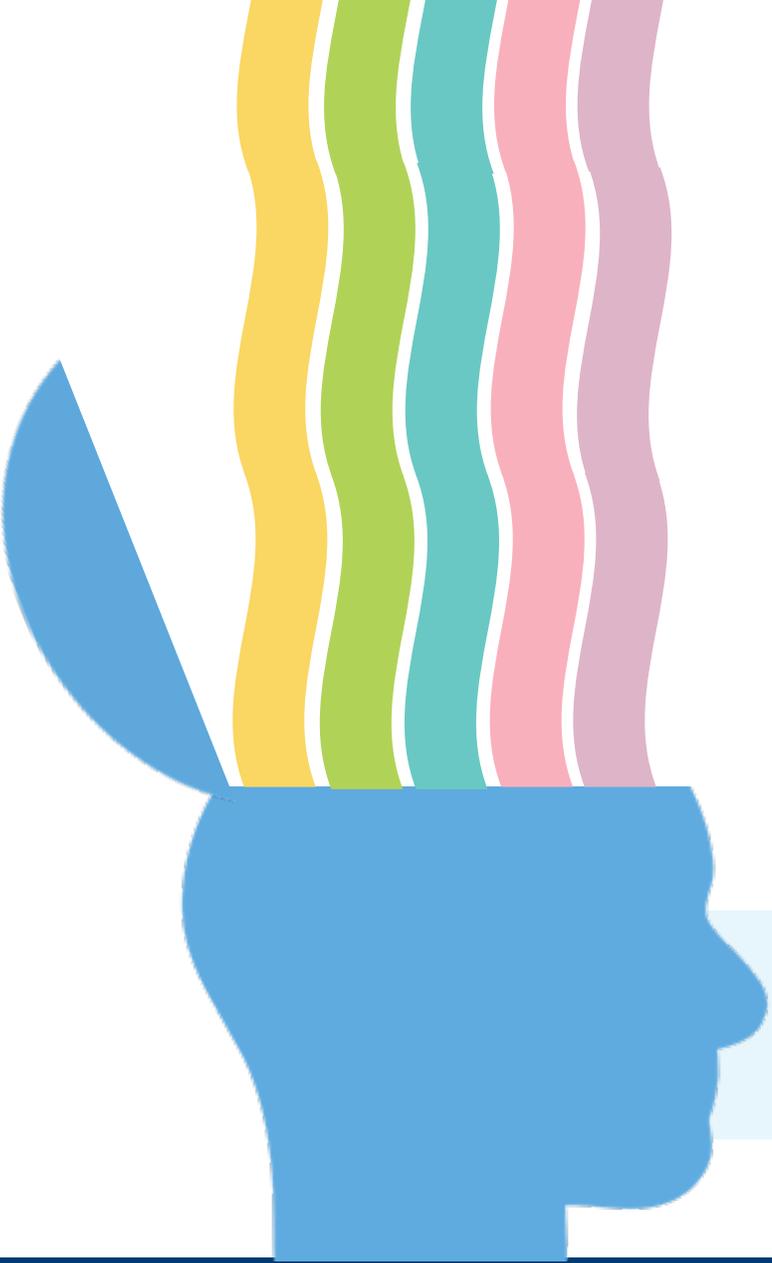
VISION

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



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

Goal #1

Highlight areas of strength and identify areas of growth

Goal #2

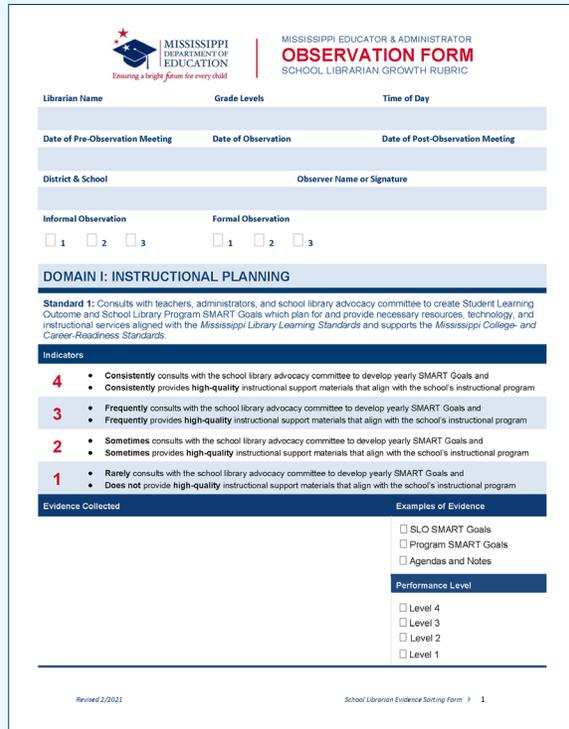
Serve as a guide for self-reflection

Goal #3

Provide shared understanding of priorities, goals, and expectations

Goal #4

Serve as a tool to help structure administrative feedback



MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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

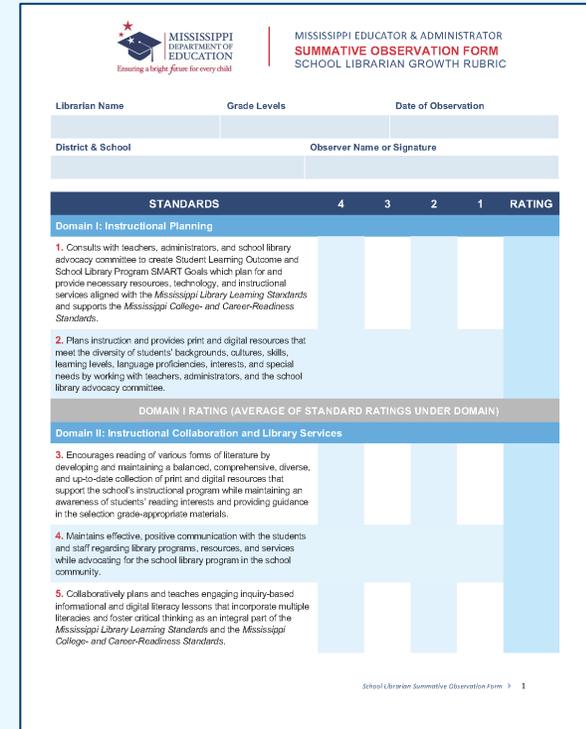
Revised 2/2021 School Librarian Evidence Scoring Form 1



School Librarian Growth Rubric



Summative Observation Form



MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

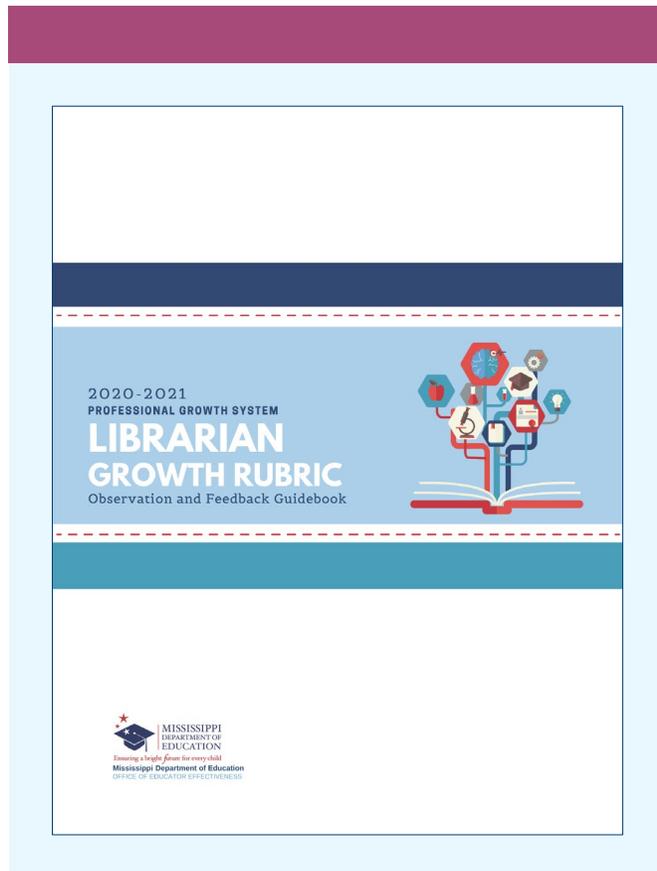
MISSISSIPPI EDUCATOR & ADMINISTRATOR
SUMMATIVE OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name _____ Grade Levels _____ Date of Observation _____

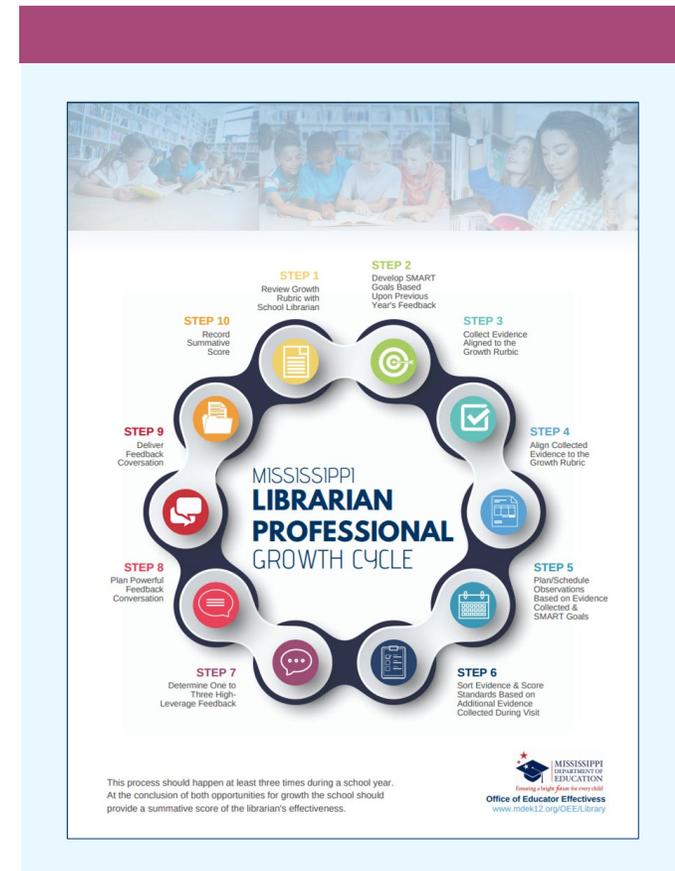
District & School _____ Observer Name or Signature _____

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.					

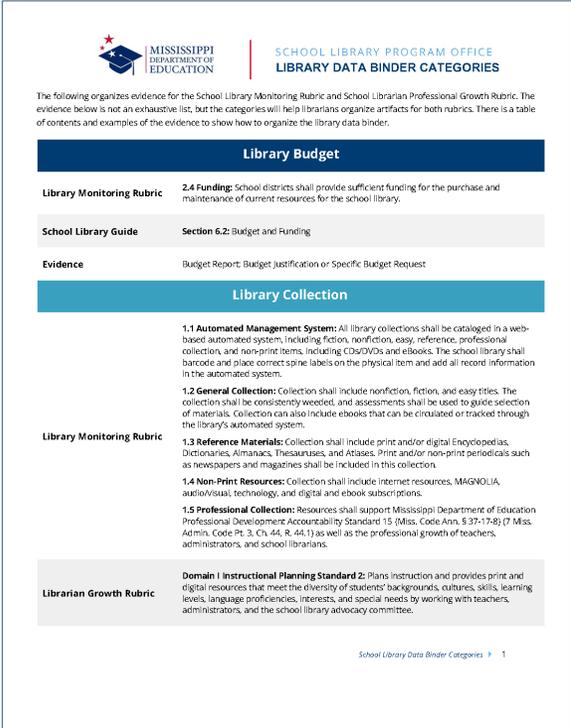
School Librarian Summative Observation Form 1



←
Observation and Feedback Guide



↗
Professional Growth Cycle



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

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, MAGNOVA, 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. 46.1) as well as the professional growth of teachers, administrators, and school librarians.

Librarian Growth Rubric

Domain 1 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.

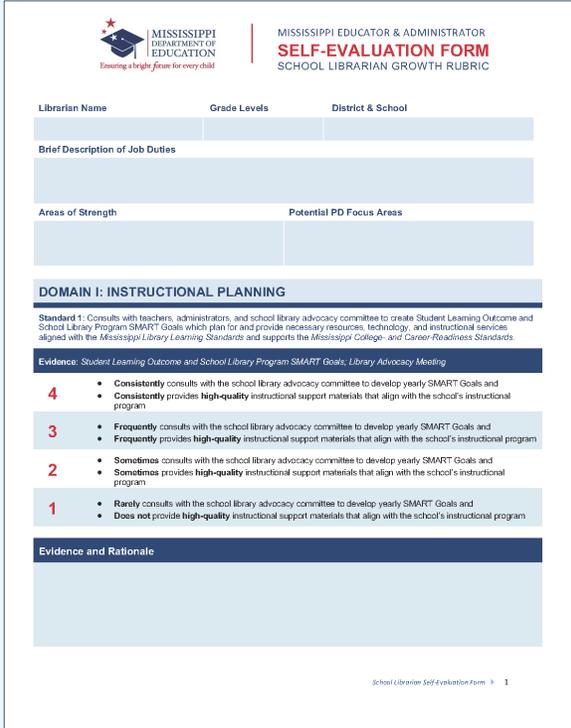
School Library Data Binder Categories | 1



School Library Binder Categories



Self-Evaluation Form



MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
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

4	<ul style="list-style-type: none">Consistently consults with the school library advocacy committee to develop yearly SMART Goals andConsistently provides high-quality instructional support materials that align with the school's instructional program
3	<ul style="list-style-type: none">Frequently consults with the school library advocacy committee to develop yearly SMART Goals andFrequently provides high-quality instructional support materials that align with the school's instructional program
2	<ul style="list-style-type: none">Sometimes consults with the school library advocacy committee to develop yearly SMART Goals andSometimes provides high-quality instructional support materials that align with the school's instructional program
1	<ul style="list-style-type: none">Rarely consults with the school library advocacy committee to develop yearly SMART Goals andDoes not provide high-quality instructional support materials that align with the school's instructional program

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



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.

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

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

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

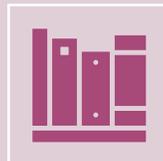




Advanced practices that foster student usage of resources and the environment



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



Goes above and beyond the expectations for an effective librarian

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



Demonstrates effective practices



Indirect support with the school's instructional program and goals



Expected of all school librarians

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



Making attempts but does not fully demonstrate effectiveness



Requires clear, specific, actionable feedback from administrator



High potential librarian

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

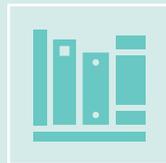
1



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

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.



- **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



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!!!



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



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.


MISSISSIPPI DEPARTMENT OF EDUCATION
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?


MISSISSIPPI DEPARTMENT OF EDUCATION
MS Department of Education
SCHOOL LIBRARY PROGRAM

Library Surveys | 2



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



Evidence

- ✓ Holdings Report
- ✓ Library Budget
- ✓ Observations



Pontotoc High School Library
123 N Main Street Pontotoc, MS 38863
09/06/2017 01:16 PM

Holdings By Item Report Class

Category / Class	Have	Lost	Out	In	Reserve	Cost	Cost Average	Copyright Average
000	86	7	0	86	0	\$857.43	\$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	\$20,801.49	\$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

LIBRARY BUDGET JUSTIFICATION
Audit Rubric: Section 2.4 | Guide: Section 6.2

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

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.



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.



- **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: <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Group	Est. Time & duration:
Type of Schedule: <input type="checkbox"/> Stand-alone Lesson <input type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple Unit Lessons	Content Topic:
Level of Collaboration: <input type="checkbox"/> Collaboration <input type="checkbox"/> Coordination <input type="checkbox"/> Cooperation	Overview: <small>summary of the lesson</small>
Learning Target:	

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

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

Lesson Plans for School Libraries > 8

LESSON 1 INTRODUCTION (Library)

Objective	Materials
<ul style="list-style-type: none"> Identify parts of a book: spine, publisher, and call number. 	<ul style="list-style-type: none"> Online review game site or slideshow presentation Poster or handout of the parts of a book
Duration	
<ul style="list-style-type: none"> 1 class period (includes time for students to check out books if necessary) 	

TASKS

- Describe the parts of the book – spine, publisher, and call number.
- Model how to play the interactive quiz game so that students understand how to be respectful while having fun with the game.
- Play the game where students will select the correct answer after the part of the book has been shown.
- 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.



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

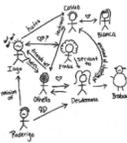


Evidence

✓ Documentation of Training

✓ Observations





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
 820.9 DAI
 822.3 SHA
 822.3 SHA
 822.3 SHA

Reference Books
 REF 822.3 SHA
 REF 822.3 BOY
 REF 822.3 SHA
 REF 822.3 SHA
 REF 822.3 SHA
 REF 822.3 SHA

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

Shakespeare without Tears
Racism, Misogyny, and the Othello Myth
The Tragedy of Othello
No Fear Shakespeare: Othello
William Shakespeare: the Tragedies

William Shakespeare
Shakespeare A to Z
Women in the Age of Shakespeare
Religion in the Age of Shakespeare
Othello
Understanding Othello





2013-2014 PAC Library Syllabus

Description

It is the mission of the PAC library media center to be a vital addition to the Pucket Attendance community. Our role is to 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 in 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 performed. Librarian may collaborate 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)

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)

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 **databases 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.

Infotrac
 Four databases comprise 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!





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.



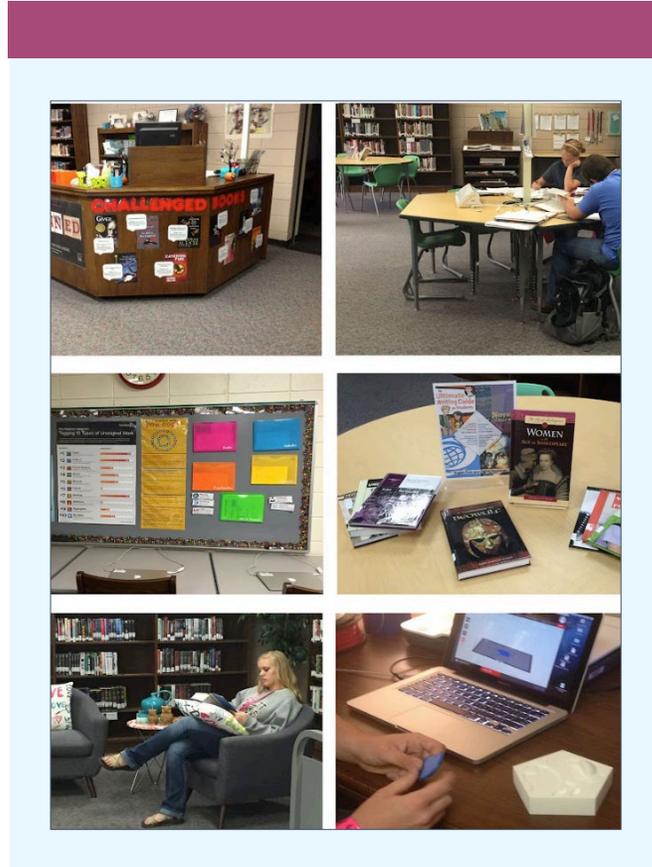
- **APPROPRIATELY** organizes the library facilities for **EASY** access and
- Does demonstrate **HIGH** expectations for **MOST** students and teachers



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.



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



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 through the 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



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

1

Provide **COMPREHENSIVE** collection

2

Provide resources that **SUPPORT** the curriculum

3

Provide resources that **ENCOURAGE** growth

4

Provide materials that reflect **EVERYONE**

5

Provide **BOARD-APPROVED** procedures

6

Provide **QUALIFIED** librarians



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.



- **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

Primary Sources for the Interactive Whiteboard by Scholastic
From the combs, astute Myflower 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 Slip:** This is a fun way for students to demonstrate their learning in your class. The slip 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 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



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 o 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

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
ESSENTIAL QUESTION: Where are my students now (at the beginning of school year) with respect to the objective?	Aligned Standards	
	BASELINE DATA/ INFORMATION	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)
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

SMART



Specific



Measurable



Attainable



Relevant



Time Based

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

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 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	
RIGOR OF TARGET	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?
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. Targets
2. Rational for Target(s)
3. Evidence Source(s)
4. Supporting Data

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 _____

 MISSISSIPPI DEPARTMENT OF EDUCATION
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 Dates

Signatures

Share and signed by 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 of Attaining Goal

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

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 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 resources, support, and/or training that is needed

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

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

By implementing open, flexible library schedule, the school library circulation will increase by 20 percent as measured by end-of-the-year circulation reports.

RELEVANT

SPECIFIC

ATTAINABLE

TIME BASED

MEASURABLE

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

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

