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

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

Librarian Growth Rubric
Overview and Goals: **Overarching Goals**

**Goal #1**
Highlight areas of strength and identify areas of growth

**Goal #2**
Serve as a guide for self-reflection

**Goal #3**
Provide shared understanding of priorities, goals, and expectations

**Goal #4**
Serve as a tool to help structure administrative feedback
Overview and Goals: Scoring Forms

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 Collection
- Library Budget
- Library Monetization
- School Library Binder
- Evidence

School Library Binder Categories
- Self-Evaluation Form

Website: www.mdek12.org/Library
Managing Data
Rubric Evidence
Managing Data: Evaluation Requirements

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

1. **DO NOT** collect items in a box throughout the year.
2. Pictures or photo albums are **NOT** required as evidence.
3. Using computer files or cloud storage is a great way to organize and store digital documents.
4. A binder or folder is a great way to collect and organize reports and other information.
5. Use whatever type of organization process the helps locate information quickly.
Managing Data: *Growth Form*

**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.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>1</strong></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>

**Evidence Collected**
- □ 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.
Providing Feedback: *Summative Observation*

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

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

- **Adequate**
- **Frequently**
- **Most**

- **Sometimes**
- **Inadequate**
- **Few**
- **Limited**

- **Rarely**
- **Ineffectively**
- **Almost no/never**
- **Does not**
Breakdown: Performance Level 4

1. Advanced practices that foster student usage of resources and the environment
2. Strong community in which teachers and the librarian collaborate to ensure student success
3. Goes above and beyond the expectations for an effective librarian
### Breakdown: *Performance Level 4*

<table>
<thead>
<tr>
<th><strong>Performance Level 4 Definitions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully</strong></td>
</tr>
<tr>
<td><strong>Consistently</strong></td>
</tr>
<tr>
<td><strong>Effective(ly)</strong></td>
</tr>
<tr>
<td><strong>Successfully</strong></td>
</tr>
<tr>
<td><strong>All</strong></td>
</tr>
<tr>
<td><strong>Appropriate</strong></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
## Performance Level 3 Definitions

<table>
<thead>
<tr>
<th>Adequate(ly)</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>Frequently</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>Most</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
### Performance Level 2 Definitions

<table>
<thead>
<tr>
<th>Indicator</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
<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</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!!!
Breakdown: Domain I Instructional Planning | Standard 2

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

3

• 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
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.

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

- Library Schedule
- Lesson Plans
- Observations

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**COLLABORATIVE LESSON PLAN**

Collaboration is an essential element that enhances student achievement and the school community. This lesson will teach students the importance of collaboration by engaging them in a cooperative learning activity.

### Lesson Objectives

- Teamwork and communication
- Critical thinking and problem-solving
- Effective time management

### Lesson Plan

**Title:** Library Lesson Plan

**Subject:** Language Arts

**Grade Level:** 5

**Duration:** 60 minutes

**Learning Goals:**
- Students will work in groups to complete a task.
- Students will present their findings to the class.

**Materials:**
- Library books
- Whiteboard

**Introduction:**

- Brief overview of the topic
- Explain the importance of collaboration

**Body:**

1. **Introduction:**
   - Introduce the topic
   - Explain the goals of the lesson

2. **Activity:**
   - Divide students into groups
   - Assign each group a task
   - Provide time for groups to work

3. **Discussion:**
   - Have groups present their findings
   - Ask questions and provide feedback

4. **Conclusion:**
   - Summarize the lesson
   - Emphasize the importance of collaboration

**Assessment:**

- Group participation
- Presentations

**Reflection:**

- Ask students what they learned
- Discuss the importance of collaboration moving forward
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.
**Breakdown: Domain II Collaboration Services | Standard 5**

**Evidence**

- Documentation of Training
- Observations

**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
**Breakdown: Domain III Library Environment | Standard 6**

**Evidence**

- ✔ Meeting Section 6.7 requirements
- ✔ Observations

**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:

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

2. 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.

3. 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.

4. 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.

5. 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.

6. To provide qualified professional personnel to serve teachers and students.
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
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
Breakdown: Domain IV Professional Responsibilities

Evidence

Professional Development Plan

PROFESSIONAL DEVELOPMENT PLAN

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 are calculated by the number of contact hours divided by 60 minutes. Librarians are expected to provide professional development opportunities and document a school librarian’s commitment to professional growth.

GOALS

- School librarians will practice the essential knowledge and skills to provide programs and services.
- School librarians are educated about current issues that affect school libraries.
- School librarians are knowledgeable about and use high-quality resources.
- School librarians will learn the essential skills and knowledge necessary to successfu

LICENSE RENEWAL REQUIREMENT

Continuing Education Units (CEUs) are earned to renew professional licenses. Librarians are encouraged to participate in professional development activities that enhance their skills and knowledge.

EXAMPLES OF HIGH QUALITY SCHOOL LIBRARIAN TRAININGS

UAMP Workshop - September
NILA Conference - October
MEGAResource - February
Children’s Book Festival - April
Overview

SLO and Program Goals
Overview and Goals: SMART Goal Resources

Student Learning Outcome
SMART Goals

Library Program
SMART Goals

Website: www.mdek12.org/Library
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>Instructional Practices</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>Student Climate Survey</td>
<td>Average score (from students) based off school climate survey</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Student Growth</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>Total Weight</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>
</table>

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

Website www.mdek12.org/Library
## Student Learning Outcomes: Part 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

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**STUDENT LEARNING OUTCOME**

Library Informational Lessons - Standard 2

**SMART GOAL**
Describe what learners will accomplish using SMART elements

**MEANS FOR ATTAINING GOAL**
Strategies used to accomplish the goal

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Evidence</th>
<th>Target Dates</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>School Librarian Signature</th>
<th>Date</th>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>School Principal Signature</th>
<th>Date</th>
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</tbody>
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**Website** [www.mdek12.org/Library](http://www.mdek12.org/Library)
## 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

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

<table>
<thead>
<tr>
<th>Means of Attaining Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Instructional Strategy:</strong> Reading Challenges</td>
</tr>
<tr>
<td>2. <strong>Evidence:</strong> Circulation Data; Writing Prompts</td>
</tr>
<tr>
<td>3. <strong>Target Date:</strong> Every nine weeks</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes: Completed Goal

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

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Goal</td>
<td>25% or above</td>
<td>On Target</td>
<td>18.75 - 12.51%</td>
<td>Approaching Goal</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.

- **Relevant**
- **Attainable**
- **Specific**
- **Time Based**
- **Measurable**
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/Library](http://www.mdek12.org/Library)
## Library Program: Part 2

### 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>
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</tbody>
</table>

### Signatures

- School Librarian Signature: Date
- School Principal Signature: Date

**Share and signed by principal**

[www.mdek12.org/Library](http://www.mdek12.org/Library)
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**

<table>
<thead>
<tr>
<th>Percentage of Students meeting SMART Goal related to School-wide Initiatives</th>
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</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>Exceeds Goal 20% or above</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