Professional Growth
Deep Dive into the School Librarian PGS

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School Library Specialist

2021-2022
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
School Library Program Vision

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

The AASL National School Library Standards encourage learners to:

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

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

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

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

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

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

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

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

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

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

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

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

Librarian Growth Rubric
Overarching Goals

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

• Serve as a guide for school librarians as they reflect upon their own practices
Overview and Goals

Overarching Goals

• Provide shared understanding regarding priorities, goals, and expectations of quality practice

• Serve as a tool to help structure administrative leadership and feedback
Overview and Goals

Resources

School Librarian Growth Rubric

Summative Observation Form

Website www.mdek12.org/ASL
Overview and Goals

Resources

Observation and Feedback Guide

Professional Growth Cycle

Website www.mdek12.org/ASL
School Librarian Professional Growth System Rubric is aligned to meet the standards set forth by the *American Association of School Librarians*. 
AASL: Shared Foundation: Collaboration III.B.1-2

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

LPGS: Domain I: Instructional Planning Standard 1

Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Learning Standards for Libraries and supports the Mississippi College- and Career-Readiness Standards.
Overview and Goals

National Alignment

LPGS: Domain III: Library Culture and Learning Environment *Standard 6*
Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

AASL: Shared Foundation: Inquire *I.C.1-3*
The school library provides learners opportunities to maintain focus throughout the inquiry process by: Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive learning; Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments; Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.
Overview and Goals

National Alignment

LPGS: Domain II: Instructional Collaboration Standard 8
Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

AASL: Shared Foundation: Include II.D.3
The school library builds empathy and equity within the global learning community by: Clearly and frequently articulating the school library’s impact when communicating with administration, faculty, staff, learners, parents, and the community.
AASL: Shared Foundation: Collaboration III.D.2-3
The school library provides opportunities for school librarians to connect and work with the learning community by:
Designing and leading professional-development opportunities that reinforce the impact of the school library’s resources, services, and programming on learners’ academic learning and educators’ effectiveness; Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources, serving on school and district-wide committees, and engaging in community and professional activities.

LPGS: Domain IV: Professional Responsibilities Standard 9
Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.
Managing Data
Rubric Evidence
Evaluation Requirements

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

• Feedback is **REQUIRED** after each evaluation
Managing Data

Summative Rating

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

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

Best Ways to Collect Data

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

Templates

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

Example

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

Growth Form

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

<table>
<thead>
<tr>
<th>Librarian Name</th>
<th>Grade Levels</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Pre-Observation Meeting</th>
<th>Date of Observation</th>
<th>Date of Post-Observation Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>District &amp; School</th>
<th>Observer Name or Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal Observation</th>
<th>Formal Observation</th>
<th>Summative Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1</td>
</tr>
</tbody>
</table>
REMINDER:
Check collected evidence and rate according to quality of evidence.
Any questions at this point?
## 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 BOTTOM 25%</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>
What is a SMART Goal?

Overview
Managing Data

Rating Weights

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

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

EXAMPLE:
Student Learning Outcome SMART Goal score = 3 | Library Program SMART Goal score = 4
SMART Goal Overall Score = 3+4 = 7/2 = **3.5 (overall score)**
Overview

Helpful Tips

• Work with the librarians in your district to write vertically-aligned SMART goals

• Include your library advocacy committee when writing SMART goals

• Look at student data when writing the achievable portion of the SMART goals

• Library Program and Student Learning Outcome goals can be either short- or long-term depending on the needs of your school community.
Overview

Resources

Student Learning SMART Goal

Library Program SMART Goal

Website www.mdek12.org/ASL
Part 1

**Setting**

Describe the population and any special learning circumstances

1. Objective Statement
2. Rationale
3. Aligned Standards

**Priority of Content**

Where are the students NOW?

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

**Baseline Data**

**Rigor of Target**

**Quality of Evidence**
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 Date

Signatures

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

Website [www.mdek12.org/ASL](http://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

Rigor of Target
Quality of Evidence

1. **Target(s):** Twenty-five percent of 8th grade male students will show growth by the end-of-year ELA assessment.

2. **Rationale for Target(s):** Based on test data, 25% of 8th grade male students show potential for growth based on the 7th grade EOY ELA assessment.

3. **Evidence Source(s):** ELA benchmark data; comprehension and vocabulary test scores

4. **Supporting Data:** ELA benchmark data; library circulation data

Means for Attaining Goal

1. **Instructional Strategy:** Reading Challenges

2. **Evidence:** Circulation Data; Writing Prompts

3. **Target Date:** Every nine weeks

Website www.mdek12.org/ASL
## Completed Goal

| Percentage of Students meeting SMART Goal related to School-wide Initiatives |
|-----------------|-----------------|-----------------|-----------------|
| 4               | 3               | 2               | 1               |
| Exceeds Goal 25% or above | On Target 24.99 - 12.51% | Approaching Goal 12.5 - 6.26% | Not on Target 6.25% or below |

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 GROWTH PLAN

**School Year:**

**Grade Level(s):**

**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.

**Website**

[www.mdek12.org/ASL](http://www.mdek12.org/ASL)
Part 2

Means to Attaining Goal

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

Signatures

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

- 345 students (7-12 grades)
- 35% students reading below grade level
- Majority of students score level 3 or below on MAAP English assessments

Student Learning

- Increase student reading for both personal and academic inquiry
- Increase the new vocabulary or terms learned by students
- Provide access to new genres or style of writing

Baseline Data

- Circulation and testing data will be used to show how the library program goal improves student reading

SMART Goal

- Students to use the automated system to place books on hold, leave reviews and comments
- Increase reading for personal or academic purposes

Support Needed

- Automated system training
- Webinar or PowerPoint online for students to review
Completed Goal

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

By implementing open, flexible library schedule, the school library circulation will increase by 20 percent as measured by end-of-the-year circulation reports.
Anyone need a break?
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 that should include a discussion regarding goals, budget, and needs of the library program.
Breakdown

Explanation of Domains
Performance Level Descriptors

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

3
- Adequate
- Frequently
- Most

2
- Sometimes
- Inadequate
- Few
- Limited

1
- Rarely
- Ineffectively
- Almost no/never
- Does not
Performance Level 4

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

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully</td>
<td>This descriptor means that the librarian is enacting the indicator to the furthest extent possible</td>
</tr>
<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>
This librarian demonstrates effective practices.

Level 3 is characterized by indirect support while Level 4 is characterized by direct support with the school’s instructional program and goals.

Level 3 practices are expected of all effective librarians.
## Performance Level 3 Definitions

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Adequate(ly)</th>
<th>Frequently</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This descriptor means that the librarian’s performance is satisfactory, but does not reach the furthest extent possible (level 4)</td>
<td>The librarian demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident</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>
Performance Level 2

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

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sometimes</strong></td>
<td>The librarian demonstrates this indicator occasionally, rather than on a frequent basis</td>
</tr>
<tr>
<td><strong>Inadequate(ly)</strong></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><strong>Few</strong></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><strong>Limited</strong></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>
• This librarian should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.

EXAMPLE: School librarian should be allowed to attend one of the various school library professional development workshops and conferences throughout the state to become a more effective librarian. The district can request specific professional development from the MDE School Library program office.
## Performance Level 1 Definitions

<table>
<thead>
<tr>
<th>Level 1</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>
Domain I Instructional Planning

Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Learning Standards for Libraries and supports the Mississippi College-and Career-Readiness Standards.

Indicators

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

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

2. Sometimes consults with the school library advocacy committee to develop yearly SMART Goals and
   Sometimes provides high-quality instructional support materials that align with the school's instructional program

1. Rarely consults with the school library advocacy committee to develop yearly SMART Goals and
   Does not provide high-quality instructional support materials that align with the school’s instructional program

Examples of Evidence

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

School Library Guide Connection Sections 3.6, 3.8, and 6.8
Standard 2: Plans instruction and provides print and digital resources that meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

**Indicators**

4. Effectively plans instruction and provides resources that consistently meets the diversity of all students.

3. Adequately plans instruction and provides resources that frequently meets the diversity of most students.

2. Inadequately plans instruction and provides resources that sometimes meets the diversity of few students.

1. Rarely plans instruction and provides resources that meets the diversity of any students.

**Examples of Evidence**

- Surveys or Needs Assessments (e.g., wish lists)
- Documentation of Provision (e.g., EL, SPED, 504)
- Observations
## Domain II Collaborative Services

**Standard 3:** Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school’s instructional program while maintaining an awareness of students’ reading interests and providing guidance in the selection grade-appropriate materials.

### Indicators

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently maintains awareness of all students’ reading interests and Provides effective guidance on appropriate reading selection to encourage all students to read</td>
<td>Holdings Report (includes usage, circulation, and copyright information)</td>
</tr>
<tr>
<td>3</td>
<td>Frequently maintains awareness of most students’ reading interests and Provides adequate guidance on appropriate reading selection to encourage most students to read</td>
<td>Library Budget and Expenditures</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes maintains awareness of few students’ reading interests and Provides inadequate guidance on appropriate reading selection to encourage few students to read</td>
<td>Observations</td>
</tr>
<tr>
<td>1</td>
<td>Rarely maintains awareness of any students’ reading interests and Provides almost no guidance on appropriate reading selection to encourage any students to read</td>
<td></td>
</tr>
</tbody>
</table>
Domain II Collaborative Services

**Standard 4:** Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Learning Standards for Libraries and the Mississippi College- and Career-Readiness Standards.

### Indicators

- **4**
  - Consistently collaborates and
  - Effectively teaches information and digital literacy as an integral part of the curriculum

- **3**
  - Frequently collaborates and
  - Adequately teaches information and digital literacy as an integral part of the curriculum

- **2**
  - Infrequently collaborates and
  - Inadequately teaches information and digital literacy as an integral part of the curriculum

- **1**
  - Rarely collaborates and
  - Ineffectively teaches information and digital literacy as an integral part of the curriculum

### Examples of Evidence

- School Library Schedule
- Standards-aligned collaborative or library lesson plans
- Observations
**Domain II Collaborative Services**

**Standard 5:** Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Provides <em>appropriate</em> training and assistance to all students and teachers in the use of resources, technology, and equipment</td>
</tr>
<tr>
<td>3</td>
<td>Provides <em>adequate</em> training and assistance to <em>most</em> students and teachers in the use of resources, technology, and equipment</td>
</tr>
<tr>
<td>2</td>
<td>Provides <em>limited</em> training and assistance to <em>most</em> students and teachers in the use of resources, technology, and equipment</td>
</tr>
<tr>
<td>1</td>
<td>Provides <em>almost no</em> training and assistance to <em>any</em> students and teachers in the use of resources, technology, and equipment</td>
</tr>
</tbody>
</table>

**Examples of Evidence**
- Documentation of Training or Assistance (e.g., library orientation, research project support, PLC or faculty meeting agendas)
- Observations
Domain III Library Environment

Standard 6: Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

**Indicators**

4. Effectively organizes the library facilities for easy access and
   Does demonstrate high expectations for all students and teachers

3. Appropriately organizes the library facilities for easy access and
   Does demonstrate high expectations for most students and teachers

2. Inadequately organizes the library facilities for limited access and
   Does demonstrate high expectations for most students and teachers

1. Rarely/does not organize the library facilities for any access and
   Does not demonstrate high expectations for any students and teachers

**Examples of Evidence**

- Meeting the requirements set forth in Section 6.7 in the current MS School Library Guide
- Observations
## Domain III Library Environment

**Standard 7:** Resources are selected according to the principles of the *School Library Bill of Rights* and *Intellectual Freedom* and provides access to information in consideration to students’ needs, abilities, and diversity.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Example Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently promotes the <em>School Library Bill of Rights</em> and <em>Intellectual Freedom</em> and Consistently grants open access to the school library collection</td>
</tr>
<tr>
<td>3</td>
<td>Frequently promotes the <em>School Library Bill of Rights</em> and <em>Intellectual Freedom</em> and Frequently grants open access to the school library collection</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes promotes the <em>School Library Bill of Rights</em> and <em>Intellectual Freedom</em> and Sometimes grants open access to the school library collection</td>
</tr>
<tr>
<td>1</td>
<td>Rarely/does not promote the <em>School Library Bill of Rights</em> and <em>Intellectual Freedom</em> and Rarely/does not grant open access to the school library collection</td>
</tr>
</tbody>
</table>

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**School Library Guide Connection** *Sections 1.4, 1.5, and 3.7*
Domain IV Professional Responsibilities

Standard 8: Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

Indicators

4
- Consistently communicates to all students and teachers and
- Consistently advocates for the school library program

3
- Frequently communicates to most students and teachers and
- Frequently advocates for the school library program

2
- Sometimes communicates to few students and teachers and
- Sometimes advocates for the school library program

1
- Does not communicate to any students and teachers about and
- Does not advocate for the school library program

Examples of Evidence

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

Standard 9: Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.

### Indicators

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently engages in professional learning and Applies knowledge and skills to benefit all students and teachers</td>
</tr>
<tr>
<td>3</td>
<td>Frequently engages in professional learning and Applies knowledge and skills to benefit most students and teachers</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes engages in professional learning and Applies knowledge and skills to benefit most students and teachers</td>
</tr>
<tr>
<td>1</td>
<td>Rarely engages in professional learning and Does not apply knowledge and skills to benefit any students and teachers</td>
</tr>
</tbody>
</table>

### Examples of Evidence
- Professional Development Plan
Wrap-Up Talk

What other resources do you need to feel secure about the growth rubric?
To subscribe, send a message to esimmons@mdek12.org with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.
Elizabeth Simmons
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