What’s New
in Mississippi School Libraries

Elizabeth Simmons, MLIS, Ed.S.
Director of Instructional Materials and Library Media
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.
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.
Using *Classroom Management for School Librarians* to update:

- Establishing a School Library Learning Environment (Section 3.1)

Provides 8 main points of classroom management

- Start of the Year, Classroom, Behavior, Lessons, Curriculum, Collaboration, Time Management, and End of the Year
Using *Learning Centers for School Libraries* to update:

- Planning for Instruction (Section 3.6)

A learning center is a self-contained section in the school library in which individual or small groups of students engage in independent and self-direct learning.

- This space allows students to create, explore, and discover new ideas with working on academic and library skills.

- PowerPoint is located on the MDE School Library site
• Using *Collection Management for Youth* to update:
  
  • Understanding Collection Development (Section 4.1)
  
  • Selection Tools (Section 4.2)

• Provides theoretical foundation for developing and managing a library collection that facilitates learning
Using *Collection Management for Youth* to update:

- Budget Justification Form (Section 6.2)

Discusses how library staff can work collaboratively to create budget policies
PGS Rubric

Updates
• The former Growth Rubric had 20 standards and was a carbon copy of the School Library Audit

• The NEW Evaluation has 9 standards that supports the Learning Standards for Libraries

• All documents are located on the MDE School Library website

WEBSITE: https://www.mdek12.org/ASL
• **MINIMUM** of 3 evaluations with 2 informal and 1 formal evaluation

• 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.
SMART Goals

PGS Librarian Rubric
Professional Growth Rubric: *SMART Goals*

**SMART**

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time Based**
## Professional Growth Rubric: 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>
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<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>
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<tr>
<td><strong>Student Climate Survey</strong></td>
<td>Average score (from students) based off school climate survey</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Student Growth</strong></td>
<td>SMART Goal related to performance on state test</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMART Goal related to school-wide initiative</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>SMART Goal related to performance on district diagnostic test</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>School-wide Student Performance <strong>BOTTOM 25%</strong></td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Weight</strong></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</table>
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)
Professional Growth Rubric: **SMART Goals Resources**

**Student Learning SMART Goal**

**Library Program SMART Goal**

Training PowerPoint: [www.mdek12.org/Library](http://www.mdek12.org/Library)
Professional Growth Rubric: **SMART Goals 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
- Remember that SMART Goals are **NOT** written in stone
Library Standards

Teaching and Learning
• Librarians of the 21st century are educators in every sense of the word.

• The standards and lesson plans are framed according to CURRENT best practices in teaching and learning.

• Librarian access to standards, pacing guide example, formative assessment tools, and unpacking standards worksheet.

Website www.mdek12.org/LLE
Library Standards: Resources

**Unpacking the Standards**

Use this document to unpack the MS-CIS Learning Standards for Libraries.

**Specifics**

- Knowledge/Concepts: What do students need to know/understand?
- Skills: What do students need to be able to do?
- Learning Objectives Aligned to this Standard

**Tools for Formative Assessment**

- Tools for formative assessment
- Unpacking the Standards
- Tools for Formative Assessment
Learning Standards

1. Library Media Strand
   Basic library skills are an integral part of the total education program, teaching students the basic processing skills necessary to connect them with information and ideas in all subject and interest areas.

2. Reading Engagement Strand
   Reading engagement is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life.

3. Research and Information Strand
   Through engagement in the research process, students will apply critical thinking skills to draw conclusions and construct new understandings. Additionally, students will engage in research processes.

4. Digital Literacy Strand
   Its goal is to help students develop the habits of inquiry and skills of expression that are needed and used by critical thinkers, effective communicators, and active, digital citizens in today’s world.
Learning Standards: Implementation

**LIBRARY MEDIA STRAND**

**STANDARD 1: Identify and locate**

**LIB.IL.1.1** Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.

**Strand**

**PreK-1**

**Skill**

**Implementation**

<table>
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<tr>
<th></th>
<th>PreK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
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<tr>
<td>I</td>
<td></td>
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**IMPLEMENTATION LEGEND**

- **O**: Optional at this level
- **I**: Introduce the concept
- **R**: Reinforce the concept
- **M**: Master the concept
Library Lessons

Pacing Guides
Lesson plans do not address a specific scope and sequence of each skill

Skills like Library Conduct will need to be addressed at the beginning of the school year

Other skills can be repeated several times throughout the year in collaboration with classroom content
## Library Standards: Pacing Guide Example

- **LIBIL.1.1-2**: Reinforce the media center and its sections, the librarian, book care, expectations
- **LIBIL.1.4-5**: Introduce call numbers and the Dewey Decimal System
- **LIBIL.2.1-2**: Introduce/reinforce book selection procedure
- **LIBIL.2.3**: Continue to book selection procedure
- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9**: Engage students through story time, including folktales, and to promote The Magnolia Book Awards and Hispanic Heritage Month
- **RES.PR.2.1; RES.PR.2.4; RES.PR.2.6**: Teach Dictionary/Thesaurus skills to support classroom instruction

### MONTH

<table>
<thead>
<tr>
<th>MONTH</th>
<th>LIBRARY LEARNING STANDARDS</th>
</tr>
</thead>
</table>
| **August** | LIBIL.1.1-2; LIBIL.2.1-2  
Reinforce the media center and its sections, the librarian, book care, expectations  
LIBIL.2.3  
Introduce/reinforce book selection procedure |
| **September** | **Literature Appreciation** and **What Do Statues Represent?** lesson plans  
LIBIL.1.4-5  
Introduce call numbers and the Dewey Decimal System  
LIBIL.2.3  
Continue to book selection procedure  
RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9  
Engage students through story time, including folktales, and to promote The Magnolia Book Awards and Hispanic Heritage Month  
RES.PR.2.1; RES.PR.2.4; RES.PR.2.6  
Teach Dictionary/Thesaurus skills to support classroom instruction |
| **October** | LIBIL.1.3  
Introduce online catalog  
LIBIL.1.4-5  
Continue to introduce all numbers and the Dewey Decimal System  
LIBIL.2.3  
Continue to introduce book selection procedure |
Lesson Plans: Overview

Creating Bibliographies
Science Topic: Animals

Overview
- Students want to learn more about topics that interest them either for personal or academic reasons.
- Creating bibliographies and using the online library's automated search system will allow students to access resources to share with others.

Collaboration
- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than 5 days to complete the lessons — 1 day to the classroom and 4 days for library visits.

Pre-Assessment
- Students will complete a quick writing activity describing how they keep track of books that they want to read and explaining how students can tell if the books will contain helpful information.

Grade Level

Overview

Collaboration

Pre-Assessment

Website www.mdek12.org/LLE
Lesson Plans: Elements

Lesson 1

Introduction/Classroom

Objectives
- Students will locate helpful resources to answer questions regarding their chosen element.

Materials
- Example of Keeping Track of Books and chart
- Prayer Reading worksheet
- List of animals for each group
- Monkeys, pandas, and okapi notes

SPEAK
1. Divide students into small groups and allow each group to select an element for the activity.
2. Have each group complete a Prayer Reading worksheet based on their prior knowledge of the chosen element.
3. Demonstrate that the Prayer Reading will help students createborrowa or acrostic verse about the element decision.
4. Results that the students will work together to create a list of books about that element and then create a summary book about the element decision.

Resource Pattfinder

The Big Book of Beasts by Frank Asch - ISBN 19990
The Big Book of Beasts is a collection of stories about animals, including and okapi and the other animals listed in the prayer reading.
Appropriate on the Young Readers level for 4th

The Blue Book of Beasts by Joseph Bruchac - ISBN 19992
A book that contains a collection of stories about animals, including an okapi and other animals listed in the prayer reading.
Appropriate on the Young Readers level for 4th

Chillie Importon by Grace Burns - ISBN 19997
Chillie Importon is a picture book that features an okapi and other animals listed in the prayer reading.
Appropriate on the Young Readers level for 4th

Website www.mdek12.org/LLE
# Lesson Plans: Lesson Breakdown

**Lesson No.**

**Objective, Materials, Duration**

**Tasks**

**Examples**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will locate helpful resources to answer questions regarding their chosen animal.</td>
<td>Example choosing Track of Body anchor chart</td>
</tr>
<tr>
<td>60 min lesson period</td>
<td>Prayer Mat worksheet</td>
</tr>
<tr>
<td></td>
<td>List of animals for each group</td>
</tr>
<tr>
<td></td>
<td>Markers, pencils, and sticky notes</td>
</tr>
</tbody>
</table>

1. Divide students into small groups and allow each group to select an animal for the project.
2. Have each group complete a Prayer Mat worksheet based on their prior knowledge of the chosen animal.
3. Share that the Prayer Mat will help students focus on the animal or overall theme.
4. Explain that the students will work together to create a list of facts about their animal and design an anchor chart for a Track of Body using the Example of Keeping Track of Body anchor chart.
Lesson Plans: *Vertical Alignment*

**Finding Your Way to the Library**
- Grade Level: PreK/K
- Introduce how the library works and what the rules are
- Introduce how the library is organized
- Introduce becoming an active listener of information

**Literature Appreciation**
- Grade Level: Second
- Reinforce how the library is organized
- Reinforce becoming an active listener or reader of information
- Introduce call numbers and Dewey Decimal System
Creating Bibliographies

- Grade Level: Fourth
- Reinforce how the library is organized
- Reinforce Dewey Decimal System
- Introduce the library’s automated system
- Introduce collaboration
- Introduce print/digital resources

Adopt a Genre

- Grade Level: Fifth
- Master how the library is organized
- Master the Dewey Decimal System
- Reinforce library’s automated system
- Reinforce collaboration
- Reinforce print/digital resources
Lesson Plans: Vertical Alignment

Citation Scavenger Hunt
- Grade Level: Sixth
- Master the library’s automated system
- Reinforce print/digital resources
- Reinforce collaboration
- Introduce evaluation of resources
- Introduce Copyright and Fair Use

Deep Dive into the Blues
- Grade Level: Eighth
- Reinforce evaluation of resources
- Reinforce Copyright and Fair Use
- Reinforce print/digital resources
- Introduce inquiry-based research skills
- Introduce presentation skills
Lesson Plans: *Vertical Alignment*

**Building Pathfinders**
- Grade Level: **Ninth**
- Master print/digital resources
- Reinforce evaluation of resources
- Reinforce Copyright and Fair Use
- Reinforce inquiry-based research skills
- Reinforce presentation skills

**Making Historical Connections**
- Grade Level: **Eleventh**
- Master evaluation of resources
- Master Copyright and Fair Use
- Master inquiry-based research skills
- Master presentation skills
Read to Them

One School, One Book
Reading Program: *MS Reads One Book*

- MS Reads One Book starts on **February 6**
- J.D. and the Great Barber Battle by J. Dillard (based in Meridian)
  - J.D. has a big problem – it’s the night before the start of third grade and his mom has just given him his first and worst home haircut
- Mississippi Reads One Book is a family engagement program offered by Read to Them, in partnership with the Mississippi Campaign for Grade-Level Reading

**WEBSITE:** [https://readtothem.org/states-read-one-book](https://readtothem.org/states-read-one-book)
Magnolia Awards

2023 Voting
Mississippi children, Pre-K-12th grade, are eligible to participate in the voting and nominating of books.

Winners announced each April at the Fay B. Kaigler Children’s Book Festival at the University of Southern Mississippi.

Voting is overseen by a designated individual (teacher, librarian, bookstore manager, etc.) at each participating voting location throughout the state of Mississippi.

Voting: February 2023

Website: https://mschildrensmuseum.org/parent-community-resources/magnolia-book-awards/
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.
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