MDE UPDATES

What You Need to Know

2019 LAMP Workshop

Elizabeth Simmons, MLIS, Ed.S.
Office of Elementary Education and Reading
School Library Specialist
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
State Board of Education Goals  
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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
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.
LIBRARY GUIDE UPDATES

UPDATES AND ADDITIONS
Section 3.4 Using Data in the Library

- Lexile measure information
- Link to *Finding the Right Books* website
- Collection development based on reading scores
- *American Association of School Librarians Position Statement* on organizing books according to reading levels
- **NOTE:** The Mississippi Department of Education uses Lexile measurements in regards to reading levels
Section 3.5 Understanding Collaboration

- Providing Resources to Early Childhood Classrooms
  - minimum of four different learning centers which includes a library center
  - each learning center should provide children with access to reading materials including fiction and non-fiction books, poetry, magazines, and newspapers

Virtual Collaboration
School librarians, like classroom teachers, wear many different hats on a day-to-day basis which makes it hard to schedule face-to-face collaborative teaching meetings. School librarians can create an open and flexible line of communication between other librarians, teachers, and even students using online communication tools. Because teachers and librarians do not always have the same planning block, this type of technology can be used to help facilitate aspects of co-taught lessons. With the implementation of the College- and Career-Readiness ELA Standards, research and in-depth writing projects require students and teachers to seek help from school librarians. Using Web 2.0 tools allows students to share documents and presentations with teachers and school librarians. By virtually sharing assignments, students can receive timely feedback to help throughout the writing or researching process which can result in better-quality assignments and improve scores. School librarians can model how to use such technology to both teachers and students to help make the transition from traditional to “virtual” collaboration.

Providing Resources to Early Childhood Classrooms
According to the Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children and Kindergarten Guidelines, all pre-kindergarten and kindergarten classrooms should have a minimum of four different learning centers which includes a library center. As well as having a library or book center, each learning center should provide children with access to a wide range of interesting, developmentally appropriate reading materials from all genres including fiction and non-fiction books, poetry, magazines, and newspapers.

Early Childhood Classroom Library Center Guide [https://mde.k12.ms.us/LLE](https://mde.k12.ms.us/LLE)
Starting in August 2019, the MDE will pay $75,000 for school libraries to have access to MAGNOLIA

Resources for K12 Libraries and Classroom
- MDE created guide to how to use MAGNOLIA in the school library and classroom
- Guide includes the different resources that are available to K12 Librarians and Teachers

NEW K-12 Lesson Plans and Activities
Section 4.4 Collection Guidelines

- Link to collection evaluation forms
- High-quality supplemental materials
  - Link to *Grades 5-12 Exemplar List*
- Balanced dewey recommendation
- Guidelines for school library collection based on grade ranges
- Explanation of ready reference area
Section 6.7 Library Facilities

- Provides an updated list of design considerations and technology infrastructure requirements in a school library
- Universal Design for Learning in regards to school library
- Mississippi School Design Guidelines
- Quality library signage

### OVERALL LIBRARY FACILITIES

#### Required

- Adequate non-glare lighting
- Control of lighting in addition to some natural is recommended
- Sound absorbent floor covering
- Welcoming and attractive spaces
- Temperature and humidity controlled to preserve collections and protect equipment
- Easy flow of traffic
- The school library is easily accessible by persons with disabilities

#### TECHNOLOGY INFRASTRUCTURE

- Adequate electrical outlets
- Light switches
- Network access
- Sufficient bandwidth for data, voice and video network
- Connection to school and district local area network (LAN)
- Networked scanner/copier/printer
- Sufficient data ports or wireless accessibility
- Surge protectors/UPS power converter
- Telephone

### CIRCULATION AREA

#### Required

- Near the library entrance
- Online catalog/circulation terminal
- Desk and staff work area
- Circulation desk appropriate height for students
- Book drop
- Book carts/trucks

#### Optional

- Separate climate control for operation during non-school hours

### LIBRARY COLLECTION

#### Required

- Adjustable shelves
- Space for periodicals, audiovisual software, displays, and equipment
- Room for no more than 2/3s full and should accommodate the current collection with room for growth
- Shelves should have backstops and tops
- Type of materials, collections, and anticipated growth of the collection determine depth of shelving
  - Recommendation is 12”
MAGNOLIA UPDATES

NEW LOOK! NEW RESOURCES!
Goals for Website Update

- Update site to include https and new passwords (required by EBSCO)
- Simplify navigation making it quicker for user to get to point of searching ✓
- Implement quick search for EBSCO and WorldCat across all user levels (K-12, Publics, Community Colleges) ✓
- Update usability and responsive design (mobile phones) ✓
- Make it easier for users to see how to use from home ✓
- Add open educational resources ✓
MAGNOLIA

Mississippi Alliance for Gaining New Opportunities Through Library Information Access

Search Databases

Funded by the Mississippi Legislature, Libraries throughout the State of Mississippi and the State Department of Education.
EXPLORE DATABASES

(Change grade level | List all available databases)

EBSCO WorldCat (FirstSearch)

Industrial Revolution

Search

EBSCO is the leading provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. Explora supports both student research and classroom instruction with rich, reliable content and easy-to-use functionality.
Explora Results Screen

**Topics Overview**

**Industrial Revolution.**
- The world revolution means "a complete change." Starting in the 1760s in England, the Industrial Revolution changed people's lives dramatically. This... more

Salem Press Primary Encyclopedia

1. **How the Industrial Revolution AFFECTS YOU.**


The article discusses the effects of the Industrial Revolution on modern-day life and economy. Topics discussed include transportation of raw materials through steamboats and trains, growth...

**Periodicals**
- Subjects: INDUSTRIAL revolution, RAW materials; STEAMBOATS; PUBLIC health laws; COTTON dust; COAL dust

**HTML Full Text**

2. **Getting Started.**


The article focuses on the history of bridges including bridges made out of wood and stone. In the United States, bridge building really took off during the Industrial Revolution in the 1800s...

**Periodicals**
- Subjects: BRIDGE design & construction; INDUSTRIAL revolution; STEEL

**HTML Full Text**

**Citation Format**

**MLA**
Works Cited
Beech, Linda Ward. "Industrial Revolution Assoc."

**Vancouver/ICMJE**
References
Beech LW. Industrial Revolution. Salem
direct=1e25e1d4b10fa&Adid=88916229
Academy of American Poets

Subjects: Poetry

"Visitors to the award-winning website of The Academy of American Poets can find essays on poetry, biographies of more than 200 poets, text of nearly 600 poems, and RealAudio of eighty poems read by their authors; learn all about the Academy and its programs; discuss poetry and share their own work with fellow web travelers; find out what poetry events are happening in their towns; and much more." — "About" page

American Verse Project

Subjects: Poetry

"The American Verse Project is a collaborative project between the University of Michigan Humanities Text Initiative (HTI) and the University of Michigan Press. The project is assembling an electronic archive of volumes of American poetry prior to 1920. The full text of each volume of poetry is being converted into digital form . . . with various forms of access provided through the WWW." — Title page

AR BookFinder

Subjects: English & Literature, Library Science

Students, teachers, parents, and librarians can search in English or Spanish to find book level or a Lexile measure, interest level, title, award-winners, state lists, & CCRS Exemplars.
• If MAGNOLIA was not available to school libraries in Mississippi, all schools would be required to purchase additional digital and/or print resources to meet the audit requirements.

• If schools subscribed to the same package from EBSCO it would cost each school around $32,000.

• The Mississippi Department of Education is only paying $75,000 to make the EBSCO databases available to all MDE public and non-public schools.
Promotional Video – link to it and share it
https://vimeo.com/260076377

@MAGNOLIA_ACCESS

www.facebook.com/MAGNOLIALibraryResources/
Questions, comments, concerns?

Contact the following MAGNOLIA Steering Committee members:

• Susan Bryant, Rankin County - sbryant@rcsd.ms

• Otha Keys, Jones County - orkeys@jones.k12.ms.us

• Elizabeth Simmons, MDE - esimmons@mdek12.org
• Mississippi Library Commission renewed LearningExpress Library contract

• Teachers and students have access to several different test preps as well as grade level tutoring

• Visit: mlc.lib.ms.us and choose LearningExpress Library under the “Resources” drop down menu
Student Test Prep

- ACT
- Advanced Placement
- ACT WorkKeys
- ASVAB
- PSAT

INDIVIDUALIZED TUTORIALS

eBOOKS and FLASH CARDS

DOWNLOADABLE STUDY GUIDES

SCORABLE PRACTICE TESTS
Grade Level Tutoring

• **Elementary School** - Math & English
• **Middle School** - Math, English & Social Studies
• **High School** - Math, English, Social Studies, and Science
• **Praxis Core** - Math, Reading, & Writing
• **Praxis II** - Early Childhood, Mathematics
• **Praxis II PLT** - K-6, 5-9, 7-12
• **Praxis** - Special Education
• **Praxis** - Elementary and Middle School content
PROFESSIONAL GROWTH SYSTEM

Deep Dive into the School Librarian PGS

2019 LAMP Workshop

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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
Overarching Goals

- Provide shared understanding regarding priorities, goals, and expectations of quality practice
- Serve as a tool to help structure administrative leadership and feedback
Upcoming Resources

• School Librarian Professional Growth System Guidebook
• School Librarian Evaluation Cycle
• Professional Development Ideas
School Librarian Professional Growth System Rubric is aligned to meet the standards set forth by the American Association of School Librarians.
LPGS: Domain I: Planning *Standard 4*
Plans instruction that meets the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.

AASL: Shared Foundation: Include *II.B.1*
The school library represents all members and their place in a global learning community by: Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
LPGS: Domain II: Management *Standard 6*
Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program within district resources.

AASL: Shared Foundation: Curate IV.A.2
The school library provides problem-based learning experiences and environments by: Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge.
National Alignment

LPGS: Domain III: Collaboration and Services *Standard 13*
Collaboratively teaches information and digital literacy as an integral part of the curriculum.

AASL: Shared Foundation: Engage *VI.A.1-3*
School librarians promote ethical and legal guidelines for gathering and using information by: Directing learners to responsibly using information, technology, and media for learning, and modeling this responsible use. Modeling the understanding of ethical use of information, technology, and media. Teaching learning how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
LPGS: Domain IV: Library Environment and Facilities Standard 17
Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff.

AASL: Shared Foundation: Collaborate III.D.1
The school library supports active learner participation by: Creating and maintaining a learning environment that supports and stimulates discussion for all members of the school community.
LPGS: Domain V: Professional Responsibilities *Standard 19*
Communicates effectively with teachers, students, and family about the library program and available resources. *Advocates for the library program in the school and community.*

AASL: Shared Foundation: Explore *V.C.2-3*
The school library prepares learners to engage with a larger learning community by: Encouraging families and other members of the community to participate in school library activities. *Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.*
COLLECTING & SORTING

RUBRIC EVIDENCE
Types of Evidence

Observations

• Visually observe the librarian or the library depending on the required evidence

• Examples
  – Literacy promoting displays
  – Library web page
  – Training students and/or teachers

Artifacts

• Data driven
• Policies and procedures

• Examples
  – Budget reports
  – Professional growth goals
  – Documentation of provision
  – Library schedule
Types of Evaluation

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

- Feedback is **REQUIRED** after each evaluation
Observations

- Administrators can **CHOOSE** which Domains and Standards are evaluated during observations.
- Select what type of evaluation is transpiring:
  - Individual instruction
  - Small/whole group
  - Collaboration
  - Library management
  - Teacher in-service
- **All standards** must be observed to formulate the Summative Observation score.
- **Provide feedback after each observation**
Summative Rating *Description*

- 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 20 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.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Tested Teachers</th>
<th>Non-tested Teachers/Coaches</th>
<th>Support Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Practices</strong></td>
<td>Minimum of 3 Observations related to the appropriate PGS Rubric, observing all domains weighted equally</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Student Climate Survey</strong></td>
<td>Average score (from students) based off school climate survey</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Student Growth</strong></td>
<td>SMART Goal related to performance on state test</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMART Goal related to school-wide initiative</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>SMART Goal related to performance on district diagnostic test</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>School-wide Student Performance <strong>BOTTOM 25%</strong></td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Weight</strong></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### 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>On Target (1-20%)</td>
<td>Approaching Goal (21-41%)</td>
<td>Not on Target (&lt; than 42%)</td>
<td></td>
</tr>
</tbody>
</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 short-term 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)**
### Summative Rating  SMART Goal Rating

| Percentage of Students meeting SMART Goal related to School-wide Initiatives |
|---------------------------|---------------------|------------------|-----------------|-----------------|
| 4 | 3 | 2 | 1 |
| Exceeds Goal | On Target | Approaching Goal | Not on Target |
| 5% or above | 4.95-4% | 3.95-2.95% | 2.9% or below |

### Student Learning Outcome SMART Goal

As a result of implementing collaborative relationships with classroom teachers and promoting high-quality instructional support resources, student reading and writing scores will increase by a minimum of five percent as measured by benchmark assessments by the end of the year.
Summative Rating  SMART Goal Rating

| Percentage of Students meeting SMART Goal related to School-wide Initiatives |
|---|---|---|---|
| 4 | 3 | 2 | 1 |
| Exceeds Goal | On Target | Approaching Goal | Not on Target |
| 20% or above | 19.8-26% | 15.8-12.8% | 11.6% or below |

Library Program SMART Goal

As a result of implementing open library check-out time and reading promotional programs, the school library circulation will increase by 20 percent as measured by end-of-the-year circulation reports.
Evidence Collection Form: Information

REMINDER:
Complete top portion on the Evidence Collection Sheet for each observation.

### Librarian Growth Rubric
Evidence Collection Sheet

**NOTE:** Enter the ratings for each standard into the spreadsheet located in your district's SharePoint folder. See Librarian Growth Rubric for detail explanation of ratings.

<table>
<thead>
<tr>
<th>Librarian Name</th>
<th>Grade Levels</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Pre-Observation Meeting</td>
<td>Date of Observation</td>
<td>Date of Post-Observation Meeting</td>
</tr>
<tr>
<td>District &amp; School</td>
<td>Observer Name or Signature</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 4 5</td>
<td>1 2 3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Evaluation Type**
- Individual instruction
- Small group
- Whole group
- Collaboration
- Library management
- Teacher training

**Domain I: Planning**

1. Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school’s instructional program.

2. Develops and implements library policies and procedures for effective library use.
**Evidence Collection Form: Evidence**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Collection of Evidence (Description)</th>
<th>Rating (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Determines instructional needs within the library program by consulting with library advocacy committee.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Collaboratively teaches information and digital literacy as an integral part of the curriculum.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Provides training to students and teachers in the use of resources, technology, and equipment.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Assists students and teachers in locating information and resources for research.</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN IV: LIBRARY ENVIRONMENT AND FACILITIES**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Collection of Evidence (Description)</th>
<th>Rating (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Organizes the library for optimal use by students and faculty.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff.</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN V: PROFESSIONAL RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Collection of Evidence (Description)</th>
<th>Rating (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Communicates effectively with teachers, students, and families about the library program and available resources. Advocates for the library program in the school and community.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Promotes the Library Bill of Rights and Intellectual Freedom.</td>
<td></td>
</tr>
</tbody>
</table>
Evidence Collection Form: *Topics*

**REMINDER:**
Must discuss these three items as well as strengths and areas of improvement during face-to-face post-conference.

<table>
<thead>
<tr>
<th>POST CONFERENCE TOPICS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Budget Requests</td>
<td>Goals and objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>AREAS OF IMPROVEMENT</th>
<th></th>
</tr>
</thead>
</table>
Best Ways to Collect Data

- A data binder is the best way for librarians to collect and organize reports and information.
- The data binder can be organized where librarians can quickly locate information when necessary.
- The data binder can be used for both evaluations and audits.
- Photographs are not required as evidence.
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 3, 6, and 10

➔ **School Library Guide:** Section 3.5
INTERPRETING DATA AND ARTIFACTS
Observations can be made throughout at least 2 informal and 1 formal visits.

**SCENARIO:** Administrator observes the librarian working with a small group of students on a research project.

How well did the librarian know the resources in the library? Did the librarian show the students how to find print materials or use non-print resources?
**Evidence: Observations**

**SCENARIO:** Administrator observes the librarian working with a small group of students on a research project.

**STANDARDS OBSERVED:**

Standard 14. Provides training to students and teachers in the use of resources, technology, and equipment.

Standard 15. Assists students and teachers in locating information and resources for research.

Standard 17. Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff.
Evidence: Artifacts

Artifacts are based on data, policies and/or procedures and should be completed collaboratively with administrators and/or teachers. The artifacts are connected to the School Library Monitoring Rubric.

SCENARIO: The school librarian has developed a collection development plan to help promote the school library program.

Did the librarian survey the students’ interests, review testing data, or collaborate with teachers regarding curriculum standards?
**SCENARIO:** The school librarian has developed a collection development plan to help promote the school library program.

**STANDARDS OBSERVED:**

Standard 5. Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration.

Standard 6. Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program within the district resources.

Standard 9. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.
Templates

Templates have been created to help librarians to collect and organize data-driven artifacts.

https://www.mdek12.org/Library
PROVIDING FEEDBACK

TIMELY AND CONSISTENT
Timeline: Fall

✓ September - Library Program Goals/Observation
  ◆ Program goals are **REQUIRED** to be collaboratively created by librarian, advocacy committee, and administration
  ◆ **MDE School Library Monitoring Rubric** Section 2.2
  ◆ **MDE Librarian Growth Rubric** Domain I: 1; Domain V: 18

✓ October/November - Observation
  ◆ Post-conference is **REQUIRED** to ensure that the library program meets the needs of the school community
Timeline: Winter

✓ January - Needs Assessments
  ◆ Surveys or “wish lists” are **REQUIRED** to be used to help build library’s collections and future programs
  ◆ **MDE School Library Monitoring Rubric** Section 2.2
  ◆ **MDE Librarian Growth Rubric** Domain I: 4

✓ February - Budget Report/Observation
  ◆ Post-conference is **REQUIRED** to discuss current program goals and future funding needs
  ◆ **MDE School Library Monitoring Rubric** Section 2.4
  ◆ **MDE Librarian Growth Rubric** Domain I: 5
Timeline: Spring

✓ March-April - Observation
  ◆ Face-to-Face Post-conference is REQUIRED to discuss budget report, needs assessments, and library schedule for upcoming school year

✓ May - End-of-the-Year Inventory
  ◆ Full library inventory is REQUIRED at the end of the year
  ◆ MDE School Library Monitoring Rubric Section 2.1
  ◆ MDE Librarian Growth Rubric Domain I: 1; Domain V: 18
A face-to-face post-conference is **REQUIRED** prior to submitting the Summative Observation Score which should include a discussion regarding goals, budget, and needs of the library program.
UNPACKING

EVIDENCE AND DATA
Developed to align the **School Librarian Professional Growth Rubric** to the **School Library Monitoring Rubric** and the **Mississippi Public and Nonpublic School Library Guide**.

### Domain I: Planning

#### Standard 1: Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school's instructional program.

<table>
<thead>
<tr>
<th>School Library Guide</th>
<th>Library Monitoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts</strong></td>
<td><strong>Documentation</strong>: Professional Growth Goals, Short-and-Long Term Library Goals</td>
</tr>
</tbody>
</table>

#### 2.2 Needs Assessments: The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short and long-range strategic plans for improvement.

<table>
<thead>
<tr>
<th>School Library Guide</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts</strong></td>
<td><strong>Documentation</strong>: Policy and Procedure Manual (updated and implemented)</td>
</tr>
</tbody>
</table>

#### Standard 3: Plans for and provides the necessary resources, technology, and instructional services that align with MS library standards and curriculum goals.

<table>
<thead>
<tr>
<th>School Library Guide</th>
<th>Library Monitoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts</strong></td>
<td><strong>Documentation</strong>: Student Learning Outcome</td>
</tr>
</tbody>
</table>

#### Standard 4: Plans instruction that meets the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.

<table>
<thead>
<tr>
<th>School Library Guide</th>
<th>Library Monitoring Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>Artifacts</strong></td>
<td><strong>Documentation</strong>: Encouraging Advocacy</td>
</tr>
</tbody>
</table>

**Section 6.5**: Librarian Evaluation; **Section 6.8**: Short- and Long-Term Goals
Crosswalk Elements

## Domain I: Planning

### Standard 1: Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school’s instructional program.

**School Library Guide**

- **Section 6.5:** Librarian Evaluation; **Section 6.8:** Short-and Long-Term Goals

**Library Monitoring Rubric**

- **2.2 Needs Assessments:** The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.

**Artifacts**

- **Documentation:** Professional Growth Goals, Short-and Long-Term Library Goals

- Color bands highlight each Domain
- Coordinating standards are listed under each Domain
- Each standard contains three additional elements:
  - School Library Guide connection
  - Library Monitoring Rubric connection
  - Required Artifacts
A BREAKDOWN

EXPLANATION OF DOMAINS
## Performance Levels: Descriptors

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully</td>
<td>Adequate(ly)</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>Consistently</td>
<td>Frequently</td>
<td>Inadequate(ly)</td>
<td>Ineffectively</td>
</tr>
<tr>
<td>Effectively</td>
<td>Most</td>
<td>Few</td>
<td>Almost no/never</td>
</tr>
<tr>
<td>Successfully</td>
<td></td>
<td>Limited</td>
<td>Does not</td>
</tr>
<tr>
<td>All</td>
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<tr>
<td>Appropriate</td>
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</tbody>
</table>
Performance Levels: 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 Levels: Definitions

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully</strong></td>
<td>This descriptor means that the librarian is enacting the indicator to the furthest extent possible</td>
</tr>
<tr>
<td><strong>Consistently</strong></td>
<td>The librarian demonstrates that the indicator is enacted at all times in the classroom</td>
</tr>
<tr>
<td><strong>Effective(ly)</strong></td>
<td>This descriptor signals that the librarian is achieving the desired result at the highest level</td>
</tr>
<tr>
<td><strong>Successfully</strong></td>
<td>The descriptor means that the librarian is achieving the desired results</td>
</tr>
<tr>
<td><strong>All</strong></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><strong>Appropriate</strong></td>
<td>This descriptor refers to the high level of suitability of the action the librarian takes in the particular circumstances</td>
</tr>
</tbody>
</table>
Performance Levels: Level 3

- 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 Levels: Definitions

### Level 3

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate(ly)</td>
<td>This descriptor means that the librarian’s performance is satisfactory, but does not reach the furthest extent possible (level 4)</td>
</tr>
<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>
Performance Levels: 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 Levels: *Definitions*

<table>
<thead>
<tr>
<th>Level 2</th>
<th></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>
Performance Levels: \textit{Level 1}

- This librarian should receive immediate and comprehensive \textbf{professional learning and support(s)} designed to address the identified area(s) for growth.

\textbf{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 Levels: Definitions

<table>
<thead>
<tr>
<th>Level 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rarely</strong></td>
<td>This descriptor means the librarian hardly ever enacts the indicator</td>
</tr>
<tr>
<td><strong>Ineffectively</strong></td>
<td>The librarian does not produce the desired results</td>
</tr>
<tr>
<td><strong>Almost no/never</strong></td>
<td>This descriptor is used to signal that the librarian hardly ever enacts the indicator</td>
</tr>
<tr>
<td><strong>Does not</strong></td>
<td>This descriptor means the librarian does not achieve the desired practice or result</td>
</tr>
</tbody>
</table>
Domain I: Planning

Standard 1
Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school’s instructional program.

Artifacts
➔ Professional Growth Goals
➔ Short-and Long-Term Library Goals
◆ Updated yearly

Library Guide 6.8 Short- and Long-Term Goals
Performance Levels: **Standard 1**

Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school’s instructional program.

1. **Rarely** consults with teachers and administrators to make long-range and short-range plans for the library resources with **almost no** support for the school’s instructional program.

2. **Sometimes** consults with teachers and administrators to make long-range and short-range plans for the library, **inadequately** supporting the school’s instructional program.

3. **Frequently** consults with teachers and administrators to make long-range and short-range plans for the library, **adequately** supporting the school’s instructional program.

4. **Consistently** consults with teachers and administrators to make long-range and short-range plans for the library, **fully** supporting the school’s instructional program.
Domain I: Planning

**Standard 2**
Develops and implements library policies and procedures for effective library use.

**Artifact**
- Policy and Procedure Manual
  - Updated and implemented yearly

**Library Guide** 6.9 Policies and Procedures Handbook
Performance Levels: \textit{Standard 2}

Develops and implements library policies and procedures for effective library use.

4 \textbf{Successfully} develops and implements library policies and procedures for effective library use for \textit{all} students.

3 \textbf{Adequately} develops and implements library policies and procedures for effective library use for \textit{most} students.

2 \textbf{Inadequately} develops and implements library policies and procedures for effective library use for \textit{few} students.

1 Develops and implements \textbf{almost no} library policies and procedures for effective library use for \textit{any} students.
Domain I: Planning

**Standard 3**
Plans for and provides necessary resources, technology, and instructional services that align with the MS library standards and curriculum goals.

**Artifact**

→ Student Learning Outcome
  - Updated and implemented yearly
  - Collaboratively developed with teachers

**Library Guide** 3.6 Planning for Instruction
Performance Levels: Standard 3

Plans for and provides necessary resources, technology, and instructional services that align with MS library standards and curriculum goals.

4 Effectively plans for, and consistently provides, necessary resources, technology, and instructional services that fully align with MS library standards and curriculum goals.

3 Adequately plans for, and frequently provides, necessary resources, technology, and instructional services with adequate alignment with MS library standards and curriculum goals.

2 Inadequately plans for, and sometimes provides, necessary resources, technology, and instructional services with limited alignment with MS library standards and curriculum goals.

1 Rarely plans for, and rarely provides, necessary resources, technology, and instructional services with almost no alignment with MS library standards and curriculum goals.
Domain I: Planning

**Standard 4**
Plans instruction that meets the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.

**Artifacts**
- Teacher/Student Surveys
- Documentation of provision

**Library Guide** 3.5 Understanding Collaboration
### Performance Levels: Standard 4

**Plans instruction that meets the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Effectively plans instruction that <strong>consistently</strong> meets the diversity of <strong>all</strong> students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs</td>
</tr>
<tr>
<td>3</td>
<td>Adequately plans instruction that <strong>frequently</strong> meets the diversity of <strong>most</strong> students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs</td>
</tr>
<tr>
<td>2</td>
<td>Inadequately plans instruction that <strong>sometimes</strong> meets the diversity of <strong>few</strong> students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs</td>
</tr>
<tr>
<td>1</td>
<td>Rarely plans instruction that meets the diversity of <strong>any</strong> students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs</td>
</tr>
</tbody>
</table>
### Standard 5
Develops and monitors a budget for the library in support of the school’s instructional program in consultation with school/district administration.

#### Artifacts
- **Budget Report**

#### Library Guide 6.2 Budget and Funding

<table>
<thead>
<tr>
<th>Budget Report Form</th>
<th>Total Budget</th>
<th>Additional Funding and Justification</th>
<th>Estimated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>430: Repairs and Maintenance</strong></td>
<td>Library Equipment Repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>580: Travel</strong></td>
<td>LAMP, MLA, MegaResource, and AASL conferences and other professional meetings</td>
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<tr>
<td><strong>610: Library Supplies</strong></td>
<td>Barcodes, spine labels, book repair items, bookmarks, markers, etc.</td>
<td></td>
<td></td>
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<tr>
<td><strong>652: Books and Periodicals</strong></td>
<td>Fiction/Non-Fiction – new titles, replacement titles, ebooks Periodicals – newspapers and magazines, including professional subscriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>735: Furniture and Equipment</strong></td>
<td>Digital cameras, DVD players, presentation projectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>740: Non-Capitalized</strong></td>
<td>Audiovisual materials and online subscriptions</td>
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</tr>
</tbody>
</table>
## Performance Levels: Standard 5

Develops and monitors a budget for the library in support of the school’s instructional program in consultation with school/district administration.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Successfully develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for all students and teachers</td>
</tr>
<tr>
<td>3</td>
<td>Adequately develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for most students and teachers</td>
</tr>
<tr>
<td>2</td>
<td>Inadequately develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for few students and teachers</td>
</tr>
<tr>
<td>1</td>
<td>Develops and implements almost no library budget, in consultation with school/district administration, for effective library use for any students of teachers</td>
</tr>
</tbody>
</table>
Domain II: Management

**Standard 6**
Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program.

**Artifact**
➔ Collection Analysis Reports

**Library Guide** 4.4 Collection Guidelines

### COLLECTION ANALYSIS BREAKDOWN

<table>
<thead>
<tr>
<th>LIBRARY INFORMATION</th>
<th>CURRENT COLLECTION COPYRIGHT AGE</th>
<th>CURRENT COLLECTION TOTAL ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEWEY AGE RANGES</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>003-007</td>
<td>Professional Titles</td>
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<tr>
<td></td>
<td></td>
<td>310-329</td>
</tr>
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<td>370-379</td>
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</tbody>
</table>

### ANALYSIS BREAKDOWN

<table>
<thead>
<tr>
<th>Dewey Range</th>
<th>Current Age</th>
<th>Correct Age</th>
<th>Notes</th>
</tr>
</thead>
</table>

Collection Evaluation Forms 14
Performance Levels: *Standard 6*

Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program within the district resources.

4. **Effectively** provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program for all students.

3. **Adequately** provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program for most students.

2. **Inadequately** provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program for few students.

1. **Rarely/does not** provide a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program for any students.
**Standard 7**
Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility.

**Observation**
- Automated Management System
- Library layout

**Library Guide** 4.7 Cataloging and Processing and 6.7 School Library Facility Requirements
### Performance Levels: *Standard 7*

Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Effectively</strong> classifies and organizes materials for easy access by <strong>all</strong> students and teachers</td>
</tr>
<tr>
<td>3</td>
<td><strong>Adequately</strong> classifies and organizes materials for easy access by <strong>most</strong> students and teachers</td>
</tr>
<tr>
<td>2</td>
<td><strong>Inadequately</strong> classifies and organizes materials for <strong>limited</strong> access by <strong>most</strong> students and teachers</td>
</tr>
<tr>
<td>1</td>
<td><strong>Rarely/does not</strong> classify and organize materials for easy access by <strong>any</strong> students and teachers</td>
</tr>
</tbody>
</table>
Domain II: Management

**Standard 8**
Maintains accurate library records and statistics on the use of materials.

**Artifacts**
- Library Holdings
- Circulation Report

**Library Guide** 6.6 School Library Monitoring Rubric

MONTHLY CIRCULATION STATISTICS

<table>
<thead>
<tr>
<th>Date</th>
<th>000</th>
<th>100</th>
<th>200</th>
<th>300</th>
<th>400</th>
<th>500</th>
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<th>PROF</th>
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</tbody>
</table>
Performance Levels: Standard 8

Maintains accurate library records and statistics on the use of materials.

4 Effectively maintains accurate library records and statistics on the use of materials

3 Adequately maintains accurate library records and statistics on the use of materials

2 Inadequately maintains accurate library records and statistics on the use of materials

1 Maintains almost no accurate library records and statistics on the use of materials
Domain II: Management

**Standard 9**
Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.

**Artifacts**
- Weeding Reports
- Inventory Report
- Loss Items Report

**Library Guide** 6.6 School
Library Monitoring Rubric

**EXAMPLE YEARLY INVENTORY REPORT**

<table>
<thead>
<tr>
<th>Previous Year Total</th>
<th>Weeded Books</th>
<th>Missing Books</th>
<th>Lost &amp; Not Paid</th>
<th>Lost &amp; Paid</th>
<th>New Books</th>
<th>Total Books</th>
<th>Circulation</th>
<th>Average Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-999</td>
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</table>
Performance Levels: *Standard 9*

Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.

4. **Effectively** maintains accurate library inventory and removal of discarded books

3. **Adequately** maintains accurate library inventory and removal of discarded books

2. **Inadequately** maintains accurate library inventory and removal of discarded books

1. Maintains **almost no** accurate library inventory and removal of discarded books
Domain III: Collaboration

**Standard 10**
Encourages reading by maintaining an awareness of students’ reading interests and providing guidance in the selection of appropriate materials.

**Observation**
- Literacy promotion
- Collaborative library project/program

**Library Guide** Section 3 The Library
Learning Environment
Performance Levels: Standard 10

**Encourages reading by maintaining an awareness of students’ reading interests and providing guidance in the selection of appropriate materials.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Consistently</strong> maintains awareness of all students’ reading interests and provides <strong>effective</strong> guidance on appropriate reading selection to encourage all students’ reading</td>
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<tr>
<td>3</td>
<td><strong>Frequently</strong> maintains awareness of most students’ reading interests and provides <strong>adequate</strong> guidance on appropriate reading selection to encourage most students’ reading</td>
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<tr>
<td>2</td>
<td><strong>Sometimes</strong> maintains awareness of few students’ reading interests and provides <strong>inadequate</strong> guidance on appropriate reading selection to encourage few students’ reading</td>
<td></td>
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<tr>
<td>1</td>
<td><strong>Rarely</strong> maintains awareness of any students’ reading interests and provides <strong>almost no</strong> guidance on appropriate reading selection to encourage any students’ reading</td>
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</tbody>
</table>
Domain III: Collaboration

**Standard 11**
Maintains effective communication with staff and students informing them of new acquisitions and library services.

**Observation**
- Promotional displays
- Library web page
- Newsletters/flyers/handouts
- Online communication

**Library Guide** 3.9 Library Promotional Events
# Performance Levels: *Standard 11*

Maintains effective communication with staff and students informing them of new acquisitions and library services.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Consistently</strong> communicates clearly to all students and teachers about new acquisitions and library services</td>
</tr>
<tr>
<td>3</td>
<td><strong>Frequently</strong> communicates clearly to most students and teachers about new acquisitions and library services</td>
</tr>
<tr>
<td>2</td>
<td><strong>Sometimes</strong> communicates clearly to few students and teachers about new acquisitions and library services</td>
</tr>
<tr>
<td>1</td>
<td><strong>Does not</strong> communicate clearly to any students and teachers about new acquisitions and library services</td>
</tr>
</tbody>
</table>
Domain III: Collaboration

**Standard 12**
Determines instructional needs within the library program by consulting with library advocacy committee.

**Artifact**
- Student Learning Outcome
  - Updated and implemented yearly
  - Collaboratively developed with teachers

**Library Guide** 3.6 Planning for Instruction
Performance Levels: Standard 12

Determines instructional needs within the library program by consulting with library advocacy committee.

4 **Consistently** determines instructional needs within the library program by consulting with library advocacy committee

3 **Frequently** determines instructional needs within the library program by consulting with library advocacy committee

2 **Sometimes** determines instructional needs within the library program by consulting with library advocacy committee

1 **Rarely** determines instructional needs within the library program by consulting with library advocacy committee
Domain III: Collaboration

**Standard 13**
Collaboratively teaches information and digital literacy as an integral part of the curriculum.

**Artifacts**
- Library Schedule
- Collaborative lesson plans or grade-appropriate library lessons

**Library Guide**
3.5 Understanding Collaboration and 3.7 Promoting Flexible, Open Access
## Performance Levels: Standard 13

Collaboratively teaches information and digital literacy as an integral part of the curriculum.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Consistently</strong> collaborates and <strong>effectively</strong> teaches information and digital literacy as an integral part of the curriculum</td>
</tr>
<tr>
<td>3</td>
<td><strong>Frequently</strong> collaborates and <strong>adequately</strong> teaches information and digital literacy as an integral part of the curriculum</td>
</tr>
<tr>
<td>2</td>
<td><strong>Infrequently</strong> collaborates and <strong>inadequately</strong> teaches information and digital literacy as an integral part of the curriculum</td>
</tr>
<tr>
<td>1</td>
<td><strong>Rarely</strong> collaborates and <strong>ineffectively</strong> teaches information and digital literacy as an integral part of the curriculum</td>
</tr>
</tbody>
</table>
Domain III: Collaboration

**Standard 14**
Provides training to students and teachers in the use of resources, technology, and equipment

**Observation**
→ Librarian training or assisting students and/or teachers

**Library Guide** 3.5 Understanding Collaboration
Performance Levels: *Standard 14*

Provides training to students and teachers in the use of resources, technology, and equipment.

- **4** Provides *appropriate* training and assistance to **all** students and teachers in the use of resources, technology, and equipment.
- **3** Provides *adequate* training and assistance to **most** students and teachers in the use of resources, technology, and equipment.
- **2** Provides *limited* training and assistance to **most** students and teachers in the use of resources, technology, and equipment.
- **1** Provides *almost no* training and assistance to **any** students and teachers in the use of resources, technology, and equipment.
Domain III: Collaboration

Standard 15
Assists student and teachers in location information and resources for research.

Observation
➔ Librarian training or assisting students and/or teachers

Library Guide 3.11 MAGNOLIA Database, 4.7 Cataloging and Processing, and 5.3 Digital Resources
Performance Levels: Standard 15

Assists students and teachers in locating information and resources for research.

4  **Effectively** assists all students and teachers in locating information and resources for research

3  **Adequately** assists most students and teachers in locating information and resources for research

2  **Inadequately** assists most students and teachers in locating information and resources for research

1  **Rarely** assists any students and teachers in locating information and resources for research
**Domain IV: Environment**

**Standard 16**
Organizes the library for optimal use by students and faculty.

**Observation**
- Meets “minimum” on facilities standards listed on the current *School Library Monitoring Rubric*
- Appropriate quality signage or labels

**Library Guide** 6.7 School Library Facility Requirements
Performance Levels: *Standard 16*

Organizes the library for optimal use by students and faculty.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Effectively organizes materials for <em>easy</em> access by <em>all</em> students and teachers</td>
</tr>
<tr>
<td>3</td>
<td>Appropriately organizes materials for <em>easy</em> access by <em>most</em> students and teachers</td>
</tr>
<tr>
<td>2</td>
<td>Inadequately organizes materials for <em>limited</em> access by <em>most</em> students and teachers</td>
</tr>
<tr>
<td>1</td>
<td>Rarely/does not organize materials for <em>any</em> access by <em>any</em> students and teachers</td>
</tr>
</tbody>
</table>
Domain IV: Environment

**Standard 17**
Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all student and staff.

**Observation**

➔ Rules posted and implemented
➔ Safety information posted

**Library Guide** 6.9 Policies and Procedures Handbook
Performance Levels: Standard 17

Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff.

4 Effectively demonstrates high expectations for all students and **effectively** maintains positive library environment, producing learning opportunities for all students and staff.

3 Adequately demonstrates high expectations for most students and **adequately** maintains positive library environment, producing learning opportunities for most students and staff.

2 Inadequately demonstrates high expectations for most students and **inadequately** maintains positive library environment, producing learning opportunities for few students and staff.

1 Rarely/does not demonstrate high expectations for most students and **rarely/does not** maintain positive library environment, producing learning opportunities for almost no students and staff.
Domain V: Professional

**Standard 18**
Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers.

**Evidence**

➔ Professional Development Plan

◆ **NOTE** CEUs must be in content or job/skill areas

**Library Guide** 2.5 Professional Development
Performance Levels: Standard 18

Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers.

4 Consistently engages in professional learning to increase knowledge and skills in providing effective support for the school’s instructional programs. Effectively applies professional learning to benefit all students and teachers.

3 Frequently engages in professional learning to increase knowledge and skills in providing effective support for the school’s instructional programs. Adequately applies professional learning to benefit most students and teachers.

2 Sometimes engages in professional learning to increase knowledge and skills in providing effective support for the school’s instructional programs. Inadequately applies professional learning to benefit most students and teachers.

1 Rarely engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional programs. Rarely applies professional learning to benefit any students and teachers.
Domain V: Professional

**Standard 19**
Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community.

**Evidence**
➔ Library Advocacy Committee

**Library Guide** 3.8 Encouraging Advocacy
### Performance Levels: *Standard 19*

Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Performance</th>
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<tbody>
<tr>
<td>4</td>
<td>Consistently communicates effectively with teachers, students, and family about the library program and available resources. Consistently advocates for the library program in the school and community</td>
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<tr>
<td>3</td>
<td>Frequently communicates effectively with teachers, students, and family about the library program and available resources. Frequently advocates for the library program in the school and community</td>
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</tr>
<tr>
<td>2</td>
<td>Sometimes communicates effectively with teachers, students, and family about the library program and available resources. Sometimes advocates for the library program in the school and community</td>
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</tr>
<tr>
<td>1</td>
<td>Almost never communicates effectively with teachers, students, and family about the library program and available resources. Almost never advocates for the library program in the school and community</td>
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</tbody>
</table>
Domain V: Professional

**Standard 20**
Promotes the Library Bill of Rights and Intellectual Freedom.

**Observation**

➔ Implementation of the Library Bill of Rights

➔ Access to balanced collection that reflects student interest and needs

**Library Guide** 1.4 Intellectual Freedom and 1.5 Freedom to Read
### Performance Levels: *Standard 20*

Promotes the Library Bill of Rights and Intellectual Freedom.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
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<tbody>
<tr>
<td>4</td>
<td><strong>Consistently</strong> promotes the Library Bill of Rights and Intellectual Freedom</td>
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<tr>
<td>3</td>
<td><strong>Frequently</strong> promotes the Library Bill of Rights and Intellectual Freedom</td>
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<tr>
<td>2</td>
<td><strong>Sometimes</strong> promotes the Library Bill of Rights and Intellectual Freedom</td>
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<tr>
<td>1</td>
<td><strong>Rarely/does not</strong> promote the Library Bill of Rights and Intellectual Freedom</td>
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</table>
What do you **NEED** to create and promote an effective school library program?
To subscribe, send a message to esimmons@mde.k12.ms.us with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.
Contact Information

Elizabeth Simmons, School Library Specialist
esimmons@mdek12.org  |  601-359-2586
https://www.mdek12.org/Library