PROFESSIONAL GROWTH SYSTEM

Deep Dive into the School Librarian PGS

19-20 Professional Growth Training

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Elizabeth Simmons, MLIS, Ed.S.
Office of Elementary Education and Reading
School Library Specialist

Mississippi Department of Education

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

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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

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OVERVIEW & GOALS

LIBRARIAN GROWTH RUBRIC

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Overview: *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: *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: *Resources*

School Librarian Professional Growth System Guidebook

mdek12.org/OEE/Librarian

Overview: *Resources*

School Librarian Professional Growth Cycle

mdek12.org/OEE/Librarian

Overview: *National Alignment*

School Librarian Professional Growth System Rubric is aligned to meet the standards set forth by the *American Association of School Librarians*.

Overview: *National Alignment*

LPGS: Domain I: Planning *Standard 4*
Plans instruction that meets the <u>diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs</u>.

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 <u>diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities</u>.

Overview: *National Alignment*

LPGS: Domain II: Management *Standard 6*

Provides a <u>balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program</u> 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 <u>resources reflect current and in-depth knowledge</u>.

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Overview: *National Alignment*

LPGS: Domain III: Collaboration and Services *Standard 13*

Collaboratively <u>teaches information and digital literacy</u> as an integral part of the curriculum.

AASL: Shared Foundation: Engage *VI.A.1-3*

School librarians <u>promote ethical and legal guidelines</u> 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.

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Overview: *National Alignment*

LPGS: Domain IV: Library Environment and Facilities *Standard 17*
Demonstrates high expectations for all students and maintains positive <u>library environment which produces learning opportunities for all students and staff</u>.

AASL: Shared Foundation: Collaborate *III.D.1*
The school library supports active learner participation by: Creating and maintaining a <u>learning environment that supports and stimulates discussion for all members of the school community</u>.

Overview: *National Alignment*

LPGS: Domain V: Professional Responsibilities *Standard 19*
Communicates effectively with teachers, students, and family about the library program and available resources. <u>Advocates for the library program in the school and community</u>.

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. <u>Building and advocating for strong relationships with stakeholders who recognize and support an effective school library</u>.

COLLECTING & SORTING

RUBRIC EVIDENCE

Collecting: *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

Collecting: *Types of Evaluation*

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

- **Feedback is REQUIRED after each evaluation**

Collecting: *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**

Collecting: *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.

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Collecting: *Summative Rating Weights*

Component	Description	Tested Teachers	Non-tested Teachers/Coaches	Support Faculty
Instructional Practices	Minimum of 3 Observations related to the appropriate PGS Rubric, observing all domains weighted equally	50%	50%	50%
Student Climate Survey	Average score (from students) based off school climate survey	10%	10%	10%
Student Growth	SMART Goal related to performance on state test	20%		
	SMART Goal related to school-wide initiative			20%
	SMART Goal related to performance on district diagnostic test		20%	
	School-wide Student Performance **BOTTOM 25%**	20%	20%	20%
Total Weight		100%	100%	100%

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Collecting: *SMART Goal Rating*

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	**3**	**2**	**1**
Exceeds Goal	On Target (1-20%)	Approaching Goal (21-41%)	Not on Target (< than 42%)

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)**

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Collecting: *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

RELEVANT

As a result of implementing collaborative relationships with classroom teachers and promoting

SPECIFIC

high-quality instructional support resources, student reading and writing scores will increase by a

ACHIEVABLE   MEASURABLE   TIME

minimum of five percent as measured by benchmark assessments by the end of the year.

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Collecting: *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

RELEVANT

As a result of implementing open library check-out time and reading promotional programs, the

SPECIFIC   ACHIEVABLE   TIME   MEASURABLE

school library circulation will increase by 20 percent as measured by end-of-the-year circulation

reports.

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Collecting: *SMART Goal Templates*

Student Learning Outcome SMART Goal Template
mdek12.org/LLE

Library Program Growth Plan SMART Goal Template
mdek12.org/ASL

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Slide 1

Collecting: *Evidence Collection Form*

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

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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.

LEGEND
1 = Rarely effective
2 = Attempts effective practice, but limited or inconsistent results
3 = Effective practice; demonstrates a skilled level of performance
4 = Advanced library practices; sustainable systems implemented

Librarian Name	Grade Levels	Time of Day

Date of Pre-Observation Meeting	Date of Observation	Date of Post-Observation Meeting

District & School	Observer Name or Signature

Informal Observation	Formal Observation	Summative Observation
1 2 3 4 5	1 2 3	1

Evaluation Type

Individual instruction   Small group   Whole group   Collaboration   Library management   Teacher training

Standard	Collection of Evidence (Description)	Rating (1-4)
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.		

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Slide 2

Collecting: *Evidence Collection Form*

REMINDER: List collected evidence and rate according to quality of evidence

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Standard	Collection of Evidence (Description)	Rating (1-4)
12. Determines instructional needs within the library program by consulting with library advocacy committee.		
13. Collaboratively teaches information and digital literacy as an integral part of the curriculum.		
14. Provides training to students and teachers in the use of resources, technology, and equipment.		
15. Assists students and teachers in locating information and resources for research.		
DOMAIN IV: LIBRARY ENVIRONMENT AND FACILITIES		
16. Organizes the library for optimal use by students and faculty.		
17. Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff.		
DOMAIN V: PROFESSIONAL RESPONSIBILITIES		
18. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers.		
19. Communicates effectively with teaches, students, and family about the library program and available resources. Advocates for the library program in the school and community.		
20. Promotes the Library Bill of Rights and Intellectual Freedom.		

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Collecting: *Evidence Collection Form*

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

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POST CONFERENCE TOPICS

| Specific Budget Requests | Goals and objectives | Needs assessments |

STRENGTHS

AREAS OF IMPROVEMENT

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Collecting: *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.

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Collecting: *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

TEACHER REQUEST FORM
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standards 3, 6, and 10
School Library Guide - Section 3.5

TEACHER INFORMATION

Teacher _____

Grade Level _____   Subject Area _____

Do you have any recommendations for books, periodicals, or electronic resources that should be added to the school library's collection?

REMINDERS
- Classroom sets cannot be purchased using library funds. Only 5 copies per title can be ordered.
- DVDs and CDs must connect to the curriculum standards and meet copyright regulations.

Resource Type	Title	Author	Cost

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SCHOOL LIBRARY PROGRAM

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INTERPRETING

DATA AND ARTIFACTS

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Interpreting: *Observations*

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?

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Interpreting: *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.

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Interpreting: *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?

Interpreting: *Artifacts*

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

STANDARDS OBSERVED:

Standard 5. Develops and a 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 have been created to help librarians to collect and organize data-driven artifacts.

https://www.mdek12.org/Library

PROVIDING FEEDBACK

TIMELY AND CONSISTENT

Feedback: *Fall Timeline*

✓ 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

Feedback: *Winter Timeline*

✓ 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

Feedback: *Spring Timeline*

✓ 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

Feedback: *Summative Observation*

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.

UNPACKING

EVIDENCE AND DATA

Unpacking: *Library Data Binder*

Library Budget	
Library Monitoring Rubric	**2.4 Funding:** School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.
Librarian Growth Rubric	**Domain I Planning Standard 5:** Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration.
School Library Guide	**Section 6.2:** Budget and Funding
Library Collection	
Library Monitoring Rubric	**1.1 Automated Management System:** All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system. **1.2 General Collection:** Collection shall include nonfiction, fiction, and easy titles. The collection shall be consistently weeded and assessments shall be used to guide selection of materials. Collection can also includes ebooks that can be circulated or tracked through the library's automated system. **1.3 Reference Materials:** Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection. **1.4 Non-Print Resources:** Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and digital and ebook subscriptions. **1.5 Professional Collection:** Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 (Miss. Code Ann. § 37-17-8) (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.
Librarian Growth Rubric	**Domain II Library Management Standard 7:** Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility. **Domain II Library Management Standard 8:** Maintains accurate library records and statistics on the use of materials. **Domain II Library Management Standard 9:** Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.

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

Library Budget	
Library Monitoring Rubric	**2.4 Funding:** School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.
Librarian Growth Rubric	**Domain I Planning Standard 5:** Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration.
School Library Guide	**Section 6.2:** Budget and Funding

- Color bands highlight each Category
- Coordinating standards are listed under each Category
- Artifacts for each Category can be found on page 5 of the document

TABLE OF CONTENTS

LIBRARY BUDGET
- Yearly Budget Report
- Yearly Budget Plan
- Specific Budget Request

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A BREAKDOWN

EXPLANATION OF DOMAINS

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Breakdown: *Performance Level Descriptors*

Level 4	Level 3	Level 2	Level 1
• Fully • Consistently • Effective(ly) • Successfully • All • Appropriate	• Adequate(ly) • Frequently • Most	• Sometimes • Inadequate(ly) • Few • Limited	• Rarely • Ineffectively • Almost no/never • Does not

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Breakdown: *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.

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Breakdown: *Performance Definitions*

Level 4	
Fully	This descriptor means that the librarian is enacting the indicator to the furthest extent possible
Consistently	The librarian demonstrates that the indicator is enacted at all times in the classroom
Effective(ly)	This descriptor signals that the librarian is achieving the desired result at the highest level
Successfully	The descriptor means that the librarian is achieving the desired results
All	The librarian demonstrates that all the students using the library are being well served by instruction and by the services offered
Appropriate	This descriptor refers to the high level of suitability of the action the librarian takes in the particular circumstances

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Breakdown: *Performance 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**.

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Breakdown: *Performance Definitions*

Level 3	
Adequate(ly)	This descriptor means that the librarian's performance is satisfactory, but does not reach the furthest extent possible (level 4)
Frequently	The librarian demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident
Most	The librarian demonstrates that most of the students using the library are being well served by instruction and by the services offered

Breakdown: *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.

Breakdown: *Performance Definitions*

Level 2	
Sometimes	The librarian demonstrates this indicator occasionally, rather than on a frequent basis
Inadequate(ly)	This descriptor means that the indicator is enacted to a very small extent, and not to the degree needed to score level 3
Few	The librarian demonstrates that a small number (a minority of the students using the library) are being well served by instruction and by the services offered
Limited	The librarian enacts this indicator to either a very small extent, or in very small amounts, or on very few occasions

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Breakdown: *Performance Level 1*

- 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.

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Breakdown: *Performance Definitions*

Level 1	
Rarely	This descriptor means the librarian hardly ever enacts the indicator
Ineffectively	The librarian does not produce the desired results
Almost no/never	This descriptor is used to signal that the librarian hardly ever enacts the indicator
Does not	This descriptor means the librarian does not achieve the desired practice or result

Breakdown: *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

LIBRARY PROGRAM GROWTH PLAN

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 1
School Library Guide - Section 6.8

SCHOOL YEAR _____ GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable library program progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Library Program Growth Plan is due to administrators by the end of September of each school year.

SETTING
Describe the population and any special circumstances

STUDENT LEARNING
Describe how this will improve student learning

BASELINE DATA
Describe what data is being used and how it helps with the goal

SMART GOAL
Describe what you want learners to accomplish using SMART elements

RESOURCES/SUPPORT NEEDED
Describe any resources, support, and/or training that is needed to accomplish goal

MEANS FOR ATTAINING SMART GOAL Strategies used to accomplish the goal

Indicators of Progress	Evidence	Target Date

Library Program SMART Goals | 1

Breakdown: *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.

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

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

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

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

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Breakdown: *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

LIBRARY HANDBOOK COVER SHEET

Library Monitoring Rubric - Section 2.3
Librarian Growth Rubric - Standard 2
School Library Guide - Section 6.9

The goal of the school library is to support the educational goals and aspirations of set forth by the Mississippi Department of Education. The purpose of the library handbook is to provide a guide for the effective management and operations of the school library. The following is a guideline of the information that should be found included in the library handbook. District-approved policies must have School Board Policy Number on document.

STATEMENTS AND BUDGET
- Mission Statement
- Vision Statement
- Statement of Philosophy
- Demographics
- Goals and Objectives
- Budgeting Procedures
- Needs Assessments

OPERATIONAL PROCEDURES
- Open/Flexible Scheduling for Library
- Non-Traditional School Day Policy
- Circulation Policy

COLLECTION DEVELOPMENT
- Selection Policy - District
- Challenged Materials - District
- Evaluation and Weeding - District
- Donations and Gifts - District
- Cataloging and Processing
- Requests

TECHNOLOGY
- Acceptable Use Policy - District
- Copyright/Fair Use
- Storage/Maintenance of Equipment

MANAGEMENT AND FACILITIES
- Job Descriptions/Responsibilities - District
- Record/Reports Keeping
- Advocacy and Public Relations
- Opening and Closing Duties
- Inventory Procedure
- Duties of Support Staff and Volunteers
- Facility Map
- Disaster Preparedness

LIBRARY PROGRAM
- Services/Activities Offered
- Library Bill of Rights

School Librarian Signature   Date

School Principal Signature   Date

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SCHOOL LIBRARY PROGRAM

Breakdown: *Performance Levels Standard 2*

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

4 — **Successfully** develops and implements library policies and procedures for effective library use for **all** students

3 — **Adequately** develops and implements library policies and procedures for effective library use for **most** students

2 — **Inadequately** develops and implements library policies and procedures for effective library use for **few** students

1 — Develops and implements **almost no** library policies and procedures for effective library use for **any** students

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Breakdown: *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

STUDENT LEARNING OUTCOME
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standards 3 and 12
School Library Guide - Section 3.6

SCHOOL YEAR _____   GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
PRIORITY OF CONTENT	Objective Statement	
	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/ Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
RIGOR OF TARGET	Target(s)	
	Rationale for Target(s)	
QUALITY OF EVIDENCE	Evidence Source(s)	
	Supporting Data	

Student Learning Outcomes | 1

Breakdown: *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

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Breakdown: *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

TEACHER LIBRARY SURVEY
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 4
School Library Guide - Section 6.8

TEACHER _____   SUBJECT AREA _____

GRADE LEVEL _____   SCHOOL YEAR _____

Is your subject area and/or required assignments well represented in both print and electronic resources? If no, any suggestions on resources for your classes?

Do you feel comfortable using MAGNOLIA Database or other library digital resources?

Do you feel that the librarian considers your needs when purchasing materials?

Overall, what do you think of the library? What would you change?

List any book, database, or audio/visual recommendations that you would like for the library to purchase.

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Breakdown: *Performance Levels Standard 4*

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

4   **Effectively** plans instruction that **consistently** meets the diversity of **all** students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs

3   **Adequately** plans instruction that **frequently** meets the diversity of **most** students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs

2   **Inadequately** plans instruction that **sometimes** meets the diversity of **few** students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs

1   **Rarely** plans instruction that meets the diversity of **any** students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs

---

Breakdown: *Domain I Planning*

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

BUDGET REPORT FORM			
Budget Area & Codes	**Total Budget**	**Additional Funding and Justification**	**Estimated Costs**
430: Repairs and Maintenance Library Equipment Repairs			
580: Travel LAMP, MLA, MegaResource, and AASL conferences and other professional meetings			
610: Library Supplies Barcodes, spine labels, book repair items, bookmarks, markers, etc			
652: Books and Periodicals Fiction/Non-Fiction – new titles, replacement titles, ebooks Periodicals - newspapers and magazines, including professional subscriptions			
735: Furniture and Equipment Digital cameras, DVD players, presentation projectors			
740: Non-Capitalized Audiovisual materials and online subscriptions			

Breakdown: *Performance Levels Standard 5*

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

4   **Successfully** develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for **all** students and teachers

3   **Adequately** develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for **most** students and teachers

2   **Inadequately** develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for **few** students and teachers

1   Develops and implements **almost no** library budget, in consultation with school/district administration, for effective library use for **any** students of teachers

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Breakdown: *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

LIBRARY INFORMATION

CURRENT COLLECTION COPYRIGHT AGE _____   CURRENT COLLECTION TOTAL ITEMS _____

DEWEY AGE RANGES

3 years	5 years	10 years	15 years
• 003-007	• Professional Titles • Reference • 320-329 • 361-369 • 370-379 • 380-389 • 520-529 • 570-579 • 610-619 • 910-919	• 000 • 100 • 200 • 300 • 400 • 500 • 600 • 700 • 800 • 900	• Fiction • Paperback • Biographies • Easy • Story Collection • Graphic Novels

ANALYSIS BREAKDOWN

Dewey Range	Current Age	Correct Age	Notes

Collection Evaluation Forms | 4

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Breakdown: *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

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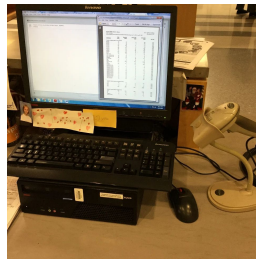# Breakdown: *Domain II Management*

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

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Breakdown: *Performance Levels Standard 7*

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

4   **Effectively** classifies and organizes materials for easy access by **all** students and teachers

3   **Adequately** classifies and organizes materials for easy access by **most** students and teachers

2   **Inadequately** classifies and organizes materials for **limited** access by **most** students and teachers

1   **Rarely/does not** classify and organize materials for easy access by **any** students and teachers

---

Breakdown: *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															
Date	000	100	200	300	400	500	600	700	800	900	AV	FIC	REF	PROF	Total
AUG															
SEPT															
OCT															
NOV															
DEC															
JAN															
FEB															
MAR															
APR															
MAY															
TOTAL															

Breakdown: *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

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Breakdown: *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

	Previous Year Total	Weeded Books	Missing Books	Lost & Not Paid	Lost & Paid	New Books	Total Books	Circulation	Average Age
000-099									
100-199									
200-299									
300-399									
400-499									
500-599									
600-699									
700-799									
800-899									
900-999									
Audio/Visual									
Fiction									
Reference									
Professional									
Total									

EXAMPLE YEARLY INVENTORY REPORT

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Breakdown: *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

---

Breakdown: *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

Breakdown: *Performance Levels Standard 10*

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

4 — **Consistently** maintains awareness of **all** students' reading interests and provides **effective** guidance on appropriate reading selection to encourage **all** students' reading

3 — **Frequently** maintains awareness of **most** students' reading interests and provides **adequate** guidance on appropriate reading selection to encourage **most** students' reading

2 — **Sometimes** maintains awareness of **few** students' reading interests and provides **inadequate** guidance on appropriate reading selection to encourage **few** students' reading

1 — **Rarely** maintains awareness of **any** students' reading interests and provides **almost no** guidance on appropriate reading selection to encourage **any** students' reading

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Breakdown: *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

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Breakdown: *Performance Levels Standard 11*

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

4   **Consistently** communicates clearly to **all** students and teachers about new acquisitions and library services

3   **Frequently** communicates clearly to **most** students and teachers about new acquisitions and library services

2   **Sometimes** communicates clearly to **few** students and teachers about new acquisitions and library services

1   **Does not** communicate clearly to **any** students and teachers about new acquisitions and library services

---

Breakdown: *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

STUDENT LEARNING OUTCOME
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standards 3 and 12
School Library Guide - Section 3.6

SCHOOL YEAR _____ GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
PRIORITY OF CONTENT	Objective Statement	
	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/ Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
RIGOR OF TARGET	Target(s)	
	Rationale for Target(s)	
QUALITY OF EVIDENCE	Evidence Source(s)	
	Supporting Data	

Student Learning Outcomes | 1

Breakdown: *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

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Breakdown: *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

COLLABORATIVE LESSON PLAN
Library Monitoring Rubric - Sections 1.1, 1.3-1.4
Librarian Growth Rubric - Standard 13
School Library Guide - Section 3.5

Teacher _____ Course/ Grade _____

Unit/Subject/Standards _____

□ Individual   □ Small Group   □ Whole Group   Number Of Students _____

LIBRARY DATES

Date	Day	Blocks
Date	Day	Blocks
Date	Day	Blocks
Date	Day	Blocks
Date	Day	Blocks

ASSIGNMENT SPECIFICS	RESOURCES REQUIRED (see next page)	
□ Research simulation	□ Reserve materials	□ Databases
□ Presentation □ Technology lesson	□ Computer/ Printer use □ Internet	
□ Rubrics/ Assessment	□ Books from other locations	
Other: _____	□ Handouts/ Supplemental documents	

CCRS STANDARDS	LIBRARY LEARNING SKILLS

COMMENTS & NOTES

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Breakdown: *Performance Levels Standard 13*

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

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

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Breakdown: *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

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Breakdown: *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

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Breakdown: *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

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Breakdown: *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

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Breakdown: *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

OVERALL LIBRARY FACILITIES	
Required	
DESIGN CONSIDERATIONS	**TECHNOLOGY INFRASTRUCTURE**
☐ Adequate non-glare lighting	☐ Adequate electrical outlets
☐ Control of lighting in addition to some natural is recommended	☐ Light switches
☐ Sound absorbent floor covering	☐ Network access
☐ Welcoming and attractive spaces	☐ Sufficient bandwidth for data, voice and video network
☐ Temperature and humidity controlled to preserve collections and protect equipment	☐ Connection to school and district local area network (LAN)
☐ Easy flow of traffic	☐ Networked scanner/ copier/printer
☐ The school library is easily accessible by persons with disabilities	☐ Sufficient data ports or wireless accessibility
	☐ Surge protectors/APC power converter
	☐ Telephone

CIRCULATION AREA	
Required	**Optional**
DESIGN CONSIDERATIONS	**DESIGN CONSIDERATIONS**
☐ Near the library entrance	☐ Separate climate control for operation during non-school hours
☐ Online catalog/circulation terminal	
☐ Desk and staff work area	
☐ Circulation desk appropriate height for students	
☐ Book drop	
☐ Book carts/trucks	
TECHNOLOGY INFRASTRUCTURE	**TECHNOLOGY INFRASTRUCTURE**
☐ Barcode reader	☐ Wireless inventory capabilities
	☐ Spine label and barcode machine
	☐ Student self-check in/out capabilities
	☐ Book spine repair machine

LIBRARY COLLECTION
Required
DESIGN CONSIDERATIONS: SHELVING
☐ Sturdy with adjustable shelves
☐ Special shelving for periodicals, audiovisual software, displays, and equipment
☐ Shelves should be no more than 2/3s full and should accommodate the current collection with room for 30% growth
☐ Shelves should have backstops and tops
☐ Size of materials, collections, and anticipated growth of the collection determine depth of shelving. **Recommendation is 12".**

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Breakdown: *Performance Levels Standard 16*

Organizes the library for optimal use by students and faculty.

4   **Effectively** organizes materials for **easy** access by **all** students and teachers

3   **Appropriately** organizes materials for **easy** access by **most** students and teachers

2   **Inadequately** organizes materials for **limited** access by **most** students and teachers

1   **Rarely/does not** organize materials for **any** access by **any** students and teachers

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Breakdown: *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

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Breakdown: *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

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Breakdown: *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

LIBRARIAN PROFESSIONAL DEVELOPMENT PLAN
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 18
School Library Guide - Section 2.5

Name of Professional Development	Dates	Estimated Cost	Funding Source(s)

School Librarian _____ Signature _____ Date _____

School Principal _____ Signature _____ Date _____

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Mississippi Department of Education
SCHOOL LIBRARY PROGRAM

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Breakdown: *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

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Breakdown: *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

ADVOCACY COMMITTEE MEETING AGENDA
Library Monitoring Rubric - Section 2.5
Librarian Growth Rubric - Standards 1, 12, and 19
School Library Guide - Section 3.8

Date _____
Objective _____

SIGN-IN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

MEETING MINUTES

MISSISSIPPI DEPARTMENT OF EDUCATION
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Mississippi Department of Education
SCHOOL LIBRARY PROGRAM

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Breakdown: *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.

4   **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

3   **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

2   **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

1   **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

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Breakdown: *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

School Library Bill of Rights
for School Library Media Center Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

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

To provide materials that will support the curriculum, taking into consideration the individual's needs, varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served

To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation and ethical standards

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers

To provide qualified professional personnel to serve teachers and students

AASL
TRANSFORMING LEARNING

Approved by American Association of School Librarian Board of Directors, Atlantic City, 1969

School Library

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Breakdown: *Performance Levels Standard 20*

Promotes the Library Bill of Rights and Intellectual Freedom.

4   **Consistently** promotes the Library Bill of Rights and Intellectual Freedom

3   **Frequently** promotes the Library Bill of Rights and Intellectual Freedom

2   **Sometimes** promotes the Library Bill of Rights and Intellectual Freedom

1   **Rarely/does not** promote the Library Bill of Rights and Intellectual Freedom

---

School Library Listserv

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.

Contact Information

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