PROFESSIONAL GROWTH SYSTEM

Deep Dive into the School Librarian PGS

19-20 Professional Growth Training

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**

<table>
<thead>
<tr>
<th>Number</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Students Proficient and Showing Growth in All Assessed Areas</td>
</tr>
<tr>
<td>2</td>
<td>Every Student Graduates from High School and is Ready for College and Career</td>
</tr>
<tr>
<td>3</td>
<td>Every Child Has Access to a High-Quality Early Childhood Program</td>
</tr>
<tr>
<td>4</td>
<td>Every School Has Effective Teachers and Leaders</td>
</tr>
<tr>
<td>5</td>
<td>Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes</td>
</tr>
<tr>
<td>6</td>
<td>Every School and District is Rated “C” or Higher</td>
</tr>
</tbody>
</table>

**OVERVIEW & GOALS**

**LIBRARIAN GROWTH RUBRIC**
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 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.
**Overview: National Alignment**

**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.

---

**Overview: 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.
**Overview: National Alignment**

**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.

---

**Overview: National Alignment**

**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: *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.

---

Collecting: **Summative Rating Weights**

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

---

### 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%) |

**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.
Collecting: **SMART Goal Rating**

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

**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.

**Collecting: SMART Goal Templates**

- **Student Learning Outcome SMART Goal Template**
  mdek12.org/LLE

- **Library Program Growth Plan SMART Goal Template**
  mdek12.org/ASL
### Collecting: Evidence Collection Form

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

#### LIBRARIAN GROWTH RUBRIC
Evidence Collection Sheet

<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 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Individual instruction</th>
<th>Small group</th>
<th>Whole group</th>
<th>Collaboration</th>
<th>Library management</th>
<th>Teacher training</th>
</tr>
</thead>
</table>

#### Standard | Collection of Evidence (Description) | Rating (1-4)

**DOMAIN I: PLANNING**
1. Consults with teachers and administration to create long-range and short-range plans for the library in support of the school’s instructional program.

**DOMAIN II: PROFESSIONAL RESPONSIBILITY**
12. Determines instructional needs within the library program by consulting with library advisory committee.

**DOMAIN IV: LIBRARY ENVIRONMENT AND FACILITIES**
16. Organizes the library for optimal use by students and faculty.

**DOMAIN V: PROFESSIONAL REFLECTION**
18. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers.

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

### Collecting: Evidence Collection Form

**REMINDER:**
List collected evidence and rate according to quality of evidence.
REMINDER:
Must discuss these three items as well as strengths and areas of improvement during face-to-face post-conference.

Collecting: Evidence Collection Form

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

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

| AREAS OF IMPROVEMENT         |

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.
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

---

INTERPRETING

DATA AND ARTIFACTS
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?

---

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.
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 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
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: Library Data Binder

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

### 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 1 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

### A BREAKDOWN

**EXPLANATION OF DOMAINS**
Breakdown: *Performance Level Descriptors*

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>
| ● Fully  
  ● Consistently  
  ● Effective(ly)  
  ● Successfully  
  ● All  
  ● Appropriate | ● Adequate(ly)  
  ● Frequently  
  ● Most | ● Sometimes  
  ● Inadequate(ly)  
  ● Few  
  ● Limited | ● Rarely  
  ● Ineffectively  
  ● Almost no/never  
  ● Does not |

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.
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.

---

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**.
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) |
| Frequent | 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

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

### Breakdown: Performance Level 1

- 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.
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
### 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently consults with teachers and administrators to make long-range and short-range plans for the library, <strong>fully</strong> supporting the school’s instructional program.</td>
</tr>
<tr>
<td>3</td>
<td>Frequently consults with teachers and administrators to make long-range and short-range plans for the library, <strong>adequately</strong> supporting the school’s instructional program.</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes consults with teachers and administrators to make long-range and short-range plans for the library, <strong>inadequately</strong> supporting the school’s instructional program.</td>
</tr>
<tr>
<td>1</td>
<td>Rarely consults with teachers and administrators to make long-range and short-range plans for the library resources with <strong>almost no</strong> support for the school’s instructional program.</td>
</tr>
</tbody>
</table>

### 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
Breakdown: *Performance Levels Standard 2*

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Successfully</strong> develops and implements library policies and procedures for effective library use for all students</td>
</tr>
<tr>
<td>3</td>
<td><strong>Adequately</strong> develops and implements library policies and procedures for effective library use for most students</td>
</tr>
<tr>
<td>2</td>
<td><strong>Inadequately</strong> develops and implements library policies and procedures for effective library use for few students</td>
</tr>
<tr>
<td>1</td>
<td>Develops and implements almost no library policies and procedures for effective library use for any students</td>
</tr>
</tbody>
</table>

---

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
**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.

---

**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**
**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**

<table>
<thead>
<tr>
<th>Budget Area &amp; Code</th>
<th>Total Budget</th>
<th>Additional Funding and Justification</th>
<th>Estimated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>430: Repairs and Maintenance</td>
<td>Library Equipment Repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>560: Travel</td>
<td>LAMP, MLA, Magazines, and ALA/IER conferences and other professional meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>610: Library Supplies</td>
<td>Book, repair items, bookcases, storage, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>852: Books and Periodicals</td>
<td>Fiction, Non-Fiction, new titles, replacement titles, ebooks, journals, new titles, subscription</td>
<td></td>
<td></td>
</tr>
<tr>
<td>705: Furniture and Equipment</td>
<td>High-quality, ergonomic, classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>740: Non-Capitalized</td>
<td>Authorized equipment and supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

62
**Breakdown: 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.

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.

---

**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
**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
</tr>
<tr>
<td>1</td>
<td>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</td>
</tr>
</tbody>
</table>

**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
**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
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

---

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

**EXAMPLE YEARLY INVENTORY REPORT**

| Preservation Year Total | Weeded Books | Missing Books | Lost & Not Paid | Lost & Paid | New Books | Total Books | Circulation | Average Age |
|-------------------------|--------------|---------------|-----------------|-------------|-----------|------------|-------------|
| 000-099                 |              |               |                 |             |           |            |             |             |
| 190-199                 |              |               |                 |             |           |            |             |             |
| 300-399                 |              |               |                 |             |           |            |             |             |
| 400-499                 |              |               |                 |             |           |            |             |             |
| 500-599                 |              |               |                 |             |           |            |             |             |
| 600-699                 |              |               |                 |             |           |            |             |             |
| 700-799                 |              |               |                 |             |           |            |             |             |
| 800-899                 |              |               |                 |             |           |            |             |             |
| 900-999                 |              |               |                 |             |           |            |             |             |
| Audio/Visual            |              |               |                 |             |           |            |             |             |
| Fiction                 |              |               |                 |             |           |            |             |             |
| Reference               |              |               |                 |             |           |            |             |             |
| Professional            |              |               |                 |             |           |            |             |             |
| Total                   |              |               |                 |             |           |            |             |             |
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.**

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

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

**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
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.

---

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
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

---

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**
**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

**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
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.

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
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

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

### 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.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Effectively demonstrates high expectations for all students and <strong>effectively</strong> maintains positive library environment, producing learning opportunities for all students and staff.</td>
</tr>
<tr>
<td>3</td>
<td>Adequately demonstrates high expectations for <strong>most</strong> students and <strong>adequately</strong> maintains positive library environment, producing learning opportunities for <strong>most</strong> students and staff.</td>
</tr>
<tr>
<td>2</td>
<td>Inadequately demonstrates high expectations for <strong>most</strong> students and <strong>inadequately</strong> maintains positive library environment, producing learning opportunities for <strong>few</strong> students and staff.</td>
</tr>
<tr>
<td>1</td>
<td>Rarely/does not demonstrate high expectations for <strong>most</strong> students and <strong>rarely/does not</strong> maintain positive library environment, producing learning opportunities for <strong>almost no</strong> students and staff.</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Name of Professional Development</th>
<th>Dates</th>
<th>Estimated Cost</th>
<th>Funding Source(ES)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Librarian

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

School Principal

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
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.

---

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
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.

---

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
# Breakdown: Performance Levels Standard 20

Promotes the Library Bill of Rights and Intellectual Freedom.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently promotes the Library Bill of Rights and Intellectual Freedom</td>
</tr>
<tr>
<td>3</td>
<td>Frequently promotes the Library Bill of Rights and Intellectual Freedom</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes promotes the Library Bill of Rights and Intellectual Freedom</td>
</tr>
<tr>
<td>1</td>
<td>Rarely/does not promote the Library Bill of Rights and Intellectual Freedom</td>
</tr>
</tbody>
</table>

---

# 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