

Professional Growth

Deep Dive into the School Librarian PGS



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MISSISSIPPI
DEPARTMENT OF
EDUCATION

2021-2022





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

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



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



The AASL National School Library Standards encourage learners to:



INQUIRE

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



INCLUDE

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



COLLABORATE

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



CURATE

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



EXPLORE

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



ENGAGE

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



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



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



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



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



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



Warm-Up Talk

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



Overview & Goals

Librarian Growth Rubric



Overarching Goals



- Provide information about the performance of individual school librarians to help highlight areas of strength and identify areas for growth
- Serve as a guide for school librarians as they reflect upon their own practices

Overarching Goals



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

Overview and Goals

Resources

MISSISSIPPI DEPARTMENT OF EDUCATION
MISSISSIPPI EDUCATOR & ADMINISTRATOR
OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

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 1 2 3 Formal Observation 1 2 3

DOMAIN I: INSTRUCTIONAL PLANNING

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

Indicators

4

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

3

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

2

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

1

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

Evidence Collected SLO SMART Goals Program SMART Goals Agendas and Notes

Examples of Evidence

Performance Level

Level 4 Level 3 Level 2 Level 1

Revised 2/2021 School Librarian Evidence Gathering Form 1



School Librarian
Growth Rubric



Summative
Observation Form

MISSISSIPPI DEPARTMENT OF EDUCATION
MISSISSIPPI EDUCATOR & ADMINISTRATOR
SUMMATIVE OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name _____ Grade Levels _____ Date of Observation _____

District & School _____ Observer Name or Signature _____

STANDARDS	4	3	2	1	RATING
Domain I: Instructional Planning					
1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Library Learning Standards and supports the Mississippi College- and Career-Readiness Standards.					
2. Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.					
DOMAIN I RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					
Domain II: Instructional Collaboration and Library Services					
3. Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selected grade-appropriate materials.					
4. Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.					
5. Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Library Learning Standards and the Mississippi College- and Career-Readiness Standards.					

School Librarian Summative Observation Form 1

Website www.mdek12.org/ASL

Resources



←
Observation and Feedback Guide



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Professional Growth Cycle

Resources

MISSISSIPPI DEPARTMENT OF EDUCATION | **SCHOOL LIBRARY PROGRAM OFFICE**
LIBRARY DATA BINDER CATEGORIES

The following organizes evidence for the School Library Monitoring Rubric and School Librarian Professional Growth Rubric. The evidence below is not an exhaustive list, but the categories will help librarians organize artifacts for both rubrics. There is a table of contents and examples of the evidence to show how to organize the 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.

School Library Guide | **Section 6.2:** Budget and Funding

Evidence | Budget Report; Budget Justification or Specific Budget Request

Library Collection

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, essay, reference, professional, collection, and regional items, including CD/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: Collections shall include nonfiction, fiction, and essay titles. The collection shall be consistently weeded, and assessments shall be used to guide selection of materials. Collection also include eBooks that can be consulted or tracked through the library's automated system.

1.3 Reference Materials: Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Yearbooks, and Atlases. Print and/or newspaper/periodicals such as newspapers and magazines shall be included in this collection.

1.4 Non-Print Resources: Collection shall include internet resources, MAGNOLIA, audiobooks, technology, and digital ebook subscriptions.

1.5 Professional Collection: Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 (Miss. Code Ann. § 37-174) (7 Miss. Admin. Code §§ 13, 15, 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.

Librarian Growth Rubric | **Domain 1: Instructional Planning Standard 2:** Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs by working with teachers, administrators, and the school library advocacy committee.

School Library Data Binder Categories | 1



School Library Binder Categories



Self-Evaluation Form

MISSISSIPPI DEPARTMENT OF EDUCATION | **MISSISSIPPI EDUCATOR & ADMINISTRATOR**
SELF-EVALUATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name | **Grade Levels** | **District & School**

Brief Description of Job Duties

Area of Strength | **Potential PD Focus Areas**

DOMAIN I: INSTRUCTIONAL PLANNING

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

Evidence: Student Learning Outcome and School Library Program SMART Goals; Library Advocacy Meeting

4 |

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

3 |

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

2 |

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

1 |

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

Evidence and Rationale

School Librarian Self-Evaluation Form | 1

National Alignment



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

National Alignment

LPGS: Domain I: Instructional Planning *Standard 1*

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

AASL: Shared Foundation: Collaboration *III.B.1-2*

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

National Alignment

LPGS: Domain II: Instructional Collaboration *Standard 4*

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

AASL: Shared Foundation: Include *II.D.3*

The school library builds empathy and equity within the global learning community by: Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.

National Alignment

LPGS: Domain III: Library Culture and Learning Environment *Standard 7*

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

AASL: Shared Foundation: Inquire *I.C.1-3*

The school library provides learners opportunities to maintain focus throughout the inquiry process by:

Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive learning;
Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments;
Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

National Alignment

LPGS: Domain IV: Professional Responsibilities *Standard 9*

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

AASL: Shared Foundation: Collaboration *III.D.2-3*

The school library provides opportunities for school librarians to connect and work with the learning

community by: Designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness; Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources, serving on school and district-wide committees, and engaging in community and professional activities.

Managing Data

Rubric Evidence



Evaluation Requirements



- **MINIMUM** of 3 evaluations with 2 informal and 1 formal evaluation
- Feedback is **REQUIRED** after each evaluation

Summative Rating



- Using the evidence collected over the course of the school year, the administrator should apply the four-performance level rating scale to evaluate a librarian's practice using all nine Librarian Growth Rubric standards.
- Summative observation standard ratings for each librarian will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

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%

Rating Weights

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

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

EXAMPLE:

Student Learning Outcome SMART Goal score = 3 | Library Program SMART Goal score = 4

SMART Goal Overall Score = $3+4 = 7/2 = 3.5$ (overall score)

Student Learning Outcome SMART Goal

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

RELEVANT

As a result of implementing collaborative relationships with classroom teachers and promoting high-quality instructional support resources,

SPECIFIC

ACHIEVABLE

student reading and writing scores will increase by a minimum of five

MEASURABLE

TIME

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

Library Program SMART Goal

Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	3	2	1
Exceeds Goal 20% or above	On Target 19.8-16%	Approaching Goal 15.8-12.8%	Not on Target 11.6% or below

RELEVANT

As a result of implementing open library check-out time and

SPECIFIC

reading promotional programs, the school library circulation will increase

ACHIEVABLE

TIME

MEASURABLE

by 20 percent as measured by end-of-the-year circulation reports.

Resources

STUDENT LEARNING OUTCOME
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 1
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?
		Objective Statement

PRIORITY OF CONTENT

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 Targets) _____

Student Learning Outcomes | 1



Student Learning
SMART Goal



Library Program
SMART Goal

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, supports, 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


Best Ways to Collect Data




DO NOT collect items in a box throughout the year.




Pictures or photo albums are **NOT** required as evidence.



Using computer files or cloud storage is a great way to organize and store digital documents.



A binder or folder is a great way to collect and organize reports and other information.



Use whatever type of organization process the helps locate information quickly.

Templates

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

Example

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

TEACHER REQUEST FORM
Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standards 2 and 3
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


MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

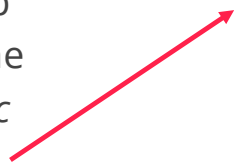
Mississippi Department of Education
SCHOOL LIBRARY PROGRAM

Growth Form

 MISSISSIPPI DEPARTMENT OF EDUCATION <i>Ensuring a bright future for every child</i>		MISSISSIPPI EDUCATOR & ADMINISTRATOR PROFESSIONAL GROWTH SYSTEM SCHOOL LIBRARIAN GROWTH RUBRIC	
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	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1	

REMINDER:

Complete top portion on the *Growth Rubric* for each observation



Growth Form

REMINDER:

Check collected evidence and rate according to quality of evidence



DOMAIN I: INSTRUCTIONAL PLANNING	
<p>Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the <i>Mississippi Learning Standards for Libraries</i> and supports the <i>Mississippi College- and Career-Readiness Standards</i>.</p>	
Indicators	
4	<ul style="list-style-type: none"> • Consistently consults with the school library advocacy committee to develop yearly SMART Goals and • Consistently provides high-quality instructional support materials that align with the school's instructional program
3	<ul style="list-style-type: none"> • Frequently consults with the school library advocacy committee to develop yearly SMART Goals and • Frequently provides high-quality instructional support materials that align with the school's instructional program
2	<ul style="list-style-type: none"> • Sometimes consults with the school library advocacy committee to develop yearly SMART Goals and • Sometimes provides high-quality instructional support materials that align with the school's instructional program
1	<ul style="list-style-type: none"> • Rarely consults with the school library advocacy committee to develop yearly SMART Goals and • Does not provide high-quality instructional support materials that align with the school's instructional program
Evidence Collected	Examples of Evidence
	<input type="checkbox"/> SLO SMART Goals <input type="checkbox"/> Program SMART Goals <input type="checkbox"/> Agendas and Notes
	Performance Level
	<input type="checkbox"/> Level 4 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1

Providing Feedback

Timely and Consistent



Observation Timeline

August – September: Student Learning Outcome and Library Program SMART Goals are **REQUIRED** to be collaboratively created by librarian, advocacy committee, and administration.

January – February: Library Surveys and Budget Report (Not School Culture School Survey) are **REQUIRED** to be used to help build library's collections and future programs

March – May: Inventory can be done throughout the school year and a final report is **REQUIRED** at the end of the year that shows any lost, discarded, or new books

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.

Breakdown

Explanation of Domains



Performance Level Descriptors



Performance Level 4



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

Performance Level 4 Definitions

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 always enacted 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 circumstances

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.**

Performance Level 3 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

Performance Level 2



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

Performance Level 2 Definitions

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

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.



Performance Level 1 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

Domain I Instructional Planning

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

Indicators

- 4**
 - **Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and
 - **Consistently** provides **high-quality** instructional support materials that align with the school's instructional program
- 3**
 - **Frequently** consults with the school library advocacy committee to develop yearly SMART Goals and
 - **Frequently** provides **high-quality** instructional support materials that align with the school's instructional program
- 2**
 - **Sometimes** consults with the school library advocacy committee to develop yearly SMART Goals and
 - **Sometimes** provides **high-quality** instructional support materials that align with the school's instructional program
- 1**
 - **Rarely** consults with the school library advocacy committee to develop yearly SMART Goals and
 - **Does not** provide **high-quality** instructional support materials that align with the school's instructional program

Examples of Evidence

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

Domain I Instructional Planning

Standard 2: Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

Indicators

- 4**
 - **Effectively** plans instruction and provides resources that
 - **Consistently** meets the diversity of **all** students
- 3**
 - **Adequately** plans instruction and provides resources that
 - **Frequently** meets the diversity of **most** students
- 2**
 - **Inadequately** plans instruction and provides resources that
 - **Sometimes** meets the diversity of **few** students
- 1**
 - **Rarely** plans instruction and provides resources that meets the diversity of **any** students

Examples of Evidence

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

Domain II Collaborative Services

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

Indicators

- 4**
 - **Consistently** maintains awareness of **all** students’ reading interests and
 - Provides **effective** guidance on appropriate reading selection to encourage **all** students to read
- 3**
 - **Frequently** maintains awareness of **most** students’ reading interests and
 - Provides **adequate** guidance on appropriate reading selection to encourage **most** students to read
- 2**
 - **Sometimes** maintains awareness of **few** students’ reading interests and
 - Provides **inadequate** guidance on appropriate reading selection to encourage **few** students to read
- 1**
 - **Rarely** maintains awareness of **any** students’ reading interests and
 - Provides **almost no** guidance on appropriate reading selection to encourage **any** students to read

Examples of Evidence

- Holdings Report
(includes usage, circulation, and copyright information)
- Library Budget and Expenditures
- Observations

Domain II Collaborative Services

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

Indicators

- 4**
 - **Consistently** collaborates and
 - **Effectively** teaches information and digital literacy as an integral part of the curriculum
- 3**
 - **Frequently** collaborates and
 - **Adequately** teaches information and digital literacy as an integral part of the curriculum
- 2**
 - **Infrequently** collaborates and
 - **Inadequately** teaches information and digital literacy as an integral part of the curriculum
- 1**
 - **Rarely** collaborates and
 - **Ineffectively** teaches information and digital literacy as an integral part of the curriculum

Examples of Evidence

- School Library Schedule
- Standards-aligned collaborative or library lesson plans
- Observations

Domain II Collaborative Services

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

Indicators

- 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

Examples of Evidence

- Documentation of Training or Assistance (e.g. library orientation, research project support, PLC or faculty meeting agendas)
- Observations

Domain III Library Environment

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

Indicators

- 4**
 - **Effectively** organizes the library facilities for **easy** access and
 - Does demonstrate high expectations for **all** students and teachers
- 3**
 - **Appropriately** organizes the library facilities for **easy** access and
 - Does demonstrate high expectations for **most** students and teachers
- 2**
 - **Inadequately** organizes the library facilities for **limited** access and
 - Does demonstrate high expectations for **most** students and teachers
- 1**
 - **Rarely/does not** organize the library facilities for **any** access and
 - **Does not** demonstrate high expectations for **any** students and teachers

Examples of Evidence

- Meeting the requirements set forth in Section 6.7 in the current *MS School Library Guide*
- Observations

Domain III Library Environment

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

Indicators

- 4**
 - **Consistently** promotes the *School Library Bill of Rights and Intellectual Freedom* and
 - **Consistently** grants open access to the school library collection

- 3**
 - **Frequently** promotes the *School Library Bill of Rights and Intellectual Freedom* and
 - **Frequently** grants open access to the school library collection

- 2**
 - **Sometimes** promotes the *School Library Bill of Rights and Intellectual Freedom* and
 - **Sometimes** grants open access to the school library collection

- 1**
 - **Rarely/does not** promote the *School Library Bill of Rights and Intellectual Freedom* and
 - **Rarely/does not** grant open access to the school library collection

Examples of Evidence

- Promotion of *School Library Bill of Rights and Intellectual Freedom*
- School Library Schedule

Domain IV Professional Responsibilities

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

Indicators

- 4**
 - **Consistently** communicates to **all** students and teachers and
 - **Consistently** advocates for the school library program
- 3**
 - **Frequently** communicates to **most** students and teachers and
 - **Frequently** advocates for the school library program
- 2**
 - **Sometimes** communicates to **few** students and teachers and
 - **Sometimes** advocates for the school library program
- 1**
 - **Does not** communicate to **any** students and teachers about and
 - **Does not** advocate for the school library program

Examples of Evidence

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

Domain IV Professional Responsibilities

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

Indicators

- 4**
 - **Consistently** engages in professional learning and
 - Applies knowledge and skills to benefit **all** students and teachers
- 3**
 - **Frequently** engages in professional learning and
 - Applies knowledge and skills to benefit **most** students and teachers
- 2**
 - **Sometimes** engages in professional learning and
 - Applies knowledge and skills to benefit **most** students and teachers
- 1**
 - **Rarely** engages in professional learning and
 - **Does not** apply knowledge and skills to benefit **any** students and teachers

Examples of Evidence

- Professional Development Plan



Wrap-Up Talk

What other resources do you need to feel secure about the growth rubric?



To subscribe, send a message to esimmons@mdek12.org with “subscribe library” as the subject of the email.

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



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