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SLM 501 Administration and Leadership

Assignment 3 – Evaluation

A Planning Guide for Empowering Learners School Library Program Assessment Rubric
Introduction:

This rubric is an evaluation tool for school library programs. It is all-encompassing, touching on every aspect of a school librarian's roles and responsibilities. A school librarian must be continually assessing, planning, and improving her library program using every available resource with the support of her library's stakeholders. This rubric is meant to be used by all of the stakeholders in the school library to identify areas of strength, as well as areas for improvement. It is broken up into four main categories. In "Developing Visions for Learning," the stakeholders determine the strength of the library's mission. In "Teaching for Learning," the stakeholders evaluate the effectiveness of the librarian's collaborative efforts, reading promotion initiatives, use of multiple literacies, assessment strategies, and use of an inquiry-based approach to learning. In "Building the Learning Environment," they take a close look at the planning and evaluation process, staffing, the learning space, budget, policies and procedures, the library's collection, community outreach, and the librarian's personal professional development plan. Finally, the stakeholders examine the school librarian's role as a leader and the relationships she maintains. Each descriptor within the domains is crafted to fit the specific component being evaluated.

A Planning Guide for Empowering Learners Interview Notes:

Aspect 1: Developing Visions for Learning: *Mission*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice
Statement	Comprehensive	The mission statement of this library is aligned with both the school and county goals. It is posted in the librarian's office, but not anywhere else.
Alignment	Integral	
Publication	Under Development	
Aspect 2: Teaching for Learning: *Collaboration*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice
Team Roles	Informal	The school librarian collaborates with teachers who seek her assistance with lessons. She emails teachers occasionally to encourage them to schedule a time to work together, but there are no regularly scheduled collaboration times. The school librarian informally seeks out input from the stakeholders including teachers, students, administrators, and parents.
Participation	Informal	
Aspect 2: Teaching for Learning: *Reading*		

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Instruction	Articulated	The school librarian develops lessons and assists teachers in teaching reading strategies when requested. She initiates several reading for pleasure school-wide promotions throughout the year. Each year she hosts a parent workshop on how to help their children find books they love to read. She has several helpful links on her website that promote reading for pleasure. She "tweets" her favorite books and new literature she thinks her students will enjoy.
Promotion	Responsive Continuous Intrinsic Into the School Community	

Aspect 2: Teaching for Learning: *Multiple Literacies*		
Subcategory		Reason for Descriptor Choice
Learning Process	Comprehensive	The school librarian is well versed in a wide variety of technology tools and consistently integrates their use into her lessons. She regularly helps both teachers and students to use tools that best suit their needs. She says she reinforces ethical and safe use each time she introduces a new tool.
Legal, Ethical, and Social Responsibilities	Articulated	

Aspect 2: Teaching for Learning: *Inquiry*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice
Educational standards	Ongoing	The school librarian is well versed in the district standards and regularly integrates Standards for the 21st Century Learner. She regularly elicits prior knowledge and uses questioning techniques to inform her teaching. After giving a lesson on a specific tool she provides opportunities for students to practice and demonstrate their understanding before using the tool independently.
Differentiation	Consistent	
Information Search Process	Integral	
Evaluation	Comprehensive	
Role of Technology	Integral	

Aspect 2: Teaching for Learning: *Assessment for Learning*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice
Formative Assessments	Independent	The school librarian does not perform formal assessments of student learning. She monitors their use of the tools and strategies she presents immediately following her introduction, but does not follow up later to check for their understanding or ability to apply the strategy. She relies on the teacher for feedback if the lesson did not have the intended outcomes.
Summative Assessments	Developing	

Aspect 3: Building the Learning Environment: *Planning and Evaluating*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice
Planning Process	Comprehensive	The school librarian works with administrators to develop a plan each year for her personal growth and the growth of the library program. They analyze data and feedback from teachers and students to determine the goals each year. For example, this year the school librarian is focusing on helping the teachers to integrate technology into their curriculum because this is an area that was found to be lacking.
Strategic Plan	Comprehensive	
Stakeholder Participation	Collaborative	
Evaluation	Data-driven	

Aspect 3: Building the Learning Environment: *Staffing*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice
Quantity	Exemplary	This is a small school, and it has been determined that one librarian is sufficient to meet the needs of the school population. If additional positions were deemed necessary, FCPS has clear guidelines regarding responsibilities and training.
Position Descriptions	Exemplary	
Training	Articulated	

Aspect 3: Building the Learning Environment: *The Learning Space*		
Subcategory	Descriptor Choice	Reason for Descriptor Choice

User orientation	Assistive	The school librarian is friendly and welcoming and has many regular students and teachers who visit the library looking for book suggestions, assistance with research, or just to chat. The space is adequate for the number of books, and technology. The furniture is comfortable and has areas for collaboration, large group work, and individual quiet reading. The librarian recently reorganized her fiction section, moving it to an area that was more easily accessible and organizing the books by genre. The color-coded labels make them easy to re-shelve. The library's website is accessible 24/7 and includes a wide variety of resources and helpful links including homework help and help with the research process.
Access	Flexible & Open Access	
Function	Multi-Purpose	
Storage	Exemplary	
Website	A Virtual Library	
Technology Infrastructure	High Speed & Reliable	

Aspect 3: Building the Learning Environment: *Budget*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Planned and data-driven	Basic	The school librarian uses data and feedback from the community to make budget decisions each year. She wishes her budget was a little larger as she would like to create a maker space in the library to attract more students and teachers to the space. She does some basic fundraising each year, but would like to spend more time in the future looking for grants and other fund raising opportunities. She says that she has not had a lot of luck with book fairs in her school because she finds that middle schoolers don't buy enough books to make the effort worth it.
Funding Level	Basic	
Outcomes-oriented	Outcomes	
Proactive	In Progress	

Aspect 3: Building the Learning Environment: *Policies*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Stakeholder Involvement	Inclusive	The school librarian follows all FCPS policies regarding ethical use, collection development, access and reconsideration policies. She states that she regularly revisits the policies to ensure they are up to date and meet the needs of her school community and that she collaborates with other stakeholders in the building when necessary.
Collection Development	Formal	
Ethical Use of Information	Inclusive	
Technical Services	Formal	
Resource Access	Comprehensive	
Reconsideration Policy	Formal	

Aspect 3: Building the Learning Environment: *Collection and Information Access*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Diversity	Multicultural	The school librarian prides herself on her collection of diverse materials representing a wide variety of viewpoints and situations. She feels that it is up-to-date and highly relevant to the curriculum and needs of her school community. She regularly analyzes her collection to weed out old materials and uses feedback from teachers and students to order new materials. She has a solid collection of books in a wide variety of genres.
Levels of Difficulty	Client-Based	
Intellectual Freedom	Fully Supported	
Curriculum Support	Curriculum Based	
Adequacy	Ample	
Quality	Criteria Based	

Alternative formats	Ample	
Currrency	Current	
Responsive to student input	Effective	

Aspect 3: Building the Learning Environment: *Outreach*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Advocacy Plan	Proactive	The school librarian is acutely aware of the school's goals and vision and regularly assesses her library program to ensure that it is aligned. She reaches out to her school community and other members of FCPS, but admits that she has not spent a lot of time looking for contacts among state and national decision makers. She feels her school library website is comprehensive and effectively communicates the activities of her library program. She also maintains a Twitter account for the library where she posts announcements and pictures of things that are going on in the library.
Partnerships	Beginning	
Communication	Effective	

Aspect 3: Building the Learning Environment: *Professional Development*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Plan	Comprehensive	The school librarian is required to create a personal professional development plan every year. This year her goal is to become more familiar with eBook technologies so that she can educate the students and teachers in her school. She is regularly asked by administrators to provide staff development and informally helps teachers learn new technologies to use in their classrooms. She is a member of several professional organizations like ALA, AASL, and YALSA. She attended the AASL conference this year as well as the MASL conference.
PD for school community members	Comprehensive	
PD for school librarian	Active	

Aspect 4: Empowering Learning Through Leadership: *Leadership*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Involvement	Initiative	The school librarian is a member of a "Reading Initiative" committee that seeks to promote wide reading in the community. She is also a member of the "Service Learning" committee which helps students find volunteer opportunities in the community. She is well versed in the latest technologies and constantly strives to help teachers integrate them into their curriculum. While she has not published anything in a professional journal, she strives to participate in professional development opportunities on a regular basis.
Innovation	Change Agent	
Professional Activity	Professional Participation	

Aspect 4: Empowering Learning Through Leadership: *Relationships*

Subcategory	Descriptor Choice	Reason for Descriptor Choice
Principal	Shared Vision	The school librarian feels confident in the administration's support of her school library program. She says she has a very active group of parents who volunteer regularly to help with fundraisers and library initiatives. She says she had several parents help her a great deal with the reorganization of her library space last school year. She says she has some relationships with local businesses but feels she could improve in this area with a greater effort to create active partnerships. She does regularly interact with other librarians in the county and has a friend who is a librarian in another county who she collaborates with as well.
Parents	Involved	
Community Organization	Informative	
Libraries in the Greater Community	Collaborative	

Interview Analysis:

This school librarian has strengths in many areas. She is well versed in the latest technologies and regularly models their use. She has a solid knowledge of the middle school curriculum and

regularly collaborates with teachers to enhance their lessons with resources and technology. She has strong relationships with teachers, administrators, and students. The school librarian regularly delivers staff development on new initiatives. She is on two school committees, is a member of several professional organizations, and regularly attends professional trainings. Her library is well organized and contains a wide variety of current, diverse, materials that fit the needs of her entire school community. She regularly maintains a website, a Twitter account, and a Facebook page to keep the lines of communication open with the community. She is well aware of the latest innovations in school libraries, as evidenced by her initiation of a maker space.

A few areas stand out as opportunities for improvement. The library's mission statement is posted in the librarian's office, but not anywhere else. Her website only has a link to the county's school library mission statement. It is important for all of the stakeholders to be aware of the mission of her library and it should be visible and easily accessed by all. The school librarian also does not attend regular grade level meetings and has trouble convincing some teachers to use her as a resource in their lesson planning. She has a few "regulars" who use her to collaborate on lessons, but many teachers choose not to use her services. This librarian also does not actively seek to collaborate with teachers to support reading comprehension. She says most of the time she is showing students how to use different resources or introducing a new technology that goes along with a teacher's lesson. She says their school has a reading specialist and that the reading strategies are mostly left to her. Finally, this school librarian does not regularly seek to assess student learning outcomes. She says she is usually there at the beginning of the lesson, but rarely gets to see the finished products and so the assessment is left to the classroom teacher.

Learning 4 Life School Librarian Performance and Evaluation System Introduction:

This rubric is a useful tool in evaluating the performance of an individual school librarian as opposed to the program as a whole. This system would be an excellent way for a librarian to evaluate herself each year to find areas for improvement. It is broken up into four domains, each one having specific, measurable components to evaluate performance. The descriptors are the same for each category: Distinguished, Proficient, Basic, or Unsatisfactory. The first domain, "Planning and Preparation," has the librarian look at her knowledge of the curriculum, her competency with technology and knowledge of the resources and research process. She will also look at her familiarity of literature and how she promotes lifelong reading. Domain 2 focuses on the library environment, highlighting the way a school librarian must establish a culture for learning and respectful interactions. This domain also looks for efficient, flexible guidelines and procedures that maximize access to all of the library's resources. The physical

space is also important and the librarian will reflect on the organizations, safety, and function of her library. In Domain 3, the librarian will examine her instructional approaches. She will evaluate her communication and execution of lessons, her questioning techniques, and the way she goes about engaging students in the learning process. Assessment is also important and she will be called on to look at her assessment criteria, how she monitors student learning, and whether or not she provides quality feedback. In the final domain, the school librarian will look at her professional responsibilities. She will ask herself if she regularly reflects on the goals, mission and vision of her program. She will reflect on her record keeping process and the ways in which she communicates with staff and school community. The school librarian will examine her personal professional development and opportunities for growth. Also in this domain, the school librarian will look at her method of collection development and maintenance, how she manages the library budget, how she manages library personnel, and her own professional ethics.

Interview Analysis:

In the first domain, "Planning and Preparation," the school librarian rated herself distinguished in all areas except for component "1f: Collaborating in the Design of Instructional Experiences." She stated again her difficulty in getting teachers to use her as a resource and admits there is no time in her schedule set aside specifically for collaboration. She also does not participate in the assessment process of the lessons, but she definitely participates in the planning and implementing of activities, so she rated herself proficient instead of distinguished. In the second domain, "The Library Environment," she rated herself distinguished in all areas. She maintains an inviting, flexible, and attractive library environment that fosters safety and ease of use. Her procedures are clear and she regularly communicates her expectations for behavior and proper use of the library resources. In the third domain, "Commutating Clearly and Accurately," the librarian rates herself distinguished in all components except for "3d, Assessment and Instruction." Since she does not regularly participate in the assessment of students, she believes she is proficient in this area. In co-teaching situations she helps the teacher to plan ways to assess the students, but leaves it to the teacher after the librarian has done her part of the lesson. In the fourth domain, "Professional Responsibility," the librarian rates herself distinguished in all components. She says she is constantly evaluating her program for effectiveness and loves to change things up each year to try new things. She recently reorganized her fiction books into genres to help students find books they love and is currently working on a maker space in response to student interest. The school librarian uses various tools to maintain accurate records including Microsoft Excel and Live Binder. She regularly communicates with staff and her parent community through Twitter, Facebook, the library website, the school newsletter and email. She sends out Google forms to elicit input from all

stakeholders. She sees herself as an active member of the school community, serving on several committees and running staff developments.

Action Plan

Goal 1: The school librarian uses formative assessments to gauge student learning.

Objectives:

- The school librarian will work with the teacher to create a rubric to assess student learning
- The school librarian work with the teacher to create a performance-based assessment to assess student learning
- The school librarian will work with the teacher to use immediate feedback tools such as Kahoot to assess student learning

Goal 2: The school librarian promotes collaboration among the members of the learning community.

- The school librarian will have a set time that she sits in on grade level meetings
- The school librarian will actively seek out teachers with lessons she has created that enhance their curriculum
- The school librarian will initiate formal opportunities for teachers and students to offer input on the learning experiences available in the library

Goal 3: The school librarian publishes the school library's mission statement.

- The school librarian will publish her library's mission statement on the school website and Facebook page
- The school librarian will embed her library's mission statement in the signature of her emails
- The school librarian will post the library's mission statement in a prominent place in the library for all stakeholders to view

Personal Growth

After studying the evaluation tools in this module I went back to look at my personal professional development plan and found several areas that I can focus on for improvement.

Goal #1: The school librarian demonstrates knowledge and use of resources.

I still have a lot to learn about the wide variety of tools and resources that can be used to enhance student learning in my school. I would like to collect an extensive list of electronic and physical resources that can be used to help both teachers and students. There are many digital tools out there that can enhance lessons and assist students in the research process and I need to become more familiar with them before taking the helm of a school library. I will start taking note of new innovations in the professional journals that I subscribed to. I will also consult other librarian's blogs and social media for ideas. I will also start exploring and gaining experience with the available resources through my county.

Goal #2: The school librarian maintains accurate records.

Record keeping has always been my weakness as a teacher. I am constantly looking for a system that I can maintain, but have trouble keeping it current and accurate. I like the idea of using One Note to organize all the different aspects of my job as a librarian and also have heard that online programs like Live Binder can be helpful. I plan on spending more time in the future with other librarians delving into their record keeping methods so I can find one that will work best for me.

Goal #3: The school librarian manages the library budget.

This is another area I know will be a challenge for me. As a teacher I get a small sum of money each year to spend on materials for my classroom, but I know I can be more efficient at collecting data, maintaining accurate records, prioritizing, and allotting spending amounts. Although I anticipate that my library budget will never be as much as I need, it will be a much larger amount than I am used to working with, and I will need to be extremely organized and disciplined to maximize its use. This will be another area that I consult more experienced librarians for advice on how to manage it all.