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School Library Program Evaluation

Introduction:

After interviewing the full-time school librarian at BPES and going over the checklist in AASL's A Planning Guide for Empowering Learners, we decided we should focus on collaboration and staff development in the area of digital literacy. The school librarian noticed that students in intermediate grades were not transferring the skills they learn in the library to their classwork. In particular, she noticed on a fifth grade project that not one student cited their sources. Considering how much time we spend teaching this skill with every single grade, this is a concern.

Assessment Tool:

The purpose of my survey was to answer the following questions:

1. In the note taking process, do teachers expect their students to organize their notes, cite their sources, and use Creative Commons images?
2. Can we use technology tools like Canvas to help make collaboration with teachers easier and more accessible?
3. Are teachers interested in streamlining the note taking process so that it is consistent between classroom and library?
4. What technology tools are teachers using and which ones would they like more training?

Click here to view the survey:

[BPES Staff Survey](#)

Results:

I shared this survey with all twelve intermediate teachers at BPES. I received 9 responses made up of four 3rd grade teachers, three 4th grade teachers and two 5th grade teachers. Here are some of the significant findings:

- 72% of the teachers who responded reported that they only require their students to cite their information sometimes. One 5th grade teacher said she requires it all of the time and two 4th grade teachers said they never require it.
- 100% of the respondents use a variety of graphic organizers to help their students organize their notes.
- Most teachers said they only sometimes require students to cite their clip art and/or images, and three teachers admitted to never requiring it.
- 86% of respondents reported being extremely interested in collaborating with the school librarian on note taking lessons.
- 86% of respondents reported using TrueFlix as well as Google Drive in their classrooms while no one reported using SIRS Discoverer, Explora, Culture Grams, or Wixie.
- 7 out of 9 respondents wrote in Canvas as a tool they would like more training on.
- 80% of respondents were either not comfortable all or only marginally comfortable using Canvas in their classrooms.

Analysis:

This survey made several things clear for us. First, every teacher approaches note taking differently BPES. Note taking is an important skill and there needs to be a more consistent message for students. It is essential that students are being taught how to find reliable information and how to give credit to their information sources, but many teachers are not making this a part of their research routines. The school librarian ensures students have access to information and that they use it ethically and responsibly. It will be up to us to advocate for a more unified approach to this inquiry-based learning, where students are using the same types of note taking procedures both in the library and in their classrooms. Almost all of the teachers in our survey said they would be extremely interested in working with the school librarian to make this happen. This will make it easier for us next year to implement a school-wide note taking approach.

Another glaring fact is that teachers are just not comfortable using Canvas in their classrooms. School librarians are technology leaders in the school. In order to continue to increase access to information and increase those 21st century skills in our students, we need to lead the way for our teachers. This learning management system, Canvas, was introduced last school year and teachers have had only a few trainings on it. We are aware that it is not the most user-friendly tool and that it requires some amount of comfort level to be able to use all of its features. Before this survey, we were hoping to incorporate science and social studies objectives into note taking modules that students can start in the library and complete in their classrooms next year. We see the Canvas modules as an excellent tool to bridge the gap between classroom and library, but we are definitely concerned with teachers' comfort level using it. We will need to find a way to provide more training on its use next year.

Besides the use of Canvas, we would also like to see an increase in the use of the other databases we have available like Explora and SIRS Discoverer. These are excellent tools that can be easily incorporated into the inquiry process. A while ago I gave an in service on a new tool called TrueFlix and was pleased to see that 86% of teachers reported using it in their classroom. This is good evidence that teachers just need to be shown how to use the tool and given time to brainstorm ways they can use it with their students.

Goals:

[BPES School Library Program Goals for 2017-2018](#)

Goal:	COLLABORATION The school library program promotes collaboration among members of the learning community, and encourages learners to be independent lifelong users and producers of ideas and information.					
Objective	The school librarian will collaborate with teachers to design research projects that incorporate citing sources.					
Target Groups	Student/ Classroom Teachers / Administration					
Strategies						
What?	Why?	When?	Who?	How?	Communication Tools	Evaluation
The school library program at BPES provides students with a multitude of opportunities to practice note taking skills including organizing notes and citing sources. However, most teachers are not requiring their students to cite sources when doing research assignments in class. Increasing collaboration between teachers and the school LMS will increase the students' transference of note taking skills.	The school library is an integral part of student success at BPES. Strong note taking skills are essential as students move to middle school and beyond. It is our responsibility to ensure that students are using information responsibly and ethically. Studies show that strong note taking skills lead to greater success in reading.	One collaboratively developed unit will take place for each grade level twice next year. (one in the first semester and one in the second semester).	School librarian Intermediate classroom teachers Building administrator	The school librarian and the school administrator will work together to address teachers on the importance of collaboration.	Canvas Team meetings Observations of collaboratively planned units Surveys	Librarian and teachers will review assignments to determine if students are citing their sources correctly and using the note taking skills learned in both class and the library.

Goal:	PROFESSIONAL DEVELOPMENT To sustain and increase knowledge and skills, the school library program includes support for professional development for school librarians and teachers .					
Objective	The school librarian will provide professional development on technology tools for teachers.					
Target Groups	Student/ Classroom Teachers / Administration					
Strategies						
What?	Why?	When?	Who?	How?	Communication Tools	Evaluation
There are many databases and digital tools available for teachers and students to use in their classrooms. However, many teachers are not using them in the classrooms . They need training to feel more comfortable with the implementation of these tools in their classrooms.	It is our mission to increase student access to information and to help them become proficient in 21st century skills. They need to be exposed to the wide variety of online databases such as SIRS Discoverer and World Book Online. Canvas is an excellent learning management tool that can also be used for collaboration.	One staff in service offering training on various databases and digital tools per quarter before school. One whole staff training specifically on Canvas will be given in the week before school starts.	School librarian Classroom teachers Building administrator	The school librarian and the school administrator will work together to promote the use of the digital tools and databases we have available to us at BPES.	Canvas Team meetings Observations of classroom use of digital tools Surveys	Librarian will send out a quarterly survey to classroom teachers to determine which tools are being used and on which tools teachers still wish to have more training.

SLM 552 Program Assessment Rubric <i>Value: 25 points for a total grade value of 12.5%</i>				
	Exemplary	Proficient	Developing	Unsatisfactory
Assessment Design	<p style="text-align: center;">6.5-7 Points</p> <p>Outstanding assessment reflects the knowledge and reading level of the target audience and comprehensively asks essential question that will lead to an outstanding analysis and ways that will enhance school improvement efforts.</p>	<p style="text-align: center;">5.5-6 Points</p> <p>Strong assessment that reflects the target audience and asks strong questions that will lead to a good analysis.</p>	<p style="text-align: center;">5 Points</p> <p>Assessment may not be written for the knowledge and skills of the target audience; questions may need revision as they may not seek ways to enhance school improvement efforts.</p>	<p style="text-align: center;">0-4 Points</p> <p>Assessment would benefit from a revision.</p>
Analysis of Data ALA/AASL 4.3	<p style="text-align: center;">5.5-6 Points</p> <p>Analysis demonstrates an understanding of the Program Assessment Rubric;</p> <p>Outstanding assessment of how the library program addresses the needs of their diverse communities.</p> <p>Every word is essential. Writing flows from one thought to the next. Polished with perhaps 1-2 minor punctuation errors. Writing sings with the writer's voice; formatting and font are professional and pleasing.</p>	<p style="text-align: center;">5 Points</p> <p>Analysis demonstrates understanding although misses a few essential points;</p> <p>Writing may need polish in three or more sentences.</p>	<p style="text-align: center;">4.5 Points</p> <p>Details and analysis may be incomplete; Writing needs polish.</p>	<p style="text-align: center;">0-4 Points</p> <p>Summary and analysis demonstrates effort.</p>
Goal 1 ALA/AASL 5.4	<p style="text-align: center;">5.5-6 Points</p> <p>Outstanding goal, 1 clearly written and measurable objective, identifies target group and comprehensively answers what, why, when, who, how, communication tools, and evaluation; Clearly aligned with school's mission; Goal demonstrates that candidate made effective use</p>	<p style="text-align: center;">5 Points</p> <p>Strong goal and measurable objective; answers what, why, when, who, how, communication tools, and evaluation with only a few slips.</p>	<p style="text-align: center;">4.5 Points</p> <p>While demonstrating a basic understanding, goal may not be aligned with the school's mission or the objective may not be measurable; Goal may not be a direct result of data</p>	<p style="text-align: center;">0-4 Points</p> <p>Goal may need revision; objective may need revision; the questions may not be adequately answered.</p>

	of data to improve school library program.		collected; May have multiple slips in answering questions.	
Goal 2 ALA/AASL 5.4	<p style="text-align: center;">5.5-6 Points</p> <p>Outstanding goal, 1 clearly written and measurable objective, identifies target group and comprehensively answers what, why, when, who, how, communication tools, and evaluation; Clearly aligned with school's mission; Goal demonstrates that candidate made effective use of data to improve school library program.</p>	<p style="text-align: center;">5 Points</p> <p>Strong goal and measurable objective; answers what, why, when, who, how, communication tools, and evaluation with only a few slips.</p>	<p style="text-align: center;">4.5 Points</p> <p>While demonstrating a basic understanding, goal may not be aligned with the school's mission or the objective may not be measurable; Goal may not be a direct result of data collected; May have multiple slips in answering questions.</p>	<p style="text-align: center;">0-4 Points</p> <p>Goal may need revision; objective may need revision; the questions may not be adequately answered.</p>