Exemplary School Library Program Application

Welcome to the opportunity to showcase your school library through the Missouri Department of Elementary and Secondary Education’s Exemplary School Library Program. Please read through the application carefully. If you have any questions, please contact Lisa Scroggs, DESE assistant director of English language arts, at [lisa.scroggs@dese.mo.gov](mailto:lisa.scroggs@dese.mo.gov).

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| Form |

# Applicant Information

First Name:

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| Charlene |

Last Name:

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| --- |
| Burns |

School Contact Email:

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| Charlene.burns@lps53.org |

Position:

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| Library Media Specialist |

School District:

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| Liberty Public Schools |

School:

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| Liberty Middle School |

School Address:

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| 1500 S Withers Road  Liberty, MO 64068 |

Link to School Librarian’s DESE Library Certification (access your certification account portal at <https://apps.dese.mo.gov/weblogin/login.aspx>). Please do not provide link to your certificate through your portal as evaluators will not be able to access it without your password. Instead, either save your certificate to an accessible link or provide a screenshot of your certificate below:

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| Certificate(s) removed prior to publishing application on DESE website. |

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| Instruction |

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| **Indicator #1:**  **Program regularly delivers differentiated instruction, either directly provided by the librarian or in collaboration with the classroom teacher**  (*AASL*—*collaborate, engage, explore, inquire*) |
| **Exemplary (2 points):** Exhibits research-based instructional practices in the consistent application of differentiated instructional design  **Approaching (1 point):** Exhibits research-based instructional practices in the application of differentiated instructional design |
| **Required Documentation/Evidence**  Lesson plans or anecdotal evidence exhibiting instructional theory or practices including differentiation, i.e. physical needs, learning styles, skill levels, etc. (Examples: Marzano instructional practices, Kagan cooperative strategies, assistive technology in use, multiple intelligences) |

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**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:**   |  |  | | --- | --- | | **Strategy** | **Lesson plans and examples** | | **Marzano**  **Identifying similarities and differences**  **\***Synchronous instruction on Zoom and in person. | **PSA- Classify Persuasive techniques.** After learning and practicing persuasive techniques used in advertising, students are placed in groups to analyze sample public service announcements. [Students identify and explain how the techniques were used with specific examples of elements from the PSA](https://drive.google.com/file/d/1tCRKEmaGxxgegLkZehdCoJcq-Q9w4U5A/view?usp=sharing). Later they determine which techniques would work best with the PSA they are creating. (Differentiating the product with student interest.  **Comparing book trailers-** Students use a [graphic organizer to identify the visual](https://drive.google.com/file/d/1RljOmZrAVS5iasu4r23aR70ZPRUOZjct/view?usp=sharing), audio, text, special effects and story elements used in their choice of six student created book trailers. (Differentiating the content through student interest.) | | **Cooperative Learning**  **Jigsaw/Roundtable**  **\***Synchronous instruction on Zoom and in person. | **Book Trailers- Student created success criteria.** After watching several book trailers and critiquing for effectives, students in groups of 3-4 take turns adding elements that should be included and/or avoided when creating a compelling book trailer that makes someone want to read the book. The ideas are added to a [shared spreadsheet](https://docs.google.com/spreadsheets/d/135La1A6X38jnJbutuNXYqANdZedOFr6zxosizxkyMBU/edit?usp=sharing). The data from all the groups is collected. The ideas used most often are included in the [student created success criteria](https://docs.google.com/spreadsheets/d/135La1A6X38jnJbutuNXYqANdZedOFr6zxosizxkyMBU/edit?usp=sharing). (Differentiating the process and product). | | **Marzano**  **Setting Objectives and providing feedback**  **\***Synchronous instruction on Zoom and in person. | **Planning, Critiquing and Revising Book Trailers**-As students [plan](https://docs.google.com/document/d/1n4so1v09lzZWLefw4CuSTBwR3bMM5_CKDfXyaL_WX7U/edit?usp=sharing) and produce their book trailers, they refer to the student created success criteria and the contest scoring rubric. (Differentiating the product, for some the process, by working with a partner).   * The first cut of the book trailers are previewed during class. * Peers and teachers provide [feedback](https://docs.google.com/document/d/1Lehl60aagqRGKhheNWop_nFMuMlvxx_BTp49BoiM5z8/edit?usp=sharing) based on the student created success criteria and contest scoring rubric. * Students use the feedback to revise the final cut of the book trailer before submitting it to the contest. | | **Marzano**  **Reinforcing effort and providing Recognition** | **Opportunities to share finished projects.**  (Differentiated content and product by interest and learning style)   * Annual Creative Writing Festival-Students share introduction for each of 10 categories on Flipgrid. Examples Flipgrid [Fantastical Fiction](https://flipgrid.com/4eb9f3e0) [6th grade Realistic](https://flipgrid.com/c0ad777e) After the contest, the winning entries are published. [Writing Festival Winning Entries Collection](https://docs.google.com/document/d/1TYv7BjwNjZEhTg02a8J25GkMCnXqf78nrvD9mWgWOuE/edit?usp=sharing). * Book Trailer Screening for parents and students Book Trailer Screening to introduce Award Books and on [Award Book site](https://sites.google.com/student.liberty.k12.mo.us/awardbookreaderslms/home) * [Student Library Signs](https://drive.google.com/drive/folders/1roblEfGYWiFqA2kWXtEu_jrXNujA166X?usp=sharing) and art displayed in the library. * [Miller Gallery- Student selected art](https://docs.google.com/document/d/1JNLYrtVvwAuTyikSd82vTfepRackad3i_pDiLYScTZI/edit?usp=sharing) | | **Learning styles**  **Visual Style**  **And Special Needs** | Mini tutorials for students to use to reinforce how to use electronic resources from the school and public library. (Differentiating the process for readiness and learning style).  [Sora](https://mo02207190.schoolwires.net/Page/8485)  [Destiny Discover](https://mo02207190.schoolwires.net/domain/5950)  [School Databases](https://mo02207190.schoolwires.net/Page/8619)  [Mid-Continent Databases](https://mo02207190.schoolwires.net/Page/8618) | |

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| **Indicator #2**  **Librarian has adequate planning time to curate, plan, and develop instruction and instructional resources.**  (*AASL*—*collaborate, curate, inquire*) |
| **Exemplary (2 points):** Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a flexible format throughout the week  **Approaching (1 point):** Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a fixed or hybrid (combination of flexible and fixed) format throughout the week |
| **Required Documentation/Evidence**  From a list provided in the application, the librarian will select the appropriate descriptor best reflecting plan time.   * Minimum of 50 uninterrupted minutes per day; flexible schedule * Minimum of 50 minutes per day; flexible schedule * Minimum of 50 uninterrupted minutes per day; fixed or hybrid (combination of flexible and fixed) schedule * Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule * Less than 50 minutes per day |

* Minimum of 50 uninterrupted minutes per day; flexible schedule
* Minimum of 50 minutes per day; flexible schedule
* Minimum of 50 uninterruptedminutes per day; fixed or hybrid (combination of flexible and fixed) schedule
* Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule
* Less than 50 minutes per day

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| **Indicator #3**  **Program addresses effective and ethical engagement in multiple types of literacy through instruction (examples of types of literacy: digital, media, technology, information, financial, traditional—among others)**  (*AASL*—*engage, explore, inquire*) |
| **Exemplary (2 points):** Exhibits strong evidence of the creation of a critical thinking environment through instruction in five or more types of literacies utilizing state-of-the-art and emerging technologies  **Approaching (1 point):** Exhibits evidence of literacy instruction in four types of literacies utilizing state-of-the-art and emerging technologies |
| **Required Documentation/Evidence**  One piece of evidence exemplifying each type of literacy taught through instruction. Examples may include descriptions of programming, descriptions of lessons, lesson plans, professional development for educators, parent instructional communications (i.e. how to use EBSCOhost from home or safe digital practices), photos of instructional practices, etc. |

**Supporting Evidence**

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| **Literacy Example 1: Type of Literacy \_\_\_Informational\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Insert evidence here.**   * Assisting students locating information using print and digital resources for a variety of topics. * <https://www.lps53.org/domain/2697> |
| **Literacy Example 2: Type of Literacy \_\_\_\_\_ Media\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * PSA Unit: Demonstrating how to use a variety of digital images, audio and video resources to create a PSA for science unit. [**Canvas Lesson PDF**](https://drive.google.com/file/d/1twxYYrSo6D0BKXI6BNKf_tvvlCP7cyOo/view?usp=sharing)*Additional resources linked on the PDF.* |
| **Literacy Example 3: Type of Literacy \_\_\_\_Traditional\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * Assisting students to find books to meet their personal interests. Personal discussion. Links on right side of this web page to find next read. <https://www.lps53.org/domain/1244> * [**Booksnacks website**](https://sites.google.com/lps53.org/book-snacks/home): Book talks, links to authors reading their books. * [**Reader Personality Quiz**](https://quiz.tryinteract.com/#/5c64a17788e75e001407318f)[**Canvas Page with Links**](https://drive.google.com/file/d/1v2We9X3q5Pc9lP84fUGI_EFvZuy5j_1e/view?usp=sharing)[**Recommendation bookmarks**](https://drive.google.com/file/d/1x_v5r3NvGie8EsnqNjD_OQl6vyjZv6-H/view?usp=sharing) **links to Destiny Discover Collection** * [**Virtual Book Tasting**](https://www.canva.com/design/DAEPqVc-80s/ZI24XrgBCg4tzAKxijZeUw/view?utm_content=DAEPqVc-80s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink) **Each grouping links to a Destiny Discover Collection** |
| **Literacy Example 4: Type of Literacy \_\_\_Technology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * Assisting students and teachers how to collaborate remotely using Apple programs, such as iMovie, Keynote, etc [**Presentation Link**](https://www.canva.com/design/DAEQnNrkmGA/view?utm_content=DAEQnNrkmGA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink) |
| **Literacy Example 5: Type of Literacy \_\_\_\_Digital**   * One on one meetings with students conducting historical research in person and on **Zoom**. Curated personalized print and digital resource lists for each topic. Provided feedback for work in progress. Assisted in citing primary sources using **Noodletools**. [**Example 1**](https://drive.google.com/file/d/1Ka3x7jbCTSwYyBgqmba5TGqSmCfTKObR/view?usp=sharing)[**Example 2**](https://drive.google.com/file/d/1KWlP64AIWA28WBjE9GJ6T3nBt1FIAghu/view?usp=sharing) |
| **Literacy Example 6: Type of Literacy \_\_\_\_Historical\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * Demonstrating the difference between primary, secondary and tertiary resources for students conducting historical research. Analyzing primary sources to better understand historical fiction. [**Lesson Plans**](https://drive.google.com/file/d/1G67pzYHIE2yx7AViTe35sFnuh6PeuySw/view?usp=sharing) * Analyzing primary sources- Analyzing historical photographs [**Presentation**](https://drive.google.com/file/d/1KgX86ovsunhFldbyOpAit8rQU1yo1HY-/view?usp=sharing) [**Analysis Questions**](https://drive.google.com/file/d/1yRgMJ6IUDxpojZ47xo9GnFmDOretgSHY/view?usp=sharing) |

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| **Optional Narrative:**  My literacy instruction focuses on providing instruction to help students learn processes that will carry over and support future projects and study. Each example above is an example of how I provide instruction and resources to help students and teachers help themselves. |

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| **Indicator #4**  **Program shows evidence of student growth through assessment**  (*AASL*—*collaborate, inquire*) |
| **Exemplary (2 points):** Regularly assesses the impact of instruction through documented, varied, high-quality formative and summative assessments.  **Approaching (1 point):** Assesses the impact of instruction through documented formative and summative assessments |
| **Required Documentation/Evidence**  Five assessment samples (including formative and/or summative assessments); at least two samples must be connected to the same unit of study and represent varied formats. Samples may be provided in various formats: photos, documents, etc. |

**Supporting Evidence**

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| **Assessment Example 1: Identify as formative or summative and include the unit of study**   |  |  |  | | --- | --- | --- | | Formative | Sci-PSA | Students watch a short video to understand persuasive techniques. As they watch the video stops and asks questions that the students answer to guide their thinking. Feedback is immediate. [**Link**](https://edpuzzle.com/media/59eea2c274a450411ecd07cf)[**Canvas Lesson Page**](https://drive.google.com/file/d/1LAJdYswtmBJf5oANatkrD9lYr9JP3c7_/view?usp=sharing) | |
| **Assessment Example 2: Identify as formative or summative and include the unit of study**   |  |  |  | | --- | --- | --- | | Formative | Sci-PSA | After watching/viewing/discussing several public service announcements, students are asked to share which was the most memorable or impactful and justify their opinion using evidence. Students submitted their ideas to an online discussion board and were not able to see the opinions of peers until they submitted. Students are invited to comment on ideas of their peers.  [**Recording sheet**](https://drive.google.com/file/d/1RhHsyiRIp8i4o0SJlLE40G7XSTkEqceN/view?usp=sharing)  [**Canvas Discussion Board**](https://drive.google.com/file/d/1fGvWalamd2XzQ4MHQZFE3iwHX4pR1mA-/view?usp=sharing)[**Canvas Video Links page**](https://drive.google.com/file/d/1LKhQburtiRCBnmpYaW9YZ6N9CAwaCh22/view?usp=sharing) | |
| **Assessment Example 3: Identify as formative or summative and include the unit of study**   |  |  |  | | --- | --- | --- | | Summative | Sci-PSA | Students are given three public service announcement examples. They must identify which persuasive techniques were used, describe how they were used with examples, and justify the effectiveness of the technique.  [**Student work samples**](https://drive.google.com/file/d/1tCRKEmaGxxgegLkZehdCoJcq-Q9w4U5A/view?usp=sharing) | |
| **Assessment Example 4: Identify as formative or summative and include the unit of study**   |  |  |  | | --- | --- | --- | | Formative | Book Trailers | After reviewing several example book trailers, students use a round table structure in small groups and Zoom to brainstorm ideas needed to create a book trailer that makes someone want to read the book. “*How do we make a book trailer that is compelling and makes someone want to read the book”?*  [**Collaborative Spreadsheet**](https://docs.google.com/spreadsheets/d/1a2MyzYdpTFxNito3VwrwQh3tYt8BYtT2Y66CYau1mbY/edit?usp=sharing) | |
| **Assessment Example 5: Identify as formative or summative and include the unit of study**   |  |  |  | | --- | --- | --- | | Summative | Book Trailers | Students develop the success criteria needed to create a compelling book trailer that makes someone want to read the book. The collective ideas of the students are published and used as an exemplar to be referred to as students create their book trailers. It is also used to score the final project. [**Student Success Criteria**](https://docs.google.com/document/d/10OqRK3mMJ7w9hBX8ZILbxxp3uLPtuReI8HuaEMBxYVs/edit?usp=sharing) | |

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| **Optional Narrative:**  Assessment is an important part of the learning process. Much of my formative assessment allows students to assess where they are in the learning process as well as a measurement of how well I have taught the content. Allowing students to create the success criteria ensures that students understand the expectations and pushes them to strive for their own measurement of excellence. |

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| **Indicator # 5**  **Program supports student mastery of the essential academic learning requirements and state standards in multiple subject areas**  (*AASL*—*collaborate, curate, explore, inquire*) |
| **Exemplary (2 points):** Establishes collaborative partnerships within and outside of the school community to support multiple subject areas in the mastery of student achievement and the enhancement of life-long learning  **Approaching (1 point):** Establishes support to multiple subject areas in the mastery of student achievement through the provision of high-quality, relevant resources |
| **Required Documentation/Evidence**  Anecdotal evidence expressing the nature of study, collaborative partner, curriculum addressed, and the collaborative nature with which the librarian was involved. An example could be collaborating with the science teacher to provide microscopes and slides of various materials within the library as an exploratory center in an effort to enhance the study of cells. An inclusion of the curricular objective of cell study would be included. Five examples should be submitted, each from a different subject area along with coding of relevant standard(s) from the Missouri Learning Standards.  (Other examples: collecting books for a unit of study; hosting a presenter on a topic; developing lesson plans supporting research goals; planning collaboratively with a public library) |

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### Supporting Evidence

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| **Support Example 1: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **MCPL Collaboration**  **AASL**  **Collaborate/School Library A.1, C.1, C.3, D.1, D.2,**  **Explore/School Library C. 1, C.2, C.3**  In the fall I coordinated a Zoom meeting with the Youth Services Department Manager from Mid-Continent Public and a librarian from our local branch. We discussed various ways the public library can support our book club and writing festival programming as well as ways to support better access to our shared patrons during COVID. [Agenda](https://drive.google.com/file/d/1L_k2u8zeC6L0JfxMLw6yLuzUKiwCPWMo/view?usp=sharing) [Email communications](https://drive.google.com/file/d/1LN-mNtjVNibNJf1iXqN7tJ3fM4-QnRPd/view?usp=sharing) |
| **Support Example 2: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **German- Research Resources**  **International Language** I.2.1 **Students demonstrate an understanding of the practices and perspectives of the cultures studied** **I.2.1.1.b** Describe the practices of common cultural activities and holiday celebrations.  **AASL**  **Inquire/School Librarians D. 1, D.2, D.3**  **Engage/School Librarians A.3**  **Curate/School Librarians A.1, A.2, A.3, B.1, B.2, B.3, B.4, D.1, D.2**  Curated and demonstrated multiple electronic resources, with helpful tips for each, to facilitate cultural research in eighth grade German class. The teacher travels to other schools throughout the day and uses the links with students from four schools. [Resource page](https://www.lps53.org/Page/7961) |
| **Support Example 3: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **PBL- MASL Book trailer contest**  **ELA** **Writing 7.W.3.A** Review, revise, and edit writing with consideration for the task, purpose, and audience **Reading 7.RL.2.D** Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.  **AASL**  **Curate/School Librarians A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3, D.1, D.2**  **Explore/School Librarian D. 1, D.2, D.3**  **Engage/School Librarian A.1, A.2, B.1 B.2, C.1, C.2, D.1**  **Collaborate/School Librarian A.1, A.3, B.1 C.1, D.1**  I collaborated with our seventh grade ELA teachers to create a project-based learning unit designed to lead students in creating a book trailer (for the MASL book trailer contest) that makes someone want to read the book. I developed a website with lesson plans and resources needed for the unit. I taught and/or co-taught every day during the multi-week unit. [Website](https://www.livebinders.com/b/2133952) [Lesson plans](https://drive.google.com/file/d/1LkLUFfhk50WZddsGg-ARAq4jUqF-7NIj/view?usp=sharing) |
| **Support Example 4: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **Science PSA**  **Science PS1. A.3** Gather, analyze, and present information to describe the synthetic materials come from natural resources and how they impact society.  **AASL**  **Explore/Librarian D. 1, D.2, D.3**  **Collaborate/School Librarian B.1 D.1**  **Curate/School Librarian A.1, A.2, A.3, B.1 B.2, B.3, B.4, C.1, C.2, C.3, D.1, D.2**  **Engage/School Librarian A.1, A.2, B.1 B.2, C.1, C.2, D.1**  Students in eighth grade science were learning about the effects humans have on the environment. The students were tasked with creating a Public Service Announcement that asks the audience to make a change. I provided instruction that led the students in discovering the elements of a public service announcement and persuasive techniques. The classroom teacher provided the instruction for the science standards. [Lesson Plans](https://drive.google.com/file/d/1LbQB0OgAYLu0OVL-F3pH2hixmNOYd80g/view?usp=sharing) |
| **Support Example 5: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **Health/PE- Research Resources**  **National Health Standard**  **3-**Students will demonstrate the ability to access valid information, products, and services to enhance health.  Grades 6-8  3.8.1 Analyze the validity of health information, products, and services.  3.8.2 Access valid health information from home, school, and community.  **AASL**  **Inquire/Librarian D. 1, D.2, D.3**  **Engage/School Librarian A.3**  **Curate/School Librarian A.1, A.2, A.3, B.1 B.2, B.3, B.4**  Curated and demonstrated how to use a variety of online resources to access valid health information. Demonstrated strategies and developed an online tool to evaluate web resources. Students use the links and strategies to search for information to make decisions about their personal health. [Curated Resources](https://www.lps53.org/Page/7528) |

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| **Optional Narrative:**  **I regularly reach out to my community over email to facilitate collaboration between the librarian and the content teachers.** |

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| Leadership |

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| **Indicator #6: Librarian provides professional development to teachers, staff, and/or other librarians.**  (*AASL*—*engage, explore, inquire*) |
| **Exemplary (2 points):** Consistently facilitates intentional, purposeful professional development opportunities in a variety of formats  **Approaching (1 point):** Provides professional development opportunities upon request |
| **Required Documentation/Evidence**  List of professional development opportunities facilitated including dates and one-sentence descriptions of topic, purpose, and format. May include session evaluations. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  New Teacher Orientation [one page resource list](https://drive.google.com/file/d/1GERmMHusbSl-B7EuCJnIKBsdboaNFulf/view?usp=sharing)  COVID Style Library: [Video](https://youtu.be/TOOeWlutPL8)  Make a webpage a PDF that can be annotated [Video tutorial](https://youtu.be/11qFp_4TiUQ)  Sora for iPad [Many mini tutorial videos](https://www.lps53.org/Page/8485),  Using Destiny Discover: [Many mini tutorial videos](https://www.lps53.org/Page/8483)  Printing from an iPad [Step-by-step written instructions](https://docs.google.com/document/d/1Jk4ftqrq5yyaCv3spPPeRyamZXEmuT_YgRrAanz-VgI/edit?usp=sharing).  iMovie Collaboration in iCloud [Canva Presentation](https://www.lps53.org/Page/8617)  Using Databases with Noodletools [Video tutorial support](https://www.lps53.org/Page/8619)  Write on a PDF in iPad [Step by step annotated diagrams/screenshots.](https://drive.google.com/file/d/1Ln_t3hCkxITiqFH1f9ljLpO8oT1PD9v8/view?usp=sharing)  Tech Tools and Tips [presentation](https://www.canva.com/design/DAEVwxg3Rh8/BhoDZqdfAwRCDCEfnIQDSw/view?utm_content=DAEVwxg3Rh8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink) |
| **Insert Documents/Narratives:**  Date: 8/12/20  Title: New Teacher Orientation  Description: Introduce new teachers to library resources and materials.  Format: Live presentation with [one page resource list](https://drive.google.com/file/d/1GERmMHusbSl-B7EuCJnIKBsdboaNFulf/view?usp=sharing) and contact information.  Date: 8/18/20  Title: Teacher InService  Description: Demonstrate how to use Learn 360 database in conjunction with Canvas learning management system.  Format: In-person, live demonstration with hands on practice.  Date: 9/14/20  Title: COVID Style Library  Description: Funny video showing teachers practicing the new Covid safety procedures in the library to the tune of Gangnam Style.  Format: [Video](https://youtu.be/TOOeWlutPL8) shared with all the staff and students  Date: 9/17/20  Title: Make a webpage a PDF that can be annotated.  Description: How to turn any webpage into a PDF that can be annotated and saved to be used on iPad.  Format: [Video tutorial](https://youtu.be/11qFp_4TiUQ).  Date: 9/22/20  Title: Library Shadow/Practicum  Description: College student working on her masters in library, spent the day shadowing me as part of her practicum.  Format: One on one discussion and demonstration.  Date: 10/01/20  Title: Sora for iPad  Description: How to install and use Sora for ebooks and audiobooks.  Format: [Many mini tutorial videos](https://www.lps53.org/Page/8485), linked on a webpage, to help people find what they need.  Date: 10/01/20  Title: Using Destiny Discover  Description: How to access and search the online library catalog.  Format: [Many mini tutorial videos](https://www.lps53.org/Page/8483), linked on a webpage, to help people find what they need.  Date: 10/05/20  Title: Printing on an iPad  Description: How to print and change print settings for iPad.  Format: [Step-by-step written instructions](https://docs.google.com/document/d/1Jk4ftqrq5yyaCv3spPPeRyamZXEmuT_YgRrAanz-VgI/edit?usp=sharing).  Date: 10/06/20  Title: Write on and save a PDF in progress  Description: How to complete a PDF assignment on iPad that can be saved and finished at a later time.  Format: [Step by step annotated diagrams/screenshots.](https://drive.google.com/file/d/1Ln_t3hCkxITiqFH1f9ljLpO8oT1PD9v8/view?usp=sharing)  Date: 12/17/20  Title: iMovie Collaboration with iCloud  Description: Steps needed to create a collaborative iMovie project that can be worked on by partners independently.  Format: [Canva Presentation](https://www.lps53.org/Page/8617) with annotated diagrams/screenshots.  Date: 1/20/21  Title: Using Databases with Noodletools  Description: Using school and MCPL databases to find supporting articles. Citing the articles and creating notecards in Noodletools.  Format: Live demonstration using the electronic tools. [Video tutorial support](https://www.lps53.org/Page/8619).  Date: 02/12/21  Title: Tech Tools and Tips: Why Aren’t You Using these Great Tools?  Description: How to use web tools and premium Google apps that teachers can use or require students to use.  Format: Live demonstration using web tools and premium Google apps. Supported by a [presentation](https://www.canva.com/design/DAEVwxg3Rh8/BhoDZqdfAwRCDCEfnIQDSw/view?utm_content=DAEVwxg3Rh8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink) that includes links. |

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| **Indicator #7: Librarian attends professional development opportunities for librarians at local, state, and/or national level**  (*AASL*—*engage*) |
| **Exemplary (2 points):** Attends multiple library-specific professional learning events per year, which may include but not be limited to conferences, workshops, webinars, podcasts, graduate courses  **Approaching (1 point):** Attends a minimum of one library-specific professional learning activity (outside of school-/district-provided professional development) per school year |
| **Required Documentation/Evidence**  Brief description of sessions attended (including title, date, sponsoring entity) and impact on library program |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  Library Retreat [Agenda](https://docs.google.com/document/d/1aoGCX60Fz9j6xOf4Qs6QxkWcq8fAFasW0yhRfhl4Rss/edit?usp=sharing)  [SLJ LibraryCon Live](https://vsstatic.akamaized.net/event/28/29/44/4/rt/1/resources/FullSchedule_LibraryConLive_110520_v02-90CB.pdf)  [Project Ready Team Notes](https://docs.google.com/document/d/1SUTHQ2Xw27WK6Bp8ZWK4bLnrwbcxIzGRzlLbHwdLRSA/edit?usp=sharing) [Project Ready](https://ready.web.unc.edu/) Site  [Amplifying Student Voice](https://kcpt.pbslearningmedia.org/resource/amplify-student-voice-video/tools-for-anti-racist-teaching-video-virtual-professional-learning-series/#.YDVchHdKiqA)  YA for All- [Genre Bending: Young Adult Titles That Can’t be Missed](https://www.youtube.com/watch?v=Ibbh4NJfGfk)  [GKCASL Winter Meeting](https://docs.google.com/document/d/1HQIHK2GE_QNjKkSQ2XH3WgBj5eW3MJu3Vwhq_oHhsEc/edit)  [Alan Gratz Book Launch- Ground Zero](https://www.alangratz.com/events/)  [METC on Demand/Collaboration](https://metcedplus.org/mod/page/view.php?id=415) |
| **Insert Documents/Narratives:**  Date: Ongoing since Sept. 2019  Title: **Project Ready**  Entity: [Institute of Museum and Library Services](https://www.imls.gov/grants/awarded/re-40-16-0012-16).  Impact: I have a deeper understanding of systemic racism in the United States, the difference between equity and equality, and how to follow a culturally sustaining pedagogy. It has transformed my thinking and helps me have a better relationship with students.  Date: 7/28/20  Title: [Amplifying Student Voice](https://kcpt.pbslearningmedia.org/resource/amplify-student-voice-video/tools-for-anti-racist-teaching-video-virtual-professional-learning-series/#.YDVchHdKiqA)  Entity: PBS  Impact: Focused on how media can be used as a tool to share messaging, ignite action, and change perspectives for our students.  Date: 8/13/20  Title: [Library Retreat](https://drive.google.com/file/d/1LqStxyaVY5ht61KFHtcxK6WI7DxsoYJu/view?usp=sharing)  Entity: Liberty Public Schools  Impact: Beginning of the year PD session for collaborating with peers, learning about new initiatives, and planning for the year. [Agenda](https://docs.google.com/document/d/1aoGCX60Fz9j6xOf4Qs6QxkWcq8fAFasW0yhRfhl4Rss/edit?usp=sharing)  Date: 11/05/20  Title: Opening Keynote with Jerry Craft, Class Act  Entity: **SLJ LibraryCon Live!**  Impact: Insights into graphic novels, Jerry Craft’s process and how he became an author/ illustrator.  Date: 11/05/20  Title: - Developing Empathy with Comics & Graphic Novels  Entity: SLJ LibraryCon Live!  Impact: Jerry Craft, Tracy Edmunds, Grace Ellis, Talia Hurwich, Rossie Stone, Anthony Zuiker, and John Shableski have a lively conversation about developing empathy with comics and graphic novels.  Date: 11/05/20  Title: Middle Grade Speculative Fiction  Entity: SLJ LibraryCon Live!  Impact: From high-adrenaline adventures to creepy teddy bears and sweeping space sagas, these works run the gamut of speculative fiction. The authors chated about the writing process, the genesis of these projects, and why middle grade is the perfect age for sci-fi, fantasy, and horror.  Date: 11/12/20- Streaming  Title: YA for All – [Genre Bending Young Adult Titles That Can’t be Missed](https://www.youtube.com/watch?v=Ibbh4NJfGfk)  Entity: ALA/Booklist Online  Impact: Nick stone, author of Dear Justice Kim Johnson, author of this is my America Karen M. McManus, author of the Cousins and Trung Lee Nguyen creator of the Magic Fish, provides insights to new books coming out, how they got their ideas, and their writing processes.  Date: 01/19/21  Title: MASL Happy Hour  Entity: Missouri Association of School Librarians  Impact: Announced and discussed the 21-22 Missouri Readers award nominees. This meeting allowed me to better prep for an upcoming PBL unit for creating book trailers to support the nominees.  Date: 02/04/21  Title: [GKCASL Winter Meeting](https://docs.google.com/document/d/1HQIHK2GE_QNjKkSQ2XH3WgBj5eW3MJu3Vwhq_oHhsEc/edit)  Entity: Greater Kansas City Area chapter of MASL  Impact: This meeting provided some interesting information about Demco products. Self-Care information from a representative from Mental Health American the Heartland as well as updates from all the committees in our local chapter.  Date: 02/05/21  Title: [Alan Gratz Book Launch- Ground Zero](https://www.alangratz.com/events/)  Entity: Alan Gratz Author  Impact: Virtual author visit/book tour. Learned more about Gratz’s writing process, his upcoming book, and interacted with teachers, students and librarians using Crowdcast.  Date: 3/01-3/05/21  Title: [METC on Demand/Collaboration](https://metcedplus.org/mod/page/view.php?id=415)  Entity: ISTE  Impact: Learned several strategies and ideas to create activities for my students to collaborate with others locally and globally using Google Earth, Microsoft Teams |

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| **Indicator #8: Librarian functions as an educational leader in the school campus and district by serving on committees and/or cohorts**  (*AASL*—*collaborate)* |
| **Exemplary (2 points):** Is consistently included in campus and district leadership planning  **Approaching (1 point):** Is occasionally included in campus and district leadership planning |
| **Required Documentation/Evidence**  Agendas/Minutes  Administrative statement about librarian’s role in planning  Librarian statement of involvement   * Exemplary could be multiple examples from both campus and district * Approaching could be multiple examples from campus and/or district with a minimum of one example in each area |

**Supporting Evidence**

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| --- | --- | --- | --- | --- |
| **Insert Applicable Links Here:** Additional Links in the narrative.   |  |  | | --- | --- | | [Building Involvement](https://drive.google.com/file/d/1a_TBt-4sGQUt2ew98v_kC5NK3Y5i63E4/view?usp=sharing) | [District Involvement](https://drive.google.com/file/d/1WsdPutYaJPpacD5-wFtzYIPeQkrpX5V3/view?usp=sharing) | | 1. [Sample Agenda](https://drive.google.com/file/d/1rTgKtiCN0455z68dxgzbqWhI9u6YRDlf/view?usp=sharing) [Email](https://drive.google.com/file/d/1Engkn6hM_QcDYBlxG-bShKBvXTS4lUKr/view?usp=sharing) [Planning](https://docs.google.com/document/d/1cYPc4p-gxdOWyhIRT0C1j2vDxJBxpq0vdf9qiZbh92M/edit?usp=sharing) 2. [Agenda](https://docs.google.com/document/d/1f_p4x73Jh6P4pUk7T80rL_y_AMwsKeVLtUjoQRk9c0w/edit?usp=sharing) | 1. [Agenda](https://drive.google.com/file/d/1wkCtrFMGlmxx1g7zfV1H2gcdTD4taCOF/view?usp=sharing) [Audit Planning](https://drive.google.com/file/d/1_Wgi6UKI0LLKGrKNB1_MNAIjf_BRnRE9/view?usp=sharing) [Practice Audit](https://drive.google.com/file/d/13WSJncF84YUvlsmRGJ9FS2LM2EfV-biO/view?usp=sharing) 2. [Modules](https://ready.web.unc.edu/) [Team notes](https://drive.google.com/file/d/1s8HEcbfDbcsYZ4IwWerex2-ugnjTQR_0/view?usp=sharing) [Workbook](https://drive.google.com/file/d/1N3FeG_zQ-XOnf2oQE6y20pR-IE8XQuhd/view?usp=sharing) | |
| **Insert Documents/Narratives:**  **Building**   1. **Visible Learning Team**- Our team, consisting of two administrators, four teachers, and one learning coach, meets several times a year with visible learning specialist, Kara Vandas.  We create short- and long-term goals to integrate learning elements and dispositions within the classroom and school community. Our team develops some of the visible learning strategies and activities our school uses to promote learner agency. We use common language throughout the school to foster integration. Classrooms and hallways display.  We collect and analyze data regularly to evaluate our progress. [Sample Agenda](https://drive.google.com/file/d/1rTgKtiCN0455z68dxgzbqWhI9u6YRDlf/view?usp=sharing) [Email](https://drive.google.com/file/d/1Engkn6hM_QcDYBlxG-bShKBvXTS4lUKr/view?usp=sharing) [Planning](https://docs.google.com/document/d/1cYPc4p-gxdOWyhIRT0C1j2vDxJBxpq0vdf9qiZbh92M/edit?usp=sharing) 2. **Staff Growth and Development Team**- Team members collaborate with administration to prepare and present short PD sessions for monthly staff meetings that support our yearly school goals. Early in the school year we create monthly goals for professional development. In our monthly meetings we establish what needs to be done to complete the upcoming goals and divide the work between team members. Our COVID related hybrid teaching schedule put our regular monthly meetings on hold. [Agenda](https://docs.google.com/document/d/1f_p4x73Jh6P4pUk7T80rL_y_AMwsKeVLtUjoQRk9c0w/edit?usp=sharing)   **District**   1. **Collection Development Committee-** The current focus of the committee is to evaluate the diversity and inclusiveness of our libraries. We developed procedures for auditing our collection and resources for collection development. We practiced our procedures and refined them for clarity and purpose before sharing them with our entire library staff team. [Agenda](https://drive.google.com/file/d/1wkCtrFMGlmxx1g7zfV1H2gcdTD4taCOF/view?usp=sharing) [Audit Planning](https://drive.google.com/file/d/1_Wgi6UKI0LLKGrKNB1_MNAIjf_BRnRE9/view?usp=sharing) [Practice Audit](https://drive.google.com/file/d/13WSJncF84YUvlsmRGJ9FS2LM2EfV-biO/view?usp=sharing) 2. **Project Ready-** Our group is a cohort of librarians who are dedicated to creating more inclusive environments for all students. We use online curriculum modules to improve our knowledge about  “**race and racism, racial equity, and culturally sustaining pedagogy**. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources **for youth of color and Native youth”.** The content in each of the modules has provoked a great deal of introspection regarding my personal values and professional practices. It has been a life changing experience that continually inspires me to strive to be a more inclusive librarian and a more thoughtful human being. [Modules](https://ready.web.unc.edu/) [Team notes](https://drive.google.com/file/d/1s8HEcbfDbcsYZ4IwWerex2-ugnjTQR_0/view?usp=sharing) [Workbook](https://drive.google.com/file/d/1N3FeG_zQ-XOnf2oQE6y20pR-IE8XQuhd/view?usp=sharing) |

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| **Indicator #9: Program regularly communicates and/or collaborates with building- and/or district-level administration concerning library resources, planning, etc.**  (*AASL*—*engage, include)* |
| **Exemplary (2 points):** Communicates quarterly with administration about the state of the library program  **Approaching (1 point):** Informs building administration about the state of the library program at a minimum of once annually |
| **Required Documentation/Evidence**  Copies or summary of information shared with administration that could include meeting notes, presentation, report, etc. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   |  |  | | --- | --- | | **Building Level Communication** | **District Communication** | | [Email 1](https://drive.google.com/file/d/1Ur8c9YBZSRNYJvgLHCTiAI_NafPLcGBj/view?usp=sharing) [Email 2](https://drive.google.com/file/d/17Ut2IyCtbgQbuqenVApJi9s39Ntgb8wX/view?usp=sharing)  [InSTALLments](https://drive.google.com/drive/folders/1HAZNTh556Hc0qRKZKtq-oFsQv8_dFDOL?usp=sharing) [Example 2](https://drive.google.com/file/d/1CCsyxA2ogDvzDaD_2u1S9OCZgcKG954M/view?usp=sharing)  [Covid Style Library Video](https://youtu.be/TOOeWlutPL8)  [NEE PDP](https://drive.google.com/file/d/1nRlMi9DLUxua8CbX3gEx34iyaoi2iKor/view?usp=sharing) [Librarian Evaluation](https://drive.google.com/file/d/1CKWbnofkYr4qKSVUKSOcRz5hyLjPA4Kl/view?usp=sharing)  [yearly report](https://drive.google.com/file/d/1xS4tDAJ5Ouz_5OTJi1N5QxYCz43OLpWz/view?usp=sharing) | [Agendas](https://www.smore.com/gf8b1)  [monthly reporting](https://drive.google.com/file/d/1iksBTOba7zlgPyIUg2jgCoHZ8qyrz9Eq/view?usp=sharing)  [Library Retreat](https://drive.google.com/file/d/1LqStxyaVY5ht61KFHtcxK6WI7DxsoYJu/view?usp=sharing). | |
| **Insert Documents/Narratives:**  **Building Level Administration**  In my building, I regularly communicate with my administrators. We speak and email often about particular student needs and technology issues. Additionally, library programming is shared during our morning announcements and through our weekly school newsletter. [InStallments](https://drive.google.com/drive/folders/1HAZNTh556Hc0qRKZKtq-oFsQv8_dFDOL?usp=sharing) are a one-page monthly library flyer that we post in the staff restrooms. This year I created a video to communicate the new [COVID library](https://youtu.be/TOOeWlutPL8) procedures. More formal communication is shared in our yearly professional development plan ([NEE PDP](https://drive.google.com/file/d/1nRlMi9DLUxua8CbX3gEx34iyaoi2iKor/view?usp=sharing)) and the [Librarian Evaluation](https://drive.google.com/file/d/1CKWbnofkYr4qKSVUKSOcRz5hyLjPA4Kl/view?usp=sharing). At the end of the school year, I also create a [yearly report](https://drive.google.com/file/d/1xS4tDAJ5Ouz_5OTJi1N5QxYCz43OLpWz/view?usp=sharing) to show the highlights of the school year in the library  **District Level Administration**  Monthly- Our library director and secondary library team meets the first Wednesday of every month to collaborate on a variety of programming and procedures. During those meetings we share celebrations, giving us an opportunity to share ideas and ask questions. I provide [monthly reporting](https://drive.google.com/file/d/1iksBTOba7zlgPyIUg2jgCoHZ8qyrz9Eq/view?usp=sharing) data regarding the state of my library. [Agendas](https://www.smore.com/gf8b1)  [monthly reporting](https://drive.google.com/file/d/1iksBTOba7zlgPyIUg2jgCoHZ8qyrz9Eq/view?usp=sharing)  At the beginning of the school year, our entire library team meets at our [Library Retreat](https://drive.google.com/file/d/1LqStxyaVY5ht61KFHtcxK6WI7DxsoYJu/view?usp=sharing). We meet again when we come back from winter break and at the end of the school year. During these meetings there is two-way communication between librarians and the library director. I also meet with our technology department several times a year to discuss our middle school technology needs. In the past this was done in person, this year we have communicated through surveys and Zoom meetings. |

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| **Indicator #10: Program regularly communicates and establishes relationships with stakeholders in the community and beyond**  (*AASL*—*collaborate, engage*) |
| **Exemplary (2 points):**   * Identifies stakeholders * Communicates the mission, vision, and goals of the school library * Communicates to all stakeholders regarding participation in library-specific activities * Models and promotes the use of a professional learning network (PLN)   **Approaching (1 point):**   * Identifies stakeholders * Communicates the mission, vision, and goals of the school library * Models and promotes the use of a professional learning network (PLN) |
| **Required Documentation/Evidence**   * Newsletters, flyers, emails * Descriptions of stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [library website](https://mo02207190.schoolwires.net/domain/5954)  [Library Smore](https://www.smore.com/gf8b1)  Writing Festival [serve as judges](https://sites.google.com/student.liberty.k12.mo.us/lmswfestmain/judges-scoring-guides) [Newsletter Ad](https://drive.google.com/file/d/155-PDaixrpQCLIexUx1XNU4UGtBQj635/view?usp=sharing)  [school newsletter](https://docs.google.com/document/d/1uOd_D1kMQij-1-0zmh9V_-eKNkm5cNIGM3zAuaS4lpU/edit?usp=sharing)  Facebook <https://www.facebook.com/lmslmc>  Twitter [@BurnsiesBytes](https://twitter.com/BurnsiesBytes) The feed is also seen on the bottom right of the [library website](https://mo02207190.schoolwires.net/domain/1244).  [InSTALLments](https://docs.google.com/document/d/14ek28qtWrImoxaATSUwD6C0iVuuP4gj5dyYQ1rU1n2Q/edit?usp=sharing)  [List of Library Media Board updates from the 20-21 school year](https://drive.google.com/file/d/1DU1XGOoZoT5LPp0AmAMQEGN_sSn9h4_Y/view?usp=sharing)  [**Library+**](https://drive.google.com/file/d/1siGRaJp9E39FXgumCzD4jEk6FgnIVUXc/view?usp=sharing) |
| **Insert Documents/Narratives:**  **Liberty Middle School stakeholders include**; Students and their families, alumni, LPS teachers, staff, administrators and school board members, plus members of our community.  **LPS Library Media Vision and Mission-**Our library team worked collaboratively to develop our mission and vision statements. We revisited and revised the wording over several months. These statements are displayed on my [library website](https://mo02207190.schoolwires.net/domain/5954).  Mission  The Liberty Public Schools library media program provides access to information in a collaborative learning environment, focusing on problem solving and creativity. Library media specialists cultivate diverse collections of books and resources to inspire engaged readers and learners.    Vision  The Liberty Public Schools library media program empowers students to become critical thinkers and readers who are empathetic and discerning users of information.  **LPS Library Goals for 2020-2021** (also on our [Library Smore](https://www.smore.com/gf8b1)).     * Preparation for application to DESE's Library Recognition Program by alignment of department and site library processes to the recognition program rubric where possible.\* * Address diversity in LPS library collections by educating ourselves about diversity in collection development, developing a sustainable process for auditing our collections, and implementing that process.\* * Continue to work toward an increase in student reading engagement at the district and site levels. * Increase the digital collection through strategic purchasing and acquisition at the district and site levels. * Further implementation of revised curriculum aligned to new AASL standards and incorporating Visible Learning strategies, with the outcome of increased authentic learning opportunities for students that include creation, critical thinking, collaboration, and communication. * Continue to implement recruiting resources to mentor teachers into the school library media specialist profession. * Develop and implement a more comprehensive professional development program for new library media specialists.   Liberty Middle School Teachers, staff, student alumni, community members, parents, grandparents, other family members, and public librarians, are invited to attend my creative writing festival in April. These stakeholders are also recruited to [serve as judges](https://sites.google.com/student.liberty.k12.mo.us/lmswfestmain/judges-scoring-guides) and may attend our awards ceremony and author visit. [Newsletter Ad](https://drive.google.com/file/d/155-PDaixrpQCLIexUx1XNU4UGtBQj635/view?usp=sharing)  Liberty Middle School library stakeholders receive communication advertised in our [school newsletter](https://drive.google.com/drive/folders/1EqUy33MKLggyzfNiOZEAw7-xxsR4nijk?usp=sharing). LMS Library information is also shared on social media (Facebook <https://www.facebook.com/lmslmc>, Twitter [@BurnsiesBytes](https://twitter.com/BurnsiesBytes)). The Twitter feed is also seen on the bottom right of the [library website](https://mo02207190.schoolwires.net/domain/1244). There is a [What’s New](https://mo02207190.schoolwires.net/site/Default.aspx?PageID=8484) feature on our school library webpage. Liberty Middle School staff is also informed every time they use the staff restroom where we post our [InSTALLments](https://docs.google.com/document/d/14ek28qtWrImoxaATSUwD6C0iVuuP4gj5dyYQ1rU1n2Q/edit?usp=sharing) newsletter.  The broader Liberty Public Schools community can see regular updates on the state of our libraries to our school board on the [district website](https://www.lps53.org/domain/74). [List of Library Media Board updates from the 20-21 school year.](https://drive.google.com/file/d/1DU1XGOoZoT5LPp0AmAMQEGN_sSn9h4_Y/view?usp=sharing)  **Library+** is a monthly Liberty Public Schools library media resource spotlight. The electronic newsletter, shared to all staff members at each level through email, highlights resources and provides ideas for using them in the classroom. The dynamic pages are filled with links for more information and tutorials. [**Library+**](https://drive.google.com/file/d/1siGRaJp9E39FXgumCzD4jEk6FgnIVUXc/view?usp=sharing)  **Professional Learning Network:**   * Our secondary library team meets monthly to collaborate on a variety of library topics including; committee work, professional development opportunities, procedures and resources. [Agenda](https://docs.google.com/document/d/1F3ql5RLP9-W4vX-mcfXmwJev3s5JOwkeIAPV68Q4Gj0/edit?usp=sharing)   + The entire Liberty Public Schools library team meets twice a year with a similar focus. [Agenda](https://docs.google.com/document/d/12ZK0sj4eQ-G_kIVpPTBn4uJiLTWhaX7yajan3AM1N10/edit?usp=sharing) * **Library committees** work together to develop library programs, protocols and procedures. Each committee reports back to the larger group at the monthly meetings. I currently serve on the Collection Development-Diversity committee ([agenda](https://docs.google.com/document/d/1sqPhqlsJpdmR03Y9n7eP7_Q5g14eAozVHMHcEYjHQic/edit?usp=sharing)) and the Project Ready Cohort. ([Currently working on Module 24a](https://ready.web.unc.edu/)). * **GKCASL-** An active member of the Greater Kansas City Association of School Librarians. We meet three to four times a year to share our practices, learn from each other and connect with other professionals in our area. ([Website](https://sites.google.com/site/gkcaslibrarians/), [agenda](https://docs.google.com/document/d/1HQIHK2GE_QNjKkSQ2XH3WgBj5eW3MJu3Vwhq_oHhsEc/edit?usp=sharing)) * **Websites and blogs** I frequent these links for great library ideas. I often share these links with new and upcoming librarians. [(email)](https://drive.google.com/file/d/14g6nQqGH9NYhwGaPIVqH9afc4cu_ePfz/view?usp=sharing)   + [Heavy Medal SLJ](https://blogs.slj.com/heavymedal/)- Mock Newbery Blog   + [Never Ending Search SLJ](https://blogs.slj.com/neverendingsearch/)- Joyce Valenza   + [The Unquiet Librarian](https://theunquietlibrarian.wordpress.com/)   + [Teen Library Toolbox SLJ](https://www.teenlibrariantoolbox.com/)   + [The Adventures of Library Girl](https://www.librarygirl.net/)- Jennifer LaGarde   + Facebook Pages     - Future Ready Librarians     - The School Librarians Workshop     - Middle School Library Exchange |

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| **Indicator #11: Program participates in implementation of the district’s school improvement plan**  (*AASL*—*collaborate*) |
| **Exemplary (2 points):** Provides evidence of supporting the implementation of multiple CSIP objectives  **Approaching (1 point):** Provides evidence of supporting the implementation of one CSIP objective |
| **Required Documentation/Evidence**  Provide a link to district CSIP; identify and explain the support provided to specific CSIP objectives |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**Liberty Middle School Library Media Strategic Plan 2020-2021**](https://drive.google.com/file/d/1xP1-qy1y31vWQefIJ2DFcTSaNkq_zQJ4/view?usp=sharing)  [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf#gid=761990951)  [LPS Library Media Strategic Plan](https://docs.google.com/document/d/1bSikt7KPB1do7pJKfVb-uEq7XRkbLzGzt_jH-HfaK1k/edit?usp=sharing)  [LPS Library Graduate Profile](https://drive.google.com/file/d/12ulmg0udlzgAkc_V8Fba-ThYWuPRlGYW/view?usp=sharing), [LPS Graduate Profile](https://go.boarddocs.com/mo/lpsdmo/Board.nsf/files/BFYRFG6D78D3/$file/LPS%20Graduate%20Profile_FINAL%20September%202019.pdf) |
| **Insert Documents/Narratives:**  The Liberty Middle School library program supports multiple district school improvement plan objectives. Our library director summarizes how the Library Media Program as a whole supports the district plan. Each librarian defines how they more specifically meet the objectives at the individual library level. |

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| Library Environment |

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| **Indicator #12: Program provides adequate physical space for the library, including flexible space for usage by multiple groups and/or fixed or flexible space for whole-class instruction**  (*AASL*—*include*) |
| **Exemplary (2 points):** Provides furnishing that are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses for a minimum of two (2) classes (based on the average class size in the building)  **Approaching (1 point):** Provides seating for a minimum of two (2) classes (based on the average class size in the building) |
| **Required Documentation/Evidence**  Photos accompanied by brief explanation of how spaces are used |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**Photos of all the spaces below.**](https://drive.google.com/file/d/1SRcjFYdcqi_z4r2ueUT8L2y9M902Yj45/view?usp=sharing) |
| **Insert Documents/Narratives:**  **Flexible space for large groups**  Two classroom sized spaces that can be used simultaneously. Set up currently for smaller class sizes for social distancing. During non-Covid years, the larger side can accommodate 60 students at the tables, 120 without the tables.  **Soft Seating-** Brightly colored, light-weight, easily washable soft seating can be moved anywhere in the library and configured to meet the needs of large and small groups.  **Shelving** is on wheels and easily mobile. The small sections are easily reconfigured. This is the same shelving to show how easy it is to move.  **Green Screen Rooms**  Three small rooms are used for collaboration.  One wall in each room is permanently painted for green screen projects. The tables are also on casters and chairs can be stacked out to the way. Students or teachers may reserve the rooms for specific hours or may stop in and use them if they are available.  **Room of Requirement**  Small flexible room that can be used for collaboration, temporary storage for projects in process, technology projects and an additional green screen room with a pop-out green screen. This room has slim butcher block tables. Some at counter height, others at table height.  **Makerspace**  Used as a flexible collaboration room, private testing room, but mostly for hands on projects for assignments and after school activities. |

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| **Indicator #13: Program offers a variety of programs and/or opportunities for all members of the library community in a safe and inclusive manner**  (*AASL*—*include*) |
| **Exemplary (2 points):** Offers a minimum of four distinct and cross-curricular programs throughout the year that may   * include family and/or community participation * take place either during or beyond the school day   **Approaching (1 point):** Offers a minimum of two distinct and cross-curricular programs that may   * include family and/or community participation * take place either during or beyond the school day |
| **Required Documentation/Evidence**  Calendar of events with enough detail to show the purpose and audience for each event; may include photos and/or evaluation from some events. |

**Supporting Evidence**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Insert Applicable Links Here:**   |  |  | | --- | --- | | **Mock Flock** | [Planning](https://drive.google.com/file/d/1cKymO7Oy6ZqEQiC7EpH4auI5P1SnIWPw/view?usp=sharing), [Poster Ad](https://drive.google.com/file/d/11aA0IS6oBTXRvTtOnE0vEdWd6PKhkoAz/view?usp=sharing), [Invitation](https://drive.google.com/file/d/18KbVrmxR2_8BYEtBsyqxmP-CMk8lijZN/view?usp=sharing), [Sign up form](https://docs.google.com/forms/d/e/1FAIpQLSfP3iMa7vS2GZz-Jnb4JMHlc_mz05mDKrYY2KqmH8-ACyJTGA/viewform?usp=sf_link), [Communication 1](https://drive.google.com/file/d/1to7lvm9kwN9fs59Tu78TCf-NMP1JFLpX/view?usp=sharing), [Communication 2](https://drive.google.com/file/d/1dItRJAWXbWM16aF5-Q711a1NVH0ppAoF/view?usp=sharing), [Book List](https://docs.google.com/document/d/15y0RXn_ntz4KKhkBqc60cann07X1MuDXAaTPaKXBXn4/edit?usp=sharing), [sample activity](https://drive.google.com/file/d/1x9qlrKvrM1xKIeG8IdZnrCVs52RSlA3D/view?usp=sharing), [top 5](https://drive.google.com/file/d/1fVya_xv0GpVFxjmqVY3qZLBk0NWwGAtP/view?usp=sharing), [results](https://drive.google.com/file/d/1CCsyxA2ogDvzDaD_2u1S9OCZgcKG954M/view?usp=sharing.) | | **LMS Gaming Club** | [Poster](https://drive.google.com/file/d/1xRbHU2SXw_i6Z8YdzMqhyLHwx9fcZY7F/view?usp=sharing), [photos.](https://docs.google.com/document/d/13ykCjBjVU3PajrtnHgLNrWrfpkXUZBjEpVhBYRal3ZM/edit?usp=sharing) | | **Nerd Girl Craft Club** | [Poster](https://drive.google.com/file/d/1-oorM4AJmLvWeVnTfGbNUYK6mxfCPsi5/view?usp=sharing), [photos.](https://docs.google.com/document/d/1voY5QzNyiN5_ZTfr2fzU7fdD3XIEbyncHUQWIKLUUDc/edit?usp=sharing) | | **Uber Reads** | [Promo Video](https://youtu.be/e4QHikbFCtI), [Order form,](https://drive.google.com/file/d/1UoRCTJK0wJ7JcrB3VFqTGyfasDrrCcQq/view?usp=sharing) [photo](https://drive.google.com/file/d/1EQiTfOkDudOIE9XVU7-TuyI1Lze_XhtE/view?usp=sharing) | | **LMS Creative Writing Festival** | [Website](https://sites.google.com/student.liberty.k12.mo.us/lmswfestmain/home), [Categories](https://drive.google.com/file/d/1-7Lf686fUe1_5LZ-VfNBsKDpXZhzyFpT/view?usp=sharing), [Poster](https://drive.google.com/file/d/1IWkda7Y83S7PyPb0RkFYR0ydavLhsFo_/view?usp=sharing), [Email AJ](https://drive.google.com/file/d/1MTyudA0B7HNQJUXdTCmO9oMj5DikapSm/view?usp=sharing), [EmailJDA](https://drive.google.com/file/d/19obJ39bhN__epS9aLoTDutTKVsvF_yiq/view?usp=sharing), [EmailZB](https://drive.google.com/file/d/1RqkV1aC6pOY8qruTaoM_FF50NhZDJTHG/view?usp=sharing), [Entry Form](https://drive.google.com/file/d/14CICr156G__lc_IyqO3WdPhX_dg9PsLX/view?usp=sharing), [Judges and Scoring](https://sites.google.com/student.liberty.k12.mo.us/lmswfestmain/judges-scoring-guides) | | **Community Notebooks** | [Photos](https://docs.google.com/document/d/1YnsWE8ZX_MuljEeCwCmTcwMHc2ZAwnjfL3bmAAecSX4/edit?usp=sharing) | | **Project Lit** | [Photos,](https://docs.google.com/document/d/1csX-IlkSBtpLGkjks-m2ZGGN7UdQsXY8pyEt4vxuKJg/edit?usp=sharing) [Grant](https://drive.google.com/file/d/1wtiPMF7_uV7l3xKa5Ha_GhjO2cTquwqv/view?usp=sharing) | | **Miller Gallery** | [Photos](https://docs.google.com/document/d/1JNLYrtVvwAuTyikSd82vTfepRackad3i_pDiLYScTZI/edit?usp=sharing) | | **Virtual Book Tasting** | [Presentation](https://www.canva.com/design/DAEPqVc-80s/ZI24XrgBCg4tzAKxijZeUw/view?utm_content=DAEPqVc-80s&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu), *Click on the tables to see the new book collection from each genre.* | | **Contests** | [Reading Bingo](https://drive.google.com/file/d/1b_ut5c_4shqYk7V-MdWKvlVJsHCEtKTN/view?usp=sharing), [Bingo Cards,](https://docs.google.com/document/d/1bAKu9GTZL1k_CCjD16z0TQZ27B8EWRrJDlFLFLPSipM/edit?usp=sharing) [Quarantine Book Guess](https://drive.google.com/file/d/1djt-dG8WoPq5PeAAdVNhNnrbfAce4ddC/view?usp=sharing), |   Links also embedded within the narrative. |
| **Insert Documents/Narratives:**  The Liberty Middle School Library offers several programs that encourage a participatory culture. Students are encouraged to *“find their people and their passions”* through library programs. Unfortunately, Covid protocols put two of our most popular clubs, The LMS Gaming Club and Nerd Girl Craft Club on hold this school year. They will be available as soon as some of the social distancing restrictions are lifted.  **Mock Flock**-Mock Newbery book club. Members include; librarian, library para, classroom teachers, students, and a Mid-Continent public library youth coordinator (he had to drop out due to restrictions because of COVID). We meet twice a month, in person and/or on Zoom before school. Members are encouraged to to read a variety of books that may be nominated for the Newbery. Meetings consist of book discussions, book talks, and team building games. Later meetings were to narrow our long list down to the final five books.  [Planning](https://drive.google.com/file/d/1cKymO7Oy6ZqEQiC7EpH4auI5P1SnIWPw/view?usp=sharing), [Poster Ad](https://drive.google.com/file/d/11aA0IS6oBTXRvTtOnE0vEdWd6PKhkoAz/view?usp=sharing), [Invitation](https://drive.google.com/file/d/18KbVrmxR2_8BYEtBsyqxmP-CMk8lijZN/view?usp=sharing), [Sign up form](https://docs.google.com/forms/d/e/1FAIpQLSfP3iMa7vS2GZz-Jnb4JMHlc_mz05mDKrYY2KqmH8-ACyJTGA/viewform?usp=sf_link), [Communication 1](https://drive.google.com/file/d/1to7lvm9kwN9fs59Tu78TCf-NMP1JFLpX/view?usp=sharing), [Communication 2](https://drive.google.com/file/d/1dItRJAWXbWM16aF5-Q711a1NVH0ppAoF/view?usp=sharing), [Book List](https://docs.google.com/document/d/15y0RXn_ntz4KKhkBqc60cann07X1MuDXAaTPaKXBXn4/edit?usp=sharing), [sample activity](https://drive.google.com/file/d/1x9qlrKvrM1xKIeG8IdZnrCVs52RSlA3D/view?usp=sharing), [top 5](https://drive.google.com/file/d/1fVya_xv0GpVFxjmqVY3qZLBk0NWwGAtP/view?usp=sharing), [results](https://drive.google.com/file/d/1CCsyxA2ogDvzDaD_2u1S9OCZgcKG954M/view?usp=sharing.)  **LMS Gaming Club**- Students of all grade levels and interests are invited to join us in the library twice a month after school. Any school appropriate games are allowed. We have several board games and role playing game gear available. Students also bring their own gaming supplies for Pokemon, Dungeons and Dragons, Nintendo Switch and others. During a non-Covid school year we host 30-40 students every two weeks. [Poster](https://drive.google.com/file/d/1xRbHU2SXw_i6Z8YdzMqhyLHwx9fcZY7F/view?usp=sharing), [photos.](https://docs.google.com/document/d/13ykCjBjVU3PajrtnHgLNrWrfpkXUZBjEpVhBYRal3ZM/edit?usp=sharing)  **Nerd Girl Craft Club-**This club meets after school the second Wednesday of the month in the library makerspace (during non-Covid years). Each month we make a new craft, have snacks and talk about our favorite fandoms. Club ends at 4:30. I host this club in the library in collaboration with one of our ELA teachers and our Gifted Science teacher. [Poster](https://drive.google.com/file/d/1-oorM4AJmLvWeVnTfGbNUYK6mxfCPsi5/view?usp=sharing), [photos.](https://docs.google.com/document/d/1voY5QzNyiN5_ZTfr2fzU7fdD3XIEbyncHUQWIKLUUDc/edit?usp=sharing)  **Uber Reads-** Order books online and pick up as you pass the library between classes. There is a surprise in every bag! Students order books from home or school. It is open to hybrid and virtual only students. Students can ask for specific titles, share their Destiny Discover favorites list or ask for a recommendation.  [Promo Video](https://youtu.be/e4QHikbFCtI), [Order form,](https://drive.google.com/file/d/1UoRCTJK0wJ7JcrB3VFqTGyfasDrrCcQq/view?usp=sharing) [photo](https://drive.google.com/file/d/1EQiTfOkDudOIE9XVU7-TuyI1Lze_XhtE/view?usp=sharing).  **LMS Creative Writing Festival-** [Website](https://sites.google.com/student.liberty.k12.mo.us/lmswfestmain/home). Students write a variety of creative writing entries and are judged by community members. Participants share samples of their writing with guests and community members (in person or virtually if COVID continues). The sharing opportunity is followed by an awards ceremony, which includes a visit from a local author. Students who win first, second, or third place in any category are awarded a medal and a certificate, then continue the day in the library where they are treated to a writing master class with our guest author. [Categories](https://drive.google.com/file/d/1-7Lf686fUe1_5LZ-VfNBsKDpXZhzyFpT/view?usp=sharing), [Poster](https://drive.google.com/file/d/1IWkda7Y83S7PyPb0RkFYR0ydavLhsFo_/view?usp=sharing), [Email AJ](https://drive.google.com/file/d/1MTyudA0B7HNQJUXdTCmO9oMj5DikapSm/view?usp=sharing), [EmailJDA](https://drive.google.com/file/d/19obJ39bhN__epS9aLoTDutTKVsvF_yiq/view?usp=sharing), [EmailZB](https://drive.google.com/file/d/1RqkV1aC6pOY8qruTaoM_FF50NhZDJTHG/view?usp=sharing), [Entry Form,](https://drive.google.com/file/d/14CICr156G__lc_IyqO3WdPhX_dg9PsLX/view?usp=sharing) [Judges and Scoring](https://sites.google.com/student.liberty.k12.mo.us/lmswfestmain/judges-scoring-guides)  **Community Notebooks-** Students are invited to check out a notebook for one week and contribute their own ideas and read the ideas written by peers. [Photos](https://docs.google.com/document/d/1YnsWE8ZX_MuljEeCwCmTcwMHc2ZAwnjfL3bmAAecSX4/edit?usp=sharing)  **Project Lit-** Official Project Lit chapter celebrating diverse characters by own voices authors. Project Lit books are extremely popular. This year I earned a Liberty Education Foundation grant to purchase multiple copies of our most popular books. [Photos](https://docs.google.com/document/d/1csX-IlkSBtpLGkjks-m2ZGGN7UdQsXY8pyEt4vxuKJg/edit?usp=sharing), [Grant](https://drive.google.com/file/d/1wtiPMF7_uV7l3xKa5Ha_GhjO2cTquwqv/view?usp=sharing).  **Miller Gallery-** Student created/selected artwork for our library art gallery. Named for a former student who inspired us to show off her amazing artwork. [Photos](https://docs.google.com/document/d/1JNLYrtVvwAuTyikSd82vTfepRackad3i_pDiLYScTZI/edit?usp=sharing)  **Virtual Book Tasting**- Usually takes place in person at least once a year. This year Covid requirements forced me to find another way for students to taste our new books. [Presentation](https://www.canva.com/design/DAEPqVc-80s/ZI24XrgBCg4tzAKxijZeUw/view?utm_content=DAEPqVc-80s&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu), *Click on the tables to see the new book collection from each genre.*  **Contests-** [Reading Bingo](https://drive.google.com/file/d/1b_ut5c_4shqYk7V-MdWKvlVJsHCEtKTN/view?usp=sharing), [Bingo Cards,](https://docs.google.com/document/d/1bAKu9GTZL1k_CCjD16z0TQZ27B8EWRrJDlFLFLPSipM/edit?usp=sharing) [Quarantine Book Guess](https://drive.google.com/file/d/1djt-dG8WoPq5PeAAdVNhNnrbfAce4ddC/view?usp=sharing), |

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| **Indicator #14: Program provides a variety of current technologies in the library, including means of remotely accessing library resources at any time**  (*AASL*—*curate, explore, include*) |
| **Exemplary (2 points):** Provides a website with a curated selection of technology resources and openly licensed digital resources, learning management system, and/or social networking to offer 24/7 access to library  **Approaching (1 point):** Provides links to district-supported resources with 24/7 access |
| **Required Documentation/Evidence**  Link to website  Copies of communication sharing technology resource links with library stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**LMS Library Website-**](https://mo02207190.schoolwires.net/domain/1244)  [Holocaust Resources-Never Forget](https://sites.google.com/lps53.org/holocaust-resources/home) [Screenshots of website](https://docs.google.com/document/d/1_3VIZ6WwCd9h79k77cUEEam44phJM0eODOw2lgzEWx4/edit?usp=sharing)  [Ready to Argue? Argumentative Essay Resources](https://sites.google.com/student.liberty.k12.mo.us/research/home)  [BookSnacks-A Book Tasting Side Dish](https://sites.google.com/lps53.org/book-snacks/home)  [Missouri Reader Award](https://sites.google.com/student.liberty.k12.mo.us/awardbookreaderslms/home)  [Summer Reading](https://sites.google.com/student.liberty.k12.mo.us/lmssummerreading/home)  Canvas Learning Management [Examples](https://docs.google.com/document/d/1xciLXDM7XVg5ugN6vwkBAjTyWxe510Ob9aotHvUhcr0/edit?usp=sharing)  [Twitter](https://twitter.com/BurnsiesBytes) @BurnsiesBytes  [Facebook](https://www.facebook.com/lmslmc/) LMS LMC  [communication sharing technology resource links](https://docs.google.com/document/d/1Q_IuQZWSL7vyuDlY9QWL3xmFzUzoG5BQpCMqAVXLCTg/edit?usp=sharing)  Additional links embedded with narratives. |
| **Insert Documents/Narratives:**  [**LMS Library Website-**](https://mo02207190.schoolwires.net/domain/1244)24-7 Access to all digital resources and content. Curated resource selections by content area. Technology tutorials, teacher resources, programming links, library news and quick links.  **Additional Websites created for specific content.**  [Holocaust Resources-Never Forget](https://sites.google.com/lps53.org/holocaust-resources/home) [Screenshots of website](https://docs.google.com/document/d/1_3VIZ6WwCd9h79k77cUEEam44phJM0eODOw2lgzEWx4/edit?usp=sharing)  [Ready to Argue? Argumentative Essay Resources](https://sites.google.com/student.liberty.k12.mo.us/research/home)  [BookSnacks-A Book Tasting Side Dish](https://sites.google.com/lps53.org/book-snacks/home)  [Missouri Reader Award](https://sites.google.com/student.liberty.k12.mo.us/awardbookreaderslms/home)  [Summer Reading](https://sites.google.com/student.liberty.k12.mo.us/lmssummerreading/home)  **Canvas Learning Management System-** Liberty Middle School uses the Canvas learning management system.  Examples of pages created for and shared with teachers. [Examples](https://docs.google.com/document/d/1xciLXDM7XVg5ugN6vwkBAjTyWxe510Ob9aotHvUhcr0/edit?usp=sharing)  **Social Media**  [Twitter](https://twitter.com/BurnsiesBytes) @BurnsiesBytes  [Facebook](https://www.facebook.com/lmslmc/) LMS LMC  Copies of [communication sharing technology resource links](https://docs.google.com/document/d/1Q_IuQZWSL7vyuDlY9QWL3xmFzUzoG5BQpCMqAVXLCTg/edit?usp=sharing) with library stakeholders. |

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| Library Management |

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| **Indicator #15: Program implements flexible scheduling to meet the authentic instructional needs of students**  (*AASL*—*collaborate, explore, include*) |
| **Exemplary (2 points):** The library facility uses a flexible schedule during the length of the school day with all scheduling at the discretion of the professional librarian.  **Approaching (1 point):** The schedule of the library facility during the length of the school day does not exceed 25 percent fixed scheduling (such as being part of a school’s specials rotation); the remaining 75+ percent of the day’s schedule is flexible and implemented at the discretion of the professional librarian. |
| **Required Documentation/Evidence**  Schedule reflective of four consecutive weeks |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**LMS Library Schedule**](https://drive.google.com/file/d/1kKP1qH0012PAQuqd6uQwDijTKi2-V5QR/view?usp=sharing) (four consecutive weeks) |
| **Insert Documents/Narratives:**  The Liberty Middle School Library schedule is completely flexible. I have the freedom to collaborate with teachers and to provide instructional experiences for our students at the point of need. Teachers stop by the library and contact me through email to schedule collaboration time on their planning period. We discuss his/her upcoming needs and add the lessons to the library schedule.  My teaching takes place in and outside the library. My flexible schedule allows me time to create learning materials, lesson plans to prepare for instruction. I am free to schedule large and small groups in the library and to meet with students and staff one on one. This flexibility also allows me time to work on other library duties such as purchasing, technology issues, collection development, professional development, reading engagement and library programming. |

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| **Indicator #16: Librarian regularly evaluates the library program**  (*AASL*—*This indicator includes addressing all AASL Integrated Frameworks while evaluating the school library program.*) |
| **Exemplary (2 points):** Regularly designs throughout the school year evaluative tools and acquires evaluative information regarding the school library program from all stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students  **Approaching (1 point):** Annually designs evaluative tools and acquires evaluative information regarding the school library program from four of the following five stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students. |
| **Required Documentation/Evidence**  Evaluative tools(s) utilized with each stakeholder regarding perception of the library program. These may be in the form of surveys, audio discussions, digital photos of physical documents as well as other data collection methods. These evaluations may include the complete library program, book clubs, special celebrations such as Read Across America Week or Banned Book Week, resource collections, resource development, etc. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Staff Survey](https://drive.google.com/file/d/1JKLm4CXtDRZCVIe7PWKJrohAm19Tz4ie/view?usp=sharing), [Student Survey.](https://drive.google.com/file/d/1AHjUO60gmgpfVTsTuWTIkL0B55wIokWY/view?usp=sharing) [**Survey Action Plan**](https://drive.google.com/file/d/1om43-jleBbfiwp5mRii6i3qBQv_a_ty5/view?usp=sharing)  [**Suggestion Box link**](https://drive.google.com/file/d/1_CI776fMDo1WYx66-ClE6eKtohn_TGt2/view?usp=sharing).  [Titlewise Analysis](https://drive.google.com/file/d/1liOoMx1kdck6isd6bdzwDvKRCGiYVD_-/view?usp=sharing) [Diversity Audit](https://drive.google.com/file/d/1R9pGOcq1u2D5-bHNEKRrqeInvK4jjiPP/view?usp=sharing) [district weeding plan](https://docs.google.com/document/d/11zKfOP4vxfxeo0XMVYtFstFB_FHETHoZOdLvAl_0DVQ/edit?usp=sharing)  [Writing Festival](https://drive.google.com/file/d/1k1yGn8Ms0SSrIKe2v4A8Kg2rAU0mXuay/view?usp=sharing) Survey |
| **Insert Documents/Narratives:**  The Liberty Middle School librarian receives regular feedback from all stakeholders during informal and formal methods. All feedback is considered when making decisions for the Liberty Middle School library program.  **Informal Evaluation Strategies**   * In person conversations * Email correspondence * Zoom meetings * **Library Survey-**Every January a library survey is deployed to school staff (principal, certified teachers and support staff) and students. After analyzing the data, a [**Survey Action Plan**](https://drive.google.com/file/d/1om43-jleBbfiwp5mRii6i3qBQv_a_ty5/view?usp=sharing) is developed and implemented. [Staff Survey](https://drive.google.com/file/d/1JKLm4CXtDRZCVIe7PWKJrohAm19Tz4ie/view?usp=sharing), [Student Survey.](https://drive.google.com/file/d/1AHjUO60gmgpfVTsTuWTIkL0B55wIokWY/view?usp=sharing) * **Suggestion Box-** The front page of my [library website](https://mo02207190.schoolwires.net/domain/1244) includes a [**Suggestion Box link**.](https://drive.google.com/file/d/1_CI776fMDo1WYx66-ClE6eKtohn_TGt2/view?usp=sharing) Students, teachers, parents and community members are encouraged to add a suggestion, request a book or resources. * **Collection Evaluation-** The library collection is evaluated using a combination of [Follett Titlewise Analysis,](https://drive.google.com/file/d/1liOoMx1kdck6isd6bdzwDvKRCGiYVD_-/view?usp=sharing) our [Diversity Audit](https://drive.google.com/file/d/1R9pGOcq1u2D5-bHNEKRrqeInvK4jjiPP/view?usp=sharing) and our [district weeding plan](https://docs.google.com/document/d/11zKfOP4vxfxeo0XMVYtFstFB_FHETHoZOdLvAl_0DVQ/edit?usp=sharing). * **LMS Writing Festival Survey-**Students are encouraged to provide feedback concerning the LMS [Writing Festival](https://drive.google.com/file/d/1k1yGn8Ms0SSrIKe2v4A8Kg2rAU0mXuay/view?usp=sharing). This feedback helps to plan and prepare for the yearly event. * **Return to Learn parent survey** - Parents were surveyed about the learning format preference (hybrid or virtual). Based on these results, our team developed circulation policies for remote learners. * **Parent-Teacher conferences -** The librarian is available during conferences. Parents can sign up to meet with me on Zoom and the library is open for parents to come down during non-covid years. |

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| **Indicator #17: Program has a budget that is adequate to purchase books, materials, supplies, etc., to meet the library’s strategic plan**    (*AASL*—*curate, include*) |
| **Exemplary (2 points):** Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a strategic five-year plan that outlines the vision and progression of the school library program goals in connection with the school and/or district strategic plan  **Approaching (1 point):** Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a three-year plan that outlines the vision and progression of the school library program strategic plan |
| **Required Documentation/Evidence**  Submission of collaborative budgetary plan denoting the library’s strategic plan and its connection to the building or district strategic plan. Submission must include the dollar amount (total and per student) provided by the district to support the library plan. Examples: written reports, spreadsheets. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [PDF Version of LMS/LPS Budget Plan](https://drive.google.com/file/d/1Bpd73-FWtEKrixdHRU8PWDPrYv8bat_u/view?usp=sharing) |
| **Insert Documents/Narratives:**  To ensure equity across buildings, Liberty’s library media budgets are developed at the district level.  Each library has a book, supply, resource, and periodicals budget line.  Each of the four budget lines are adjusted based on the student population in each building.  **FY21 Budget Amounts**  **Liberty Middle School** Library Media Budgets   |  |  | | --- | --- | | LMS MEDIA BOOKS | $3,600 | | LMS MEDIA PERIODICALS | $225 | | LMS MEDIA RESOURCES | $225 | | LMS MEDIA SUPPLIES | $225 | | LMS MEDIA ACTIVITY | $1,075.63 |   [Link to LPS Library Media Budget FY21--All Sites](https://docs.google.com/spreadsheets/d/1SI79uclQA7pm54Kb7uxrDviUOdzYtOncDmwLl6IYjUw/edit?usp=sharing)  District Media Center Budgets   |  |  | | --- | --- | | ALL DIST MEDIA AV INSTRUCTIONAL SUPPLIES | $24,068 | | ALL DIST MEDIA BOOKS | $2,000 | | ALL DIST MEDIA DUES/MEMBERSHIPS | $10,200 | | ALL DIST MEDIA PERIODICALS | $21,500 | | ALL DIST MEDIA PROF/TECH SERVICES | $12,100 | | ALL DIST MEDIA PURCHASED SERVICES | $1,000 | | ALL DIST MEDIA RESOURCES | $250 | | ALL DIST MEDIA SUPPLEMENTAL SUMMER READING | $1,600 | | ALL DIST MEDIA SUPPLIES | $1,200 | | LIBRARY MEDIA PD | $8,000 |   Building Library Budgets  Book Budget-The book budget is used for books that will circulate to all students and staff including print books that will be entered into the Destiny Library Catalog and ebooks.  Resource Budget-The resource budget is used for nonprint or digital items such as audio, video, games, realia, and equipment that will be entered into the Destiny library catalog and be made available to all students and staff.  Periodical Budget-The periodical budget is used for newspapers, magazines, and databases that are made available to all students and staff.  Supply Budget-The supply budget is used for consumables such as processing supplies, bookmarks, tape, scissors, etc.  These are items that will not be cataloged/barcoded.  Activity Account-Monies in the activity account are used directly for students.  For instance, pizza party, ice cream, stickers, etc.  This fund is used to hold revenues such as PTA donations, fundraiser monies, money paid for lost books, etc.  Money in this fund does not come from LPS budgets.  District Media Center Budgets  The District Media Center, managed by the Library Media Director, supports the digital needs of LPS students and staff by providing district-wide digital resources such as Overdrive/SORA, Britannica School, ImageQuest, PebbleGo, PebbleGo NEXT, Tumblebooks, CoSpaces, and more.  Additionally, the District Media Center maintains and circulates a centralized collection of professional development books, novel sets and robots (Ozobots, Osmos, Cubelets, Spheros, ClassVR, etc.).  The District Media Center budgets also support author visits, literacy events, and innovative technology acquisitions throughout the district at all levels.  District Media Center budgets include supplies, resources, books, periodicals, a/v instructional supplies, summer reading, professional development, travel, professional technical services, purchased services, and dues/memberships.  Budget Development Process  The budget process involves ongoing collaboration between library media specialists and the library director.  At monthly meetings and in multiple library-specific committees, teams discuss budget needs and make recommendations to influence the library media budget.  Each year, the needs of the program and each library are considered and a proposed library media budget is developed by the Library Media Director with guidance from the Assistant Superintendent of Instructional Design and the Chief Financial Officer.  This budget is submitted in February.  Once approved in May or June, library media specialists may begin using the budget for library acquisitions.  Budget Approvals  Library Media Specialists follow district purchasing guidelines when utilizing LPS district budgets.  Requisitions are submitted by librarians and approved by the library media director before purchases are made.  This ensures the correct budgets are utilized for each purchase and that purchases made are in line with district guidelines and goals.  Five-Year Plan with Alignment to Strategic Plans  The district-wide library media budget which includes budgets for site libraries (books, supplies, resources, periodicals) and the district media center is aligned to the [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%2020202021.pdf#gid=761990951) and the [LPS Library Media Strategic Plan](https://docs.google.com/document/d/1bSikt7KPB1do7pJKfVb-uEq7XRkbLzGzt_jH-HfaK1k/edit?usp=sharing).  In recent years library media budget processes have allowed for the acquisition of ZSpace units in all secondary libraries, a set of 30 ClassVR headsets to circulate around secondary libraries, and other robots and manipulatives that circulate at all levels:  Osmos, Ozobots, Spheros, 3Doodlers, Cubelets, etc.  In the next five years, the following considerations will be folded into the library media budget development process.  2020-2021   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * Adoption of collection measurement processes to identify those school library collections that are in the most need of updating.   2021-2022   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * The FY22 library media budget will include a proposal to add additional funds for print books in 1-2 library collections based on measurement processes identified in 20-21.  Anticipated additional funds will total $26,000 if possible. * If possible the district library budget will be enhanced to add additional innovative technology tools to circulate district wide and to maintain existing tools.   + Addition of Edison Robots   + Additional ZSpace for Liberty High School   + Maintenance of Spheros, ClassVR Headsets, Ozobots, Osmo, ZSpace, Cubelets   2022-2023   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * Review effectiveness of additional print funds granted to site library collections in the most need of updating.  Continue $26,000 request or adjust amount based on review. * If possible the district library budget will be enhanced to add additional innovative technology tools to circulate district wide and to maintain existing tools.  Tools will be researched yearly and costs determined before the budget proposal is submitted.   2023-2024, 2024-2025, and 2025-2026   * Ongoing review of site library budgets:  books, resources, periodicals, supplies. * Ongoing review of LPS digital resources in conjunction with MOREnet and MCPL digital resources to identify needs and adjust the budget request accordingly.  Review is by library media specialists with input from students, teachers, and administrators through surveys and discussions. * Review effectiveness of additional print funds granted to site library collections in the most need of updating.  Continue $26,000 request or adjust amount based on review. * If possible the district library budget will be enhanced to add additional innovative technology tools to circulate district wide and to maintain existing tools.  Tools will be researched yearly and costs determined before the budget proposal is submitted. |

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| **Indicator #18: Program maintains a current, relevant, and diverse collection of print and/or digital resources that is responsive to the needs of the community and is tied to curriculum**  (*AASL*—*curate, explore, include)* |
| **Exemplary (2 points):**   * Maintains current collection as follows:   + Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 12 years.   + Fiction: The average age of a fiction collection is less than 15 years old. * Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves * Supplemental resources extend beyond the school community to connect with the global community   **Approaching (1 point):**   * Maintains current collection as follows:   + Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 15 years   + Fiction: The average age of a fiction collection is less than 17 years old. * Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves |
| **Required Documentation/Evidence**  Collection analysis reports that clearly show the currency, relevance, and diversity of the library’s collection |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**   * [Liberty Middle School Library Media Website](https://mo02207190.schoolwires.net/domain/1244)   + [Library Catalog](https://search.follettsoftware.com/metasearch/ui/2827)   + [Electronic Research Resources](https://mo02207190.schoolwires.net/domain/2697) |
| **Insert Documents/Narratives:**  Nonfiction 71.3% of nonfiction resources have copyright dates within the most recent 12 years.  In addition to the 3,838 nonfiction print resources for students, the Liberty Middle School library also has 647 nonfiction ebooks.  With regard to nonfiction digital content the Liberty Middle School library includes:   * Britannica School * Britannica ImageQuest * Infobase databases: Learn 360 and Issues and Controversy * MOREnet databases such as: Explora Middle School, Learning Express Library, Consumer Health Complete and Ebsco Middle School eBooks * Mid-Continent Public Library databases such as: Gale Middle School, Flipster Magazines, Proquest CultureGrams, and World Geography and Culture Online * Ancestry Resources: Newspapers.com, Fold 3, and Ancestry Classroom   Fiction The average copyright age of the Liberty Middle School fiction collection is 2010--11 years. There are 5,408 fiction print books and 3073 fiction ebooks in the LMS collection.  Scope of the Collection The Liberty Middle School library supports access to all subjects that meet the needs, interests, and abilities of all persons in the community the library serves.  This includes print and digital resources on all curricular subjects students and teachers need as well as high-interest topics for students.  Stakeholders provide input into collection development through the yearly survey and through requests to the librarian.  The library purchasing processes are flexible and responsive enough to allow for point-of-need purchases based on the discretion of the library media specialist.  All new acquisitions and realistic fiction books are being audited for diversity using a thorough process developed by the LPS Collection Development--Diversity Committee.   The LMS librarian considers diversity categories such as race, religion, identity, social issues, family structure, mental health, physical differences, and culture when adding books to the library collection.  This is to ensure the collection meets the needs and interests of all persons in the library community.  The librarian works hard to ensure the collection houses books that function as windows and mirrors for all students.  The library website gives students access to all aspects of the physical and digital library.  Students and teachers can place holds on print books through the library catalog and research using the multiple databases and digital tools available to them.  Access to licensed resources is provided through Google Single Sign On or through remote access passwords made easily available to patrons, but not those who should not have access based on the license.   * Liberty Middle School Library Media Website [Link](https://mo02207190.schoolwires.net/domain/1244)   + Library Catalog [Link](https://search.follettsoftware.com/metasearch/ui/2827)   + Databases Explora Middle School, Learning Express Library, Consumer Health Complete and Ebsco Middle School eBooks, Learn 360 and Issues and Controversy   + Sora by Overdrive-eBooks and audiobooks * Mid-Continent Public Library [Link](https://www.mymcpl.org/)   Supplemental Resources The Liberty Middle School Library provides multiple supplemental resources that extend beyond the school community to connect students with the global community.  These resources expose students to a broader world and give them opportunities to connect with other students, industries, cultures, and thinking.   * NoodleTools, collaborative citation platform. * MyBib citations * Sketch up for schools, design platform * [CoSpaces](https://drive.google.com/file/d/1oJsKsMM1hxQYfjiqgiuors6PwveIqR40/view?usp=sharing), a collaborative AR/VR platform * ClassVR, virtual reality headset with access to multiple experiences from NASA to museums to beaches and beyond. * ZSpace, AR/VR experiences allow students to see and manipulate 3D models such as skeletal system, engines, climate models, etc. |

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| **Indicator #19: Program maintains policies, procedures, and practices as set by the local school board**  (*AASL*—*curate, engage)* |
| **Exemplary (2 points):** Has an up-to-date policy (within the last five years) including **all** of the following:   * Fines/Damaged materials * Challenged books * Collection development * Volunteers * Donations * Borrowing policy * Inventory * Acceptable use * Confidentiality * Intellectual freedom * Weeding   **Approaching (1 point):** Has an up-to-date policy (within the last five years) including nine of the following:   * Fines/Damaged materials * Challenged books * Collection development * Volunteers * Donations * Borrowing policy * Inventory * Acceptable use * Confidentiality * Intellectual freedom * Weeding |
| **Required Documentation/Evidence**  Link(s) to policies |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [**LPS Library Media Policies**](https://drive.google.com/file/d/1kvTx11Yyy04M3rLs_Ei_0X5PLCrQYQm9/view?usp=sharing) |
| **Insert Documents/Narratives:**  Liberty Public Schools have Library Media Policies for all the indicators listed. All of them were updated withing the last three years or sooner. Our team of librarians collaboratively review the policies and actively participate in the policy decisions and revisions before they are shared with our school board members for approval. |

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| **Indicator #20: Program maintains an appropriate librarian-to-student ratio**  (*AASL*—*include, inquire*) |
| **Exemplary (2 points):** Exhibits the following:   * 1.0 full-time librarian assigned full time to a library in a school\* with a student population of 1-750 * 1.5 full-time librarians assigned full time to a library in a school\* with a student population of 751-1,500 * 2.0 full-time librarians assigned full time to a library in a school\* with a student population exceeding 1,500   **Approaching (1 point):** Exhibits ratio of one full-time librarian assigned full time to a library in a single school\*  *\*Because of the variety of library/school configurations among Missouri schools (one library for two campuses, two libraries on a single campus, etc.), applicant must include a description of the configuration in his/her school and explain how all stakeholders are sufficiently served within this configuration. Library staffing must be such that the library is open to students at any time during the regular school day.* |
| **Required Documentation/Evidence**  Written verification from school or district administration *regarding student access to library at any time during the regular school day* in addition to librarian’s required description of configuration (see above) |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Signed written verification](https://drive.google.com/file/d/1GirNWdYGZ1SL2wTxuqJnsbn_Gw80PtHd/view?usp=sharing) |
| **Insert Documents/Narratives:**  Students at Liberty Middle School have access to the library at any time during the regular school day as well as 30 minutes before and 30 minutes after the regular school day.  In addition to face-to-face students and teachers, full-time virtual students and teachers as well as students learning virtually on a hybrid schedule also have access to the librarians and the digital library.  All may request print materials, regardless of their learning model. The Liberty Middle School library serves all students and staff of the school and is the only library on the LMS campus.    The library is staffed by a 1.0 full-time librarian with K-12 Library Media Specialist certification assigned full time to the Liberty Middle School library.  The student population of Liberty Middle School is 676. |

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| **Indicator #21: Program maintains an appropriate library support staff-to-librarian ratio**  (*AASL*—*include, inquire*) |
| **Exemplary (2 points):** Has one full-time paraprofessional library support staff per librarian without additional outside duties during instructional day to ensure the library is open to students and staff through the entire school day  **Approaching (1 point):** Has equivalent of one paraprofessional library support staff per librarian performing library-related duties in the library a minimum of 75% of the instructional day to ensure the library is open to students and staff through the entire school day |
| **Required Documentation/Evidence**  Written verification from school or district administration verifying paraprofessional hours and library accessibility hours |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Signed written verification](https://drive.google.com/file/d/1b6hd3rcKkGNf7h-xLV59Ii5iS3xniTde/view?usp=sharing) |
| **Insert Documents/Narratives:**  Students at Liberty Middle School have access to the library at any time during the regular school day as well as 30 minutes before and 30 minutes after the regular school day.    In addition to a full-time librarian, the library is staffed by a 1.0 full-time library paraprofessional assigned to the Liberty Middle School library.  The LMS library paraprofessional has no duties outside the library.  During the library paraprofessional 21minute lunch, the librarian ensures the library is continuously open and accessible to students. |

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