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.

|  |
| --- |
| Table of Contents |

|  |
| --- |
| 1. [Applicant Information](#_1fob9te)
 |
| II. [Instruction](#_1t3h5sf)  |
| Completed |  |
|  | [Indicator 1 Differentiated Instruction](#2s8eyo1) |
|  | [Indicator 2 Planning Time](#lnxbz9) |
|  | [Indicator 3 Types of Literacy](#44sinio)  |
|  | [Indicator 4 Assessment](#1y810tw) |
|  | [Indicator 5 Academic Learning](#1ci93xb) |
| III. [Leadership](#_3as4poj) |
| Completed |  |
|  |  [Indicator 6 Professional Development](#2p2csry) |
|  | [Indicator 7 Professional Development Opportunities](#23ckvvd) |
|  | [Indicator 8 Educational Leader](#1hmsyys) |
|  | [Indicator 9 Communication and Collaboration](#2grqrue) |
|  | [Indicator 10 Stakeholder Relationships](#1v1yuxt) |
|  | [Indicator 11 School Improvement Plan](#19c6y18) |
| IV. [Library Environment](#_28h4qwu) |
| Completed |  |
|  |  [Indicator 12 Physical Space](#1mrcu09) |
|  | [Indicator 13 Program Opportunities](#3l18frh) |
|  | [Indicator 14 Current Technologies](#2zbgiuw) |
| V. [Library Management](#_2dlolyb) |
| Completed |  |
|  | [Indicator 15 Flexible Scheduling](#3cqmetx) |
|  | [Indicator 16 Program Evaluation](#4bvk7pj) |
|  | [Indicator 17 Budget](#1664s55) |
|  | [Indicator 18 Collection](#kgcv8k) |
|  | [Indicator 19 Policies and Procedures](#1jlao46) |
| VI. [Staffing](#_2iq8gzs) |
| Completed |  |
|  | [Indicator 20 Librarian-to-Student Ratio](#1x0gk37) |
|  | [Indicator 21 Library Support Staff-to-LMS Ratio](#1baon6m) |
| VII. [Appendix](#_39kk8xu) |

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| Form |

# Applicant Information

Librarian First and Last Names:

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| Nicole Bueno |

Co-Librarian First and Last Names:

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| Samantha Donnalley |

School Contact Email for Librarian:

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| --- |
| nbueno@spsmail.org |

School Contact Email for Co-Librarian:

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| --- |
| sadonnalley@spsmail.org |

School District:

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| Springfield R-XII Schools |

School:

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| Glendale High School |

School Address:

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| 2727 S. Ingram Mill RdSpringfield, MO 65804  |

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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| Certificates removed prior to publication of this application on DESE website. |

# [Return to Table of Contents](#_30j0zll)

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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:** **Lesson 1**[**Art—Book Recover**](https://docs.google.com/presentation/d/1dVgcENqj3a5XqWCKXxGB1AhHG6PorIpGrCN4inNlDHk/edit?usp=sharing)[**Art Recover Exhibition Photos**](https://docs.google.com/document/d/1FZbWM4haf781d_okFSbNrcHH50PXFcFV37IlccyZrdY/edit?usp=sharing)**Lesson 2**[**MASL Gateway Book trailer Contest-Baxley**](https://www.sps.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=1305&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=18559&PageID=1)[**Copyright and Fair Use Presentation**](https://docs.google.com/presentation/d/1pgwvmxxlct4tMav7BtfIakA6U_5fct0K09o4O7pxgic/edit?usp=sharing)[**Longer Version of fairUse\Copyright**](https://docs.google.com/presentation/d/17lmpSghIC_w_3HGAY49QDm81r93qhp6HllAYuX3fzgA/edit?usp=sharing)[**Contest Guidelines**](https://docs.google.com/document/d/1kr_JJheKCNJE9x3B57piW4OXBehMKqJMXi2U1ESaYSE/edit?usp=sharing)[**Lesson Plan**](https://docs.google.com/document/d/15lcOzjupMRM7RrxGvKJlqEbY3B-hyowQHk7xn8VpUcs/edit?usp=sharing)[**Booktrailer Scoring Guide**](https://docs.google.com/document/d/1j-yWvJxb6Brgrw4KdcXaad7q6xidpE4J2bN7hHWFP6g/edit?usp=sharing)[**Where I end permission slip**](https://drive.google.com/file/d/1Wx06IiLim3wPEbZSdx-c5pAsMB93PJGw/view?usp=sharing)[**Where I end Gateway Video**](https://drive.google.com/file/d/1-sJoniV3bprDnj01mx1Ko2JqltkpPe1Q/view?usp=sharing)**Lesson 3**[**FACS interior design collaboration**](https://docs.google.com/presentation/d/13sPxaVh6JlJsj4dIuqxn8DsSmwEs9ayKQxu69rYiLBw/edit?usp=sharing)[**FACS District Lesson Plan**](https://drive.google.com/drive/folders/1Jpgg18_KSm6ORUPzV4sRCbYPhag4rfMV?usp=sharing)[**Advanced Fashion Construction**](https://docs.google.com/presentation/d/1_wjekLnGLeZxHAOGoW-HzKCg8akmNhQfTCXP9Noe3J8/edit?usp=sharing)[**Bright Idea Collaboration Award**](https://www.sps.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=1305&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=20939&PageID=1)**Lesson 4****Freshmen Research Project. Website highlighting each decade from 1920-1970**[**Creating your own google sites-Project**](https://sites.google.com/sps.org/freshmentdecadeexample/project-overview) **Example**[**Checkpoint Assessment for Decade English/SS Freshmen Project**](https://docs.google.com/document/d/1OJJVTiod1pm4JpFrrs1n0KwgcmqObaF5fFUITfRfqlY/edit?usp=sharing)[**Decade Website Rubric**](https://docs.google.com/document/d/14fMoaR1BvHIXSAEMiBW6QQO-tek0_0P0HcWpd5GZSCs/edit?usp=sharing)**Lesson 5**[**English III book talks**](https://docs.google.com/presentation/d/1mXnhF6vZhbj3BqlAzFhXHzVHWUsRRGfZcgxa78RkWfU/edit?usp=sharing)**Lesson 6****On-demand/Supplemental Videos from the Library**[**WeVideo: TeacherToolbox Series-ELL Resources**](https://www.wevideo.com/view/2587838265)[**Intro to Databases**](https://www.wevideo.com/view/2587846347)[**Recap of Decade Project: We Video-So you missed the lesson Freshmen**](https://www.wevideo.com/view/2587789888)[**Intro to Ebsco :We Video**](https://www.wevideo.com/view/2587839634)[**Locate Databases**](https://www.wevideo.com/view/2587846347)[**Renewing your books, fines, holds, library catalog:We Video**](https://www.wevideo.com/view/2587830373) |
| **Insert Documents/Narratives:**The first and second artifacts listed here is the book recover assignment we did with art. When we were creating this assignment with the art teachers we collectively decided that this project would have a lot of student choice. We picked multiple books (four) across the genres and from different reading levels for students to pick from so they felt connected and inspired by the choices. We told the students what the books were about and gave them time to ask questions about the stories. We looked at book covers in the library and had a discussion about what worked and what didn’t work in making an appealing book cover. For creating the art we gave the students permission to use any medium that they want. They could draw, paint, cut shapes out of paper, or even use digital media. The lesson was recorded and put on the art teachers’ Canvas pages so that students could access the lesson at any time and if they needed to have a refresher. Students also could utilize the Read and Write app (available on all Springfield Public School devices) to read any research students needed to have read to them. For our ELL students in this lesson we utilized Google translate and then the Read Write app to read the translation to the students. You will also see photos from the art display from this year. The second set of artifacts is over the Gateway Trailer Competition that we collaborate with Broadcast Journalism to make trailers for the MASL competition. Students are grouped and we work with them to talk about fair use and copyright. We also work with them about the content of the trailers and to help bounce ideas off for storyboarding. Students are given choice within their groups to take different jobs to complete the trailer, some of them act, some of them film, some write the script, some edit, in one instance they did the trailer in stop motion animation so one student drew for their group. Students get to not only engage with technology, but they choose what part they take to create a successful product. The third set of artifacts is over a collaboration we did with the FACS class Advanced Interior Design. This is a lesson we did to tie into their merchandising unit. The students learned about the concepts of design and merchandising in class. Then, they came to the library and we were their clients and the books were the merchandise that we wanted them to display and “sell”. They come to the library each quarter and change up the displays. They are given a guide and a list of themes that they can choose from (that are seasonal) and then they get to choose the spot in the library they want, the type of books they want to promote, the materials they want to use, and the part they play in making the display (they might create art, design, find the books, make signage, find digital media to display on the TVs). This group work gives them a lot of creativity and freedom of choice. The fourth set of artifacts is a freshmen research project creating a website. For this lesson we worked with the Freshmen Academy to teach the databases and research skills along with Google sites to help them create their own website. We collaborated for several weeks prior with the Academy teachers to plan this lesson. We created an example along with a checkpoint rubric. They came to the library and we went over the example and graded it with the rubric. Then we taught the databases and best practices to research. Next we taught them the basics of Google Sites. We worked with them as they researched and helped them with both the research aspect and the technology side. We gave them a lot of choice to pick people and events that interest them and allow them to get creative in how they present it in Google Sites. The fifth artifact comes from our English III book talks we do each library visit. Each time these classes come we spend a few minutes highlighting a group or genre of books. This is our presentation about African American Literature that we did one day. The teacher and the librarians each bring four or five books that they love in that genre or group and we give a brief synopsis and tell the students what we liked about those books. Students are free to check out the books that we present on, or not. Choice is really important, though we find that usually after we talk about these books a good percentage of them get checked out and students love to engage. We try to choose books that fit a wide range of ability levels and are diverse in characters so that there is something for everyone at every ability level. The sixth set of artifacts is a list of on demand videos that we have to help students navigate the library resources. These are great resources for our ELL students or any student who isn’t where they can ask a teacher or a librarian the directions. These videos can be paused and rewound to go at the student’s pacing. These help give information and access to library tools and resources from anywhere.  |
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### [Return to Table of Contents](#_30j0zll)

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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
 |

**X**  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

### [Return to Table of Contents](#_30j0zll)

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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 \_\_\_\_\_Computer Science l Literacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**[**Computer Science-PLTW-Intro to Computer Apps and Communication-Glide App**](https://drive.google.com/file/d/1-jWvvd028HSYi41RDT2eDk5hckmME4fX/view?usp=sharing)[**Photo Documentation**](https://docs.google.com/document/d/1tqtlfXJ-G_RcVVf7MaiEvu7FymB6WgNVib_xyW6Uw5U/edit?usp=sharing) |
| **Literacy Example 2: Type of Literacy \_\_Educational Technology\_\_\_\_\_\_\_\_\_****Freshmen Academy Decade Website PBL** [**Creating your own google sites-Project**](https://sites.google.com/sps.org/freshmentdecadeexample/project-overview) **Example**[**Checkpoint Assessment for Decade English/SS Freshmen Project**](https://docs.google.com/document/d/1OJJVTiod1pm4JpFrrs1n0KwgcmqObaF5fFUITfRfqlY/edit?usp=sharing)[**Decade Website Rubric**](https://docs.google.com/document/d/14fMoaR1BvHIXSAEMiBW6QQO-tek0_0P0HcWpd5GZSCs/edit?usp=sharing)[**Running Agenda of PLC Planning for Decade Project**](https://docs.google.com/document/d/13hRPtfm1X-frA-qJLWIrJOddOOte3OmLTIRV1zlBJdA/edit?usp=sharing) |
| **Literacy Example 3: Type of Literacy \_\_\_Civics Literacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**[**Checkology/ Civics Lessons**](https://docs.google.com/document/d/1HznSAlqLgPjXRUlyS-yBgHuAC7R_UF4qPOEh6qccyS8/edit?usp=sharing)[**Letter From Teacher**](https://drive.google.com/file/d/1-sJERoFnhGQzYhKTQZ_M1NkZyZIjpIHg/view?usp=sharing) |
| **Literacy Example 4: Type of Literacy \_\_\_\_Traditional Literacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****BOB practice 3** [**https://create.kahoot.it/share/bob-3/9f5ce0d6-b841-42b5-a1cd-a3d5ed786879**](https://create.kahoot.it/share/bob-3/9f5ce0d6-b841-42b5-a1cd-a3d5ed786879)**BOB practice 2** [**https://create.kahoot.it/share/bob-practice-2/2586a1dd-d233-4129-8a53-d6310d1a625c**](https://create.kahoot.it/share/bob-practice-2/2586a1dd-d233-4129-8a53-d6310d1a625c) |
| **Literacy Example 5: Type of Literacy \_\_\_Media Literacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**[**MASL Gateway Booktrailer Contest-Baxley-Broadcast Journalism\**](https://www.sps.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=1305&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=18559&PageID=1)[**Copyright and Fair Use Presentation**](https://docs.google.com/presentation/d/1pgwvmxxlct4tMav7BtfIakA6U_5fct0K09o4O7pxgic/edit?usp=sharing)[**Longer Version of fairUse\Copyright**](https://docs.google.com/presentation/d/17lmpSghIC_w_3HGAY49QDm81r93qhp6HllAYuX3fzgA/edit?usp=sharing)**Broadcast Journalism I Docs**[**Contest Guidelines**](https://docs.google.com/document/d/1kr_JJheKCNJE9x3B57piW4OXBehMKqJMXi2U1ESaYSE/edit?usp=sharing)[**Winners Poster**](https://drive.google.com/file/d/182cr3GyiS36T9ngMKIpiRvUXvgNdNyQZ/view?usp=sharing) |
| **Literacy Example 6: Type of Literacy \_\_ Innovative Technology Literacy\_\_**[**PLTW Library Book stands Lesson**](https://docs.google.com/document/d/1BbHvGjg1IbMXUXf7ZGjp-nXspc_fya1dgC8kU3q_NgQ/edit?usp=sharing)[**Photos**](https://docs.google.com/document/d/1dk0uTCO-H5h73bxfc3zlbYA7FTz_DJMi2_PpE8WBCjI/edit?usp=sharing) |

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| **Optional Narrative:**Literacy Example 1—Computer Science Literacy For this lesson we worked with the Intro to Computer Apps PLTW class. The first artifact is an email between the teacher and Ms. Bueno discussing the basic goals of this assignment. The library challenged this class to make an app that would be used for middle school Battle of the Books participants so they could practice answering questions similar to the format of Battle of the Books. This would allow students who may not be able to stay before or after school to still get in some practice. After we collaborated with what we needed in the app with the teacher we brought the students down for a round table discussion with us. We talked about what we need in the app and then they had discussion with their teacher about possible ideas how they could implement or build it and then using those guidelines asked us if certain modifications would work. The second artifact here is a photo of one of the prototype apps that they are currently working on.  Literacy Example 2—Educational Technology Literacy For this lesson we partnered with our Freshmen Academy to teach the freshmen both how to create their own website and how to use the databases. Together as a group we met with the history, English teachers, and both librarians to plan out the lesson (see artifact 4, the running PLC Log showing when we met). We started this project with students by showing them an example of what they would be doing and discussing the project (artifact 1) and having them assess the example on the rubric which they would be graded (artifact 3). Next we (teacher and librarians) showed them how to access our databases along with tips and tricks to make using it easier. Then, we had them force a copy of a template of a Google Site and had them go through some of the tools, tips, and tricks to using this tech tool. This first part was done in the library where all three adults (teacher and two librarians) could be in the room circulating and helping anyone who had questions or problems. They have been working on this a week and they will be coming into the library to do a checkpoint so that we (the teacher and two librarians) can meet one on one with all the students to assess their progress and answer questions. In this lesson we have taught them both the Google Sites basics and how to access and successfully navigate the databases.  Literacy Example 3-- Civics Literacy For this lesson we collaborated with a Freshmen Academy U.S. History teacher to address civics literacy—specifically first amendment rights of students in his honors class. We used the website Checkology (artifact 1 is a link to the Checkology page where you can see his student enrolled in that lesson). He met with us on his plan time and we discussed a more engaging way to discuss these rights. Students came up to the library and we divided them into groups and had the groups discuss each court case and then we discussed the whole group and had discussion and debate. The second artifact here is a letter from the teacher stating that we did this lesson in his class. And artifact three is a snapshot of some of the parts of the lesson that we did.  Literacy Example 4—Traditional Literacy For this lesson we run a book club at our school for students who love to read. We normally meet and discuss a common book that we are all reading, but right now we are preparing to compete in our district’s first Battle of the Books at the high school level. So, students are divided into four teams and they are each given a list of the 15 Gateway nominees (the Battle of the Books is over) and they divide the books out in their team and each person reads the books they agreed to read. When they come in for a book club we have them practice with a Kahoot over questions about the book to prepare for the actual competition. This is a great incentive to read your books and a fun way to practice for the competition. It really encourages them to read and know their books!  Literacy Example 5—Media Literacy For this lesson we worked with the Broadcast Journalism class to create book trailers over the Gateway nominee books for the MASL book trailer competition. We started by collaborating with the teacher sharing a folder with her that has what the contest rules are and when the due date was (artifact 3). We also discussed teaching copyright and fair use so students knew what sounds and images they could appropriately use in their trailers (artifact 2). Artifact 1 is a story that our district did about our book trailers and artifact four shows a poster of the winners. In the lesson we taught copyright and fair use, the guidelines for the competition, information about the books, and we sat and did a little back and forth with each group as a pre-storyboard of how they could tell the stories.  Literacy Example 6—Innovative Technology Literacy For this lesson we worked with the Intro to Engineering and Design PLTW class. We challenged them to build us book stands for our library. For this lesson we invited them to the library to look at the bookstands we currently use and what components a solid book stand has/needs and then asked them to kick it up a notch and think about aesthetics. Then the PLTW teacher discussed some of the technology limitations and parameters and we had a group discussion going back and forth between us and them hammering out ideas and specifications. The first artifact is the handout they were given with the challenge and specs of what they needed to create. The second artifact you see is photos of some of the examples that they created for our library.  |

### [Return to Table of Contents](#_30j0zll)

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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**Summative and formative for AP GovernmentFranklin Fish Bowl[AP Franklin Non-fiction Analysis](https://docs.google.com/document/d/1159-IdIYyTC6ZkXGzMZgfU-4--1udfQLB03g_s2noVg/edit?usp=sharing)[Annotation Criteria For Fish Bowl](https://drive.google.com/file/d/1-IwH8g9k4dMqJ5TqMvd9GYUty23QutPr/view?usp=sharing) [Fishbowl Bowl Dialogue](https://drive.google.com/file/d/1YQGTzvsKiM8bWvp5HmbxTn5SrDob7Ez8/view?usp=sharing) |
| **Assessment Example 2: Identify as formative or summative and include the unit of study**Formative Assessment Freshmen Academy Decade Website PBL [Creating your own google sites-Project](https://sites.google.com/sps.org/freshmentdecadeexample/project-overview) Example[Checkpoint Assessment for Decade English/SS Freshmen Project](https://docs.google.com/document/d/1OJJVTiod1pm4JpFrrs1n0KwgcmqObaF5fFUITfRfqlY/edit?usp=sharing)[Decade Website Rubric](https://docs.google.com/document/d/14fMoaR1BvHIXSAEMiBW6QQO-tek0_0P0HcWpd5GZSCs/edit?usp=sharing) |
| **Assessment Example 3: Identify as formative or summative and include the unit of study**Summative assessment for Advanced Interior Design [Powerpoint Lesson](https://docs.google.com/presentation/d/1JKv5X5jRq95Ggui7MtjW84NPJzJXwUmNxklN9nMK9Aw/edit?usp=sharing)[Display challenge and expectations](https://drive.google.com/file/d/1KKXPk7Q8LLr-0xZUNBrN49Md6apJJo2R/view?usp=sharing)[Reflection/Assessment](https://docs.google.com/document/d/1JyRENf9i3SypvTtCZmtMuhj5S2Xu_zLO/edit?usp=sharing&ouid=113431993552101233881&rtpof=true&sd=true) |
| **Assessment Example 4: Identify as formative or summative and include the unit of study**Formative and Summative Assessments for Freshmen English [First talk quizzes for Dear Martin and Grace Year](https://docs.google.com/document/d/1QvEQPNA6tFzkKpioT25IDqBrCw_Ws-OckGcgcYldynY/edit?usp=sharing)Final Assessment for [Grace Year](https://docs.google.com/document/d/1gdQGrRP63tvFZDcQopL7Vb29pzsnINsELsAKdBoGTkE/edit?usp=sharing) [Dear Martin](https://docs.google.com/document/d/1f30pXArCSXqdHaEalC1aVr1VQOBuGf-feiYm87BdRlk/edit?usp=sharing) |
| **Assessment Example 5: Identify as formative or summative and include the unit of study**Freshman English Honors Summative Assessment [Spence—Escape from Camp 14-North Korea](https://drive.google.com/file/d/105OJmno8j7VxD5dqpOHiCG40Sus62F3e/view?usp=sharing) Summative (ELA 9.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.) Focus on pgs. 5-6 |

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| **Optional Narrative:**The artifacts for example one is a lesson we did with AP Government class. For the project students were divided into three groups (one group with the teacher, one group with Ms. Bueno, and one group with Mrs. Donnalley) . Each individual student was given parameters to find a book that was nonfiction and could be connected to the government in some way. We (the librarians) curated a collection of books and helped each student find what they wanted to read about. Then they were asked to divide their book up into six sections and read a section prior to each class. We met with them and had round table discussions about what was happening in their books and the other students discussed and connected it to their books they were reading. The first artifact is the summative (final) assessment we did. At the end of the book talk students were asked to write a paper using this template. We all met in our groups and helped our students to be sure they were on track and understood each section of this assessment. The next artifact is an assignment sent to us from the teacher telling us what we would be assessing at the next book talk. She sent these to us at the start of each week so we knew what we would be discussing (this is a formative assessment used to help us see where the kids were at in their book and in understanding what they were reading). The final artifact here is a sample of a formative assessment that was used during the class to keep track of how much students were engaging in the discussion. We used this to prompt students that may not naturally talk a lot in group sessions and make sure they don’t get left out and to check for reading and understanding.  The artifacts for example two is a lesson we did with the Freshmen Academy. We taught them how to use the databases and used formative assessments as we went along to check for understanding and to be sure students knew where they were supposed to be by having them give a thumbs up if they were finished with each step or a thumbs down if they were behind or had a question. After this lesson they have come back for a checkpoint check in. They were divided into groups and the teacher took a group, Mrs. Donnalley took a group, and Ms. Bueno took a group and we used the “checkpoint assessment for decade/English/SS freshmen project” sheet as another formative assessment to make sure they are on track and on task. This ensures that no one is so far behind they can’t get caught up and allows for one on one time with an adult to give them time to ask questions they might not feel comfortable asking in a large group setting. This also gives the teacher a snapshot of what troubles collectively the class is having.  The artifacts for example three is a lesson we did with the FACS teacher. The first artifact sets up the lesson showing examples and offers a chance to have discussion with what does and does not work in the displays shown. The second artifact listed here shows the assignment and expectations of the students. The final artifact here is the summative assessment we did together as a group. We all (the teacher, the librarians, and ALL the students) went to each display and the students started with feedback and said what they liked about each display and what they might change or improve upon then the teacher and librarian also gave feedback giving ideas to think about for the next time. The student was to take all of the feedback presented and fill out the reflection sheet for their final grade.  The artifact for example four is from the book talk we did with Freshmen Academy. Students were divided up into three groups (they were grouped by the book they chose to read) one group read a book with the teacher, one group read a book with Mrs. Donnalley, and one group read a book with Mrs. Bueno. Each week we met the students who were to come to the group having read a section of the book the artifact titled “first talk quizzes” is the weekly formative quizzes the students took to measure if they were reading and for understanding of what they had read. The artifacts titled “final assessments for Grace Year and Dear Martin” are the summative assessments given to students in these groups at the end of the unit.  Assessment sample five is over a unit we do with Freshman English Honors class over autobiographies of people who have survived escaping from North Korea. For this please focus on pages 5-6 of the linked document. This is the summative evaluation we give at the end of the book. This is a culmination of all of our discussions we have had each week as we read the book. Students pick a writing topic from this list and write a five paragraph essay over their chosen topic. We all work with the students in forming their writing. We focus a lot on finding textual evidence from the book (which is a HUGE standard in the Missouri Learning Standards frequently tested on EOCs). This assesses both how they read, participated, and understood what they read and how well they relate the text to their writing.  |

### [Return to Table of Contents](#_30j0zll)

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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.**[**Citizenship Scholarship**](https://drive.google.com/file/d/15xv2LRS4qWXGjWXCCwiqD2ANJclYaI6E/view?usp=sharing)**Explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making. (9-12.GV.4.GS.B)****Explain the powers and responsibilities of citizens and institutions to address and solve problems. (9-12.GV.4.CC.C)****Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. (9-12.GV.1.GS.B)** |
| **Support Example 2: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.** [**Advanced Fashion Construction**](https://docs.google.com/presentation/d/1_wjekLnGLeZxHAOGoW-HzKCg8akmNhQfTCXP9Noe3J8/edit?usp=sharing)**-**

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|  | **Design Skills and Concepts** |
| MIG 3  | Demonstrate fashion, apparel and textile design skills (16.3) |
| 3.1 | Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. (16.3.1) |
| 3.2 | Apply basic and complex color schemes and color theory to develop and enhance visual effects. (16.3.2) |
| 3.3 | Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products. (16.3.3) |
| 3.4 | Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern technique. (16.3.4) |
| 3.5 | Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues. (16.3.5) |
| 3.6 | Demonstrate ability to use technology for fashion, apparel, and textile design. (16.3.7) |

[**Advanced Fashion Reflection**](https://docs.google.com/document/d/1DfNGhzH9LHImOpUAQFHCWtLH_nfm7zb_hW1xlWnganU/edit?usp=sharing)**Photos of Projects** [**Photo 1**](https://drive.google.com/file/d/1InCQ3oz8InYcKviuulK5NCajoQCZTKl-/view?usp=sharing)[**Photo 2**](https://drive.google.com/file/d/1JQp2Bp6HgGMHfsFPao0JqB5tKbx5KvVm/view?usp=sharing)[**Photo 3**](https://drive.google.com/file/d/1-Ik7zNXpNJZHoic_9788ZOwChEM-C4dJ/view?usp=sharing) |
| **Support Example 3: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**[**Industrial Tech**](https://docs.google.com/presentation/d/1ZHV3MeXpuocP9R69UQ5A57uJNkgTT3KVQ03z0DtL72M/edit?usp=sharing)**—does not have Missouri Learning Standards they have their own curriculum at our school. This is covered in the architecture unit of the class.** |
| **Support Example 4: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**[**English I Book Talk**](https://docs.google.com/presentation/d/1KDQwtcrvGHDAjc4_OpfsWQzxECY5Q7fJ7FQxAumNsn4/edit?usp=sharing) **ELA RI.3.D Read and comprehend informational text independently and proficiently.** |
| **Support Example 5: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.****Seed Library (Patton) Biology** (the following are the Missouri Learning Standards in this unit)[**Photo 1**](https://drive.google.com/file/d/1mREIweWKxZQ7H4g_gyWBZgyb4JyDzASt/view?usp=sharinghttps://drive.google.com/file/d/1mREIweWKxZQ7H4g_gyWBZgyb4JyDzASt/view?usp=sharing)[**Photo 2**](https://drive.google.com/file/d/1YLSkK2Ef3W2wyQzN-sXSOA7oLI4BMknL/view?usp=sharing)[**Photo 3**](https://drive.google.com/file/d/1NluilUJttm4Vc-iEOZGycnqBlTk9iJmM/view?usp=sharing)**9-12 LS1.C.1** Use a model to demonstrate how photosynthesis transforms light energy into stored chemical energy. [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] **9-12 LS1.C.2** Use a model to demonstrate that cellular respiration is a chemical process whereby the bonds of molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] **9-12 LS2.B.1** Construct and revise an explanation based on evidence that the processes of photosynthesis, chemosynthesis, and aerobic and anaerobic respiration are responsible for the cycling of matter and flow of energy through ecosystems and that environmental conditions restrict which reactions can occur. [Clarification Statement: Examples of environmental conditions can include the availability of sunlight or oxygen.] **9-12 LS2.B.2** Communicate the pattern of the cycling of matter and the flow of energy among trophic levels in an ecosystem. [Clarification Statement: Emphasis is on using a model of stored energy in biomass to describe the transfer of energy from one trophic level to another. Emphasis is on atoms and molecules as they move through an ecosystem.]**9-12 LS2.B.3** Use a model that illustrates the roles of photosynthesis, cellular respiration, decomposition, and combustion to explain the cycling of carbon in its various forms among the biosphere, atmosphere, hydrosphere, and geosphere. [Clarification Statement: The primary forms of carbon include carbon dioxide, hydrocarbons, waste, and biomass. Examples of models could include simulations and mathematical and conceptual models.] |

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| **Optional Narrative:**For Example 1 we have a letter from Sally Napier regarding Citizenship and Civics scholarships and Ms. Bueno’s active involvement in the local DAR. She reached out to our Lib and Law teacher and discussed the scholarship. The teacher felt that this would be valuable to her class and invited Ms. Bueno to come in and discuss what makes a good citizen and good civics. Ms. Bueno talked with the class and discussed what is looked at when students are being considered for this scholarship. Ms. Bueno used this opportunity to show how good citizenship and civic engagement can be rewarding (and not just for scholarships).  For example 2 we collaborated with a FACS teacher to integrate literacy in the FACS classroom. You will see our Major Instructional Goals listed. We worked together to create a lesson that centered around genres of books. Students toured the library and visited with the librarians to find inspiration and then they picked a book or genre that they wanted to create a newspaper outfit for. They designed the dress, created the dress out of newspaper, made signs, and curated a book display to go with their creation. These were highly engaging for our students to come look at and the books were widely circulated that were in these displays. The artifacts here are the presentation we did, the reflection the students completed at the end of the project, and photos of the finished products with their book display.  For example 3 the Industrial Technology teacher asked us to bring in something different to introduce the architecture unit. We worked with him to find both digital and print resources that are accessible in our library and school. For the teacher we found info based on demand videos that related to the slides, for the students we showed the books we have in the library on art, design, and construction and co presented on the history of architecture. This goes to support their research on specific buildings (ancient or modern) that they were creating a presentation about. Because this class is part of our Academy and Choice program it is DESE approved, but it currently does not have Missouri Learning Standards attached to it. Currently the district is working on creating Major Instructional Goals for this class.  For example 4 this began several years ago and has been going on and growing every year since. The freshman ELA teacher was speaking with us about how low the beginning of the year's reading scores had been. We thought the best way to help raise these scores was to break kids into smaller groups and find books that were in their ZPD and would be interesting, easy to read and still a little challenging. We worked with the teacher to pull books in appropriate reading levels, set up a Google Form, Google Slides (linked above for the artifact), and we divided the different books between the teacher, an administrator, and us (the two librarians). We presented the slide show with the choices, gave them the form to pick what they were interested in reading, then we worked with the teacher to take the results and sort the students into groups. Each of us was totally responsible for our group. We divided the book into 5-6 weeks and created a schedule for the students. We met weekly with our groups giving a short quiz for understanding and then led discussion. All of the adults would grade their quizzes and report the scores back to the classroom teacher. We started doing this a couple times a year and it has grown to be quarterly. The teacher reports that since this has started she has seen her students reading scores go up by an average of four to five years.  Example five is from a beginning biology class. The teacher came in and wanted to know more information about the seed library. She sat down with Mrs. Donnalley and Mrs. Donnalley shared information about the seed library, books, and grow tower. They discussed how this might connect to what was being discussed in class and the teacher asked Mrs. Donnalley to do a short presentation with a Q&A afterwards. The class had been talking about food deserts and the basics of plant growth (photosynthesis). Students were shown how to check out seeds, the grow lights, books we have purchased, the planting guide, and the grow tower. We discussed how everything in our grow tower died when we were off for snow because our grow lights timer didn’t kick in and so the plants got no light. Students then asked questions and we had an open discussion.  |

# [Return to Table of Contents](#_30j0zll)

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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:**[**GoGuardian- Go Guardian training for Site Teachers**](https://docs.google.com/presentation/d/1QgCI7nXhDqRGA93gPC1kbOt_tT1sZvop8Zp5ROUnKVg/edit?usp=sharing)**.** [**Canvas Module Screenshot**](https://drive.google.com/file/d/1IAil_fd4oZPuNKy-17KhEh8p2JETgpKX/view?usp=sharing)[**WeVideo: TeacherToolbox Series-ELL Resources**](https://www.wevideo.com/view/2587838265)[**Freshmen Academy Collaboration PLC-Research resources**](https://www.wevideo.com/view/2587789888)[**Diversity Audit – Curation and Aggregation of Gateway Read Down 21-22 and Gateway Reader Nominees 2022-2023. Shared out with District Secondary Librarians.**](https://docs.google.com/spreadsheets/d/1YXCMnIQVEkeRhIZQcaMNZ9cdbK9cqepvJGXDK4pIItI/edit?usp=sharing)[**email documentation**](https://drive.google.com/file/d/1lKnDhhvF-H3qKMNIxCx2VNo6ZAz10QW4/view?usp=sharing) |
| **Insert Documents/Narratives:**The first and second artifacts are a training we did with Freshman Academy, new teachers, PLTW computer science about setting up and using the program GoGuardian that helps monitor what is on student screens. We discussed possible ways this could be utilized and then had a discussion about the limitations and pros and cons of using this program. We did an in-person PD and we recorded a video for those that were absent or unable to make it.  The third artifact linked here is (WeVideo Teacher Toolbox) a virtual PD we put together to help our regular classroom teachers find and use resources we have on the library Canvas page and website for their ELL students. We saw a need (based on the number of emails that came through regarding our ELL population) for professional development the teachers could access at any time they needed, and at their convenience to help them find tools the school already has for them to aid this particular student population.  The fourth artifact is a video we did with the Freshmen Academy teachers in preparation for the large research project. We talked about the process the students would go through to do their research and answered questions they had about specific questions and what was able to be done and what wasn’t.  The fifth artifact is a diversity audit that we have and we shared it out with the other high school librarians in our district to lead the discussion about our collections and the development of well-rounded diverse libraries. The sixth artifact is email documentation showing the share-out with our colleagues.  |

[Return to Table of Contents](#_30j0zll)

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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:**[**Site Professional Learning Community Group**](https://docs.google.com/document/d/1eBlDPQX6gtXdE_IVZl36eznFsNrkBKC2AFps-Rp3R5U/edit?usp=sharing)[**District PLC High School Group**](https://docs.google.com/spreadsheets/d/1eWujhL3_X_g6-dVdVaTf1L-FHZ0tekmdudj9jh9Dh4M/edit?usp=sharing)[**District Collection and Collaboration Session**](https://docs.google.com/presentation/d/1-pzQXmgumI1xrTD4vJgoXx7tDf7zj3xN4REeS920rNA/edit?usp=sharing)[**What is new in YA Literature**](https://drive.google.com/file/d/1R9GfKCh5hWlsWOu2ZEGk2BlVXywKi4qN/view?usp=sharing)[**Pic2**](https://drive.google.com/file/d/1xc43bM5ct4riLowKCXz0T8Qea_N4jmHJ/view?usp=sharing)**MASL 2021-** [**On-demand Sessions**](https://docs.google.com/document/d/1t36foaw6yeCY7dQfAGuiz5eJ505JVLkszDXS0Hq-RTs/edit?usp=sharing) **and** [**Live Session**](https://docs.google.com/document/d/152iSpJjkUsq6uJfhDTUSAbfusLXeZ9wFTn5goaW2-vQ/edit?usp=sharing) **Attended (Virtual Conference)****On Demand Webinar-** [**Race tool Litkit**](https://docs.google.com/spreadsheets/d/1eWujhL3_X_g6-dVdVaTf1L-FHZ0tekmdudj9jh9Dh4M/edit?usp=sharing)[**Finding Grant Funding**](https://drive.google.com/file/d/1MDCXNvEa1DfGxlFN5ynswVxSZPpjF-P6/view?usp=sharing) |
| **Insert Documents/Narratives:**The first artifact you will see is our site's professional learning community log. We meet each week on Wednesday morning. Sometimes we meet only as a team to plan for the library and sometimes we meet with other professional learning communities (in other departments) in our school who we are collaborating with.  The second artifact shows that we meet with professional learning communities in the district where we meet with other high school librarians at Springfield Public Schools (these meetings are done via Zoom). These meetings are held every Wednesday during our late start. We attend these meetings when we are not required to be in our own professional learning community, collaborating with our staff on site, or participating in required supervision.  Artifact three is a district librarian PD held by our library coordinator, Angela Casteel. She brings us all together and presents on a wide variety of topics relevant to our libraries. At that time the focus of this PD was lateral research, pairing nonfiction with fiction, and news literacy .  Artifacts four and five are part of the presentation from a PD we attended on “What is New in YA Literature” this PD focused on new and upcoming books that we might consider for our library. We attended this on 9/23/2021. We provided a few pictures from the presentation.  Artifacts six Due to Covid last year MASL spring conference was virtual. This artifact is a 2021 session list you can see the sessions we attended in red—descriptions of each one also follow. Ms. Bueno was a presenter and an attendee and Mrs. Donnalley participated as an attendee. We watched the Leading Your Way Through the Gateway (where Ms. Bueno both presented and was attended for question and Mrs. Donnalley was just an attendee). Which individually highlighted each of this year’s Gateways. We also attended the DESE Exemplary School Library Program which went over information about this process. Another session we attended was Analyze This: Diversity Audit Collection because we had been working at doing a diversity audit in our own library. We also attended Dogwood Nonfiction Titles to get a look at what books were on the first Dogwood list. Asynchronously (this is artifact 7 with the sessions attended noted in red in the artifact) we attended Tech Tools for Accessibility to meet the needs of all readers at all reading levels. We also attended Trailer Talk because we were working with a teacher to create book trailers for the Gateway nominees last year (and we won four of the twelve)!  Artifacts eight and nine are from Web Junction this is a free online webinar designed for libraries. This year we had pledged to be active in more outside PD, however when Covid ramped back up we found ourselves in a place where it wasn’t completely safe for travel AND our district, like many others, was severely short staffed with substitute teachers. There were a few times we tried to take a day to participate in PD and we got a call saying that we would have to cancel because there just wasn’t enough staff to cover for anyone else being gone. So, our solution was to attend several of these webinars. We each pick one that we think would be helpful or go along with what we are doing in our school at that time and we watch and discuss them together. This artifact is some of the certificates from that PD.  |

### [Return to Table of Contents](#_30j0zll)

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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/MinutesAdministrative statement about librarian’s role in planningLibrarian 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:****Library Rep for Math CDCs** [**Photo Documentation from Canvas 2/9/22**](https://drive.google.com/file/d/1IRlotRjsB65ZWS34-69J19jetNk_0XhJ/view?usp=sharing)[**Site Leadership Member**](https://drive.google.com/file/d/1aE-nLZciw-vsVIRRThblXe1CNGn8dKED/view?usp=sharing)[**District Professional Learning Committee**](https://www.sps.org/Page/2613)[**MASL Gateway Committee Member-**](https://sites.google.com/view/gatewayaward/about-us)**Vice-Chair**[**SWRASL Communication Team (Twitter)**](https://swrasl.weebly.com/) **@SWRASL** [**Website Documentation**](https://swrasl.weebly.com/)**ELA CDC** [**Notes from meeting**](https://docs.google.com/document/d/1dhnHJDxZ0CqQ_7lU6hSLyheNnOcTJQ0ZNwAP4KSA1Rk/edit?usp=sharing)[**FACS District Lesson Plan**](https://drive.google.com/drive/folders/1Jpgg18_KSm6ORUPzV4sRCbYPhag4rfMV?usp=sharing)[**Seed Library Committee**](https://docs.google.com/presentation/d/15ZEBUlk2KbmmQp-FkbKz66DFQIe9xe2ewduvkQFs_Do/edit#slide=id.p) |
| **Insert Documents/Narratives:**Ms. Bueno and I both function as educational leaders in the school campus and district by serving on committees and/or cohorts. Ms. Bueno is the library representative who serves on the Secondary Math CDC (which is all the department heads from middle and high schools in Springfield Public Schools) the CDC meets three times a school year. She attends the meetings, gives input from the library’s perspective, takes notes, and shares what is discussed at the meetings to the other librarians in the district (see artifact 1). She also serves as a representative of the Glendale Library on the Site Leadership Team (which is all the department heads in the school at Glendale) (see artifact 2). She is serving on the SPS district Professional Learning Advisory Committee which is discussing and determining what Professional Learning will look like next year based on the district initiative goals and district needs assessment (see artifact 3). And, Ms. Bueno serves as the Vice-Chair of the Gateway Committee (see artifact 4) and on the SWRASL Communication team (see artifact 5/6). Mrs. Donnalley served on the ELA CDC (which is all the department heads from middle and high schools in Springfield Public Schools) the CDC meets three times a school year committee through August of this year (see artifact 7). She attended meetings, gave input from the library’s perspective, took notes, and shared what was discussed at the meetings to the other librarians in the district.Mrs. Donnalley collaborated with FACS teacher, Mrs. Metsker on writing district curriculum for FACS to add in a literacy component to her Advanced Interior Design class (see artifact 8). Both Mrs. Donnalley and Ms. Bueno are on the chair committee for the seed library. We are helping to pilot the first seed library and then be able to help all the other libraries in the district get one started. This committee has both site and district team leaders and members (see artifact 9).  |

### [Return to Table of Contents](#_30j0zll)

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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:**[Job Alike Meetings](https://docs.google.com/presentation/d/1SHIQG4A2zv0IZd8x0njtT7dDZUG81MvLKlNPSGRztPU/edit?usp=sharing)[Letter from Coordinator of SPS Library Services, Angela Casteel](https://drive.google.com/file/d/10yXh03RvkjBAWkB4x4iwtG8RqZ7b9qaa/view?usp=sharing) [Letter from Principal Josh Groves](https://drive.google.com/file/d/1QDhIEek_kBMT9iNOwBg8BML62vU18N4R/view?usp=sharing)Notes/Handouts [Quarter 1](https://docs.google.com/document/d/1KEqMWpOj1kSUSLhDHCQi9G7b5ueganZ7PTZ4NV8wnfQ/edit?usp=sharing) [Quarter 2](https://docs.google.com/document/d/1ME-cXI8FO3C69OD6Px0UyM23a8o_BhUCzO8xXXpO9zY/edit?usp=sharing) [Quarter 3](https://docs.google.com/document/d/1yE76I4sKsfNmZ7r8QhI6jvsYQHIi66UfwkBaRcaf5VQ/edit?usp=sharing) |
| **Insert Documents/Narratives:**The first artifact shows that we meet quarterly (so far–fourth quarter hasn’t happened and in the third quarter we have missed eight days for Covid and five snow days so we are waiting for things to settle down and to have a few more seated days under our belt before we meet for third quarter) with the head of library services for our district, Angela Casteel. In Springfield Public Schools she is the person that communicates with district personnel about the state of affairs of all the school libraries. Meeting with her regularly gives her the information she needs to advocate for our library program. When we meet, we meet with all of the other secondary librarians and it gives her a full picture of the libraries in the entire district AND a perspective on our individual schools. She also schedules time to visit each of our sites individually to see the space and talk with us about any individual concerns. The second artifact shown is a letter from our department head (Coordinator of Springfield Library Services) describing how we regularly communicate and collaborate withing our district concerning library resources and planning. The third artifact you will see is a letter from our administrator at Glendale stating that he makes regular visits to the library to discuss the state of the library. He listens to our celebrations as well as concerns and helps us to see a global perspective regarding the rest of the school and sometimes the district. The fourth artifact you will see is some of the handouts/notes we give to our supervisors when we meet with them. These notes break down what has happened in the library and what will be going on. They also allow for feedback and discussion.  |

### [Return to Table of Contents](#_30j0zll)

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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:**[**Canvas Communications-**](https://springfieldpublicschools.instructure.com/courses/295514/pages/glendale-library-slash-learning-commons) **Public Canvas Page**[**Scoop.it Newsletter**](https://www.scoop.it/topic/school-library-resources-by-ghs-library)[**Instagram:@GHS\_LLC**](https://drive.google.com/file/d/1FFFKzzF_GPojvsP3Vxfx9eXtFWtLhSbU/view?usp=sharing) [Picture](https://drive.google.com/file/d/14LiahvF6etYtSIt-GPlYoMum9Za1JKbq/view?usp=sharing)[**Library Website**](https://www.sps.org/Page/5186)**Smore-** [**Quarter 1**](https://www.smore.com/7u9map)[**Quarter 2**](https://www.smore.com/ckq0w)[**Quarter 3**](https://www.smore.com/nme9c) |
| **Insert Documents/Narratives:**The stakeholders for our library are Glendale students, parents, staff, the community around the southeast corner of Springfield, alumni, and (to an extent) the rest of the Springfield community. Our program regularly communicates and establishes relationships with stakeholders in the community and beyond through the following ways:The first artifact is a link to our Canvas Communications. Canvas is used by parents, students, and staff. The library page is put on all of the student and teacher’s Canvas course page giving them easy and direct access to our library and information. It is also linked on the parent portal. Whenever we send an email out through Canvas to everyone it goes to students, staff, and teachers giving us a fast direct way to communicate with our school community. On our Canvas page we have our mission, vision, and goals of the library as well as links to how to videos (like how to check out an ebook, or how to access the databases). The second artifact linked is a Scoop.it newsletter we put out to our stakeholders (that has our mission, vision, and goals). It conveys information about the library, new books that are in, recommendations, things going on in the library, etc. It also contains quick links to our library resources for fast access. This fun and interactive way to communicate with all of our community members. Artifact three is a link to our Instagram page. I find this to be a highly effective and successful tool to communicate with ALL our stakeholders. Students, school organizations, current staff, former staff members, and parents all have access and follow our account. We put out information about the school as a whole and about the library. We have gotten comments from authors we have tagged and we have continued to snowball our followers. We find that sometimes emails get ignored, but social media usually gets a lot of attention and can be a very effective tool. We also find it to be pretty good PLN. We can see libraries from all over the state, the country, even the world and ask questions of them. Artifact four is a link to our website (where you will find our mission, vision, and goals) that we share out at any time where all stakeholders can access information about the library (the library catalog is linked so they have access to that in another place and find it when they are outside of school). Artifact five is a link to our quarterly Smore that is sent out to our stakeholders via our principal’s weekly parent communication. The Smore contains pictures and information about what is going on each quarter in the library.  |

### [Return to Table of Contents](#_30j0zll)

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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:**[**District Strategic Plan(See focus areas)**](https://www.sps.org/Page/2565)[**Focus Area 5 - Equity and Diversity**](https://www.sps.org/Page/5123)**District** [**Truman, Gateway, and Core Curriculum Text Diversity Audit**](https://docs.google.com/spreadsheets/d/1Lsk90xRVOtCbdsXaYstOus1DPlIuosNAx_P4WD05luc/edit?usp=sharing)[**2021-2022 Gateway Diversity Audit**](https://docs.google.com/spreadsheets/d/1Y6yk9wwJsYBrH7p5BBEupMYM69sORrM4NWMMH6WYxHY/edit?usp=sharing)[**Site Action Plan**](https://docs.google.com/document/d/1QY4wx_kX63aTAbGOJXFX_ejDZqBEAfl-TvZIDVrw-aE/edit?usp=sharing)[**Professional Development: Freshmen English**](https://docs.google.com/document/d/1AtHsdPNvJGgDeDEg7K6eY6YnhyLEr3AwjZtzTCyZWHo/edit?usp=sharing) **(Romeo and Juliet) 9.2 Collaboration and 3.1 Curriculum Standards**[**Art Ornament/Library Collaboration 9.2 Collaboration**](https://drive.google.com/file/d/1-zibJqg5d3O0QyRqD0OTeRQB8ps8bW5B/view?usp=sharing)[**Ping Pong Pics**](https://docs.google.com/document/d/1yL9-eUAaTSAV7J1aRg3gtwOxjfEfdYcwmIXFQNFp1lU/edit?usp=sharing) **5.3 Positive Classroom Environment**  |
| **Insert Documents/Narratives:**The first artifact you will see is our district strategic plan. The second artifact is one of those focus areas of the district strategic plan, focus area 5, diversity. For diversity we have artifact three—a focus of our library in the past few years has been to complete a diversity audit of our library and the texts that our district uses to see where our strengths and weaknesses lie. We contributed to the district audit, we are waiting on the fully updated list to be released for that. For the Gateway audit (artifact four) Ms. Bueno contributes to making that, edits, and collaborates with other librarians to create it. We are continuously looking at our collection and trying to be sure that we have books for everyone. The next artifact (artifact 5) the site action plan is the areas of focus our site chooses to focus on from the district’s strategic plan. Here is a list of the three indicators our site is focusing on for this year. You will see 3.1 Implementation of Curriculum Standards, 5.3 Positive Classroom Environment, and 9.2 Professional Collaboration all of these align to our bigger district goals. For artifact 6 we have our Profession Learning Log showing we collaborated with Freshmen English on finding a book that can be paired with Romeo and Juliette. We discussed different themes that we could find books that could be paired (like revenge, star crossed love, or Shakespeare retellings). We curated books in different themes and worked one on one with each student to find a book that matched the student’s interest and ability level. I believe that this shows both 9.2 collaboration AND 3.1 curriculum standards. Artifact seven is a picture from a collaboration (9.2) between the library and the sculpture class. We collaborated with the teacher to bring the students up and discuss different book genres and have them brainstorm what object could symbolize that genre. We discussed the terms genre and symbolism and worked in small groups with the kids. Then they went back and created ornaments for our library out of clay and then they brought them up and told us what they represented. The ornaments were displayed in the library. The eighth artifact is pictures from a class that came down to the library to play ping pong for a teambuilder (5.3 positive classroom environment). Because of all that has happened in the past few years we have really begun to shine a spotlight on mental health and how we interact with other people. In the library we have purchased ping pong nets, paddles, and balls that can be used on our mobile tables. Teachers can book the library and bring their class down for team building activities (and the librarians will join in). This artifact shows a teacher who brought her class down to have personal interactions and build community and for some stress relief. Students are also invited to play during lunch and we often get staff and students who come in and play with people they may not know or wouldn’t have talked to otherwise. It has been a great way to build a positive classroom/school environment).  |

# [Return to Table of Contents](#_30j0zll)

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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:**[**Library Space**](https://docs.google.com/document/d/1Ac52Mh3swqTN33CeEDrUMtIekoGrY4dG6q7HcPLwII0/edit?usp=sharing) |
| **Insert Documents/Narratives:**As you can see, our school has adequate physical space for the library, including flexible space for usage by multiple groups and/or fixed or flexible space for whole class instruction. Our library is designed so that there is a main area (where you see the drop down screen) where there is enough space for one or two classes (currently we have reduced some of the furniture here due to our school’s Covid protocols. That furniture is still in the library just put aside until we are told we can move it back). The furnishings are all mobile with tables and chairs on wheels. Near the circulation desk we have high top tables with tall chairs/stools on wheels that can also be moved. We have modular mobile soft furniture (that has been put away this year due to Covid protocols). We also have a space on the other side of the library where THIRD class could meet if need be. The library also has a room that could hold a FOURTH class with a door. And, we have three smaller breakout rooms for individual/small group collaborations. Half of our collection is also on mobile shelves so that they may be pushed aside or rearranged to meet the needs of our school. |

### [Return to Table of Contents](#_30j0zll)

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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:****Covid Vaccine Clinic** [**Photo1**](https://drive.google.com/file/d/1XDuilvFFjkC9BLrbu6VWv0Ckj6SqLDQi/view?usp=sharing)[**Photo2**](https://drive.google.com/file/d/1dPr2oBdyVqNfvjiNz2FKxJDBSKKjL9JM/view?usp=sharing)[**Photo3**](https://drive.google.com/file/d/1WP30XBk6qXKFidbW0EJH1JbABA16VMBd/view?usp=sharing)[**Blood Drive Library Community Video**](https://drive.google.com/file/d/1-7XkKXgFck9EQEKvvPp2v05lyB_3bBpM/view?usp=sharing)[**Seed Library**](https://docs.google.com/document/d/1OC2pWXmAE-6NnTjIB_B64ZwLpaJ7ewt84w-mjRMns2k/edit?usp=sharing)[**Art Recover Exhibition Photos**](https://docs.google.com/document/d/1FZbWM4haf781d_okFSbNrcHH50PXFcFV37IlccyZrdY/edit?usp=sharing)[**Freshmen (Future Falcon)**](https://www.sps.org/Page/5295)[**Middle School Battle of the Books- Hosting District Competition**](https://docs.google.com/document/d/1801N6_RKIN0ZGLXL1LIsEhOAC6QnvyEq/edit?usp=sharing&ouid=113431993552101233881&rtpof=true&sd=true)[**Promotion Video**](https://youtu.be/n4iN9o5Qh44)[**Starting a District High School Battle of the Books**](https://docs.google.com/document/d/1vyDm5vYyewrFLdUiFGK7RV6N8pZQSNeqfANrjzrxbEA/edit?usp=sharing)[**Screening of book trailers made by broadcast journalism**](https://docs.google.com/presentation/d/1lQjiIdRSv2pruKdHdT3tYS3Dj9kz4ntV/edit?usp=sharing&ouid=113431993552101233881&rtpof=true&sd=true) |
| **Insert Documents/Narratives:**The first artifact is pictures from the back to school night where the library hosted a Covid vaccine clinic in the PL room. Mrs. Donnalley even sat with the students and got her booster shot at this event. Both adults in the community and our students were able to get their vaccine at this event. Parents and students were also invited to tour the library while they waited.  The second artifact is a video the library collaborated with broadcast journalism to create to promote the school blood drive. For the blood drive the library worked with the Community Blood Drive person to organize all of the logistics and it was the place to get information, forms, and sign up to give blood for the Glendale students and staff. We also coordinated the students who worked this event.  For our third artifact we have worked in partnership with the Ecology classes, teacher, community members, and the district’s Farm to Table coordinator to create a seed library. As a group we carved out a space in the library where students, staff, and community members can check out seeds (donated by a local heirloom seed company), write information down about sowing the seeds, and find books displayed that the library curated and purchased for this space that pertain to everything from growing plants, bee keeping, composting, and preparing your homegrown food. We also have a Grow Tower that is a hydroponic grow system (see pictures above) that is growing herbs for the cafeteria and FACS classes. We teach about this space--its use and purpose, we sit on a board that makes decisions about it, and we promote it. We have just finished putting the seed library together and have begun rolling out seed checkouts to students and staff and are preparing to open it up to parents and community members (again, we are working to organize proper Covid protocols--we also wanted our students and staff to get us started so that we might have a good idea how it functions and see where we can improve). The goal is to have as many people growing their own food and then (hopefully) returning seeds back to the seed library to perpetuate the cycle. See photos and presentation link.  Our fourth artifact After coordinating with the Art department we held a community art show. Students redesigned book covers of four books chosen by the library. The newly created book covers were displayed and students, staff, district personnel, and parents were invited to the library to view the art and vote for their favorite covers. See photos and invitation (shown on the photos page). This promoted literacy in the art classes and even had students reading, discussing books, and coming to the library more often!  For our fifth artifact we do an incoming freshman orientation this link takes you to the presentation we use. Each year parents and students come to school in the evening and tour the school, meet teachers and staff, and then are sat down and given information from the administration. We participate and discuss the role we play at the school. This is the first time we get to meet the parents and setting the tone with them and sharing what we are here for is important.  The sixth artifact is a planning guide for hosting the middle school Battle of the Books competition at GHS. The artifact is a logistical coordination sheet we have for planning. While the actual competition won’t be till the end of March we have been working with students, faculty, and student organizations at Glendale using this real event as a PBL for our students. They are helping us design shirts, organize the shirts to send to schools, FACS is going to help make food for the hospitality room, the industrial technology department has made plaques for all the schools and the trophy for the winner, the Falcon Reads book club is planning to be the hosts each student taking charge of a school to show them around GHS and get them excited not only for the competition, but for high school as well.  The seventh artifact is from the high school Battle of the Books. This is the first year that high school will have Battle of the Books and the GHS Falcon Reads club is going to compete in it with a total of four teams with approximately 23 students in total. This club and activity is open to anyone in Glendale that wants to participate. We will compete against another high school in April of this year. The artifact shows our students reading, quizzing, and practicing testing as teams.  The eighth and final artifact is for the screening we did of all the book trailers Broadcast Journalism did for the Missouri Gateway Book Trailer Competition. MASL sponsors a book trailer competition for the Gateways each year and we partnered with our Broadcast Journalism teacher to have her class create book trailers. Once all the trailers were done we invited people (to the library) to come watch ALL the trailers that were completed, we had teacher and librarian awards, we served popcorn and snacks and held a Festival de Falcon. In this artifact you will find the invitation, the presentation of the winners (we picked in our school), and some pictures of the snacks and awards. This was a really fun event that was a great way to showcase some great work by our kids.  |

### [Return to Table of Contents](#_30j0zll)

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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 websiteCopies of communication sharing technology resource links with library stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**[**Glendale Home Page with Library Quick Link**](https://www.sps.org/Page/5186)[**GHS Library OPAC**](https://spsk12.insigniails.com/LibraryG/Home)**-- be sure to select Glendale High School from the menu**[**Glendale\_LLC Canvas Page**](https://springfieldpublicschools.instructure.com/courses/295514)[**Instagram:@GHS\_LLC**](https://drive.google.com/file/d/1FFFKzzF_GPojvsP3Vxfx9eXtFWtLhSbU/view?usp=sharing) [Picture](https://drive.google.com/file/d/14LiahvF6etYtSIt-GPlYoMum9Za1JKbq/view?usp=sharing)**Library Technology** [**Pic 1**](https://drive.google.com/file/d/1NJzjEKcgVUkPdLQXO4LXnp3u33RbWVza/view?usp=sharing)[**Pic 2**](https://drive.google.com/file/d/1msTeyGa_EaRkJVPigRiXZbx_kf6H9wQb/view?usp=sharing)[**Pic 3**](https://drive.google.com/file/d/1jNiTdB7Qmpm-RaW21TxCNmR8uqp2MEP7/view?usp=sharing) |
| **Insert Documents/Narratives:**At Glendale we have a wide variety of curated technologies in the library, including means of remotely accessing library resources at any time. Students, staff, parents, and all stakeholders can find us on the Glendale website (linked above), from our OPAC Insignia page (linked above), through our Canvas course (ALL students, staff, and parents that choose to be are enrolled in this course, linked above), and through our social media (Instagram is the platform we are most active on, linked above). Through the school website and our Canvas page students and parents can access our catalog, reserve books, find links to databases, find tutorials on how to check out a digital book or audio book, our contact information (and they can email us through these sites), basically anything that they need when they are away from school. Through Instagram they can see events happening in the school and library AND they can interact with us and give feedback. In the library we also have a 3D printer that students can use for educational purposes and a Z-Space 3D augmented reality device students can utilize to practice and study (you can pull apart layers of a body and pull out whole systems to examine and manipulate in 3D) . We also have four mobile Novo Display electronic digital signage units. These digital signs can be used to promote new books, or they may be checked out by classroom teachers for presentations or to display student work.  |

# [Return to Table of Contents](#_30j0zll)

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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:** [**2021-2022 Calendar of Events**](https://calendar.google.com/calendar/embed?src=ghslibrarians%40gmail.com&ctz=America%2FChicago)[**September 2021 Calendar of Events**](https://calendar.google.com/calendar/embed?src=ghslibrarians%40gmail.com&ctz=America%2FChicago) |
| **Insert Documents/Narratives:**What you are looking at is our 2021-2022 Glendale Library Calendar. During this time we saw seven ELA teachers and checked out books to 40 different classes (and rescheduled them for renewals/checkout in two weeks), we did research with an ELA class and three sections of a French class, started book talk with AP Government that meets every other week, begun a project with Interior Design, Advanced Fashion Construction, helped write letters to heroes with Freshman Academy, did library orientation for all 12 sections of Freshmen Academy, did 18 presentations on this year’s Gateway nominees, started a book club, and worked with a group on Banned Books Week. Because we have a totally open and flexible schedule and autonomy over the schedule this is all possible.  |

[Return to Table of Contents](#_30j0zll)

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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:**[**Parents**](https://docs.google.com/document/d/1-8kx_KUifR6uAkN5h3shefoXHLuPRoBMzDsWh6BI22w/edit?usp=sharing)**Quarterly PTA presentations** [**Quarter 1**](https://docs.google.com/document/d/1-pQ011pQVLepZb0Lu8dKn5rQg1kIp1IJ2cl4c9JmbmE/edit?usp=sharing)[**Quarter 2**](https://docs.google.com/document/d/1_ak-y_CYh5-U3gvK5PgQeJcnEWZoMW7LL4Lz4Xcs-Go/edit?usp=sharing)[**Quarter 3**](https://docs.google.com/document/d/1cD4GltRbzkdE-4aq_31s_dbVEQK4sR9iG9dlxlUNAYk/edit?usp=sharing)[**Smore Communication Letter**](https://www.smore.com/ckq0w)[**Student feedback**](https://docs.google.com/document/d/1l9fQcCv1H8BYRgRdwUcxOBThSMwYWd65ajX7QHdtd5A/edit?usp=sharing)[**Staff feedback**](https://docs.google.com/forms/d/e/1FAIpQLSdm0QZx_d7VOaB2yN0wo0q8hVJz-zGkYMJPqfOoOZnMTkvEsQ/viewform)[**Staff survey results**](https://drive.google.com/file/d/1nvD_9cJCbzcPAuuOFpQrRdxR5CC4qnEg/view?usp=sharing) **Staff Display Pictures:** [**Spence**](https://drive.google.com/file/d/1hP_nw3FusOJynQk0TG2AjMQ5-EzqUBsm/view?usp=sharing)[**Franklin**](https://docs.google.com/document/d/1YoQicJya_cXNEeZl45GLUlnIzv7rOt61mV-SP-UZiIQ/edit?usp=sharing)[**Baxley**](https://drive.google.com/file/d/1rMGGwDQYk8UmldLz5U-M_TEeSrp-WQVT/view?usp=sharing)[**Baxley Pic 2**](https://drive.google.com/file/d/1yYh2gyTVol1u6zgnPBFkHhPF6Zh9cx7t/view?usp=sharing)[**Scott (Contemporary Lit)**](https://drive.google.com/file/d/14olLygjfe3BHj3pZ___bD20ygRINN74r/view?usp=sharing)[**Administrator Verification of Feedback Meetings**](https://drive.google.com/file/d/1tM44xCfxuUtvy5rtfKOZn3jKvXVcRcYY/view?usp=sharing)**Notes presented to admin:** [**Quater 1**](https://docs.google.com/document/d/1-pQ011pQVLepZb0Lu8dKn5rQg1kIp1IJ2cl4c9JmbmE/edit?usp=sharing)[**Quarter 2**](https://docs.google.com/document/d/1_ak-y_CYh5-U3gvK5PgQeJcnEWZoMW7LL4Lz4Xcs-Go/edit?usp=sharing)[**Quarter 3**](https://docs.google.com/document/d/1cD4GltRbzkdE-4aq_31s_dbVEQK4sR9iG9dlxlUNAYk/edit?usp=sharing)[**High School Quarterly PLC meetings**](https://docs.google.com/spreadsheets/d/1eWujhL3_X_g6-dVdVaTf1L-FHZ0tekmdudj9jh9Dh4M/edit?usp=sharing)[**District Librarian Job Alike Documentation**](https://drive.google.com/file/d/1-WJy1aRa1QisIpJSMAeD_t-cdJMQjgD_/view?usp=sharing) |
| **Insert Documents/Narratives:**The first artifact listed is a survey we sent out to ALL the parents at Glendale. It was sent out through our principal’s weekly communication. We used this to gather feedback and data on parent reading patterns and what they do and don’t know about our particular library.  The second artifact is notes that we presented quarterly at the PTA meetings. After each presentation we invited the PTA members to ask questions and give feedback directly to us.  The third artifact here is a link to Smore we created that we try to provide information to our parents using the feedback from the parents survey in the Smore.  The artifact for student feedback is a survey we sent out to students via Canvas. They had the opportunity to give feedback and give input as to books they wanted the library to purchase and services they would like us to offer.  For staff feedback we give them a survey at the end of the year. We look through all the data and then we make a plan that we can implement the following year. We looked at the results of the survey (linked above) and decided to reach out to as many teachers as we could. We found that in our particular school teachers tend to respond better if we go one on one and offer our services (they are more likely to ignore an email because we get SO MANY emails in a day we all become blind to them) and then allow them to collaborate with us in whatever way works best for them after the initial contact (email, in person, over the phone, etc.). When we meet with them we ask for feedback on how we can best serve their students and their class. You will see several pictures here that are the results of the staff feedback. In the pictures shown you will see displays that are for a particular teacher and their class. We customized what we do with them. The feedback from Mrs. Spence was that she wanted/needed more teachers that could help and encourage reading. So, we made a display for her that has her bonus books on it (which we change quarterly) and we met to discuss those books with students who chose to read them. The feedback from Mrs. Franklin was that she wanted books pulled about government (both fiction and nonfiction) that her class could read and do discussion. When Mrs. Franklin comes to the library we also discuss several of the books with the students so they can find what they are interested in. You will also see a display from our Film as Lit teacher (Mrs. Baxley) and the display we curate for her class. You will also see a display of Mrs. Scott’s Contemporary Literature. She worked with us to order book choices that fit in with the curriculum so students had a lot of choices. This give and take is ongoing throughout the whole year. We try to see our staff face to face and ask the questions, “How can we work together?” or “What can the library do for you?”  We meet with our principal quarterly. This is a fairly informal meeting where he comes and sits with us in the library and we get a chance to ask questions, he asks us questions and provides feedback from a global perspective. This artifact is a letter stating that we have these quarterly meetings and feedback is discussed and evaluation takes place.  For our artifact on librarian feedback we have provided a sample from our PLC log. We meet at least quarterly and sometimes more often via Zoom with all the librarians during our PLC time. We have discussions and seek feedback from each other often. The other artifact “job alike documentation” shows when we met as a group in person and had a meeting and had discussion and gave feedback to each other. |

[Return to Table of Contents](#_30j0zll)

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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:**[**Indicator 17 Budget Narrative & Database Subscription information with prices for indicator #17**](https://docs.google.com/document/d/1XM9gN5ff_ZA1AXjrxNOAXxofvsCLwDf9VbU_QSfKDyM/edit?usp=sharing)[**BOOKS, DATABASES, EBOOKS & PERIODICALS (LOCAL FUNDS - MATERIALS)**](https://docs.google.com/spreadsheets/d/1wHLz5Nm8GuOyPPEIYeaSu98WoI6HFyhwjr7Aq9gvOPY/edit?usp=sharing)[**5 year strategic plan**](https://docs.google.com/document/d/1fTJoB3IoPlrulCGsPA94FMAgDlR-KdbzNIBDykr5goA/edit?usp=sharing)[**SPS Grant for Problem and Project Based Learning: Bringing Books and Teen Brains together ($3,681.21)**](https://drive.google.com/file/d/1aY85M9J3_ptF-HY53VzZaJNo0gTrwOmm/view?usp=sharing) |
| **Insert Documents/Narratives:**At Springfield Public Schools (at the high school level) the district chooses areas of focus for the whole district. Those areas are shared out with each site and the site assesses where they are in those areas. Then, that site chooses the best way to achieve those goals based on that particular site's strengths and weaknesses. This school year Glendale chose to focus on Academic Success and Climate and Culture. Along with those district and site goals we are asked to choose personal goals. Ms. Bueno and I each chose the goal to increase reading and reading awareness. You can see from our five year plan (created by Ms. Bueno, myself, our principal, and input from some fellow teachers) that we are focusing on student achievement through literacy engagement and building a positive climate and culture in the space we preside. We utilize the budget we are given each year to focus and realize what we are working towards. As you can see from the links provided we are given about $7.85 per student to spend on print and digital sources. This amount does not include a grant that Ms. Bueno and I received in the amount of $3,681.21 for a problem/project based project that has our high school students using what they are learning in their career pathways to help design, coordinate, and host a middle school Battle of the Books. This amount also does not include databases that the district purchases for student use that the library manages. |

### [Return to Table of Contents](#_30j0zll)

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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:**[**SPS Database Subscriptions**](https://docs.google.com/spreadsheets/d/1WD-vhkzvU0adHviyxWC1yEcg_PWGuZ29oDh71rsU8SA/edit?usp=sharing)[**2022 Follett Collection Analyses**](https://docs.google.com/document/d/112xNdDz8-_yLfuVXhG63QR2FKyfV-29pGWNd7x1nASg/edit?usp=sharing) |
| **Insert Documents/Narratives:**As you can see from the link above our fiction collection has an average collection age of eight years (2013). The WHOLE of our PRINT nonfiction collection has an average age of 15 years, 62% of our PRINT nonfiction collection is roughly 12 years old. However, we also subscribe to several databases (linked above). I believe that if you were to average these resources into our collection the average would be closer to 10 years old or less. Because this is based on the RESOURCES we have more than met the threshold of 12 years or newer in the nonfiction collection due to the number and type of databases we subscribe to.  A vast majority (maybe 90%) of our teachers have us teach the databases and use those for nonfiction research projects (we teach databases to almost every subject and grade level at one time or another throughout the year). We have VERY few teachers that require a print source (maybe just two or three all year). There is a lot in our nonfiction collection that brings our average down quite a bit that I believe we need to keep. Things like classic fiction, primary sources that are historical firsthand accounts, or original biographies; several of these are books that the teacher who requires print sources use each year. We are in constant contact with our staff to be sure that our collection meets the needs of the school. We have worked consistently to be sure that whether they ask for books on dream analysis (for this unit the library hosts a hypnotist) or a collection of books that can be paired by theme from *Romeo and Juliette* we have what they need.  Another consideration is that we have widely expanded our graphic novels and manga collection because of student requests. While one might think these would bring the average age of the collection up (and relatively speaking they do) a lot of the beginning of these series were published in the early 2000s and it brings our average down. We feel that our collection should reflect what our students are wanting to read and feel these should not be weeded.  |

[Return to Table of Contents](#_30j0zll)

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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:**[**Indicator 19 BOE**](https://drive.google.com/file/d/13xMGRbDf1UVHN8DKhQrJy0z0dyXb1Gw6/view?usp=sharing)<https://drive.google.com/file/d/13xMGRbDf1UVHN8DKhQrJy0z0dyXb1Gw6/view?usp=sharing> |
| **Insert Documents/Narratives:**Please see the attached document that includes all of the policies and procedures for Springfield Public Schools’ libraries. |

# [Return to Table of Contents](#_30j0zll)

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| Staffing |

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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:**[**SPS Administration Verification Letter**](https://docs.google.com/document/d/1EOarsQh-ba6nZbOIhKcBZIRwxYvjQM4EiAx3e-QG-kQ/edit?usp=sharing)[**Glendale Principal Verification Letter**](https://drive.google.com/file/d/1qb9yJYlBwKJ_BTJ5CDZEyWLjec157iAC/view) |
| **Insert Documents/Narratives:**Please see the attached letter from the Glendale Principal. Glendale is staffed with two full time librarians and is open from 30 minutes before school to 30 minutes after school each day. Students and staff have access to the library ALL DAY EVERY DAY. |

### [Return to Table of Contents](#_30j0zll)

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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:**[**Library Coordinator Statement for Indicator 21**](https://docs.google.com/document/d/1EOarsQh-ba6nZbOIhKcBZIRwxYvjQM4EiAx3e-QG-kQ/edit?usp=sharing) |
| **Insert Documents/Narratives:**The document will show that Springfield Public Schools values librarians and their knowledge and expertise, so they choose to staff our library with two full time librarians (going above the recommended ratio) instead of employing one or 1.5 librarians and a paraprofessional. Indicator 21 speaks to the availability students and staff have to access the library. Because we have the two full time librarians and complete autonomy over our schedule we do NOT have issues with access. One of us is always available to students and/or staff for checkout, help, or any need that arises. We work together as a team on all lessons, so that if one of us is needed to step out to do checkout, or even help with another class the other can take over and continue to teach seamlessly. Having two the two full time librarians also allows one of us to travel and go to classrooms in the building (if a teacher should need us to) while the other stays in the library to keep it open at all times. Our building also employs a full time IT person who assists when we need extra help with technology. We also are given the opportunity and choice to have student mentees during any/all blocks we choose. Currently we have three mentees and they assist in shelving books, curating and creating displays, as well as basic technology needs. It is also policy that we are also given substitutes (who have to take special training on our programs and policies if they want to work in the library) if we have to be gone, ensuring that there are always two people in the library at all times guaranteeing access to everyone. |

# [Return to Table of Contents](#_30j0zll)

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|  |
| --- |
| Appendix |

###

# [Return to Table of Contents](#_30j0zll)

##