Exemplary School Library Program Application

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

|  |
| --- |
| 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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| Robin Lewis |

Co-Librarian First and Last Names:

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School Contact Email for Librarian:

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| robin.lewis@lps53.org |

School Contact Email for Co-Librarian:

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School District:

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| Liberty School District #53 |

School:

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| South Valley Middle School |

School Address:

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| 1000 Midjay Drive, Liberty, MO 64068 |

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

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| Certificate 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:**  (1)[Evaluating Websites Google Slides Lesson](https://docs.google.com/presentation/d/1xK-6t6eEbEKeEY8aPojLZHiFb624Q23Mnpq6CvGjets/edit?usp=sharing)  (1) [Evaluating Websites Example](https://docs.google.com/spreadsheets/d/1zvPQkxgCw9BSUzY54KVEzCDOp7L2ixbAf1ag3tIZwCc/edit?usp=sharing)  (1)[Website Evaluation Google Form](https://docs.google.com/forms/d/e/1FAIpQLSdWo8FsaianezlMct1eVnVYjYstrbyDFeJ3GTMaNiOiJlFyiA/viewform?usp=sf_link)  (1)[Website Evaluation Google Form PDF](https://drive.google.com/file/d/1wRkQghUfUiRM_pMWUsNJQSuovOyO1ihs/view?usp=sharing)  (1)[Evaluating Website Worksheet](https://docs.google.com/document/d/1PYffL1SD5mKRl1WvQtyozIyczIfVoSXgupjJNnmsW5M/edit?usp=sharing)  (2)[Science Databases List](https://docs.google.com/document/d/1ckaco5rNhLwhqFEMyeLUXTCq8xYjfxMV5x94P8x08uU/edit?usp=sharing)  (2)[Science Database List Video](https://drive.google.com/file/d/1zeAgrIpZ3VD7Nwq16h1E3sgocUXfVFnS/view?usp=sharing)  (3)[Noodletools Website Citation PDF](https://drive.google.com/file/d/16UUR0ddn82yXH3j6_1g6j6vkIb_oX7K6/view?usp=sharing)  (3)[MyBib Website Citation PDF](https://drive.google.com/file/d/1yKxgRL_0gJNTsovjtAOwyYpyosS15b7_/view?usp=sharing)  (4)[Dystopian Book Novel List](https://docs.google.com/spreadsheets/d/1YgsOXY9T17mVULwFR21VP7-SfOKzE0dn4glCVct6-NI/edit?usp=sharing)  (4)[Dystopian Book List with Trailers](https://docs.google.com/document/d/1aiEFxf16GCXT0O7Tz3HGAKMux8C3aNK2brNio2pakcA/edit?usp=sharing)  (4)[Dystopian Book Choice Google Form](https://docs.google.com/forms/d/e/1FAIpQLSfVF5jTe-Q5qUj1xpRf855s4Z1jJIjYM7XaFnpi-LWXG-nFsw/viewform?usp=sf_link)  (4)[Dystopian Book Choice Google Form PDF](https://drive.google.com/file/d/1emKB0kmceXmNeRF0pFWhIFEsMrr_64CW/view?usp=sharing)  (5)[Beanstack](https://drive.google.com/file/d/10Uh-8TKTCtXzoCXrVeB89q-MDvjnrBeU/view?usp=sharing) [Quickview Information](https://drive.google.com/file/d/10Uh-8TKTCtXzoCXrVeB89q-MDvjnrBeU/view)  [(5) Beanstack Video](https://drive.google.com/file/d/1wh4wU1PwwiUGlK5gm0fa7o1yCkHV3Oz_/view?usp=sharing)  (6)[Database Options Screencast](https://drive.google.com/file/d/1zeAgrIpZ3VD7Nwq16h1E3sgocUXfVFnS/view?usp=sharing)  (6)[Database Options Spreadsheet](https://docs.google.com/document/d/1ckaco5rNhLwhqFEMyeLUXTCq8xYjfxMV5x94P8x08uU/edit?usp=sharing)  (6)[Database Level and Text-to-Speech Examples](https://drive.google.com/file/d/1XKIS5KDm50ee8iVN1Q5KyG0LQGgp_CDR/view?usp=sharing) |
| **Insert Documents/Narratives:**  The South Valley library meets the expectations for a score of exemplary on indicator #1 because lessons consist of research-based instructional practices and differentiated instruction is consistently applied to lessons in the library and the classroom. Because the librarian works with such a wide variety of teachers, students and content areas, it is necessary to use practices that appeal to different student needs. Some of the types of differentiation used at South Valley include: voice and choice, goal setting, modeling, feedback, graphic organizers, think-pair-share and flexible learning spaces. Each group of students presents needs and challenges that are met with creativity and flexibility so that many learning needs can be addressed.  **(1)** Website Evaluation Options – Students were taught to evaluate websites and given a variety of tools to use for their evaluation. The options including a google spreadsheet evaluation, a google form evaluation tool or creating the evaluation using a worksheet. Students had the opportunity to try out each of the options before choosing which tool they were most comfortable using. Students at different skill levels were able to use at least one of the options successfully. All of the options presented had the same end result – students deciding if a website was appropriate for their research. (Student Choice, Skill Level, Learning Styles)  **(2)** Students in 8th grade virtual science class had a unit on genetic research. They were given the option of using a variety of databases. Using the Tools for High-Quality Differentiated Instruction: An ASCD Action Tool by Cindy Strickland (2007) this lesson was differentiated by content and process. The option of different databases gave students the ability to choose the type of database and difficulty they were comfortable with. Students also had the option of watching the screencast or using Zoom to meet with the teacher or library media specialist for help with using the tools. (Content, Process, Choice, Skill Level).  **(3)** 7th grade ELA classes completed a project on current events. They used websites to research information. They were then required to create citations for each of their sources. The librarian worked with classes by showing them– Noodletools and MyBib. Students then had the option of choosing the citation tool they were most comfortable using. Included are the PDF’s outlining the steps of creating website citations in each of the citation tools as well as video directions. This lesson was differentiated by giving students choice of citation tool. Noodletools and MyBib work a little differently and one is a bit more complicated to use. (Skill Level, Choice)  **(4)** 8th grade ELA students were to choose a book for their Dystopian Unit. IThe LMS created a list of books for them to choose from that included a variety of titles and reading levels. Students could watch a trailer for each book. Students then filled out a google form listing their top 3 choices. Students were given the opportunity to try the book for 2 days to decide if that was the one they wanted to read for the unit. Differentiated instruction was demonstrated when students were introduced to a variety of book titles and allowed to choose the book that they felt was interesting and also on their reading level (Interest, Choice, Skill Level).  **(5)** Students in all 6th, 7th and 8th grade ELA classes had the opportunity to use the Beanstack reading program to track their reading this year. They first made reading goals for the year and then used Beanstack to help them complete those goals. They had many options within Beanstack. They could track their reading by minutes or books completed. They also had the opportunity to challenge themselves by reading books by genre, books chosen by the SVMS staff, Mark Twain award books or Truman award books. Students could differentiate their reading by choosing the books they were interested in while keeping track of their reading in the way that made the most sense. (Choice, Learning Styles)  **(6)** Database lessons at all grade levels included showing students how to choose from levels in the text as well as being able to choose the “listen” feature for those who need audio. Students in 6th grade science, 7th grade ELA and 8th grade ELA were taught this skill. This type of differentiation gave all students the ability to choose the learning that would help them be successful. (Skill Level, Choice, Assistive Technology, Learning Style). |

### [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 |

* 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 – Traditional**  Reading, writing, speaking, and listening.  The staff at the SVMS library helps students to choose books to read in a wide variety of ways. The goal is for students to choose books that interested them and that they have the ability to read successfully. The librarian shares new books in the collection as well as giving recommendations. Students are given options in the books they choose as well as the form in which they can read those books. ELA teachers bring their students to the library every 2 to 3 weeks to check out or renew their books.  Assisting students in finding books of interest and at their levels   * Librarian and paraprofessional are available throughout the day to help students in the library finding books of interest to check out * Links on SVMS LMC website to a variety of reading options for students including:   + [Destiny Discover](https://search.follettsoftware.com/metasearch/ui/16427) – the online library catalog for students to use to search for books   + Links to lists of [Mark Twain](https://docs.google.com/document/d/1hAwTOGTZFjZYN3x1i4b6S3Buho_Fduhznf-h__UX59g/edit?usp=sharing) and [Truman award](https://docs.google.com/document/d/1UVygbtrMf8Dl73lYP6NdulolWqUqNFH-SDx0ojARbaE/edit?usp=sharing) books.   + Links to a list of [books recommended by teachers](https://docs.google.com/document/d/14-hAf7FWHoSNfBgzqY9R3GS2lpu5OhmStuzcXHh3Iao/edit?usp=sharing)   + Access to SORA eBooks and audiobooks   + Access to SORA magazines   + Link to the [BEANSTACK reading program](https://drive.google.com/file/d/10AuUOjWVKI6CuOfTy792daG1W00qGVdI/view?usp=sharing)   + Link to the [NOVELIST - FIND YOUR NEXT READ](https://drive.google.com/file/d/1I21hm5NOs3RS0Lf5kLCaPEw5KHon0Y6i/view?usp=sharing) website to help students looking for that next book   + Link to the [SVMS Series notebook](https://docs.google.com/document/d/16pAeRkZmD3kOSZE-rAvG3NZkvaeOuUVzddU4EjLYhe0/edit?usp=sharing) – helping students find the order of books in a series   + Access to Mid Continent Public Library student cards to give students more options for reading   + Access to Overdrive Magazines   + Link to video book talks that students can watch   + Google form for students to fill out to [recommend a book](https://drive.google.com/file/d/1Ezg4Uyd4mSdJUwrj9Lr9G89shT1pGRjB/view?usp=sharing) to add to the library. * Video showing students how to use the collections in Destiny to choose a book. [Video Link](https://youtu.be/3kWpZ_2Q1SI) * [Mark Twain and Truman Nominee books on a separate shelf](https://drive.google.com/file/d/1gcIWm0FtmiPo9Wx7hXaTP-G8dW5RLTki/view?usp=sharing) for easier access for interested students. * [New books on a separate shelf for students to choose](https://drive.google.com/file/d/1gcIWm0FtmiPo9Wx7hXaTP-G8dW5RLTki/view?usp=sharing) * [Books pulled out and put on top of shelves](https://drive.google.com/file/d/1BlJqGAIa6MfPt2_nTR3368VhbbCPeUbO/view?usp=sharing) to interest students in titles they may not have picked on their own. * Book tastings in the LMC with ELA classes to introduce students to new books and a variety of genres |
| **Literacy Example 2: Type of Literacy – Technology**  The ability to use, manage, evaluate, and understand technology.  (ITEA, 2000/2002)  Working with students in our ESC (Essential Skills Classroom) class, the librarian introduced using Sphero Bolt Robots to problem solve and explore. We first read a book together about shapes. Students then added the Sphero APP onto their iPad and were shown how to use the program “Making Shapes”. Each student worked with their own Sphero Bolt robot to create a variety of shapes for the robot to repeat on the carpet. Students used problem solving skills to create shapes and run the robot with their iPads. After creating the first program together, students worked on their own to problem solve. They also were to create a unique shape to show their understanding of using and managing technology.  [Sphero Lesson Plans](https://drive.google.com/file/d/1A2b2JBvOyHnnIU3O4nlS02QWg3c27Vnw/view?usp=sharing)  [Pictures of students using Sphero](https://docs.google.com/document/d/11ciLTtBG2rBY_OKelK9Xnxs10j4P-gTy/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Student checklist for Sphero lesson](https://docs.google.com/document/d/1HpXw9D8EkCInF82ccBbdWjjVZ0U3WqcGuaE3tEMaEzg/edit?usp=sharing)  [Student using Sphero Video #1](https://drive.google.com/file/d/12YtR2e41vZrin6HQL4ZANUDWr3pJjRSf/view?usp=sharing)  [Student using Sphero Video #2](https://drive.google.com/file/d/10Bb8i_Uh7QKahDZ0nu1PxE_EfKGtnUvf/view?usp=sharing) |
| **Literacy Example 3: Type of Literacy – Digital**  The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.  (ALA)  The librarian created screencasts for the LMC website on how to place holds, use Sora, and use Destiny Discover for students to explore the library collection 24 hours a day. Research screencast tutorials include how to access and use the LPS and MCPL databases, how to cite sources, how to write research questions, and how to evaluate sources for reliability. Technology tutorials and tips include how to use iMovie, Adobe Spark, printing, locating copyright-friendly images, and reader view on the iPads.  [Read Tutorials,](https://docs.google.com/document/d/1t_64LNMiXLmL_BtiycjgqpC3HB9iNJnLLD9V5EBBQSA/edit?usp=sharing)  [Research Tutorials](https://mo02207190.schoolwires.net/site/Default.aspx?PageID=6405)  [Technology Tutorials](https://docs.google.com/document/d/12jQMZKM7Bgp0CjpIXVQpsaSHIZezh1lOeRlGKxhzMkU/edit?usp=sharing) |
| **Literacy Example 4: Type of Literacy – Emerging Technology**  Technologies whose development and/or practical applications are yet unrealized.  Often perceived as capable of changing the status quo.  (Wikipedia)  Students in 6th grade science were studying the rain forest and used the VR goggles and the Class VR website to travel to various locations in the rainforest. Students were shown instructions on the correct and safe way to use VR goggles – many of them had not had the opportunity to try this technology. When viewing each experience, they used what they had learned about the rain forest to identify items in the environment including plants and animals.  [Introduction to using VR goggle Google Slide Presentation](https://docs.google.com/presentation/d/1T_sjg8_HUMVY1Qknj6evmIWI2084Xik_4zLMh0qGz_k/edit?usp=sharing)  [Screenshots of the Rain Forest experiences](https://docs.google.com/document/d/1y0dPtOxs1xyDT71WcKVT_mlqCmoAIyVn/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Video of students using VR goggles](https://drive.google.com/file/d/1c_4wZzPbtIpWf5lZkcaDEtlz7wLu5izd/view?usp=sharing) |
| **Literacy Example 5:  Type of Literacy – Media**  **Media Literacy**-The ability to develop critical thinking skills around all types of media, build an understanding of how media messages shape our culture and society, and give people tools to advocate for a changed media system.  (Media Literacy Now)  The librarian met with students in 8th grade broadcasting class to introduce how to recognize and choose news stories that are newsworthy. This lesson was given at the very beginning of the semester to prepare students as they learned to create news broadcasts for the South Valley News. After talking with students about newsworthy news, students worked their way through a google slide presentation that included activities.  [Newsworthy Google Slide Presentation](https://docs.google.com/presentation/d/1_uQs-82GVOBzjYico8Bm2MVxhJ6VSxxHvP9B4trI6ik/edit?usp=sharing)  [What is Newsworthy worksheet](https://docs.google.com/document/d/171HzeRS1t9EqACiAcM2Qpdj_dZfNhLYQL3fKsdp7NxA/edit?usp=sharing)  [Newsworthy Google Slide Presentation Student Example](https://docs.google.com/presentation/d/1S-9_CAfpDx-XEJHbClmhX__WffpK1WRgt-L33Wkmhik/edit?usp=sharing)  [Student Video Example](https://drive.google.com/file/d/1VMpD2h2ffa0A0XqgxnAjfuXU1ZvZRVmu/view?usp=sharing) |
| **Literacy Example 6:  Type of Literacy – Informational**  **Information Literacy**-Being able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. (ALA)  The librarian worked with the sixth-grade Gifted science teacher by locating information in digital and print forms for students researching ecosystems. Lists of print and digital materials were curated and print resources were gathered for the student’s research. A number of books were also gathered for classroom use by the teacher and students. Students also practiced finding and evaluating websites on ecosystems to use for the unit. One goal of this unit was that students be able to locate the information they needed in a variety of formats and use that information effectively in their presentation.  [List of ECOSYSTEMS Print Materials available in the LPS library system](https://docs.google.com/document/d/1uBatXz8uujfTuJ-Dg9ISQ1Q3W3zCbzGVEZrCb3kP8XU/edit?usp=sharing)  [List of optional ECOSYSTEMS Websites](https://docs.google.com/document/d/1CR4A_7gwbQJMZq4lprRPa-Hhq_1C_-m2dwLki7TycVs/edit?usp=sharing)  [Student Projects](https://docs.google.com/document/d/194mQketVYg1McL1nqvM-3ZPKWASWTr5W8kRtBwSPGi4/edit?usp=sharing) |

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| **Optional Narrative:**  The SVMS library meets the expectations for a score of exemplary on indicator #3 because  it creates a critical thinking environment using many different types of literacies and technologies throughout the year. Students must be able to communicate successfully and understand information through many mediums. Because there are so many ways to give and receive information in today’s world, the goal of the librarian is to help students become proficient in each of them with lessons and activities throughout the year. Having access to a wide variety of sources is extremely helpful in working toward that goal. The library program at South Valley has shown strong evidence of the creation of a critical thinking environment in the lessons taught and the state-of-the-art and emerging technologies available to all students including coding robots, video editing software, emerging reading engagement platform (Beanstack), iPads that are continually updated with new apps and IOS operating software, VR goggles and content platform. |

### [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:**  **7th ELA – Website Evaluation – Formative Assessment**  Students in 7th grade ELA were using websites for research. The LMS taught a lesson on website evaluation using a google slide show. Students were shown an example of evaluating a website using a spreadsheet and then worked on their own to practice evaluation on planet websites. The LMS walked around the room and checked in with students as they were working, answering questions and assisting students when needed. This was a formative assessment, as the LMS and teacher were collecting information on student success in using the evaluation technique. After reviewing the lesson, both the LMS and teacher observed that the google sheet seemed to be confusing to many of the students and perhaps a bit too complicated. Both saw the need for further instruction on evaluating websites and creating a plan for a future lesson that included an easier method of quickly evaluating websites. The LMS created an alternative form for evaluation.  [Website Evaluation Google Slides Lesson](https://docs.google.com/presentation/d/1xK-6t6eEbEKeEY8aPojLZHiFb624Q23Mnpq6CvGjets/edit?usp=sharing)  [Website Evaluation Spreadsheet Example](https://docs.google.com/spreadsheets/d/1RnllXrJa_8oBEBCLK7rm0KKdKe6k99WiFLfDm1gjCDs/edit?usp=sharing)  [Website Evaluation Spreadsheet Answer Sheet](https://docs.google.com/spreadsheets/d/1ss34xMoVJWH_cfNbKP4dGqSwevN8_NSE73uTve48BR0/edit?usp=sharing)  [Website Evaluation Student Example 1](https://docs.google.com/spreadsheets/d/1Crn98uhtnUab8O2T6ib67NSYXRborUHIiVUad29_YB8/edit?usp=sharing)  [Website Evaluation Student Example 2](https://docs.google.com/spreadsheets/d/18n4iVAq3wClw-rt3n2SOhdvx-htAg-7ksDqYLiJ7RO0/edit?usp=sharing) |
| **Assessment Example 2:**  **7th ELA Website Evaluation – Summative Assessment**  After the initial website evaluation lesson mentioned in Assessment Example 1, the librarian and teacher used the information from the formative assessment to create an alternative lesson for the students on website evaluation. After reviewing the steps of website evaluation with the entire class, students were shown an alternate method of recording their evaluation using a checklist on a worksheet. Students then worked in pairs to evaluate a sample website. The final assessment was the worksheet - evaluating 2 different websites --that each individual student turned into the teacher for a grade (Summative)  [Website evaluation worksheet](https://docs.google.com/document/d/1PYffL1SD5mKRl1WvQtyozIyczIfVoSXgupjJNnmsW5M/edit?usp=sharing)  [Practice websites for students](https://docs.google.com/document/d/1SrPk5WnVuTeXaMbwPanXhkiZPt_z6xhJbhZ_8w-E71I/edit?usp=sharing)  [Website evaluation worksheet student example 1](https://drive.google.com/file/d/1kGNlqmryBYyuL10PryvBOQ6KaYiVzuLC/view?usp=sharing)  [Website evaluation worksheet student example 2](https://drive.google.com/file/d/1aBnVDExv_9az2L8Cgy5if61r9zn8z-je/view?usp=sharing) |
| **Assessment Example 3:**  **8th Grade ELA – Reading Interest – Formative Assessment**  The LMS wanted to know if students were comfortable finding books of interest or if they struggled with finding and choosing books. Students in 8th grade ELA were given a reading assessment form at the beginning of the year to help the LMS determine needs and strategies. After looking at the results, the LMS showed each class how to access databases and websites to help them find and choose books of interest. These websites allowed for a variety of options and choices. Students were also shown options within the Destiny Discover catalog to potentially help them pick their next read. Students were then encouraged to look the books up in the library catalog or the MCPL catalog as possible reading material for the year. This was a formative assessment used by the ELA teacher and LMS to better inform them of the reading needs of the students.  [Reading Google Form Survey](https://drive.google.com/file/d/1P5Yl0vgnjcQ6VL3IX-ym0dV8cpQd54y6/view?usp=sharing)  [Reading Google Form Survey Results](https://drive.google.com/file/d/19PpQQF17_YwDiwRPmZV1GCW-Cbh5HRaz/view?usp=sharing)  [Novelist K-8 Plus Information](https://www.ebsco.com/novelist/products/novelist-k8-plus) – page is available on MCPL website to students with library card number  [Screenshot of **SIMILAR TITLES** on Destiny Discover](https://drive.google.com/file/d/1Ec4YoE7mdaU6vMzAjB-fj9Iiu0NnoawB/view?usp=sharing) |
| **Assessment Example 4:**  **8th Grade Science – Genetics Unit – Summative Assessment**  As part of a unit on Genetics, the librarian taught a lesson on BIAS, specifically in science articles and studies. The lesson included a google slide show with definitions, examples and activities for the students to practice recognizing types of bias. Students took notes during the lesson. They were asked 3 questions on their final test covering BIAS in science.  [Bias in Science Google Slide Presentation](https://docs.google.com/presentation/d/1l5xRhaNyWQq2u98WSnAx9slxuxcPzR-DGEito4C4jC4/edit?usp=sharing)  [Bias questions on final test](https://drive.google.com/file/d/1ld25AUr8IhigFWPEw2EvpA6Zo6FFJ5a0/view?usp=sharing) |
| **Assessment Example 5**  **6th , 7th and 8th Grade Students - ESC Class – Non-Fiction Text Features – Formative Assessment**  The librarian taught a text features lesson in the ESC (Essential Skills Classroom) by reading a nonfiction book and showing the students a google slide presentation. Students then chose a nonfiction book of their own and picked out the text features shown on the overhead by the librarian. The librarian and teachers walked around checking and helping students as they identified text features in the books. This lesson helped the librarian and teachers assess how well student understood the concept of text features and their ability to identify specific text features.  [Text Features Google Slide Presentation](https://docs.google.com/presentation/d/1w8N-Pqeruz2FNMPbyGXYXE4RBPncmmZ4FzoT6Pq78rY/edit?usp=sharing) |
| **Assessment Example 6:**  **6th , 7th and 8th Grade Students - ESC Class – Non-Fiction Text Features – Summative Assessment**  The librarian taught a text features review lesson (lesson was in addition to the Example 5 lesson) in the ESC (Essential Skills Classroom) and worked with the students to practice the new skills. This additional lesson asked the students to correctly identify 12 text features along with a definition and image example of the feature. Students had to match puzzle pieces for each text feature, definition and image. (Formative)  [Text Features Puzzle Pieces](https://drive.google.com/file/d/1hTmr747feJ_RZLnXAmdYGcxZDoVZUI7b/view?usp=sharing)  [Student Example Puzzle Pieces](https://drive.google.com/file/d/1abp1kWst7YiV-_RPJzk_BlOsoLsoMqxx/view?usp=sharing) |
| **Assessment Example 7:**  **7th Grade ELA – Source Citations – Formative Assessment**  Students in 7th grade ELA were studying current events. They chose a topic and wrote a short paper on the topic and its impact. They were required to cite their sources in a Works Cited page at the end of their paper. The LMS showed students how to create a website citation in both Noodletools and MyBib. Students then chose the citation tool they were most comfortable with to create their works cited page. This is a formative assessment with the Works Cited page being the student evidence of mastery.  [Creating a website citation in Noodletools](https://drive.google.com/file/d/16UUR0ddn82yXH3j6_1g6j6vkIb_oX7K6/view?usp=sharing) PDF  [Creating a website citation in Noodletools video](https://drive.google.com/file/d/1Dc1aP6vgaXqjCaJ96jRW6I0cwuUqCRvI/view?usp=sharing)  [Downloading Works Cited in Noodletools](https://drive.google.com/file/d/1fFrS7RS4Lu4ZwbVLNsN4v8AQcRsvoauL/view?usp=sharing) video  [Creating a website citation in MyBib](https://drive.google.com/file/d/1yKxgRL_0gJNTsovjtAOwyYpyosS15b7_/view?usp=sharing) PDF  [Creating a website citation in MyBib video](https://drive.google.com/file/d/1JMt53Csn-kwxvECRsJjOOOmdpuCb6Ooz/view?usp=sharing)  [Downloading Works Cited in MyBib video](https://drive.google.com/file/d/118npk3b1KNQUz-bRQGmiTwxKZMnl0kUr/view?usp=sharing) |

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| **Optional Narrative:**  The SVMS library meets the expectations for a score of exemplary on indicator #4 because the librarian purposefully uses both formative and summative assessments to drive instruction and assess student understanding. The LMS may assess students before, during or after lessons. Assessment may by created by the LMS, the teacher or as a collaborative effort. |

### [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: 6th grade ELA Culture Convention**  **6.W.1.A.a** Conduct research to answer a question, drawing on several sources, and using a standard citation system.  **6.W.1.A.b** Gather relevant information from multiple print and digital sources – assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  **6.RI.3.C** Explain how the text reflect historical and/or cultural contexts.  **6.SL.2.C** Plan and deliver presentations.  **AASL II.A.3** - Describing their understanding of cultural relevancy and placement within the global learning community.  **AASL II.B.2** - Evaluating a variety of perspectives during learning activities.  **AASL II.D.3-** . Reflecting on their own place within the global learning community.  The librarian collaborated with three 6th grade ELA teachers on the Culture Convention project. This goal of the project was that students learn what defines a culture and a ultimately appreciate cultures different from their own. The librarian worked alongside the teachers as lesson plans were created and activities chosen. A variety of lessons were taught to introduce students to the concept of culture. They were able to examine the culture of the character Garland from the novel *Schooled* by Gordon Korman. They also brainstormed the culture at South Valley and their own personal culture. The librarian created a google form for community and world volunteers to fill out if they were interested in sharing their culture with the students. The library also gathered the videos that were created and watched them before posting the videos on canvas for the students to view. Students had the opportunity to watch videos created from people representing many world cultures. Students filled out a google form to choose a country/culture to research in dept and create a presentation. The librarian introduced two Midcontinent Public Library databases (Culture Grams and World Geography and Culture Online) that students could use the search for and record information on their culture. The librarian also talked to students about using images correctly for their project by choosing Britannica Images (paid subscription) or images that are part of the culture databases. Students were also shown how to create citations for the articles they used for research. After recording information on a graphic organizer, students planned and created tri-fold posters with the information and analysis of their chosen culture. The final activity was a Culture Convention held in the LMC for students to present their projects to parents, teachers and students.  [Culture Convention Project Outline](https://docs.google.com/document/d/1swJ1Gm-2StjOPcdBABGKdSTsVpb8dKQMki0QXDws42g/edit?usp=sharing)  [Defining Culture News Article](https://drive.google.com/file/d/1Ns2iTwzSTSPEuGYc70eYHfUQ6I_Hi2nK/view?usp=sharing)  [Iceberg Concept](https://docs.google.com/document/d/1wzE2kAPoYBE-iE647TCdXrang41gsuJMWrA6s6C9Hz8/edit?usp=sharing)  [Self Culture Worksheet](https://docs.google.com/document/d/19F3CL0f4s-7jbPDAQSeXitQlYRWlshP7kkbzW4nXHBo/edit?usp=sharing)  [Country/Culture Choice Google Form](https://drive.google.com/file/d/1fw_BDPqxTaey5Ysa3rfLMgo44VC7DjsQ/view?usp=sharing)  [Culture Graphic Organizer](https://docs.google.com/document/d/1WU_L5oeiqLeklUosvdS4OR4hOti8PJUnWfVJBgFg67Q/edit?usp=sharing)  [Philippines Culture Video](https://drive.google.com/file/d/1GIkk-ZE8a9izZ3-vFMLwIfTgDb4f_BKr/view?usp=sharing)  [Cuba Culture Video](https://drive.google.com/file/d/15M9dQg0FDazd-T6Enk27CJ6MXBxv0dgg/view?usp=sharing)  [China Culture Video](https://drive.google.com/file/d/15RN6Kix6t_UPmEbJMdqBEKWYNWa-xzSd/view?usp=sharing) |
| **Support Example 2: 8th Grade Science - Genetics**  **MS-LS4-5** Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. Observable features by the end of the course - 2a – Evaluating Information - Students assess the credibility, accuracy and possible bias of each publication and method used in the information they gather.  **AASL I.D.3** – Learners participate in an ongoing inquiry based process by enacting new understanding through real world connections.  In 8th grade science, one of the learning objectives during the unit on genetics is to be able to recognize bias in scientific articles and studies. After meeting with our 8th grade science teacher and discussing the objective, the librarian created a slideshow with common examples of bias that occurs in scientific literature. The LMS presented the slideshow to classes containing definitions of the types of bias Students took notes during the presentation. Students participated in learning throughout the slide show. Students were given other opportunities to practice recognizing bias by the teacher throughout the unit.  [Bias Google Slide Presentation](https://docs.google.com/presentation/d/1l5xRhaNyWQq2u98WSnAx9slxuxcPzR-DGEito4C4jC4/edit?usp=sharing)  [Notetaking Sheet](https://drive.google.com/file/d/1o90dVVzegF-WjJ70TnAclYF6GrlTxKpG/view?usp=sharing) |
| **Support Example 3: 8th Grade Broadcasting**  **ELA 8.SL.2.C** – Plan and deliver appropriate presentations based on the task, audience and purpose. Integrating multimedia into presentations to clarify information, strengthen claims and evidence and add interest.  **ELA 8.W.3.A.e** – Use technology including the internet to produce and publish writing, present relationships between information and ideas and efficiently and interact and collaborate with others.  **ISTE -3- KNOWLEDGE INSTRUCTOR** – Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  **ISTE – 2 DIGITAL CITIZEN** – Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and the act and model in ways that are safe, legal and ethical.  The librarian worked with the broadcast teacher to create an introductory lesson for broadcasting students. The librarian presented a lesson in understanding, choosing and creating news that is newsworthy. The goal of the lesson was to help students recognize newsworthy stories and be able to produce their own stories for the Eagle News Broadcast. Students worked on a self-paced lesson that included sample news stories, definitions of newsworthy terms and brainstorming stories to create for the Eagle News. Students used that brainstorm to create stories for the Eagle News. Eagle News is broadcast to the school each week and links are on the Eagle News YouTube channel for parents and the South Valley Community to view. The librarian was available to assist students when needed as they brainstormed, wrote and created news stories.  [What is Newsworthy Student Lesson](https://docs.google.com/presentation/d/1_uQs-82GVOBzjYico8Bm2MVxhJ6VSxxHvP9B4trI6ik/edit?usp=sharing)  [Student Example](https://docs.google.com/presentation/d/1S-9_CAfpDx-XEJHbClmhX__WffpK1WRgt-L33Wkmhik/edit?usp=sharing)  [Example of student story](https://drive.google.com/file/d/1VMpD2h2ffa0A0XqgxnAjfuXU1ZvZRVmu/view?usp=sharing) |
| **Support Example 4: Industrial Technology**  **MITEA 1.4** – Students will demonstrate basic safe and proper use of tools, equipment and materials as suitable for each grade level.  **MITEA 2.1** – Students employ appropriate measurement procedures to technological situations.  **MITEA 5.2** – Students will select, employ and design appropriate production processes as needed in addressing technological problems.  **AASL V.B.1** - Problem solving through cycles of design, implementation, and reflection.  The librarian worked with the Industrial Technology teacher to teach students to use the Cricut machine to create templates for their pallet project. Students created a design then converted the design to a jpeg image. They then measured their pallet board to decide the size the design needed to be to fit the board. Student had to upload their design to the Cricut app so the machine would cut the design onto vinyl for a template. The template was then applied to the pallet and the design painted on the board. Students had to be creative as well as be able to measure and adapt their design to fit the board. Students also needed to master the Cricut app and be able to use the machine to create their template. The librarian was available to help when students had questions or needed assistance with the design or the machine.  [Students Using the Cricut1](https://drive.google.com/file/d/1GhD4gkDOuEpcTdmMwsOsMm4EbB1pBrGF/view?usp=sharing)  [Student Preparing Vinyl](https://drive.google.com/file/d/1jYZwVuv_OYv35jsIWJSruF8Zf2s1GKg1/view?usp=sharing)  [Student Using Cricut APP](https://drive.google.com/file/d/1b-T-fGq2qNTHa467VuAP1J6k1dtEPeRj/view?usp=sharing)  [Student Pallet Examples](https://docs.google.com/presentation/d/1PV0mIzW6eFJ-dLoGJDW_0a1NYwjdDhyXmTuI_XToPFw/edit?usp=sharing) |
| **Support Example 5: Social Studies**  **6-8.AH.1.CC.E** Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.  **6-8.AH.1.EC.A**  Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.  **6-8.AH.1.CC.C** With assistance, develop a research plan, identify appropriate resources for investigating social studies’ topics and create a research product which applies to an aspect of American history  **AASL I.B.1** - Using evidence to investigate questions.  **AASL II.B.2 -** Evaluating a variety of perspectives during learning activities.  The librarian worked with the 8th grade Social Studies teacher and the ELA teacher during the unit entitled “Dive Deeper into History”. Students chose a person from a specific time period in history and researched their life. The librarian presented a lesson on primary and secondary sources. Students practiced identifying both types of sources and filled out a google form ticket out for understanding. Students then chose a historical fiction novel from the time period to see history from another point of view. Students also read an Everybody book for another perspective. The librarians then worked with the teachers to help students create a podcast with a partner using the information they had learned.  [Dive Deep into History Lesson Plans](https://docs.google.com/document/d/1pigHucPujW3CZO6ndC1Q3mbHcyOBy3rUIlCYOVTzB6I/edit?usp=sharing)  [Primary/Secondary Source Lesson](https://docs.google.com/presentation/d/1jM0jibwHc1wpLF41rRMSVbf6JWhNQfGsPaOOCVRJMLE/edit?usp=sharing)  [Primary/Secondary Google Ticket Out Form](https://drive.google.com/file/d/1KzcnDHPCFMrld40xSx0ur4HB5Mp74o7Z/view?usp=sharing)  [Primary/Secondary Ticket Out Responses](https://docs.google.com/spreadsheets/d/1V04tDs4gReJsgMwPts4qb6aUsDV9vyParNNXjVRHoMM/edit?usp=sharing)  [Databases and Websites for Primary and Secondary Sources](https://docs.google.com/document/d/1KRFRxQ3QeM6C7Ht6uX53vfiAu0BACzj2J4OJoEHHoWw/edit?usp=sharing)  [List of Everybody Books related to Unit](https://docs.google.com/spreadsheets/d/1uti2ggUBcLH8uYgVXv_6FWmaq9zLp0ghEgsAU1krbFI/edit?usp=sharing)  [List of Chapter Books for student choice](https://docs.google.com/spreadsheets/d/1uti2ggUBcLH8uYgVXv_6FWmaq9zLp0ghEgsAU1krbFI/edit?usp=sharing)  [Podcast Steps](https://drive.google.com/file/d/1qaRB1qOYjzGBziph_dP4rdTrfcW3UWV5/view?usp=sharing) |
| **Support Example 6: FACS -7th and 8th Grade**  **Supporting Standards:**  **FACS 16.2.1** Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.  **FACS 16.4.5** Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.  **AASL B.V.1** Problem solving through cycles of design, implementation, and reflection.  **AASL B.V.2** Persisting through self-directed pursuits by tinkering and making.  **AASL D.V.2** Recognizing capabilities and skills that can be developed, improved, and expanded.  The librarian collaborates with the FACS teacher on the sewing unit for 7th and 8th grade students. The librarian helped to create a study guide for the history of sewing. The librarian also created a template for a Jeopardy style game the students then created using sewing terms and history. The Jeopardy game was played in class with their classmates. The librarian also helped to create videos to be used during the unit for self-paced learning of the skills and steps to sewing. Throughout the unit, the librarian was available in class to help individual students with lessons and/or skills as they worked their way through the self-paced lessons.  [Jeopardy Template](https://docs.google.com/presentation/d/1qX7AHScSiHkep6LskJ9GH4hERyk8FVd0kR9btCGSUco/edit?usp=sharing)  [Sewing Article](https://drive.google.com/file/d/1hlkBSYU9FQJlAjHL3Fk6a8tQuXxPtcsM/view?usp=sharing)  [Stitches in Time Article](https://drive.google.com/file/d/1NPa9NRk2C7mNvAJz1K2oKX78PX0437uR/view?usp=sharing)  [Self-Paced Sewing Skills Google Slide Presentation](https://docs.google.com/presentation/d/1jtEnYWBhCggiYQ6CC6gsAw0Fnw8RkseRM_40ckRfCD0/edit?usp=sharing)  [Self-Paced Sewing Skills Student Example](https://docs.google.com/presentation/d/1PAB1GcFHCifx6x3DR7x5_eb9LA7iAorMJLlZ_KmDHG0/edit?usp=sharing)  [Visual Learning Self-Paced Template for Class](https://docs.google.com/spreadsheets/d/14HFG6AIbuXJHKEb50RSpBn1OzIBa664R8zcxhqr5Ps8/edit?usp=sharing)  [Visual Learning Self-Paced Template Class Example](https://docs.google.com/spreadsheets/d/1XPvjIy8yFP9Hx077Jlq3qNkSamG7u6S9hta1djQMwEs/edit?usp=sharing)  [Self-Paced Sewing a String Bag Google Slide Presentation](https://docs.google.com/presentation/d/16TcjKxKyYMDNHdUN2xJZeeWbIqQKKDwnvwX_fbZvVUU/edit?usp=sharing) [with Videos](https://docs.google.com/presentation/d/16TcjKxKyYMDNHdUN2xJZeeWbIqQKKDwnvwX_fbZvVUU/edit?usp=sharing) |
| **Example 7: Library Media**  **AASL V.A.1** Reading widely and deeply in multiple formats and write and create for a variety of purposes.  **AASL B.4.1** Seeking a variety of sources.  The LPS partnership with Mid Continent Public Library allows digital access to all students by providing electronic library cards and the ability to access the library catalog of eBooks, audiobooks and other digital resources including all databases. This partnership helps to support the curriculum in all academic areas and creates equity for all students.  [Mid-Continent Databases](https://www.mymcpl.org/research-and-learning)  [Sora](https://soraapp.com/welcome)  [Promote MCPL programming email](https://drive.google.com/file/d/1iEMcKgo-ijM94zS6Gh1hCDQ9Jq6GtymR/view?usp=sharing) |
| **Support Example 8: Social Studies – 6th Grade – City Projects using Google Sites**  **Priority Standard:**  **6.WH.2.CC.A** Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies of Asia, Africa, and the Americas.  DOK 3  **Supporting Standards:**  **6.WH.2.G.A** Describe how the physical characteristics of river valleys supported permanent settlement and the rise of early civilizations.  DOK 3  **6.WH.2.G.B** Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different.  DOK 3  **6.WH.2.PC.C** Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies. DOK 3 **6.WH.1.CC.C** With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and **create a research product which applies an aspect of world history priority to c.1450 to a contemporary issue**.  **AASL I.B.1** Using evidence to investigate questions.  **AASL I.C.4** 4. Sharing products with an authentic audience.  **AASL IV.B.4** Organizing information by priority, topic, or other systematic scheme.  Students in 6th grade social studies used the knowledge they gained from studying ancient civilizations to create a google site for a modern city. They looked at the GRAPES (Geography, Religion, Achievement, Politics, Economics and Social Structure) of all civilizations and compared those to the modern city of their choice. They then created a google site with the information they found on their modern city. The librarian worked with the students to find and evaluate websites, cite their sources and use google sites to create their final product. The students shared their finished google site with their classmates.  [Modern City Research Graphic Organizer](https://docs.google.com/document/d/1I3W4McVAcVYmXM8F393CQ7K6m_S6uxMY-usC8W_rgV4/edit?usp=sharing)  [Modern City Research GO Example](https://docs.google.com/document/d/1pg9y3WB_JH41IhbfcZEid-ZmZSw55hbTMpA5Mt867gg/edit?usp=sharing)  [Modern City Google Sites Example](https://sites.google.com/lps53.org/moderncitykcmo/home)  [Modern City Google Sites Example Screenshots](https://docs.google.com/document/d/1UvTL1WBZFlgq5Dr8GtwIF95RssR7uV5H/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Student Example Graphic Organizer](https://docs.google.com/document/d/1iU7aouwcuMRNnXQZzc0QvKzriNoRFs1shJsaX-O7qXk/edit?usp=sharing)  [Student Example Google Site](https://sites.google.com/lps53.org/denver21/home)  [Student Example Google Site Screenshots](https://docs.google.com/document/d/1hl76bHMhHEpsuQ_eXBaq10Hd7bDpj46U/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true) |

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| **Optional Narrative:**  The SVMS library meets the expectations for a score of exemplary on indicator #5 because  collaborative partnerships within and outside of the school community are very important to the operation of the library. The library and librarian works to support multiple subject areas in the mastery of student achievement by working with many content areas including ELA, social studies, science, FACS, health and PE, industrial technology, drama and debate. The LMS works closely with teachers in each of these content areas to create lessons, teach lessons and support students in their learning. Mid-Continent Public Library is a vital partner in the education of the students at South Valley. Students are encouraged to use the resources available at Mid-Continent as well as those available from Liberty Public Schools. The library program emphasizes life-long learning through many learning and research activities. |

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

|  |
| --- |
| Leadership |

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

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  (1,2)[LMS Library Retreat Agenda August 2021](https://docs.google.com/document/d/1oXtlz4pRu97HNT-X8yXOqHlGIAVPFUd8zKs2oLJDPJE/edit?usp=sharing)  (3)[What Your Librarian Can Do For You Poster](https://drive.google.com/file/d/1t9PWeQ3WZfA_q6pVGPrGNwp-J-ag-gCP/view?usp=sharing)  (4)[Beanstack Teacher Guide](https://drive.google.com/file/d/1Xyi93mI1BCrpxOZb7sypLNop3g40K7M3/view)  (4)[Beanstack Quickstart Guide2](https://drive.google.com/file/d/1t1fml877QarwS3LR4SKnklWfs4-cmvB-/view?usp=sharing)  (4)[Beanstack Intro Video](https://drive.google.com/file/d/11ojDbGCoTgWwXUp9-rZZ8S3qiaEDh_Rm/view?usp=sharing)  (5)[How to use Destiny Discover Video](https://drive.google.com/file/d/1UbkO5VxvEhXqTBirzL2S9Ub9x7nIb28G/view?usp=sharing)  (6)[Database List](https://docs.google.com/document/d/1cg1ZxunQ_PWNGWQNMdC1Cl8-Cg06SWrjOH1eNZZ28Jw/edit?usp=sharing)  (6)[Learn 360 Video](https://drive.google.com/file/d/11m3XBv2xTz0PyWnws7ylfub6dO-kqOfB/view?usp=sharing)  (6)[Health and Wellness video](https://drive.google.com/file/d/1b1Ngf_GDkxdWPazJ6RiLCe3HLrMX-Ahd/view?usp=sharing)  (7)[List of APP descriptions for Ipad](https://docs.google.com/spreadsheets/d/1CuJiMkJAQQaAgXOhKSQlJ4PZDQXdj0sU8HcWAhN2994/edit?usp=sharing)  (8)[Project Ready 2GO Information](https://docs.google.com/document/d/1xCWqWHzWiw4keBM3vNedbtgANpMJBh1zj_4v2fbxHnI/edit?usp=sharing) |
| **Insert Documents/Narratives:**  (1) August 2021 – The librarian provided PD on Diversity in the Library Collection with other members of the Collection Development Diversity Committee to the Library Media Team during our beginning of the year retreat. Another librarian and I created a spreadsheet with possible tagging options for LGBTQIA books. Presented information on tag names and how to add those tags to their library catalog.  (2) August 2021 – The librarian presented information on the new monthly reporting forms that the Reporting committee approved. Specifically how to access, use and interpret the terms and definitions on the form and how to complete the forms efficiently. This information was presented to all secondary librarians.  (3) August 11, 2021 - The librarian met with all new teachers in the building to introduce the library and show teachers what the librarian can do to partner with them throughout the year. Teachers were given a tour of the library and also a tour of the library website, specifically the research links. The teachers were giving a print version and the link to the “What Teachers Can Do For You” poster as a resource they can revisit when needed.    (4) August 18, 2021 - The librarian conducted a Beanstack PD with all ELA teachers to introduce the program. This was a new program for the 21-22 school year. The PD consisted of helping teachers log on for the first time, showing them how the program works for students and showing them how to access reports. These reports can help teachers see the progress students are making in tracking their reading minutes and logging books. This information was also re-visited in January on the teacher workday to remind teachers how to use the site effectively.  (5) Ongoing PD: Instructional videos for Destiny Discover for teachers to help students when searching the catalog for research and to check out books for personal interest. Additional Destiny Discover video created for students and parents to use for help.  (6) August 2021 - Presented database list to teachers for use throughout the school year. Specifically focused on recently acquired resources (Learn360 and Teen Health and Wellness)to let teachers know how to use them to enhance their lessons. Also created videos for specific databases to help students and teachers with their features.  (7) Ongoing: Librarian created and updated a spreadsheet with a list of some of the APPS available to students and teachers. The list includes a description of the APP, the content area that might use the APP, if the APP needs to be downloaded and any other information about the APP. Teachers came to me individually with questions about specific APPS and a demonstration.  (8) Ongoing: Project Ready ToGO – Librarian created lessons for modules to present to colleagues on the Project Ready Curriculum Program. Lessons were created for Modules 7, 12, 17 and 19. I also joined in to help facilitate the discussions on those modules. PD sessions were conducted through Zoom.  The SVMS librarian meets the expectations for a score of exemplary on indicator #6 because she facilitates intentional, purposeful professional development opportunities in a variety of formats for library colleagues and building staff. The LMS provides PD opportunities for teaching staff to learn about programs, technology and other features the library has to offer for staff and students. She also provides tutorials to help staff use those programs, technologies and features in their classrooms with students. The ultimate goal of all PD is to enhance learning for students with the most recent, up-to-date tools and ideas available. |

[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:**  Monthly Agenda Examples – [Retreat,](https://docs.google.com/document/d/1UCD0qwbpTzYJLzD5SbDNXqzt0Aherqjp5y4E_5bQNHA/edit?usp=sharing) [September,](https://docs.google.com/document/d/1B9YTVLaO3JZ4IWlX-T1TQDnteqBGRynZXtz3O7xXtLM/edit?usp=sharing) [February](https://drive.google.com/file/d/1Q-zUwNy6fMsv3SPTYozlI2U2P9323Zee/view?usp=sharing)  [Beanstack PD](https://drive.google.com/file/d/10iFox3Uk1uV1wwPm4IW-4MLIvI4f6Vgc/view?usp=sharing)  [Beanstack Road to Reading Webinar Email Notification](https://drive.google.com/file/d/1LsGAPHlsro0UUaw6ZSmHIsAnnfxIB2on/view?usp=sharing)  [Beanstack Road to Reading Webinar Screenshot](https://drive.google.com/file/d/1NvyLRUISexVQegsdwI0tqE4VJnrfBI5Z/view?usp=sharing)  [Beanstack Road to Reading Webinar Screenshot2](https://drive.google.com/file/d/1TdOr2dgycMmLwdJmwfw0JM3BqnHc_Ccl/view?usp=sharing)  [Competency Based Learning Google Slides](https://docs.google.com/presentation/d/1WuRGVhr89jWUzukOlIz3NbOSKbkwf1dVKAMhnIQwrrI/edit?usp=sharing)  [SVMS PLC: Sense of Belonging Google Slides](https://docs.google.com/presentation/d/1vnyHcTJZaqd0n_w4Sh2YYBoYiHrpkF7mhgzlRQRCw7A/edit?usp=sharing)  [*Belonging Through a Culture of Dignity : The Keys to Successful Equity Implementation.* Book Study Calendar Dates](https://drive.google.com/file/d/1kDad-cEfPjJFx7AAx7Uyst8_jmv-iTRQ/view?usp=sharing)  [MASL Book Club - *A Different Mirror for Young People Email*](https://drive.google.com/file/d/1oHm5wZGXESKyblddCZ5h81w1pzAhCVjU/view?usp=sharing)  MASL Book Club [Norms](https://drive.google.com/file/d/1_sncXPA2iupLIaRYlH98fUUMyp5lRYqt/view)  [Discussion Questions for MASL Book Study](https://docs.google.com/document/d/1tV4ImO89ShWHxdBgNch2yTRM75wIZcpxmGJ44-66nOI/edit?usp=sharing)  [MASL Access Challenged Workshop Description](https://drive.google.com/file/d/1APvL380C1qvzU6lhli9a31ru7SLWzhu-/view?usp=sharing)  [MASL Access Challenged Screenshot of Workshop #1](https://drive.google.com/file/d/122g9Lts_G5yMbWlXMYQPZ1BiJ0uGesqb/view?usp=sharing)  [MASL Access Challenged Screenshot of Workshop #2](https://drive.google.com/file/d/1JqfLeqdwNGDzjlWtiTred_m1LTbWg6_g/view?usp=sharing)  GKCASL Winter Meeting [Meeting SMORE with agenda](https://www.smore.com/ed8mw)  [Middle Level Library PLC Example](https://docs.google.com/document/d/15a-dSQNNgwiMA6wKrZoSN82dQXzOoxikXqgw4uKu2BE/edit?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS librarian meets the expectations for a score of exemplary on indicator #7 because of the variety ofmultiple library-specific professional learning events attended and viewed which include conferences, workshops, webinars, and social media. The librarian works to stay up-to-date on the latest trends and needs of students and staff at South Valley. She seeks out opportunities to learn new things or add to knowledge that will help with the running of the LMC, working with colleagues, collaborating with teachers and working with students in the library and classroom.  **Library Media Meetings**  The librarian attends monthly meetings with the library media coordinator and other library media specialists. During the meetings, professional development may be in person or virtual on a variety of subjects including reading programs, curriculum, technology, library programming and library administration. The PD can be presented by outside experts or the library media team. Multiple times a year, the library media team meets specifically for professional development presented on a district level.  **Beanstack PD**  August 13, 2021 - Beanstack was a new program introduced to the middle level libraries at the beginning of the 21-22 school year. The librarians attended a virtual PD at the August LM Retreat to learn about Beanstack and how it works. The PD was conducted by the parent company ZooBean. Librarians were shown their role as the administrator of the Beanstack program and were also given information, documents and videos to use to train teachers as well. This PD impacted the library program significantly as it provided a new and innovative method for students to track their reading throughout the year.  The librarian also attended various additional Beanstack PD sessions throughout the year to learn more about the program and the newest options available to students and teachers.   * Reading Challenge Roadmap 22-23 – February 15, 2022 * Using the 2021 Summer Reading Report to Adapt for Summer 2022 – February 22, 2022   **South Valley Staff Meetings:**  Staff meetings also included various types of PD throughout the year. South Valley met as a staff once each quarter. Some of the PD activities included: visible learning, alternative grading systems, social-emotional learning for students and real world teaching experiences. These PD experiences help the librarian connect with staff and be more effective with collaboration.  **Early Release Wednesdays:**  Every Wednesday this year was an early release and all Liberty staff met for professional development at the end of the day. Each week was designated for district, building or teacher day. Teachers were asked to track their PD each week. These weekly PD sessions helped inform the librarian on the latest information from the district and building level initiatives. It also provided valuable time collaborating with fellow libraries to help discuss ideas for library lessons and programs.  **Competency Based Learning:**  September 2021 - Although this is information directed more toward classroom teachers, it is important for the LMS to understand CBL as well. The LMS works closely with teachers in lesson planning and assessment so she need to know the focus and purpose of competence based learning so that collaboration is the most effective and successful.  **Sense of Belonging: DEI at SVMS**  August 2021 Preservice - This PD was a continuation from the 20-21 school year and the implementation of our DEI agenda. This year the focus is more on giving students a sense of belonging at South Valley and steps to accomplishing this goal. This information impacted the library by being a reminder to treat all students and their ideas and beliefs with respect. It also impacted the acquisition process for materials in the LMC.  **Sonya Richardson**  December 1, 2021 **–** A therapist who spoke to the SVMS staff about brain research, the importance of relationships in education and tools for reducing stress in teaching, self-care and how to recharge teachers batteries. This impacted the librarian by giving permission to practice self-care in order to be able to work effectively with students each day.  **Mark Brown**  January 19, 2022 **–**An inspirational speaker who can help students and staff to reflect on their actions and ultimately make decisions to become better and more empathetic human beings. His message was about tolerance, respect and the value of relationships. He also spoke to the SVMS staff about the heart of a teacher and how the good moments in teaching help us through the tough times.  **Project Ready Cohort**  Yearlong Book Study - *Belonging Through a Culture of Dignity : The Keys to Successful Equity Implementation.* The premise of the book is that the struggles schools are facing are largely based on the failure of educators to consider that educational equity is built on belonging and dignity. The three main concepts of the book are inclusion, belonging and dignity. The group met once a month to discuss various chapters in the book. The discussions focused on the concepts of each chapter and how they apply to our particular school or library. There was also discussion on how to implement some of the ideas in our libraries so everyone can feel that they belong. It is always helpful to talk with colleagues about struggles, celebrations and ideas. This impacted the library by showing the LMS how to recognized the need for belonging and be able to implement plans to be inclusive and understanding when dealing with all students.  **MASL Book Club**  November 4, 2021 - *A Different Mirror for Young People* Virtual Book Club  This book includes primary sources such as letters, diaries and poems written by teenagers describing their experiences. Using the questions on the document, we talked about the experiences of the people in the book and how their experiences can help us understand students in our schools. This impacted the library by reinforcing the need for diversity and the ability to recognize all students as valuable in schools.  **MASL Access Challenged Workshop**  Saturday, January 15, 2022 - Attended virtual interactive workshop presented by the Missouri Association of School Librarians. The attendees were expected to engage in the discussion sessions with both audio and video. The session discussions covered collection strategies, patron privacy and removing barriers to access for patrons. The workshop was divided into three sections – informational session and 2 breakout sessions to work through scenarios from real situations experienced by libraries and librarians. The LMS could come away with ideas and tools to apply in their own libraries. This impacted the library by helping the librarian form a better understanding of the rights of patrons and the importance of defending those rights.  **GKCASL Winter Meeting**  February 10, 2022 - Attended virtual meeting that included a business meeting, a presentation from a Junior Library Guild representative and break out rooms with public librarians from the Mid-Continent Library system and the Kansas City Public Library. This impacted the library by reinforcing the need and helpfulness of cooperation with the public libraries in the area. Students can greatly benefit from a partnership with their school library and public library by giving them a great list of resources and programs.  **Ongoing**: People/Groups I follow on Twitter. These are a variety of topics and information. This list includes fellow librarians -Josh Stumpenhorst and Liberty High School Library (@LMC360) authors – such as Nic Stone, Jason Reynolds, Margaret Peterson Haddix, YALSA and Makerspace.com. I can learn about new books be published to recommend to students, get ideas for lessons or using technology and stay up to date on the latest trends in youth libraries. Connecting with diverse authors helps me with my collection development as well as finding books to read for professional development and personal enjoyment.  Registered for MASL 2022 Virtual Conference taking place . |

### [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/Minutes  Administrative statement about librarian’s role in planning  Librarian statement of involvement   * Exemplary could be multiple examples from both campus and district * Approaching could be multiple examples from campus and/or district with a minimum of one example in each area |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [Collection Development Committee Written Verification](https://drive.google.com/file/d/11GtaQf1JHSlFYHXfV-JMnu9wgZnR3SXK/view?usp=sharing)  [Collection Development Agenda](https://drive.google.com/file/d/1Ly9iOpngnAqyG_fVIurIu_A8pC6Kd-k9/view?usp=sharing)  [Reporting Committee Written Verification](https://drive.google.com/file/d/11GtaQf1JHSlFYHXfV-JMnu9wgZnR3SXK/view?usp=sharing)  [Reporting Committee November Agenda](https://drive.google.com/file/d/1vx5KTTLuZgp1BMsirGrzOwT2JOTjG2BG/view?usp=sharing)  [BLT Written Verification](https://drive.google.com/file/d/1G_9_iu_WYXq1AXOG7YpRVZRRMNs_1Ruv/view?usp=sharing)  [BLT August Retreat Agenda](https://docs.google.com/document/d/1VIziW4rmn6iPLVJeBer5xYcLZBFcbHOqhn9hjX8MNzA/edit?usp=sharing)  [BLT January Agenda](https://docs.google.com/document/d/1uqnzYngwNpkkt49CEPIN94IhohZfEv8K51tEED9rDVs/edit?usp=sharing)  [Diversity, Equity and Inclusion Committee Written Verification](https://drive.google.com/file/d/1PtVlAWdx5R17yPru7nAGjc3uQyXoNx_t/view?usp=sharing)  [SVMS Website](https://www.lps53.org/svms) |
| **Insert Documents/Narratives:**  The SVMS librarian meets the expectations for a score of exemplary on indicator #8 because of the educational leadership role she plays in the school and district. The librarian serves on committees and/or cohorts and is consistently included in campus and district leadership planning. The librarian is a member of two district level committees and two building level committees. The librarian is involved in decision making for both the district and building.  **District Level:**  **Collection Development Committee**  As part of the Collection Development Committee the librarian is involved in making decisions on curating, analyzing and evaluating our collections as well as the policies and procedures related to collections. Our main focus this year has been the diversity of our collections. As a committee, we have created a plan to audit the district collection to determine our level of diversity and use this information for future book orders. I report this information back to my colleagues.  **Reporting Committee:**  As a member of the reporting committee, the librarian helps to review and update the monthly and yearly reports for the district libraries. The feedback provided by these committee members helps to continually improve reports so that the data collected is consistent across the district. Another task of this committee is to update and revise the yearly library surveys for staff and students. This committee meets four times a year.  **Building Level:**  **Building Leadership Team (BLT)**  As part of the Building Leadership Team, I am able to be involved in decision making regarding the academic and socio-emotional needs of staff and students. We meet with our administrators each month to discuss topics such as our Return to Learn Plan, PBIS discipline in our building, district and school goals, visible learning and much more. Our committee also reports back to our colleagues on discussions and decisions made.  **Diversity Equity and Inclusion Committee**  As a member of the DEI committee, I am part of the discussion on strategies to improve diversity, equity and inclusion in our school. Our goal is that DEI become part of the academics and culture of our building, not just a surface understanding. Our plan is to include all stakeholders in creating this culture – administration, staff, students and parents. We have been meeting every 6 weeks and will continue to meet until the end of the year. |

### [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:**  LMC Infographic [Quarter 1](https://drive.google.com/file/d/1IlgH-yZpgmIl2_L0ZBrMyzoM9ynxD4KQ/view)  LMC Infographic [Quarter 2](https://drive.google.com/file/d/15yEOqB444q41dsfS1enLAx6JzjmUOND7/view)  LMC Infographic [Quarter 3](https://drive.google.com/file/d/1teUtI-vTrKmsdBeQSyQ06Lo-vBx_wEEA/view?usp=sharing)  [Administrator Library Survey](https://drive.google.com/file/d/1JNPMm_L0QWirSAZTdNMrwA281DJ8JHPp/view?usp=sharing)  [Administrator Library Survey Responses](https://docs.google.com/spreadsheets/d/1UH1PcBU-P_mYXsCqn3Wk35aBmO7llAXFWTQx8eF9f6c/edit?usp=sharing)  [Communication with Administration Written Verification](https://drive.google.com/file/d/1EWuoH41-PNDIIF1jK32fQyUQEE3k-Zbq/view?usp=sharing)  [Survey Action Plan](https://docs.google.com/document/d/11FoqkxDyY-3FVwhSx6E8GcJoGJXfX1Uz49QaEAAMgTQ/edit?usp=sharing)  [Monthly Library Media Meetings Calendar](https://drive.google.com/file/d/1BwHFa8bmCBwgvbKs0n_oSca0ORYhEDBp/view?usp=sharing)  Monthly Agenda Examples – [Retreat,](https://docs.google.com/document/d/1UCD0qwbpTzYJLzD5SbDNXqzt0Aherqjp5y4E_5bQNHA/edit?usp=sharing) [September,](https://docs.google.com/document/d/1B9YTVLaO3JZ4IWlX-T1TQDnteqBGRynZXtz3O7xXtLM/edit?usp=sharing) [February](https://drive.google.com/file/d/1Q-zUwNy6fMsv3SPTYozlI2U2P9323Zee/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #9 because the librarian communicates with both district and building administration many times throughout the school year. Aside from the formal meetings, the LMS has conversations in person, over the phone, in emails and through Zoom with both the district and building administration. These conversations are about the state of the library, what can be improved and how to continue to make the library the thriving center of the school.  **Quarterly Update:**  Share quarterly with administration an infographic containing information on a variety of aspects of the library. These include number of books checked out, classes visiting the LMC, collaborative lessons, work with individual students, digital and technology help and programs offered.  **Conversations:**  There are times when conversations happen spontaneously with administration as they are walking through the library or I have something I need to speak with them about. Although these are not formal conversations, they are helpful when they happen.  **Survey Action Report –** a yearly report with information from the annual library media survey taken by staff and students. This report includes the strengths of the library program as well as concerns and action plans to adjust where needed. The survey is taken by staff and students in January and statistics are analyzed by March. The report is shared with administrators at the end of year along with goals and plans for the following school year.  **Library Media Monthly Meetings:**  I meet monthly with the Director of Library Services during our Library Media meetings each month. During those meetings we report on our libraries and discuss the effectiveness and/or need for library resources, programs and technology in our libraries. |

### [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:**  [Mission, Vision and Goals](https://docs.google.com/document/d/1qMtC_9bE0LWfanAv6Xl8xE7nX4EfrVhG2bCdfsFqwHg/edit?usp=sharing)  [Middle Level Library PLC Example](https://docs.google.com/document/d/15a-dSQNNgwiMA6wKrZoSN82dQXzOoxikXqgw4uKu2BE/edit?usp=sharing)  [Library Media Parent Information](https://www.lps53.org/Page/8930)  [SVMS Rights and Responsibilities of Readers](https://drive.google.com/file/d/1JALTSt13oGL_IhcrnfjEYz-UeRutdFRg/view)  [South Valley Library website](https://mo02207190.schoolwires.net/domain/5131)  [SVMS Library Twitter @lifeinthelmc](https://twitter.com/lifeintheLMC)  [South Valley website](https://mo02207190.schoolwires.net/Page/37)  [Link to technology help page on the website.](https://www.lps53.org/domain/5947)  [Example of information sent to the principal to add to the parent announcements](https://drive.google.com/file/d/1Bgo5j278QoUTheBn8jQ1goY_SUxwXAqs/view?usp=sharing)  [Example of student announcement to be read in the mornings](https://drive.google.com/file/d/1J16F9-mNjVD1hTszb2aEr_J_4t-WJmgD/view?usp=sharing)  Student [Email Example 1](https://drive.google.com/file/d/12ldL6tsFKACp3BT6n89AD4mdAuEQG2NH/view?usp=sharing)  Student [Email example 2](https://drive.google.com/file/d/18bLbmnwsetwBNRxjMC24krmp3ABGHl0S/view?usp=sharing)  Student [Email example 3](https://drive.google.com/file/d/16vZF6RgtBsiZMlW8-F0hGfP8PpsydMJi/view?usp=sharing)  Teacher [Beginning of the year email](https://drive.google.com/file/d/1cvt_NiL-6FjeK5MxHaiL9JLX0IGaGgow/view?usp=sharing)  Teacher [Email about Soundzabound](https://drive.google.com/file/d/1YH5zlMr7oMBTa8mriO9IPvjC_ccmw_np/view?usp=sharing)  Teacher [Email about Challenge Book](https://drive.google.com/file/d/19JHAG-DeGY4ESix8iAY_VGhEVpLKgAb8/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #10 because hard work goes into establishing relationships with all stakeholders and actively communicating with those stakeholders. The mission, vision and goals of the library are clearly communicated on the library website, library activities are posted on the website, through email and on social media and the librarians is involved in a professional learning network. Communication is very important to keeping the stakeholders involved in the library program. Without the students, staff and community, the library would not be the vibrant learning environment that it is.  Stakeholders for the SVMS Library include students, parents, community, administration and staff.  The SVMS LMC website lists the Mission, Vision and Goals of the Liberty Public School libraries. They can be found on the SVMS LMC website for all stakeholders to access at any time.  Information about the SV library is communicated with students, parents and community and staff stakeholders through a Twitter feed on the SV website. Events, information about books, programming in the LMC and other information is available on this format.  **Students:**  The librarian communicates with students a number of ways. The South Valley Library website is the biggest communication tool. It contains information about book contests, research help, technology help, book check out, clubs and links to the public library. The LMS also communicates with students through the daily announcements, email and the library twitter account. Students are always welcome to come into the library any time throughout the school day to ask questions. Students are encouraged to email the LMS if they have a question or need help beyond the school day. It is important that students are comfortable with many types of communication in case the LMS is not immediately available.  **Parents:**  The librarian communicates with parents through the library website, the weekly announcements that are emailed from our building principal and the library twitter account. The announcements include information about the library, book checkout options, programs that are happening, anything happening at the public library that our parents may be interested in and at the end of the year, reminders about turning in books. Technology information such as tips for using the iPad, our Canvas Learning Systems eBooks/audiobook information and help for digital resources is also included. Parents are encourage to call or email if they need help with any issues related to the library for their student. The LMS adds information, pictures and/or videos to the twitter account often. These tweets are re-tweeted to the South Valley Middle School homepage as well.  **Community:**  The Liberty community has access to the South Valley Library website through the South Valley website and a direct link. They also have access to view the library twitter account on the LMC homepage. LMC tweets are retweeted to the South Valley twitter as well.  **Administration and Staff:**  The librarian communicates with administration and staff in a number of ways. They can use the South Valley Library website for information on books, programs and other things going on in the LMC. The library schedule is linked on the site for easy access to see when the spaces in the library are available and also if the LMS is available to collaborate or teach. Email is probably the easiest and most prevalent way to contact and communicate with staff. There are also many face to face conversations with staff about the library, books or collaborating on a lesson. An email is sent at the beginning of the year listing some of the things that the librarian can do for/with classes. Throughout the year emails are send with information that staff may be interested in using for their classrooms. For example, when a new scholastic magazine arrives, staff is told what articles and features are in the issue. Articles and information from professional magazines, educators followed on Twitter and the public library are also shared. When collaborating with teachers on a lesson, communication is frequently face to face and in email. Staff can also see the twitter feed for library news.  **Sharing PLN:**  The LMS is part of many Professional Learning Networks that impact the job in a variety of ways. Some of the networks include:   * LPS Library Media Department: This group meets 4 times a year and shares information about the library as well as any PD we have attended. * LPS Library Secondary Team: This team meets once a month to discuss library issues. We also share information on libraries and professional learning with each other. * GKCASL and MASL – local and state library associations that share information about libraries, the duties of the librarian, new trends and state and local government as it relates to the library. After attending these meetings, the information is taken back to my library team and reported on during meetings. * Belonging Book Study Cohort: This cohort meets monthly to work through chapters in the book *Belonging Through a Culture of Dignity.* * The Liberty libraries have strong partnership with Mid Continent Public Libraries. Information about MCPL is passed along to my stakeholders and MCPL is always available to help with resources and programming.   Following on Twitter includes authors, fellow librarians, educators and associations that help keep the LMS up to date on literature, library programming and technology. Relevant information on Twitter is re-tweeted for all stakeholders to view. |

### [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:**  [LPS Strategic Plan](https://drive.google.com/file/d/1nS6pZCwbvzmNns836y3X9NSjF8rs1VY1/view?usp=sharing) (CSIP)  [LPS Graduate Profile](https://drive.google.com/file/d/1imdjRTFzoHeUHBlppgY73kwYidY6-Buo/view?usp=sharing)  [SVMS Library Media Strategic Plan](https://docs.google.com/spreadsheets/d/1mW3WPnlfTGsjIh-u6hd82JO0n0xyRVKYTPGTT2f87wo/edit?usp=sharing)  [SVMS Building Goals](https://drive.google.com/file/d/1SrgjmYSXxyH14o-sQcRzbDEolPXXD2CU/view?usp=sharing)  [SVMS Equity Action Plan](https://drive.google.com/file/d/1w731NbCivJsI1O6OQ3Z0OypLiCVvJNBt/view)  [LPS Library Media Equity Action Plan](https://drive.google.com/file/d/1feVPi_RYlI9dW3c83uaLjfBX8FDPj9_0/view)  [LPS Library Media Collection Development Diversity Audit Plan](https://drive.google.com/file/d/1IqynA5labwwi-DtYvWs8iCzZ5vL66vGj/view)  [LPS Library Media Facilities Vision Plan](https://drive.google.com/file/d/1Qt6S7LFWRGMLVNshqWO0oIxtBbfH9D8C/view)  [Library Grad Profile](https://drive.google.com/file/d/12ulmg0udlzgAkc_V8Fba-ThYWuPRlGYW/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #11 because of its support and implementation of multiple objectives of the district, building and district library CSIPs.  **District CSIP:**   * Anytime, Anywhere Learning is available by digital resources 24/7 * Culturally responsive practices include analyzing the collection yearly and adjusting the acquisitions to meet diverse student needs * The library is also committed to diversity, inclusion and equity goals by ensuring all students see themselves reflected in the books on the shelves as well as the programs offered. * Many of the lessons include real world learning implications.   Building CSIP:   * The library program works in close collaboration with teachers to ensure students have access to lessons that reflect inquiry, innovation and real world learning, a wide variety of print resources as well as technology and digital resources. * Library lessons help address visible learning and the “learning pit” as we work through research problems by using inquiry and information gathering skills. * The goals of the library media specialist are reflected in the yearly NEE PDP goals.   **District Library:**   * Participation in a book study on the book *Belonging Through a Culture of Dignity : The Keys to Successful Equity Implementation* at the library district level and the Diversity, Inclusion and Equity Committee at the building level. * Regular meeting with library colleagues to discuss our libraries, collections and work with staff and students. * Supporting the graduate profile with lessons to create personally, academically, culturally, professionally successful students with an entrepreneurial spirit. |

# [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:**  [Pictures of the SVMS Library with descriptions](https://drive.google.com/file/d/1OXaCwSTBh8x90yDbV7m56SIbqFA184YE/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #12 because it provides furnishings that are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses for a minimum of two average sized (26) classes. The library contains a wide variety of seating and classroom options. It can easily accommodate 2 classrooms as well as other areas for individual students. In one classroom area, the tables are on rollers and can be moved or put together in any number of configurations to meet the needs of the students. This area can hold up to 40 students. The other classroom area can comfortable hold up to 32 students. Most of the furniture is functional but also flexible and comfortable. An entire class or two can work in the library or students can work in small groups and individually as well. Students can sit at tables, in comfortable seating or on chairs on the floor to read or study. The library shelves are arranged in a way that makes it easy for students to find the books they want. Books are shelved by genre, with nonfiction, biography and narrative nonfiction on the same wall. A charging station is available for students to use during the school day if needed. The library is a busy place. Students come to the LMC for many reasons. They can return and check out books, read, study, work in small groups or work individually. Students can use the makerspace to create projects or the green screen room for recording. Students are welcome any time during the day and before and after school also. The goal of the library staff is that the LMC be a warm, welcoming space in the school for all. |

### [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:**  [SVMS Library Homepage](https://mo02207190.schoolwires.net/domain/5131)  [Beanstack Reading Challenges](https://drive.google.com/file/d/18nsV8pUZ2h1PfgO2BkX7MBQgRHDgKE66/view?usp=sharing)  [Teacher Challenge Description](https://docs.google.com/document/d/1VGCT_JVoQaeUc4jrOsSM_cjbwFUAeZB6IaCKL7dt97c/edit?usp=sharing)  [Teacher Challenge Book List](https://docs.google.com/document/d/1QMAGUSB-TjgsAXf2eazL8z8EnL0ilu_7qEl0VacNkLM/edit?usp=sharing)  [Award Challenges on Beanstack](https://drive.google.com/file/d/1OK26TbK7e-iagxmu_bPqdSrrxtbSg1SJ/view?usp=sharing)  [Mark Twain Award Book List](https://docs.google.com/document/d/1hAwTOGTZFjZYN3x1i4b6S3Buho_Fduhznf-h__UX59g/edit?usp=sharing)  [Truman Award Book List](https://docs.google.com/document/d/1UVygbtrMf8Dl73lYP6NdulolWqUqNFH-SDx0ojARbaE/edit?usp=sharing)  [Banned Book Week Texts](https://docs.google.com/document/d/1vuWUbakQQ724hUmYyD7dLfU1OZQ-BYxV/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Banned Book Week Display Notes](https://drive.google.com/file/d/18BD92buW5tgD4b7cB-AHKpNcHeKUpRMG/view?usp=sharing)  [Book Club Sign Up](https://docs.google.com/document/d/1wV0_wmjOvHyBlx9iB9EF1Yo1k-b48YgP/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Book Club Kahoot Activity](https://docs.google.com/document/d/1gpAg2c0XwVUOtljI5SgEyQYeFas9mrPD/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Book Club Ice Breakers](https://docs.google.com/document/d/1HcEqsFY0vemfE_6GAY7p6cugZb8mtZr_0XyCyLmWxZM/edit?usp=sharing)  [Podcast Club Description](https://docs.google.com/document/d/1xlGBXmb3bOzj3H1UFkRUSSgjPnB0b9ag5cBOWbGx8mY/edit?usp=sharing)  [Podcast Club Google Slide Show](https://docs.google.com/presentation/d/1cA2dLamk9eKLzL-4gm0oEdM2Cb4flm6khxRR-DqcXTs/edit?usp=sharing)  [Podcast Student Example 1](https://drive.google.com/file/d/1YMzWZFUaRZtdUmFoVD6egB8n2yKRLfUy/view)  [Podcast Student Example 2](https://drive.google.com/file/d/18p5THhGSfw9607VMkVAYBHsQPV7G0BJx/view)  [Game On Club Description](https://docs.google.com/document/d/12geiIl55QspJskmGz_PwUdBHnVmUF0vf/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Make and Take Video Explanation](https://drive.google.com/file/d/1Ry87K64XMr9H4cdRLt_cP8SWynD0K3j8/view?usp=sharing)  [Make and Take Calendar of Crafts](https://docs.google.com/spreadsheets/d/1bpq5LhoIC4x36C9rMoOsd2Y3Zo3KFpwJD3es7F-lZ6Q/edit?usp=sharing)  [Book Tasting Poster](https://drive.google.com/file/d/1HEybpnIoiW1tceD48bDeX50t9KIS0VGj/view?usp=sharing)  [Book Tastings Pamphlet](https://drive.google.com/file/d/1IvOBdNOSPx_DRXuVff9COeZYgAJ2_j_a/view?usp=sharing)  [Book Tastings Examples](https://drive.google.com/file/d/1etSSHPFb4BaZBygjFz3_abYB6zFf0WOL/view?usp=sharing)  [Book Tastings Ticket Out Google Form](https://docs.google.com/spreadsheets/d/1wjUl0ViOm07T_pj0eMdJS4YpNchXm2ATi-ISEDFHSJM/edit?usp=sharing)  [Career Roundtable Google Form for Volunteers](https://drive.google.com/file/d/1IITXPgPgCmZn8-F4P9trxsYxbPMNOwSb/view?usp=sharing)  [Career Roundtable Schedule](https://drive.google.com/file/d/1YmRyCtaIkWVC0JkUcKMqnNuPH-hlD1-N/view?usp=sharing)  [Career Roundtable Pictures](https://drive.google.com/file/d/150eqpdYzt1V8Z0qs-kPfoKRrUDGsoDmh/view?usp=sharing)  [Student Showcases](https://docs.google.com/document/d/1MUEqjibmYWN85sZx4mt5YpwOZf8v1xQjplJCsDxhzxw/edit?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #13 because it provides many distinct programs throughout the year. The activities cover a variety of content area and cross-curricular programs. Many of the activities are available and linked on the library homepage. These activities are available during and after the school day. Some of the activities (Banned Books Week, Career Roundtables and Student Showcases) include family and community members as well.  **Beanstack Reading Challenge**  Beanstack is an online program that allows students to track their independent reading by either minutes read or books completed. Students can earn virtual badges, write book review and complete activities. Students can also earn a variety of prizes for badges. This program is available to all students and consists of a number of different challenges for students to choose from including the Missouri award book nominees, teacher challenge books and books from different genres. This is an ongoing challenge from August to May.  **Teacher Reading Challenge**  The librarian organized a reading challenge where staff were asked to read a book from a librarian-selected list that focuses on diversity and then be available to converse with students regarding their books. Students can choose to read a book from the list and then have a conversation in person or through email with the teacher. Students can earn a digital badge in Beanstack by putting in the code word given to them by the teacher. The books are displayed on a separate shelf in the library for students to select. The list of books and teachers is also available on the library website. Fifty five staff members, including teachers, principals, paras, counselors, and instructional coaches, agreed to read a book for this challenge. The focus of this challenge was student reading engagement.  **Mark Twain/Truman Readers**  Students are encouraged to read from these two award lists and complete the Beanstack activity badge as they finish a book. These books are located on their own shelf for easy access. Students reading 4 or more of these titles are eligible to vote for the winner. The purpose of this program was increase student reading for interest and encourage students to choose a variety of books to read.  **Banned Book Week**  Banned Book Week information was made available to students, staff, parents and the community. Daily statistics were added to the LMC twitter page to generate interest in why books are banned and why intellectual freedom is important to everyone. A banned books display housed books on a separate shelf for students to check out along with  **Book Club**  Book Club: The librarian organizes a monthly book club during students’ WIN (What I Need) time. Students choose Book Club as their choice for the appropriate day and then meet in the library. The librarian allows students to choose which books they read, students have chosen to read the same book and discuss the book each month. Students also have time for activities, such as a Kahoot quiz or reading game. Students also help brainstorm ways to promote reading in school.  **Podcast Club**  The goal of the Podcast club was to provide opportunities for students to express their thoughts and ideas, provide entertainment, news, and information in a school-and age-appropriate environment. Students practiced organization, public speaking, interviewing, storytelling, creative thinking, problem-solving, and commitment. In the end, students created and published original podcasts about a chosen topic. The also created the cover art for their brand. The podcasts were posted on the LMC twitter and the Create page of the LMC website. Podcast club met twice a month for the duration of the school year.  **Game On Club**  This club was for anyone interested in board games, card games, interactive games or video games. The meetings were student driven, with students making choices about what they would be doing for that day. Many times they chose board games to play. One week there was a checker tournament, which students enjoyed. This club met once a month for the first semester.  **Make It or Take It Craft Club**  Students were invited to participate in the make it or take it craft club either at home or in person. A make it or take it craft is available each month. Students may choose to pick up a craft pack and complete the craft at home or work in the makerspace during WIN time. All supplies were provided for the crafts.  **Book Tastings**  Students had the opportunity to “taste” or sample books selected by the LMS. Students spend a short amount of time with each book and record notes on their “menu” rating the books and marking the ones that interested them. The LMS put plastic tablecloths on the tables and offered hot cocoa or cider to students as they “tasted” the books. Book tastings were done with each groups at each grade level. One book tasting was to introduce new books to students. Another book tasting was centered around genres with samples of all genres were on each table. Students filled out a reflection form at the end of the tasting to help the LMS with the planning of future events.  **Blind Date with a Book**  During the month of February, we created a display of “blind date” books for students to choose. The books were individually wrapped in red or pink paper. Students had to choose and check out a book without knowing what it was. This was a fun way to encourage students to try books they may not have chosen.  **8th Grade Career Roundtables**  8th grade students have the opportunity to speak with local business men and women concerning their careers. There are several round tables throughout the year each focusing on a different type of careers. This gives the students insight into the wide variety of choices available to them in the future and gives local businesses the chance to connect with the future workforce.  **Student Showcases**  Student work is often display in the LMC. Many times the showcases also include invitations to the school and community to attend and view the work that students have created. This is a great way to not only include the community but also allow students to show and explain their work to a real world audience. This year the following groups have had showcases in the LMC:  6th grade Gifted – Biome studies – Students, Staff, Parents and Community invited  8th grade advanced ELA – APPS created from themes in the book *The Outsiders* – students, staff, parents and community invited  6th grade ELA – Culture Convention – Displays and presentations about a world culture – students, staff, parents and community invited  7th grade Gifted Science – Thermal Energy devices – students and staff invited  6th grade science – Created Creatures – staff and students invited  8th grade Impact Program – Chaos Projects – staff, students, parents and community invited  **School Clubs**  Many school clubs meet in the LMC both during our WIN time in the morning and after school. National Junior Honor Society meets frequently to work on projects such as blankets to donate, cards for senior citizens and wrapping presents for adopted families during the holidays. Our STUCO also meets in the LMC for their meetings once a month. Fresh Club and FLIGHT club meet in the LMC once every 2 months.  **PTSA Meetings**  PTSA meetings are conducted once a month in the evening in the SVMS LMC. Parents and staff are invited to attend these meetings. |

### [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 website  Copies of communication sharing technology resource links with library stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  [South Valley Middle School Library website](https://mo02207190.schoolwires.net/domain/5131)  [Remote Access Handout](https://docs.google.com/document/d/1tTrO_vZIje3GpP70ELQDbnzS6f8R9O_WptjfEj8XN8g/edit)  [Robot Reservation Information](https://www.smore.com/7acs4)  [Technology Help Page](https://www.lps53.org/domain/5947)  [Destiny Catalog](https://search.follettsoftware.com/metasearch/ui/16427)  [Digital Resources on the SVMS Library Website](https://www.lps53.org/domain/1621) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #14 because it provides students, staff and parents access to a wide variety of digital technology on the South Valley Middle School website and the South Valley Middle School Library website. They can access Canvas (Learning Management System) watch tutorials, use databases for research, check out books, read magazine and newspaper articles and find images and music to add to projects during the school day as well as when they are home.  Students are given direct instruction on how to use the technology available. This consists of lessons in a variety of classrooms at the beginning of the year. They are also shown the links to tutorial videos to use if needed. Students have access to a wide variety of APPS on their district issued iPads. Students use the iPads at school and home to join Zoom meetings, complete school work and create projects. Along with the iPads, student staff were issued a Logitech Crayon. Students who do not have access to a wireless network at home are offered the use of a hot spot by the district.  Parents are welcome to use the links on the SVMS website but are also given the links and information at the beginning of the school year in the [parent newsletter](https://drive.google.com/file/d/1-8eK2__BQz7vaAZeVSQN5yB_f-FX45al/view?usp=sharing) as well as new information and updates throughout the year. These newsletters are sent weekly to parents.  **Technology Tutorials:**  [Technology Tutorials](https://docs.google.com/document/d/12jQMZKM7Bgp0CjpIXVQpsaSHIZezh1lOeRlGKxhzMkU/edit)  [Technology Tips Document](https://mo02207190.schoolwires.net/domain/5947)  [Reading Tutorials](https://docs.google.com/document/d/1t_64LNMiXLmL_BtiycjgqpC3HB9iNJnLLD9V5EBBQSA/edit?usp=sharing)  [Research Tutorials](https://mo02207190.schoolwires.net/site/Default.aspx?PageID=6405)  [Bookmarking websites in the iPad](https://drive.google.com/file/d/1373G09YNo76TIxT5dnAms0GgWQu7NHXQ/view?usp=sharing)  [Using Destiny Discover and SORA](https://drive.google.com/file/d/1bQyLvYObTBEbHiVDiZgBijHGnBaFk0WS/view?usp=sharing)  [Using MyBib for citations](https://drive.google.com/file/d/18I-KQWEYOVCAAWKZPtY4NhxIBVlNxoi-/view?usp=sharing)  [Using Noodletools for citations](https://drive.google.com/file/d/1eswGtIhnYYesgr6Xfmwe_WPaIG-0BQ1A/view?usp=sharing)  The librarian is the first contact for support of technology issues for both students and staff.  **Digital Resources available on the SVMS Library Website:**  Students have 24/7 access to all databases provided by Liberty Public Schools. The databases can be accessed at school or home. Username and passwords are provided for at home use. ([Remote Access Handout](https://drive.google.com/file/d/1PpAaVsze_qFSMI0fTopnzOiOFX9xReni/view?usp=sharing))   * [Britannica Imagequest](https://drive.google.com/file/d/18OsXfFFvs8_tKwPi_jgdMiOfGbYUh8Px/view?usp=sharing) – LPS subscription * [Britannica Library](https://drive.google.com/file/d/1osjltGhQWhYG6T6wHTOwuKRQANyJWaSi/view?usp=sharing) – LPS subscription * [Learn 360](https://drive.google.com/file/d/1L_mSNr9EfbtH1x9Nz8ONEbxJ56Dt9wEg/view?usp=sharing) – LPS subscription * Ebscohost Databases – [Explora Middle School](https://drive.google.com/file/d/1cgLBN2xjPljb0jNZIoF-HUveAnR36GX0/view?usp=sharing) – Provided by MoreNet * [Teen Health and Wellness –](https://drive.google.com/file/d/1U6Jwa6O0hOauoGlw-aYx9HlVo4fyFLT4/view?usp=sharing) LPS Subscription * [Learning Express Library](https://drive.google.com/file/d/1d_ojukktRZ0vKx9MYHrzM9h_50f1qfL9/view?usp=sharing) * [Ancestry](https://drive.google.com/file/d/1MRz4Pik8rZ6hznguPNGR2ayzJLfGK4cG/view?usp=sharing) – Provided by a grant from ancestry.com -- accessible on the LPS network * [Fold3](https://drive.google.com/file/d/1HzJmbbJI8Y8y3M070KtzZWCtg33Nu1_L/view?usp=sharing) – Provided by a grant from ancestry.com -- accessible on the LPS network * [Newspapers](https://drive.google.com/file/d/1dFHf7poIC0AJSfvNdu4ulqGYr02esgyM/view?usp=sharing) – Provided by a grant from ancestry.com -- accessible on the LPS network * [Soundzabound](https://drive.google.com/file/d/1k2w75iMOFBgz0NlWNIizIsVOJiSHZEDJ/view?usp=sharing) – SVMS Volumes Purchased * [Link to Midcontinent Public Library databases](https://www.mymcpl.org/research-and-learning) – accessible for all staff and students with LPS username * [The Star](https://www.kansascity.com/), [USA Today](https://www.usatoday.com/), [Courier-Tribune](https://www.mycouriertribune.com/) – websites * [Noodletools](https://drive.google.com/file/d/1nDu9XSLanulL1BIja5CEVXRBZLEHRWFp/view?usp=sharing) – LPS Subscription * [MyBib](https://drive.google.com/file/d/1OWjI0or_IsvIV4emaWNJusM-Fhw5XOGb/view?usp=sharing) – Free Resource   **Digital tools online:**  [Destiny Catalog](https://library.lps53.org/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home)  Apps on the iPad – frequently used   * Canvas Student * Google Drive * [SORA](https://drive.google.com/file/d/1FpugskDTUsao-ODYChEdlxloqR5vu1ux/view?usp=sharing) – eBooks, audiobooks and magazines * [Canva](https://drive.google.com/file/d/1_9r2dSz6LamaDPcLEuhocDwDWfExgAHU/view?usp=sharing) Screenshot – digital document designs * Quizlet – flashcards and games * [iMovie](https://drive.google.com/file/d/1WKLdtL7C-BKgrXI9OmoINDWwhPfkmAS_/view?usp=sharing) – create videos * Quicktime – screencasts, audio recordings * [Guitar Band](https://drive.google.com/file/d/1x_PXYJk9bNpw_K8R2OwoLnunM3iED5RH/view?usp=sharing) – audio recordings, podcasts * Zoom – virtual meetings   Multiple screencasts created by the librarian for technology support for both teachers and students.  [Technology Tutorials](https://docs.google.com/document/d/12jQMZKM7Bgp0CjpIXVQpsaSHIZezh1lOeRlGKxhzMkU/edit?usp=sharing)  **Technology available in the South Valley LMC:**   * Charging stations are available in the LMC for all students to use * Headphones – as needed * Microphones – 7th and 8th grade PEAK ELA for NHD (National History Day) Projects and interviews, Broadcasting students, student created Podcast for Podcast club * Z-Space is available for teachers to use either in the LMC or in their classrooms. Multiple teachers take advantage of this for health, medical technology, science, and theater. The librarian is available to train students and teachers in using the zSpace and frequently provides opportunities to facilitate student groups rotating through the zSpace for classes. * 3D Printer – student use for projects * Cricut machine – IT classes to aid in the creation of pallet board templates   + - Students created stickers for water bottles, phones, laptops     - Student created cut outs for a variety of projects * Heat press to be used to make t-shirts, hats and other projects * MakeyMakey kit   **District Technology:**  Access to robots through the District Media Library and available for checkout. Robots that have been used at South Valley this year:   * VR Goggles -8th grade Science, 6th grade Science * Sphero Bolt Robots – 7th grade enrichment, ESC (Essential Skills Classroom) robot lesson * Zspace - [Activities](https://docs.google.com/document/d/12e00n-nhi3ELPCOTp9e58dP2LfAqCk6UlJXjGuv8foE/edit?usp=sharing) available to most content areas |

# [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:**  [Schedule week of August 23 to August 27, 2021](https://drive.google.com/file/d/1_W_qcMQzToNpLBMECS9pisbyRy6I2paH/view?usp=sharing)  [Schedule week of August 30 to September 3, 2021](https://drive.google.com/file/d/1OU9XCIGXBGkIFUC8HgTBFPzqh8_XlI7g/view?usp=sharing)  [Schedule week of September 6 to September 10, 2021](https://drive.google.com/file/d/1PRmElS8vXXk3tMoPuxvkUT4siDPGpbsA/view?usp=sharing)  [Schedule week of September 13 to September 17, 2021](https://drive.google.com/file/d/1aGahsSuiVPDX5kV59UO58ekFOLnHlUiJ/view?usp=sharing)  [Schedule week of September 19 to September 23, 2021](https://drive.google.com/file/d/1WWU3gfvUaP132K9-_IR1BZnWM7ETs18Z/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #15 because  schedule at South Valley is flexible throughout the school day and the librarian has complete control over the scheduling of all activities. The LMS oversees scheduling lessons, classes in the LMC, collaboration with teachers and when the library is open for individual and small groups of students. The calendar weeks listed below are a small reflection of some of the activities that take place in the library and the lessons taught by the LMS. Lessons are taught in the LMC as well as in classrooms. This year the LMS also been teaching classes through Zoom. The schedule shows a variety of grade levels and content areas. On the schedule for the four weeks listed below are 6th and 8th grade ELA, 8th grade science, 8th grade social studies, the ESC classroom and various small groups who were testing or working individually. Also listed are any meetings attended, collaboration with teachers, and reminders of weekly tasks. When the calendar is not full of teaching or meetings, the LMS is working on our district library diversity audit of realistic books as well as the new books that have been purchased this year. The LMS is also researching and reviewing books for the next book order, creating book lists and screencasts for teachers and students, curating lists of digital resources for a class, answering student and staff emails or helping a student who comes into the library with a technology problem. The LMS may be meeting with teachers in their content area meetings or working collaboratively with one teacher on a lesson plan. Work has also been done weeding the collection this year, time was set aside each week to weed specific sections of the library. Once a month the LMS meets with the library media team, book club group, the collection development committee and the BLT committee at South Valley. Once a week the website is updated and information is sent to the principal to add to the parent newsletter. The LMS also MCs all the home scholar bowl meets and plans activities for a variety of clubs and groups. |

[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:**  Monthly Agenda Examples – [Retreat,](https://docs.google.com/document/d/1UCD0qwbpTzYJLzD5SbDNXqzt0Aherqjp5y4E_5bQNHA/edit?usp=sharing) [September,](https://docs.google.com/document/d/1B9YTVLaO3JZ4IWlX-T1TQDnteqBGRynZXtz3O7xXtLM/edit?usp=sharing) [February](https://drive.google.com/file/d/1Q-zUwNy6fMsv3SPTYozlI2U2P9323Zee/view?usp=sharing)  [Administration Survey](https://drive.google.com/file/d/1JNPMm_L0QWirSAZTdNMrwA281DJ8JHPp/view?usp=sharing)  [Staff Survey](https://docs.google.com/document/d/1MqbVm3p54CUFpd68QyIL0TEfVVZ--sAg/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Student Survey](https://docs.google.com/document/d/1rLeu1ld-PE2oyoFI8jkSrlTD7zlwzX1o/edit?usp=sharing&ouid=110124335894176256303&rtpof=true&sd=true)  [Survey Action Plan](https://docs.google.com/document/d/11FoqkxDyY-3FVwhSx6E8GcJoGJXfX1Uz49QaEAAMgTQ/edit?usp=sharing)  [Diversity Audit Plan](https://drive.google.com/file/d/10qSdMP4tstfUFKGVvM9j3V22OR4JuOqi/view?usp=sharing)  [New Acquisitions Audit Example](https://drive.google.com/file/d/1FUFkAjOw3pWE_737CZSR9ToSWUr-0Btt/view?usp=sharing)  [Collection Improvement Plan](https://docs.google.com/document/d/1bdY8iWJMmO-TLMSu65uqLzLyHk2vEYEfJAQng91dY2M/edit?usp=sharing)  [Email to Staff](https://drive.google.com/file/d/1fJ9wg0D3EEgwVbesoAecaoMoemXUAtvh/view?usp=sharing)  [Email from staff member](https://drive.google.com/file/d/1KVwLwd3L1Xyu77kOZnKrxeIgVoMUgjRQ/view?usp=sharing)  [Email from staff member](https://drive.google.com/file/d/1mtYhHfdLaOIN6Grkqd29YXjPlHlvnuJH/view?usp=sharing)  [Book Request Form – South Valley Students](https://drive.google.com/file/d/19JZEKUGr5D4kE-yu6BKSzWeFpNLwQSRp/view?usp=sharing)  [Email to Students](https://drive.google.com/file/d/1jnoMEoJOTnVyJOrMeh_VPg-bhnbwckld/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS librarian meets the expectations for a score of exemplary on indicator #16 as shown by frequent evaluations of the program throughout the year. The information gathered is used to make decisions about the program, collection, collaboration with staff and communication with all stakeholders. The information is what drives improvement and new ideas for the present and future.  **Monthly Library Media Meetings:**  **Students, Staff, Administration, Librarians**  During monthly library media meetings our discussions include a variety of issues concerning the libraries and collections. The discussions may include:   * Use of digital resources by students * Budget issues – is the money adequate, what is best use of budgets * Activity accounts – how to increase them, what to use the money for * Collection – Book recommendations, weeding information, diversity audit * Library Programming – Events and celebrations linked to literacy * Research Lessons – sharing lesson ideas and successes   **Monthly Reports:**  **Librarians, Administration, Teachers**  Monthly reports keep track of the library usage, instruction (teaching, co-teaching), collaboration with teachers, curation of resources and class visits to the LMC for check outs. It gives the LMS a quick overview of the classes that have been worked with and how many students are able to utilize the library. Trends of library usage are also visible with these reports.  **Surveys:**  **Administration, Teachers, Support Staff, Librarians, Students, Parents**  Administration take a survey each year that lets the LMS know how often they are in the LMC and any suggestions they have to make the LMC more successful. LMS meets frequently with administration when they are available to report on activities in the LMC.  Staff members take a library survey annually. The survey gives the LMS information about the resource needs of the staff related to their content areas and helps with the evaluation of the effectiveness of collaboration. The survey is a great tool to recognize areas of the library program that are successful, ones that may need improvement and gaps in resources that need filling.  Students take a library survey annually. The survey gives the LMS information about the resource needs of the students for personal interest reading as well as research. It also helps determine decisions about how well the physical library is meeting the needs of the students. The LMS uses the survey to make decisions about adjustments or changes to the library for the next school year.  The survey action plan is a reflection of the staff and student surveys taken in January. It includes the strengths of the library program as well as concerns and action plans to adjust where needed.  **Diversity Audit:**  **Administration, Teachers, Students, Parents**  The diversity audit allows the LMS to identify the resources in the library and be able to make informed decisions on the diversity, equity and inclusion of those resources. The LMS has the diversity audit in mind while ordering books to determine if there are needs that need to be met for a particular group of students in the building. The new acquisitions audit continues the diversity work each year and also helps to drive decisions about ordering materials. The LMS also uses a reverse audit while creating lists of potential books to order for the library.  **Collection Improvement Plan:**  **Librarians, Students**  The library media team has created a common collection improvement plan by level. The library media specialists are able to have collaborative discussions around the areas of focus and support each other through the collection development process, including weeding, on a focused area of the collection.  The CIP includes both fiction and nonfiction goals. The areas of focus for our CIP this year are historical fiction (as it pertains to race), realistic fiction (focusing on gender identity) and the 900’s and narrative nonfiction. Strategies to meet our goals include acquire an adequate number of books to meet the needs of students and staff, weed books that are out of date, damaged, or no longer meet selection criteria.  **Staff Suggestions:**  **Librarians, Teachers, Support Staff**  The LMS asks staff for suggestions of materials to add to the LMC 3 times a year. Once at the beginning of the year, middle of the year (annual staff survey) and once toward the end of the year when making final purchases. It is important to know if there are resources that could be purchased to supplement and enhance classroom lessons. Staff members are always welcome to make requests throughout the year by asking directly or sending an email. The LMS works hard to accommodate the resource needs of the staff.  **Student Suggestions:**  **Librarians, Students**  The LMS asks students for suggestions of books they would like to have available in the South Valley library. This is done at the beginning of the year, in January (on the annual survey) and again at the end of the year. An email was sent to all South Valley students for book suggestions as well. Students are always welcome to fill out the book suggestion google form or add a note to the suggestion box on the circulation desk.  **Parents:**  **Librarians, Parents**   * Each year parents participate in our Panorama survey. This survey gives the LMS information on how parents view and feel about equity, diversity and inclusion. This information is used to balance the resources in the LMC to meet the needs of all SVMS families. * Availability during both the fall and spring parent/teacher conferences to answer any questions parents have about the library collection or library procedures. * The LMS is available throughout the day to answer phone calls from parents with questions about the LMC or technology.   **End of Year Report**  **Administration, Librarians**  The end of the year report gives the LMS a variety of information to use while making decisions for the next school year regarding the collection, the physical library, collaboration with teachers and the addition of resources. The end of the year report includes:   * 5 year longitudinal collection data chart * Collection Improvement plan * Summer Reading Plan * Instructional Reflection Sheet * Monthly Reports * Cleaning up Destiny * Inventory * Survey Action Plan |

[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:**  [5 Year Budget Plan](https://docs.google.com/document/d/1Q_JfR01_h_3KOX4Vpw2Jn6rVgVJYq1w5CfAGAvtd-XA/edit?usp=sharing)  [Sample from Budget Spreadsheet - Books](https://drive.google.com/file/d/1KlnLMKl-NWfs3lvs7USw0gXlyWfgefbv/view?usp=sharing)  [Sample from Budget Spreadsheet - Supplies](https://drive.google.com/file/d/1wTZIfIiLKqPwU9mJe9gRcE8ibIczYnk1/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #17 because of the collaboration with other members of the library team and the administration team and their work together on the yearly library budget. In addition a five year budget plan was created with the school and/or district strategic plan in mind.  The library budget at South Valley helps me to not only maintain an update, interesting collection but also allows the purchase of digital tools, technology tools and items to enhance to aesthetics of the LMC. The overall budget for the building is determined by student population. It is divided into four areas: Book, Periodical, Resources and Supplies. The activity account is separate and not funded by the LPS budget. The library media team frequently discusses the needs of the students and staff balanced with the budgets.  **FY22 Budget Amounts**  FY22 All Site Library Budgets:  $151,941  FY22 District Media Center Budgets: $211,140  **FY22 Total Library Program Budget**:  $363,081  Overall Per Pupil Expenditure:  $25.22\*  \*Does not include pd or travel.  SVMS Library Media Budgets   |  |  | | --- | --- | | SVMS MEDIA BOOKS | $7933 | | SVMS MEDIA PERIODICALS | $800 | | SVMS MEDIA RESOURCES | $800 | | SVMS MEDIA SUPPLIES | $550 | | SVMS MEDIA ACTIVITY | $1102.28 |   The district-wide library media budget which includes budgets for site libraries (books, supplies, resources, periodicals) and the district media center is aligned to the [LPS Strategic Plan](https://www.lps53.org/cms/lib/MO02207190/Centricity/Domain/1086/Strategic%20Plan%202021-2022.pdf) and the [LPS Library Media Strategic Plan](https://docs.google.com/document/d/13msc36VTja9WHAV1sFaOVTz7wEFp3shyysIrQ2k04vs/edit?usp=sharing) through the following:   * Equitable access to resources * A diverse collection of resources * Culturally responsive practices * Cultural Competence * Real World Learning * Digital resources available to all learners * Community Partnerships   The LMS has the opportunity to weigh in on what the district purchases (databases, robots, other technology) and the effectiveness and continued need of the purchases. We have opportunities to pilot or try out new resources and technology before purchase. The LMS in the building is responsible to use the money to benefit the academic and personal interest of the students and staff at South Valley. Every purchase follows the district purchasing guidelines and must be approved by the Director of Library Services The LMS is involved in discussions about future purchases and the budget goals for the five-year plan. Being able to meet with colleagues helps the LMS make informed decisions about using the budget and planning ahead for the future. |

### [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:**  [Screenshot of Titlewise Analysis](https://drive.google.com/file/d/1ARCuUsecibygw0ewkwIs5t2gocNXhbFx/view?usp=sharing)  [Screenshot of Middle School Explora Full-Text eBooks](https://drive.google.com/file/d/1uruSoA5OwTabE74V1AXxft-EoNPNmUiw/view?usp=sharing)  [Screenshot of Middle School Explora Full-Text All Source Types](https://drive.google.com/file/d/1ce2sD18pXJdzP7uGv8aO6Ah6gsgnniuq/view?usp=sharing)  [Screenshot of Biography in Context](https://drive.google.com/file/d/1j032ehhj2wPi19-NgdasLlxiq__wm3zH/view?usp=sharing)  [Screenshot of Science in Context](https://drive.google.com/file/d/1-W0c5NgnyQE7z8XkSUNkDdV4m5s_uSS8/view?usp=sharing)  [LPS Library Media Book Selection Process](https://drive.google.com/file/d/1Vy-W1OBI9ay1GXW6qh0IO-H61SEQPY14/view?usp=sharing)  [Middle School Links to Digital Resources](https://drive.google.com/file/d/1yAcdJJ4DCMjG9vzycbXlMkYW4NsQ2El3/view?usp=sharing)  [Screenshot Titlewise Analysis-Diversity section](https://drive.google.com/file/d/193OQenezUyzncUg0mhO2XmYNby1A_-_e/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #18 because the library maintains a current, relevant and diverse collection and print and/or digital resources that is responsive to the needs of the community and is tied to curriculum.  Maintains a current collection as follows:   * + Nonfiction     - Digital nonfiction       * Explora Middle School, 11,336 full-text ebooks within the most recent 12 years       * Opposing Viewpoints, 8,453 full-text viewpoints within the most recent 12 years       * Biography in Context, 20,561 full-text biographies within the most recent 12 years and within the middle school lexile range of 851-1100       * Science in Context, 32,382 full-text reference, academic journals, and magazines within the most recent 12 years and within the middle school lexile range of 851-1100       * Additional full-text nonfiction available within the most recent 12 years from Britannica School, Learn360, Cameron’s Collection, Consumer Health Complete, HeritageQuest, Middle Search, National Geographic for Kids, SORA magazines, Teen Health and Wellness, US History (Gale in Context), and World Book Online.     - Print nonfiction       * 2948 print nonfiction, 35% within the most recent 12 years and 50% within the most recent 15 years     - Summary of Digital and Print Nonfiction       * Students’ primary method of accessing nonfiction information is through the digital collection.  Students seeking information for coursework, research, and personal interests find that searching the digital collection that includes multiple databases, ebooks, etc. is the most efficient way to find and use the most up to date information.  The nonfiction print collection is also maintained to provide informational content.  A conservative analysis of the print and digital nonfiction collection at SVMS shows that 1465 print resources and 11,336 full-text ebooks (from Middle Explora) are within the most recent 12 years for a total of at least 12,801 within the most recent 12 years.  That total does not include the multiple other digital nonfiction resources listed above.   + Fiction     - Digital fiction       * 539 SORA fiction ebooks, specifically for middle school students, with an average age of 2013 which is less than 15 years old         + Additional fiction ebooks are available to middle school students that are also available to elementary students such as the Mark Twain award books     - Print fiction       * The average age of the print fiction collection is 2009 which 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.   * + The LPS Library Media Book Selection Process included in the evidence for this indicator outlines how curriculum, stakeholder needs, collection analysis, and award book lists work together to inform the overall collection.   + The SVMS collection is also diverse and becoming more so each year.  After a diversity audit in the 2020-2021 school year, a concerted effort was made to increase the number of titles within diverse categories such as race, ethnicity, identity, diverse family structure, social issues, socioeconomic diversity, physical differences, differently abled, and neurodiverse/mental health.  The most recent Titlewise analysis shows that the SVMS collection has 3,386 diverse titles.   Supplemental resources extend beyond the school community to connect with the global community.   * + Besides the multiple resources available to students in print and digital formats through Liberty school district, SVMS students also have access to the full suite of resources from Mid-Continent Public Library through our partnership which provides every student with a digital card using their LPS login credentials.  Many of these resources are available in other languages and include connections to other cultures and experiences from the global community.   + Additional supplemental resources in the SVMS collection include CoSpaces (a 360 creation environment), Noodletools, Britannica ImageQuest, and more.  All of these resources provide a broader context for the world students are living in by providing a collaborative environment, exposure to things never seen and an method for using the intellectual property of others in a responsible way. |

[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:**  [**LPS Library Media Policies and Procedures – Full Document with Latest Update**](https://docs.google.com/document/d/1ah8-gFUyhDvKRnuYnh1ImnyCuxOD8VH5XAdLMmJWJjc/edit?usp=sharing)  [**Fines/Damaged Materials**](https://drive.google.com/file/d/1jAxwFAn1pCHv8j1AmIsDnvl4YpzJcR_8/view?usp=sharing)  **Challenged Materials**   * [Public Question, Comments or Concerns Regarding District Instructional/Media/Library Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=UrBUOxIEEnu65pl8ezH3oQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0) * [Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Materials--Answering Questions/Concerns](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=sSPWJLCYWLzHnhWUzslshvVfw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0) * [Guidelines for Handling Possible Requests for Reconsideration](https://drive.google.com/file/d/1h4E5_k5HWhoG7GJje7_TsJ0Tg316GvwF/view?usp=sharing)   **Collection Development**   * [Instructional Media Centers/School Libraries](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) * [Instructional Media Centers/School Libraries--Selection and Reconsideration of Materials, Instructional Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=d3Z4NEiP3Cl3hOGd42vVcQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) * [Instructional Materials](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=7Q564HxHpxplusmlGRxRvfkCg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0) * [Acquisition Guidelines](https://docs.google.com/document/d/1z7HZv1zC_-lMDcqJlmljkD9P0icDk7s39kLgUuomkLs/edit?usp=sharing) * [Cataloging and Classification Standards](https://docs.google.com/document/d/1FaK50iGtPh3idyCj0yNe13Oo4Tg_C52yBg_-DURAnJE/edit?usp=sharing) * [Cataloging Protocol](https://docs.google.com/document/d/19P8YTJ14Kwlu8dSNcfBymnN3P1CUvLwQFQWbzg9F9E0/edit?usp=sharing) * [Cataloging Specifications](https://docs.google.com/document/d/1VffqRZw5E0T_Xs5CGp9BklF6hIdHKxvM3k98wgZ7VDs/edit?usp=sharing) * [Genre Marking](https://docs.google.com/document/d/1y71N7HXcuE-splkG87seRw-yAmFK0dIAhyvmpvWe_5Q/edit?usp=sharing)   [**Volunteers**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=bzEuAISsXJpplus64ufBgCqslshA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [**Donations**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=WOXipySslshHqRWl5Wplus1jTvhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=1QSfUuz8WRJ5slsh0xnyVwukQ==&PG=6&IRP=0)  **Borrowing**   * [Borrowing/Lending](https://drive.google.com/file/d/14hX5cOPQpQTDrPqqX1nd9k2VvfJyd6rO/view?usp=sharing) * [Holds and Interlibrary Loan Procedures](https://docs.google.com/document/d/1__gBkB_VsmqZLy8GVeDH3GuJXV8rQIROZ5bis3vYUpY/edit?usp=sharing) * [External User Borrower's Agreement](https://docs.google.com/document/d/1uF84mUtT2H_UpNXpMgVdQw4q5htPcBNbU0lO7BvdOgE/edit?usp=sharing) * [Interlibrary Loan Permission](https://docs.google.com/document/d/1Fa67_skg3oFkIGTmWzT_efZ7JMWaIBtHs3wQepS9EpE/edit?usp=sharing)   [**Inventory**](https://drive.google.com/file/d/1MbBje3V03lUSfX6GImzVeVtvwbpi8LrG/view?usp=sharing)  **Acceptable Use**   * [Technology Usage, Technology Safety, Access to Blocked or Filtered Content](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=3Pzr1F9QwE2CLLWqENrxhQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0) * [Technology Usage-Technology Safety](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=5JOKRHplusgb9CyuNcl24mslshjg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0) * [Technology Usage-Access to Blocked or Filtered Content](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=6XcTNvnqEj99TtTZvjcgIg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0)   [**Confidentiality**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  [**Intellectual Freedom**](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=108&revid=JdrkDeyqSW2he9YX5ujlgA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=qo79RxbUbdO3GjATNVIJ7Q==&PG=6&IRP=0)  **Weeding**   * [Instructional Media Centers/School Libraries--Procedure for Disposal of Obsolete Materials](https://drive.google.com/file/d/1ZAiRYron6pXqvZxAZi3wjHM7oT8RAirc/view?usp=sharing) * [Weeding Guidelines](https://drive.google.com/file/d/1fqsvXayj3zwAuC0sH-TRDMtEnryiPIpC/view?usp=sharing) * [Withdrawal of Resources](https://drive.google.com/file/d/1H1HpFFJOaNCpZRYdZN2Y_w9vvBcAMJoa/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #19 because the policies governing the library are up-to-date. Policies are reviewed and discussed numerous times throughout the year. The entire library media team reviews the policies, procedures and practices each year during our beginning of the year retreat. The LMS plays a vital role when the policies, procedures and practices are reviewed and updated. It is important to be familiar with all of these in order to be prepared when circumstances require action. It is the job of the LMS to make sure these policies and procedures are followed when performing the daily duties of the library. Many of the policies help the LMS to frequently complete a variety of important tasks for the library such as – creating book lists for purchase (acquisition) – maintaining an organized, updated library (cataloging and genre marking, weeding) – making sure patrons have access to all materials (borrowing/lending, holds, loan) and that each patron feels safe with the choices they make (confidentiality, intellectual freedom).The policies, procedures and practices help the LMS make sure the library is a safe, efficient and successful space for all staff and students. |

# [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:**  [Written Verification](https://drive.google.com/file/d/1j-ag5zMFlAdaZqzllSG1LTsBSCYx1kqR/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library is staffed with a full-time librarian and serves 831 6th, 7th and 8th grade students as well as over 60 staff members. It is the only library in the building and is accessible from both main hallways. The library is open for students and staff every hour of the school day as well as 30 minutes before and 30 minutes after school. If the LMS stays later, students are welcome to use the library during that time also. Students are welcome to come to the library any time to check out books, find a quiet place to read, get help with research, get technology help, work independently or in groups and use the makerspace or audio/video room. Staff and administrators are welcome at any time during the day to use the space for their students, meet with other staff and collaborate with the LMS for lesson planning. The library is also used for student showcases throughout the year that students, staff and parents attend as well as being used for the NCAPS program to set up career options booths for students to visit throughout the year. The library is used for meetings after school for other members of Liberty Public Schools and outside groups such as the PTSA. The LMS might be out in classrooms working with students, working with students in the LMC, planning with teachers and completing other administrative tasks necessary to help the library run smoothly. |

### [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:**  [Written Verification](https://drive.google.com/file/d/14mnkoprtNNYaGPPmvjT_zDjGC9QjO6il/view?usp=sharing) |
| **Insert Documents/Narratives:**  The SVMS library meets the expectations for a score of exemplary on indicator #21 because theLibrary Media Paraprofessional is a full time position at SVMS. She assists the library media specialist with instructional and non-instructional activities for students, staff and parents. Responsibilities include organization and circulation of the collection, helping students and teachers with resource needs, supporting one-to-one device management, troubleshooting and assisting with the overall operation of the library. She does not have any outside duties during the school day that would interfere with the library schedule. The paraprofessional is a vital part of the SV library as her presence allows the library to open through the entire school day and gives the LMS the ability to work with teacher, classes and individual students without interruption. |

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

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|  |
| --- |
| Appendix |

### 

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

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