



CONNECTICUT SEED

Student and Educator Support Specialists Guidance Document

Library Media Specialists

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Library Media Specialists**. Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Library Media Specialists** in public school settings.

OVERVIEW:

- The most commonly used names in districts are:
 - Library Media Specialist (LMS)
 - School Librarians

- Roles of Library Media Specialists:

Building Leader: The LMS shows leadership through:

- benchmarking the School Library Media Program (SLMP) to school, state and national program standards
- sharing expertise by presenting at faculty meetings, parent meetings and school board meetings
- creating an environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff
- sharing with the learning community collaboratively developed and up-to-date district policies concerning such issues as materials selection, circulation, reconsideration of materials copyright, privacy and acceptable use
- encouraging the use of instructional technology to engage students and to improve learning
- providing 24/7 access to digital information resources for the entire learning community

Instructional Partner: The LMS is an instructional partner by:

- participating in the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital and technological literacy) necessary to meet content standards and to develop lifelong learners
- collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking
- participating in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress and evaluating activities

Teacher: The LMS teaches **all students** in a building by:

- empowering students to become critical thinkers, enthusiastic readers, skillful researchers and ethical users of information. Some LMS teach a fixed schedule, where classroom teachers drop off their students in the media center; in this scenario, the LMS teaches all students in the building once a week. Other LMS will be on a flexible schedule, where teachers may bring their classes to the media center for research assistance or for finding resources.

Program Administrator: The LMS is a program administrator by:

- supervising and evaluating support staff, which may include educational media assistants, computer education assistants, volunteers and student assistants
- preparing, justifying and administering the library media program budget to support specific program goals
- establishing processes and procedures for selection, acquisition, circulation, resource sharing, etc. that assure appropriate resources are available when needed
- creating and maintaining in the school library media center a teaching and learning environment that is inviting, safe, flexible and conducive to student learning
- selecting and using effective technological applications for management purposes

Informational Specialist: The LMS is an informational specialist by:

- evaluating, promoting and using existing and emerging resources and technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers and provide 24/7 access to library services

Caseload (s) that may be served by the discipline

- LMSs service an entire school including all students and staff. If the specialists are on a fixed schedule, they teach all students once a week and, technically, give classroom teachers their mandated prep time. On a flexible schedule, library media specialists meet with students and classroom teachers when the classroom teachers schedule their students into the media center. The weekly caseload would then vary.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level, course, etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **Library Media Specialists** given their unique role within school settings.

Sample 1

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: Information Text and Literature

Population of Students: All kindergarten students

Student Learning Objective Focus Statement:

Kindergarten students will identify the differences between reading informational text and literature. They will discover common features of nonfiction and fictional texts and compare nonfiction and fiction books on the same topic.

Baseline Data:

Before the lesson, create and give a survey (by raising of hands) about stories and information. After the lesson, give them the identical survey. They will then, with assistance, create their own modified Venn Diagram to show what the similarities and differences are in fiction and non-fiction books. Their diagrams will be used and edited throughout the year, as the students continue to discuss fiction and nonfiction books on the same topics.

Rationale:

After students listen to fiction and nonfiction books read to them on the same topic, and have monitored table discussions on the differences between the two types of texts, the students will be able to understand what to read for pleasure and what to read for information. They will also understand why reading a variety of books on the same topic is essential for understanding. This SLO and IAGD are developed collaboratively with the kindergarten teacher and Library Media Specialist.

Indicator(s) for Academic Growth and Development:

1. 90% of Kindergarten students will correctly discriminate between nonfiction and fiction books by the spring of the academic year using a district developed survey/common assessment.

Standards and Learning Content:

Common Core State Standards (CCSS):

CC.K.R.1.10: Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

CC.K. W. 2: Text types and Purposes: use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.R.L.5: Craft and Structure: Recognize common types of texts.

American Association of School Librarians (AASL) Standards:

4.3.2. Recognize that resources are created for a variety of purposes.

2.1.6: Use the writing process, media and visual literacy and technology skills to create products to express new understandings.

3.1.2: Participate and collaborate as members of a social and intellectual network of learners.

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: Conduct Short Research Project

Population of Students: All Grade 6 students

Student Learning Objective Focus Statement:

Students will access information in a variety of media formats to complete an inquiry-based research project on the topic of alternative energy sources; students will draw conclusions and take a critical stance on the topic, presenting their findings in written form and/or oral presentations.

Baseline Data:

Data team meeting with Grade 6 Science teachers revealed 90% of students had no previous research experience. Conducting a short research project is new to the curriculum this school year.

Rationale:

As part of a science unit on conservation, 6th grade students will research alternative energy sources and communicate their knowledge by participating in a mock panel discussion on alternative energy solutions. An essential question framing their inquiry is: Which alternative energy sources will sustain a healthier and cleaner environment?

Indicator(s) for Academic Growth and Development:

1. 82% of students will produce a research-based argument in favor of a particular energy source that meets at least 8 of the 10 criteria on the teacher developed rubric for the mock panel discussion performance task in the spring of the academic year.

Standards and Learning Content:

Common Core State Standards (CCSS):

CC.6.W.7: Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on server sources and refocusing the inquiry when appropriate.

CC.6.SL1a: Comprehension and Collaboration: Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

American Association of School Librarians (AASL) Standards:

- 1.1.4: Find, evaluate and select appropriate sources to answer questions.
- 2.1.1: Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions and create new knowledge.
- 3.1.5: Connect learning to community issues.
- 4.4.5: Develop personal criteria for gauging how effectively own ideas are expressed.

Sample 3

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: Research Skills for Health Career Students

Population of Students: High School students enrolled in Health Career classes

Student Learning Objective Focus Statement:

Students enrolled in Health Career classes will be able to use print and electronic resources to effectively access, evaluate, synthesize, and communicate information. Health Career students will understand and be able to demonstrate the responsible, legal, and ethical use of credible information resources.

Baseline Data:

Data taken from the previous school year indicates 65% of Health Career students scored at the proficient level at the end of the course on both assessments.

Indicator(s) for Academic Growth and Development:

1. At least 75% of Health Careers students will perform at the proficient level (3) or better on their note-taking and source evaluation forms for their anatomy and physiology research using the school-wide rubric, "1. Uses Research Tools to access, evaluate, and document information."
2. At least 75% of Health Careers students will perform at the proficient level (3) or better on Parenthetical Documentation and Works Cited lists for their infectious disease research using the school-wide rubric "1. Uses Research Tools to access, evaluate and document information."

Standards and Learning Content:

Common Core State Standards (CCSS):

CC.9-10WH/SS/S/T8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

American Association of School Librarians (AASL) Standards:

- 1.1.4: Find, evaluate and select appropriate sources to answer questions.
- 1.1.5: Read, view and listen to information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.3.1: Respect copyright/intellectual property rights of creators and producers.
- 1.3.3: Follow ethical and legal guidelines in gathering and using information.

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Connecticut Common Core of Teaching Rubric for Effective Teaching is appropriate for evaluating these professionals.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is recommended that the school/district utilize information gathered for all teachers in the school or a customized survey be developed specific to the role of the Library Media Specialist.

RESOURCES:

- American Association of School Librarians (AASL) (1996-2013). *AASL learning standards & common core state standards crosswalk*. Retrieved from <http://www.ala.org/aasl/standards-guidelines/crosswalk>
- American Association of School Librarians (AASL) (2009) *Standards for the 21st century learner in action*. Retrieved from <http://www.ala.org/aasl/standards-guidance/learning-standards>
- Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from <http://www.connecticutseed.org>

CREDITS:

Robin Metaj
Education Specialist
ACES – Regional Education Service Center

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALIST WORK GROUP:

MaryEllen Minichiello
Library Media Coordinator
Milford Public Schools