

STATE EDUCATION DEPARTMENT

SCHOOL LIBRARY MEDIA PROGRAM EVALUATION

February 5, 2010

NYSCEA



The Research – School Libraries Work!

- ❑ **Library Media Programs play an integral role in student achievement**
- ❑ **strong programs with certified School Librarians have significant impact**



Regents Commission on Library Services

- every school in New York State should have an effective school library media program
- staffed by a certified School Librarian
- the school library media program is an essential educational component

Regents Commission on Library Services

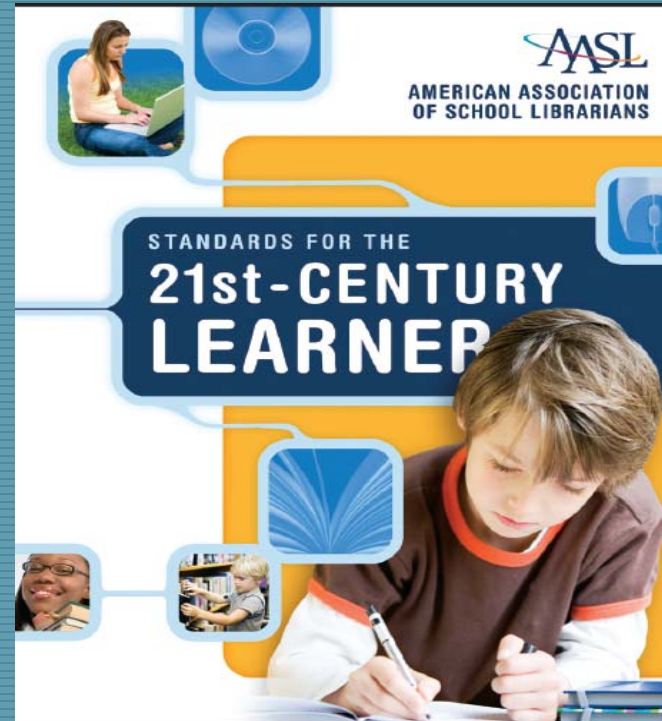
□ role of LMP

- focus on the New York State Learning Standards
- integrate information literacy skills and core curricula
- support and promote the national American Association of School Librarians *Standards*




AASL – Standards for the 21st Century Learner

□ four Learning Standards across four *Strands*

- Skills
- Dispositions
- Responsibilities
- Self-Assessment Strategies



NYSED School Library Media Program Evaluation rubric



**THE STATE EDUCATION DEPARTMENT
SCHOOL LIBRARY MEDIA PROGRAM EVALUATION**

District:

Enrollment:

Evaluator:



School:

Grades in School:

Date of Evaluation:

For information on how to use the New York State Education Department School Library Media Program Evaluation, please visit:
http://www.nysed.gov/cas/library/SLMPE_rubric/

Photograph provided and release provided by WESTHE BOULEVARD School Library System, Schenectady City School District and the New York Library Association



Why evaluate programs?

Why evaluate programs?

- ❑ To see school library media program in relation to program standards
- ❑ To measure program with other school library media programs
- ❑ To plan program improvement to meet needs of students in reaching higher standards



Why a rubric?

- holistic
- analytic
- provide indicators
- task-specific
- developmental

Rubrics

- convenient
- easy to use
- easy to collate data
- set a minimum standard which is easy to measure
- can be based on best practice
- assures basic service levels

School Library Media Program Evaluation (SLMPE) rubric

- ❑ student focused
- ❑ 25 “Essential Element” indicators
- ❑ continuum of expectations
- ❑ move incrementally forward



Who can use the SLMPE rubric?

- School Librarians
- School Library System Directors
- Principals, Superintendents, school and district administrators
- Teachers
- Parents
- Students
- Community

How to use the SLMPE rubric?

- evaluate the library media program from each perspective
- collaboratively plan how to move towards excellence

Why NYSCEA and the SLMPE rubric?

- ❑ NYSCEA represents all the subject areas
- ❑ importance of collaboration with all teachers - key to the proficient and distinguished LMP
- ❑ the rubric stresses collaboration with all types of teachers
- ❑ School Librarian - certified teacher in New York State

School Librarian as Highly Qualified Teacher

Requirements:

- [Education - Bachelors Degree](#)
- [Minimum 2.50 Undergraduate GPA](#)
- [General Core in Liberal Arts and Sciences - 30 S.H.](#)
 - [College Coursework - Artistic Expression](#)
 - [College Coursework - Communication](#)
 - [College Coursework - Information Retrieval](#)
 - [College Coursework - Humanities](#)
 - [College Coursework - Language other than English \(including American Sign Language\)](#)
 - [College Coursework - Written Analysis and Expression](#)
 - [College Coursework - Concepts in Historical and Social Sciences](#)
 - [College Coursework - Scientific Processes](#)
 - [College Coursework - Mathematical Processes](#)
- [Graduate Coursework - Library Science - 30 S.H.](#)
- [Pedagogical Core - 21 S.H.](#)
 - [College Coursework - Human Development and Learning](#)
 - [College Coursework - Enhancing the Learning of Students with Disabilities](#)
 - [College Coursework - Increasing the Literacy Skills of All Students - 6 S.H.](#)
 - [College Coursework - Planning and delivering school library and media services.](#)
 - [College Coursework - Foundations of Education](#)
- [College Supervised Practicum - Library Media Specialist Elementary - 20 Days](#)
- [College Supervised Practicum - Library Media Specialist Secondary - 20 Days](#)
- [New York State Teacher Certification Exam - Liberal Arts & Science Test \(LAST\)](#)
- [New York State Teacher Certification Exam - Secondary Assessment of Teaching Skills \(ATS-W\)](#)
- [Content Specialty Test \(CST\) - Library Media Specialist](#)
- [Additional Education - Masters Degree](#)
- [Graduate Coursework Content Core - Library Science - 12 S.H.](#)
- [Paid, full-time Classroom Teaching experience - 3 Yrs](#)
- [Mentored Experience - 1 Yrs](#)
- [Workshop - Child Abuse Identification](#)
- [Workshop - School Violence Intervention and Prevention](#)
- [Fingerprint Clearance](#)
- [Citizenship Status - INS Permanent Residence or U.S. Citizenship](#)

School Library System Director

- ❑ holds a school library media specialist certificate with a *minimum* of three years experience
- ❑ and School Building Leader (SBL) or School Administrator and Supervisor (SAS) educational leadership certificate

SLMP rubric emphasis with NYSCEA

Teacher collaboration

SLMPE rubric

Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
Instructional Design <i>Students acquire, evaluate, and use information effectively through instructional strategies designed to meet learner needs</i>	Students follow an inquiry process in the library media program (LMP), think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students. <input type="checkbox"/>	Some students use inquiry skills in LMP to define problems, frame questions, begin critical thinking skill development; students analyze, synthesize to create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students. <input type="checkbox"/>	Learning is focused on location and access of information in the LMP, with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development in LMP. <input type="checkbox"/>	Students are seldom guided in an inquiry process in LMP, or to think critically, construct understandings, and apply new learning; there is little student self-assessment. Instruction is not differentiated; few LMP learning experiences include active engagement and focus on the capacity to learn. <input type="checkbox"/>	<ul style="list-style-type: none"> • modeling and guided practice • independent practice • reflection and sharing • scaffolding of skills • reflection logs • process portfolios • reflective note taking • rubrics • peer questioning
<i>Evidence, notes, comments</i>					
Collaborative Planning <i>Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community</i>	Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups. <input type="checkbox"/>	LMS participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students. <input type="checkbox"/>	Involvement with curriculum planning in a support role is in development in LMP; LMP provides resources to classroom teachers and sometimes helps to make real world connections for students; LMP teaching is related to classroom curriculum but only sometimes collaboratively planned. <input type="checkbox"/>	LMP has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between LMS and classroom teachers; use of LMP resources to support classroom curriculum is occasional and unplanned. <input type="checkbox"/>	<ul style="list-style-type: none"> • LMP curriculum plan • curriculum plan aligned with NYS Learning Standards, integrated in content areas • collaboration logs • LMS staff on curriculum committees • LMS teaching cooperatively • cooperatively planned units of instruction • LMP in-service trainings
<i>Evidence, notes, comments</i>					
Information Literacy <i>Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and ask questions about its validity</i>	A complete written curriculum of information literacy, reading literacy, and technology literacy is taught throughout the district and aligned with NYS Learning Standards; LMS and most classroom teachers share responsibility for teaching information literacy, reading literacy, and technology skills embedded in all subject-area instruction. <input type="checkbox"/>	LMS teaching in information literacy, reading literacy, and technology is aligned with Standards and goes beyond location of information to include analysis, synthesis, evaluation; a written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction. <input type="checkbox"/>	LMP and classroom teacher collaborations on teaching information literacy and the use of technology are limited to rudimentary location, access, and selection skills. <input type="checkbox"/>	LMP provides limited "library skills" training in an isolated manner independent of any other teaching in the school. <input type="checkbox"/>	<ul style="list-style-type: none"> • student rubric scores on information literacy projects • LMP assignments that avoid yes or no answers • student checklists of information literacy skills and attitudes • student reflections on work • portfolios of student work • projects display use of multiple valid sources
<i>Evidence, notes, comments</i>					



Collaborative Planning

<p>Collaborative Planning</p> <p><i>Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community</i></p>	<p>Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups. <input type="checkbox"/></p>	<p>LMS participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students. <input type="checkbox"/></p>	<p>Involvement with curriculum planning in a support role is in development in LMP; LMP provides resources to classroom teachers and sometimes helps to make real world connections for students; LMP teaching is related to classroom curriculum but only sometimes collaboratively planned. <input type="checkbox"/></p>	<p>LMP has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between LMS and classroom teachers; use of LMP resources to support classroom curriculum is occasional and unplanned. <input type="checkbox"/></p>
<p>Evidence notes comments</p>	<p></p>			

Integral involvement in all kinds of curriculum

Collaborative Planning

Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community

Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups.

LMS participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students.

□ SLMPE rubric looks at the center of Teaching for Learning

NYSED.gov

CI&IT

Curriculum, Instruction & Instructional Technology

Search CI&IT

SLMPE Rubric

NYSED / P-12: EMSC / OISD / CI&IT / School Library Services / SLMPE Rubric

School Library Media Program Evaluation (SLMPE) Rubric

THE STATE EDUCATION DEPARTMENT
SCHOOL LIBRARY MEDIA PROGRAM EVALUATION
rubric

Presented to SUNY
December 1, 2008

[Word](#) (754 KB)

[PDF](#) (933 KB)

[School Library Media Program Evaluation rubric](#) (HTML)

Research shows that one of the chief characteristics of a high performing school is a quality Library Media Program. Based upon this research, the New York State Education Department (NYSED) supports the importance of efforts by School Boards, Superintendent

10 Essential Elements in Teaching for Learning



CI&IT

Curriculum, Instruction & Instructional Technology

SLMPE Rubric

Search CI&IT

Instructional Design

Collaborative Planning

Information Literacy

Reading

Assessment for Learning

Teaching for Diverse Learning Needs

Inquiry Learning

Intellectual Freedom

Social Learning

Social Responsibility

SLMPE rubric

NYSED / P-12: EMSC / OISD / CI&IT / School Library Services / SLMPE rubric / Teaching for Learning

Teaching for Learning

Guidelines

1. The school library media program promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of ideas and information.
2. The school library media program promotes reading as a foundational skill for learning, personal growth, and enjoyment.
3. The school library media program provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.
4. The school library media program models an inquiry-based approach to learning and the information search process.
5. The school library media program is guided by regular assessment of student learning to ensure the program is meeting its goals.

[From: American Association of School Librarians "Empowering Learners; Guidelines for School Library Media Programs"; American Library Association, Chicago, IL, 2009]

New paradigm of school libraries

- ❑ library isn't a place to go
- ❑ but a program integrated into school community



School library media program

- ❑ a hub of teaching for learning
- ❑ everyone owns LMP
- ❑ everyone contributes to LMP



SLMPE rubric

- Help frame the conversation of the LMP as a learning network around 25 Essential Elements

What this means for NYSCEA and members

- NYSCEA and members can use the SLMPE rubric as a patron
- As collaborators





Two-way collaboration

- **all kinds of teachers**
 - CTE
 - Math
 - Business
 - Art
 - LOTE
 - FACS
 - Music
- Reading
- Science
- Technology
- social studies
- school psychologists
- counselors
- special education
- speech
- school nurses

Two-way think/pair/share

- ❑ learn about the LMP through use of the rubric
- ❑ educate School Librarians about your program through use of the rubric



Collaborate to address complex challenges

- instill dispositions/habits of mind
- critical and creative thinking with content
- inquiry

Transform LMP into collaborative think tank

- address student individual learning needs
- engage student interest
- increase student options
- construct LMP around the learner

View LMP as both physical and virtual space

Library Media Center as a physical space

- Flexible
- accommodates different functions and groupings
- allows individuals, small groups, and classes to visit at their convenience
- a learning center
- hub for school improvement initiatives
- center for professional development
- action research projects
- innovative ideas
- new technologies

LMP in the virtual world:

- ❑ an ongoing conversation
- ❑ dynamic integration of digital materials— e-books, databases
- ❑ dynamic integration of student-generated content
- ❑ resources available 24/7, year-round
- ❑ social-networking, information flow



LMP in the virtual world:

- ❑ virtual LMP supports the work of the physical class and the virtual class
- ❑ teachers meet online
- ❑ action-research online
- ❑ professional development online

Challenge to NYSCEA and It's Organization's Members

- ❑ **make professional associations aware of the SLMPE rubric**
http://www.emsc.nysed.gov/ciai/library/SLMPE_rubric/home.html
- ❑ **share your organization's 21st Century skills documents with your School Librarian and School Library System Director**

Challenge to NYSCEA and It's Organization's Members

- use SLMPE rubric from vantage point of co-teachers
- use SLMPE rubric to encourage collaboration with School Librarians

Challenge to NYSCEA and It's Organization's Members

- ❑ **look at lesson plans where you can infuse information literacy skills**
- ❑ **work with your School Librarian to "kick it up a notch"**

Challenge to NYSCEA and It's Organization's Members

- ❑ **plan team teaching with School Librarian to meet both content area learning objectives and information literacy objectives**
- ❑ **integrate information literacy into both the instruction *and* the assessment**

Challenge to NYSCEA and It's Organization's Members

- hold your next professional development sessions in the library media center**
- involve the School Librarian in the professional development**

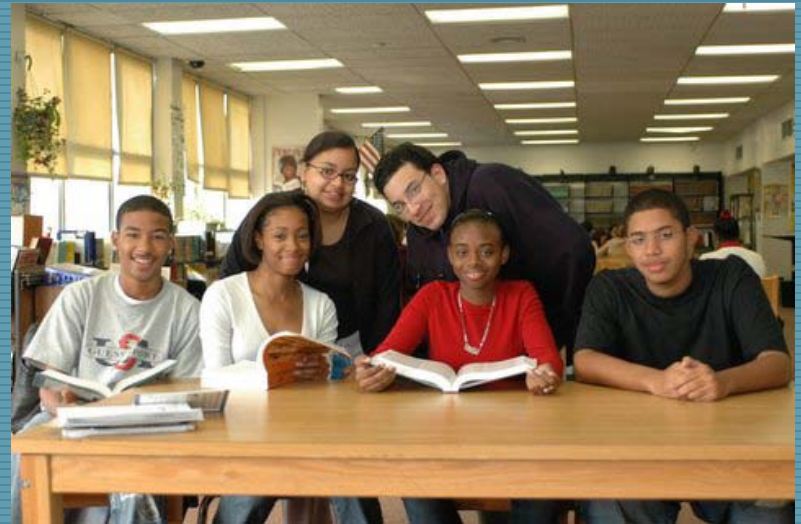
Challenge to NYSCEA and It's Organization's Members

- **inviting the School Librarian to your next department/organizational meeting**
- **ask School Librarian to present available resources in your content area**
- **discuss ways to foster collaboration**

Challenge to NYSCEA and It's Organization's Members

- use LMP to showcase the school's best teaching and learning practices

- ...imagine:
 - literacy coaches
 - teacher technologists
 - art teachers
 - music teachers
 - P.E. teachers



Challenge to NYSCEA and It's Organization's Members

- **view the school
improvement in teaching
and learning you provide
as part of the library
media program**

SCHOOL LIBRARY MEDIA PROGRAM EVALUATION

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