**Evaluation Instrument**

**SLM 501**

 **Spring 2011**

Jamie Ridgely

Sam Roller

Jen Vanik

**Empowering Learners Rubric Assessment**

**Part 1:**

On February 16, 2011, I met with my mentor librarian in order to get his take on the Empowering Learners Rubrics.  We had a brief discussion about the assignment of creating an evaluation tool and showed him what my group and I had started out with.  I explained that we wanted to incorporate the Empowering Learners Standards as well as staying true to the AASL Standards into our evaluation tool.  Adam’s first response was that he had never had to think about or create any evaluation tools when he had been in school for becoming an SLM, then he showed me the rubric document that would end up becoming the basis for my group’s evaluation tool.  While Howard County evaluates their Librarians, there aren’t any tools in the Librarian’s handbook for evaluation of the students, their growth, or for Library Program evaluations, and Adam was very interested in creating useful tools that could work for any school by simply manipulating the wording to suit their Library Program’s specific needs.  This point in our discussion is when we both decided it was time to put these ideas into evaluation tools.  The end result was four rubrics with four focuses: a rubric for students, staff, self, and supervisor.  The idea was to create these four separate rubrics in order to target one focus at a time to be sure that it was an authentic evaluative tool that retrieved solid results in a user-friendly and not time consuming way.  I think this has to have been the best collaborative experience I’ve ever had in my own school. - Sam Roller

**Standards for School Library Programs in Maryland Assessment**

**Part 2:**

I met with two different school librarians over this assessment. The tool overwhelmed the first school librarian I sat down with. She said she had never seen or heard of it before and she became a little distraught over the indicators. After looking over it she said ‘yes to everything, I do it all.’ At this point I asked if she had any goals of things she planned to work on or strengthen for next year, she said no. It was not my intention to make anyone feel uncomfortable with this document. So I contacted one of my newer mentors and she was great.  She was familiar with the document and already knew what areas she was working on. This is only her second year and her goal has been to collaborate more with the staff. Standard 3.0-Instruction was the section we discussed more in depth.

**3.02.01-Collaborate with school level staff to develop and implement authentic learning tasks to promote student achievement.**

Recently she completed a collaborative lesson with the music teacher regarding staffing needed for a musical. They worked together to change the project from your standard read and regurgitate facts, to an inquiry based project.  Students were put into jigsaw groups and were assigned roles in the industry. Then they had to answer the questions, “In difficult economic times, which four production team members would you keep and why.” The school librarian said it was the greatest experience watching the students do research and apply their new learning. She was very excited to collaborate with a teacher outside of the English or History department. She is hoping to reach out to other departments so that she can collaborate with them as well.

**3.03.04- Inform the staff about new materials and emerging technologies.**

Currently she sends e-mails out to everyone when new materials arrive. She would like to start a sharing time in the mornings to invite other staff members into the library to see displays of new resources to increase their circulation.

**3.02.05- Provide professional development for the use of technology and its integration into the curriculum.**

The staff has been at this school for several years. The school as a whole is trying to incorporate more technology into the classrooms. She would like to start holding professional developments to help teachers become more comfortable with using the technology, then reaching out to help collaboratively plan lessons using the technology.

After discussing this evaluation tool with two different school librarians. I realized that the most important quality in a highly effective school librarian is the ability to be reflective and self-evaluate along the way. If you are content with what you are doing and stop striving to do things better, the students and staff will be missing out on a wonderful resource. -Jamie Ridgely

I had the opportunity to share the Standards for School Library Media Programs in Maryland evaluation with a Carroll County Public School elementary librarian.  While reflecting on this evaluation tool, Stacey was very honest with herself and how she conducts her school library media program.  It was informative to see that she ranked herself on parts of “working towards” and “not started.”  She also showed many great qualities of a school librarian with sections of “implemented.” The following shares the results from the MSDE education evaluation tool:

**Indicator 1, Mission: Working Towards**

Stacey shares that she is dedicated to the mission statement of her school library, which encompasses the vision and mission of her school. She is continuing to offer support for her school, as she has only been a school librarian for 4 years.

**Indicator 2, Goals and Objectives: Working Towards**

Stacey feels she holds a lot of responsibility for student learning.  She is committed to providing instruction to “lifelong reading, listening, and viewing habits.”  She reflects that she needs to continue to work on her collaboration with teachers by providing planning opportunities.

**Indicator 3, Instruction: Implemented**

This is one of Stacey’s strong points! Stacey’s first career was a first grade teacher, so she is aware of the behaviors a positive teacher needs to hold!  Again, she marked 3.02, “collaboration,” as something she needs to work towards, but comments “collaboration could always be better.  I’m willing, but convincing time pressed teachers is hard!”

**Indicator 4, Staffing: Implemented**

Stacey is lucky to hold a supportive school library media team!  She is very grateful for a helpful clerk, a part-time SLMS, and many parent volunteers.  She does, however, fear the staffing positions in the SL that are being eliminated in the county due to budget cuts.

**Indicator 5, Resources and Resource Services: Implemented**

Stacey is committed to the technology resources and keeping materials up to date in her library.  She maintains a user friendly website, provides access to a variety of databases, and has created a library blog for students to contribute their work.

**Indicator 6, Facilities: Implemented**

A school librarian may not have much choice in the size or layout of her space, but it is up to her to make the space educational, functional and user friendly.  Stacey has shown all of these qualities and more.  Her space is welcoming, encourages the reader and learner.

**Indicator 7, Program Evaluation: Not Started**

This is the part of the evaluation that Stacey was most unsure with.  She believes that a process is developed to reflect the school systems philosophy and direction, but has never seen this document.  She does however have to conduct a survey for the state.  All areas of this indicator are marked as need improvement!

In sharing this evaluation instrument with my mentor, I realized that it is rare that a SLMS will evaluate herself with this formative tool.  Keeping this in mind, it was enlightening to see Stacey rate herself so openly. I was not surprised by the collaboration pieces mentioned various times throughout this rubric.  Collaboration with other teachers will always be a challenge.   I was, however, surprised at the rare use of evaluation tools in the school library.  Evaluating yourself, your system, and your students is very important to a school community.  I believe Stacey saw this point and has commented on how she needs to keep indicator seven in mind as a future goal.  A highly effective school librarian is one that will always critique, evaluate, change, and implement her library for the better. There is always something to improve on; it is just a matter of how honest you are! -Jen Vanik

**Evaluation Instrument(s)**

**Part 3:**

The following evaluation was created with the guidance of AASL *Empowering Learners.* Our focus was to create a rubric around the five standards with:

I. Building Collaborative Partnerships

II. The Role of Reading

III. Addressing Multiple Literacies

IV. Effective Practices for Inquiry

V. Assessment in Teaching for Learning

Summary of Rubric Creation

On Wednesday, February 16 2011, Sam and her mentor librarian spent four hours discussing and creating evaluation instruments that would be easy to use, achieve their purpose fairly and ethically and could be easily manipulated in order to fit any SLMP.  The original document that Adam and Sam referred to was a set of three rubrics created by the MASSACHUSETTS SCHOOL LIBRARY MEDIA ASSOCIATION.  Their goal by creating these rubrics was to help the SLMP in the state target three areas of focus:

* TARGET INDICATORS OF TEACHING AND LEARNING
* TARGET INDICATORS OF INFORMATION ACCESS AND DELIVERY
* TARGET INDICATORS OF PROGRAM ADMINISTRATION

After reviewing this document and the Empowering Learners rubrics, Adam wanted to design rubrics that would not only cater to the middle school they both work at, but that could also be manipulated easily to suit any school’s needs.  In the process, Sam and Adam created three rubrics.  In addition to what the Massachusetts School Library Media Association created, Adam and Sam wanted to focus on four target areas of evaluation, so they created a rubric for the following:  a student rubric, a staff rubric, a self rubric and a supervisor rubric (see Sam for these rubrics).  We also wanted to incorporate the elements of Empowering Learners while staying true to AASL standards.  The following rubrics reflect all of these components. Jen and Jamie then condensed the four rubrics.  Their goal was to take the valuable information that Sam and Adam had created and encompass this into one document.  Their focus was lead by the *Empowering Learners* standards (Chapter 2).

|  |
| --- |
| **I.  Building Collaborative Partnerships:** 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. |
|  | *Needs Improvement* | *Basic* | *Proficient* | *Exemplary* |
| **1. Functions as an integral part of the teaching and learning process.** | ୦ The library media program is isolated from the curriculum.୦ Learning activities are centered in the classroom and are textbook based. | ୦ The library media program is integrated to a limited degree across the curriculum.୦ Assignments are designed to allow students to pursue learning through research and use of library resources. | ୦ The library media program is integrated as an essential component across the curriculum.୦ Some learning activities are designed collaboratively by the SL and teachers to provide meaningful learning experiences through independent investigation using library media resources. | ୦ The library media program is an integral part of the teaching and learning process across all areas of the curriculum.୦ Curriculum is cooperatively designed by the SL and teachers to incorporate authentic learning tasks, essential questions and an inquiry process. |
| **2. Utilizes comprehensive and collaborative program planning.** | ୦ Planning is done on a crisis-management basis. | ୦ Planning is short-term, to meet immediate program needs. | ୦ A short-range plan for the program and resources is developed each year. | ୦ A long-range, strategic plan for the program, resources and facility is developed and revisited each year. |
| **3. Models and promotes effective collaborative teaching through differentiation.** | ୦ Teaching in the library may or may not be related to classroom teaching.୦ The SL provides resources, but is not involved in the planning process. | ୦ The SL and teachers occasionally coordinate their teaching so that what is taught in the LMC complements what is taught in the classroom.୦ Teaching methods generally do not take advantage of the strengths of the LMC. | ୦ The SL and teachers frequently plan their teaching together. Some skills are taught in the LMC and others in the classroom.୦ The SL or teacher individually or together may prescribe the strategies, research questions or assessment methods to be used. | ୦ The SL and classroom teacher together function as a collaborative teaching team. This model encourages mentoring, creative thinking and authentic assessment methods. |
| **4.  Creates and provides effective professional development opportunities.** | ୦ SL takes no responsibility for professional development. | ୦ SL occasionally takes on responsibility for professional development. | ୦ SL frequently participates in planning or teaching of professional development opportunities. | ୦ SL helps plan professional development of staff in the effective use of informational as tools in the learning process. |
| **II. The Role of Reading:** The school library media program promotes reading as a foundational skill for learning, personal growth, and enjoyment. |
|  | *Needs Improvement* | *Basic* | *Proficient* | *Exemplary* |
| **1. Promotes reading for literacy and personal enjoyment** | ୦ The library media program places no particular emphasis on reading. ୦ Students generally do not use the library for reading materials, either for academic or personal interests.  | ୦ The library media program supports reading in an isolated way, offering occasional reading events. ୦ Few teachers work with the SL to integrate a reading focus with the rest of the school.  | ୦ Reading is a focus of the library media program, with careful attention to integrating with classroom activities and motivating students to read on their own. ୦ Some teachers collaborate in expecting students to read for understanding and enjoyment.  | ୦ The library media program promotes a school-wide culture of reading and learning, in which all students read. ୦ The school is truly a reading community.  |
| **2. Uses technology in teaching and learning.**  | ୦ Availability of and access to a variety of educational technologies is limited.  | ୦ There is some access to audio/video equipment, and computers. ୦ Technology is used for library management and provides access to the library’s holdings via an electronic catalog and some databases.  | ୦ A variety of educational technologies are available in the LMC and throughout the building. ୦ Library operations are completely automated. An electronic catalog, electronic databases and the Internet are available in the LMC.  | ୦ Educational technologies and resources are current and accessible throughout the school. ୦ The library’s resources and electronic databases are available via a district network or the Internet.  |
| **3. Provides a user-friendly and student-centered environment with appropriate access.**  | ୦ The educational community does not feel welcomed in the LMC. ୦ The floor plan, furnishings, shelving and technology are inadequate and adhere to no standards. | ୦ The LMC staff and the LMC environment provide a welcoming atmosphere to the educational community. ୦ The square footage, furnishing, shelving and seating arrangement and technology are adequate to service patrons and implement the program. | ୦ The LMC space and staff provide a stimulating educational environment. Signs clearly identify each area of the library for ease of use. ୦ The arrangement and accessibility of resources and technology is flexible enough to accommodate wide and diverse use. | ୦ The stimulating and supportive environment encourages the educational community to use the facility and to work productively not only during school hours, but also before and after school. ୦ The space, resources and technology lends itself well to diverse uses. |
| **4. Upholds legal and ethical standards in policies, procedures and practices including a commitment to intellectual freedom.** | ୦ There are no written policies within the school district about issues such as copyright, intellectual freedom, confidentiality and acceptable use of information resources. | ୦ Some written policies about copyright, intellectual freedom, confidentiality and acceptable use of information resources exist; however, their implementation is irregular and the community is not generally aware of the underlying issues. | ୦ Written policies have been developed and approved for information issues such as copyright, intellectual freedom, confidentiality, and acceptable use of resources.୦ The SL has taken responsibility for implementing those policies, but the community both inside and outside the school has not addressed the underlying issues and has not accepted the policies as their own responsibility. | ୦ Policies addressing legal and ethical issues such as copyright, intellectual freedom, confidentiality, acceptable and responsible use of resources have been developed in collaboration with the school community and have been approved as district policy |
| **III. Addressing Multiple Literacies:** The school library media program provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy. |
|  | *Needs Improvement* | *Basic* | *Proficient* | *Exemplary* |
| **1. Uses technology in teaching and learning.**  | ୦ Availability of and access to a variety of educational technologies is limited.  | ୦ There is some access to audio/video equipment, and computers. ୦ Technology is used for library management and provides access to the library’s holdings via an electronic catalog and some databases. | ୦ A variety of educational technologies are available in the LMC and throughout the building. ୦ Library operations are completely automated. An electronic catalog, electronic databases and the Internet are available in the LMC.  | ୦ Educational technologies and resources are current and accessible throughout the school. ୦ The library’s resources and electronic databases are available via a district network or the Internet.  |
| **2. Provides access to materials on or off campus.** | ୦ Inability to access materials. | ୦ Some access to materials. | ୦ A variety of electronic resources at home, flexible access at school; limited formats. | ୦ A variety of electronic resources at home, flexible access at school and a variety of formats available.   |
| **3. Provides and maintains a current collection, with a variety of subjects and genres.** | ୦ Poor selection, many out of date materials.  | ୦ Limited selection, some out of date materials. | ୦ Good selection, a few out of date materials, | ୦ Superior collection with most materials being current. |
| **4. Provides resources that support the Curriculum and meet diverse learning needs.** | ୦ The average age of the nonfiction collection is more than ten years old. The collection does not support the Curriculum Frameworks.୦ The collection includes very limited or no access to electronic or multi-media formats. | ୦ The collection is well weeded and was built following the district-approved selection policy. The collection begins to support the CurriculumFrameworks.୦ Print and non-print resources are available, however, electronic databases and the internet are available on a limited basis. | ୦ The collection, developed within the district selection guidelines, is up-to-date, supports theCurriculum Frameworks and meets most curricular, learning style and recreational needs of the students.୦ The collection has some diversity and includes resources in a variety of formats. Inter-library loan, electronic databases and the internet are available. | ୦ The collection reflects the district selection policy and the Curriculum Frameworks. It is up-to-date, well weeded, diverse and supports the curricular, learning style and recreational needs of the students.୦ The collection contains an appropriate balance of print, multi-media and electronic resources. On site information resources are regularly supplemented with inter-library loans, electronic databases and the Internet. |
| **IV. Effective Practices for Inquiry:** The school library media program models an inquiry-based approach to learning and the information search process. |
|  | *Needs Improvement* | *Basic* | *Proficient* | *Exemplary* |
| **1. Communicates the mission, goals and functions of the library media program.** | ୦ The staff functions as a service provider without establishing clear goals and missions.୦ There is no communication about the library media program to the school community. | ୦ The SL communicates the goals and objectives clearly to the school community.୦ The SL does not, however, go beyond communication to advocate for the effectiveness of the library media program. | ୦ The SL often communicates the effectiveness of the library media program to the school and the community at large.୦ When offered the opportunity, the SL will advocate for the program to administrators and school board members. | ୦ The SL campaigns to communicate the effectiveness of the library media program to the school and the community at large.୦ The LMS seeks opportunities to advocate for the program to administrators, parents, school board members, legislators and other decision-makers. |
| **IV. Assessment in Teaching for Learning:** The school library media program is guided by regular assessment of student learning to ensure the program is meeting its goals. |
|  | *Needs Improvement* | *Basic* | *Proficient* | *Exemplary* |
| **1. Assesses the effectiveness of the program on a regular basis.** | ୦ No assessment of the library media program is conducted.  | ୦ Assessment of the library media program is conducted sporadically and is based on input criteria, such as the number of materials added, circulation statistics, the number of classes taught and the number of units designed. | ୦ Assessment of the library media program is conducted by the SL on a fairly regular basis not only using statistics but also attempting to assess the quality of learning that occurred during these activities.୦ The SL begins to develop rubrics to assess the effectiveness of the program. | ୦ Ongoing assessment of the library media program is based on established goals and criteria for success. The effectiveness of the program is based on student achievement of both content standards and information literacy standards.୦ The SL develops an action plan to continually strengthen the program. |

**Resources that were used in creating this document:**

AASL Standards

American Association of School Librarians. *Empowering Learners: Guidelines for School Library Media* *Programs*. Chicago, Illinois: A division of the American Library Association, 2009. Print.

*A Planning Guide for Information Power, Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century*. American Library Association. 1999.

Fitzpatrick, Kathleen A. *Program Evaluation: Library Media Services. National Study of School Evaluation*. 1998.

Hartzell, Gary N. *Building Influence for the School Librarian*. Linworth Publishing Co. 1994.

Loertscher, David V. *Information Literacy, a Review of the Research*. Hi Willow Research and Publishing. 1999.

Massachusetts Board of Library Commissioners. 1999. Nebraska Educational Media Association. *Guide for Developing and Evaluating School Library Media Programs*. Libraries Unlimited, Inc. 2000.

*Manual for School Evaluation.* New England Association of Schools and Colleges. 1999.

*Markuson, Carolyn;* Zilonis, Mary Frances and Fincke, Mary Beth. *The School Library Media Center Long-Range Planning Guide.*

**Measuring School Librarians Effectiveness on Student Growth**

**Part 4:**

For the following questions, we decided to take the best from our discussion board.  Instead of reiterating or summarizing ideas, we thought we would capture the essence of the person who had this thought by quoting their thinking!

**1. How would you identify and go about measuring reasonable growth, in school librarianship, at various levels (4-8 in particular)?**

* To identify measurable growth, the SL should have **students reflect** more. To document this growth the SL could “… **compile evidence folders** that could be shared with stakeholders to demonstrate how library instruction impacts student achievement.
1. Identify critical learning gaps and decide how library instruction supports teacher efforts to close gaps
2. Select 1-2 lessons that clearly aligned with gaps
3. Use back-ward mapping to look at outcomes for existing instruction
4. Connect lessons to content and performance standards, skills and dispositions
5. State learning goals that identify learner and concept/skill
6. Describe performance task and level and tell what student must do to demonstrate goal
7. Create an assessment tool or strategy for assessment
8. Compile and analyze data
9. Self-reflection on possible improvements based on data
10. Student reflection on how to improve learning skills.” –Melissa Gaeta

Fontichiaro, Kristin.*21st-Century Learners in School Libraries*. Libraries Unlimited: Santa Barbara, CA, 2009.

* Student **motivation can be linked to achievement**. SL’s would want to focus on various at-risk students. “When the children are exposed to a selection of high-quality literature that offers them personal stories reflecting their culture and values,” motivation among transitional readers can be increased. This could be evidence used to target **collaborative opportunities with ESOL teachers**. “The T-L analysis offers examples of measured outcome, such as studies which show that reading comprehension scores of African-American children in grades 1-4 increase when they are tested after reading text and viewing illustrations through works which reflect their culture and values.”  – Laurie Ressler

Burton, Corinne. "Supporting the Literacy Needs of African American Transitional   Readers." *Teacher Librarian*. Teacher Librarian, 2011. Web. 16 Feb. 2011. <http://www.teacherlibrarian.com/2010/10/26/supporting-the-literacy-needs-of-african-american-transitional-read>

* Portfolios could be a way to track student growth. Students could **reflect on their experience** after book checkout. This could be a binder or folder log at each table. Students would work together to think of a goal or question they have. –Jamie Ridgely
* To incorporate technology, and to meet the demands of several hundred students, the SL could **work collaboratively with technology teachers** to create **digital portfolios** of student learning. –Annette Bailey and Kathy Richmond
* Surveys such as **TRAILS** (Tool for Real-time Assessment of Information Literacy Skills) could **evaluate the Library Media Program on Information Literacy Skills**. –Mona Kerby and Melissa Gaeta
* Students would be **pre and post assessed** in 3rd, 6th, 9th, and 12th grade. “The main areas being tested include the following skills

1) Developing the topic

2) Identifying potential sources

3) Developing, using, and revising search strategies

4) Evaluating sources and information

5) Recognizing responsible, ethical, and legal use of information.” –Kathy Richmond

<http://www.ilile.org/instructionalRes/checklists/libraryguidelines.html>

* **Comprehensive checklists** can be used as documenting proof of student learning/achievement connected to library standards. “Although it is quite a cumbersome checklist to use for all students, it may be an important document for those **students in your targeted subgroup**.” –Kathy Richmond

**2. Can you identify multiple measures that can fairly measure student growth in school librarianship while taking into account teaching and student diversity?**

“The key to making sure that a school librarian is monitoring accurate student growth among a diversity of students is to **provide a diversity of activities that address all types of intelligences**.”- Katie Mills

“Formative assessments can be **easily integrated into any lesson** because when students produce work, it can be assessed for understanding and quality." - *AASL Standards for the 21st Learner in Action*

* **Checklists/Rubrics**: “This would be a great tool for the librarian to assess herself periodically. Is she doing all she can to meet the needs of the students, etc.” -Lindsey Weaver
* **Conferencing**: “Meeting with students one on one allows a teacher to understand a student’s thinking a little deeper.  There is more of a familiarity and comfort level for the students as well.” –Jen Vanik
* **Journals**: “Journaling allows students to think for themselves and express how they feel.  I can see a journal to be a place for students to voice their thoughts, problems, and questions, which the teacher can then read and respond.” – Jen Vanik
* **Portfolio**: “Keep results of data that has been gathered concerning student progress and achievement. Also this would be a place to keep old journal entries.” –Hannah Ricci
* **Exit Passes**: “When we call quizzes or tests something else like entrance or exit tickets those students who have test anxiety look at the task at hand so much differently.” –Sam Roller

**3. How can school librarianship instruction be beneficial to the growth of students in other fields of instruction and how is that measurable?**

* “While reading *Empowering Learners* the word that I kept seeing over and over again was “**collaboration**!”  This, I believe, is the first step to making instruction beneficial to the growth of students.”- Jen Vanik
* “… the incorporation of **cross curriculum instruction**.  The more we are able to **collaborate** the more evenly and smoothly all components of curriculum and standards will be covered.”- Sam Roller
* In referring to the collaboration of math in the school library,”… we will need to give students more opportunities to engage in challenging tasks that involve active meaning-making.  "These tasks could allow students to acquire conceptual knowledge as well as skills to enable them to organize their knowledge, transfer knowledge to new situations, and acquire new knowledge," (Mathematics Leadership Work at NCSM, 2010).” – Jamie Ridgely
* “…**collaboration** and **integration** being key!  … there is a strong push to integrate subjects across the board.  What is being learned in the classroom will be continued in media, art, music and PE.”- Mindy Klein
* In referring to Toni Buzzeo and Stephanie Wilson’s article titled “Data-Driven Collaboration in Two Voices” “…gathering data through various types of formative assessments: rubrics, conferencing, journaling, portfolio, etc. The librarian and participating teacher learn how to interpret this data. From the gathered information, the **collaborators** will be able to identify areas for development. They create units and lesson plans around the strengths and weaknesses of the students.”- Lindsey Weaver
* “What should probably be included in the **librarian evaluation** in regards to providing library instruction in other areas is what steps the librarian has taken to become versed in all curriculum and how he/she is using **collaboration** to promote student-based inquiry.” –Kate Mills
* “**Information literacy** is such an important part of learning in any subject area. Again teaching these skills in context through **collaboration** is key.” –Christi Fortner
* “The ultimate goal for a SLM is not just collaboration but **a data-driven collaboration**. At a time where student achievement is measured through assessments; data-driven collaboration would drive the instruction to focus on weaker areas and help plan collaborative projects that would address this.” –Betty Huynh

**4. How would you define effective and highly effective in school Librarianship?  Of the items you identified, how are they outcome measurable?**

* “A highly effective SLMS should exude leadership, promote learning, encourage collaboration, and define technology.” –Jen Vanik
* “…a highly effective school librarian as someone who is **collaborating** with teachers and **supporting all areas of the school** in the interest of students.” –Jamie Ridgely
* Referring to a conversation with CCPS School Library Supervisor Irene Hilderbrand, “…the degree to which the school librarian is **collaborating with and connecting** to teachers and students makes the difference.  A highly effective school librarian should make connections beyond the walls of the media center.” – Trisha Deen
* “…a highly effective librarian is fully **integrated into the entire school community** while a simply effective librarian is only another component of the community.”-Hannah Ricci
* “…the highly-effective librarian is truly **seen as a leader** in the tangible, measurable sense and also in the intangible perceptions of the community around him or her.” –Laura Ressler
* “…highly effective people are those individuals that **look for continual improvement**.  They are always reaching for the  next goal, reevaluating, and reflecting.” –Kathy Richmond
* “…a highly effective school librarian is willing to **take on new roles** and is planning ahead for the change that is inevitable in the profession.” – Hannah Ricci
* Referring to an article titled "Impact of School Library Media Programs on Academic Achievement. (Proof Of the Power)”by Keith Curry Lance “…**support** by the principal and teachers is key in a successful library media program. This allows for greater collaboration between the teacher and the SLM specialist. In the last module I learned that the principal is directly responsible for the funding of the library. His or her support would help a SLM specialist build a quality collection.” – Betty Huynh
* “A highly-effective librarian is **known**. She is in and out of classrooms to help support collaborative efforts away from the library: she wants to bring the library's resources to the students.”- Kate Mills
* “A highly effective librarian is someone that recognizes that there is always new information to acquire, new and innovative methods to implement, and continual opportunities to **develop as a professional**. She doesn't maintain, she is always seeking to improve.” –Melissa Gaeta