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 SLM 501  
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 Assignment 3

Interview

I visited an elementary library that is nestled in a neighborhood of single-family homes. The library serves 535 students and about 55 teachers (“School”; “Worthington”). The librarian was excited to help me as she is a McDaniel graduate herself. She has been working as a librarian for a total of twelve years with experience in two different districts. Before she became a librarian, she was a fifth-grade teacher. After some general conversation and introducing me to the library assistant, we sat down at a table to begin the evaluations. We began with the *National School Library Standards for Learners, School Librarians, and School Libraries Checklist* and filled out the building and district level sections. She answered the district level checklist as best she could, but noted she was not sure of all the responsibilities her supervisor is involved in. Using this checklist took most of the time, but we had a good discussion about her library as we went through each item. Next, we completed the MSDE Standards School Library Media Program Checklist a little rushed since time was running out. There was less conversation about each area of evaluation using this checklist. After using both tools, the librarian had six total areas of improvement with three listed from one tool and a different three from the second tool. We then prioritized those areas determining the top three that needed the most attention.

Chart of Findings using the AASL Tool

AASL School Library Evaluation Checklist	
Shared Foundation	Evaluation
Inquire	Building
	<ul style="list-style-type: none"> <li>• Uses the Big 6 to teach the research process.</li> <li>• Teaches students about databases.</li> <li>• Participated in summer curriculum writing last year and will do this year</li> </ul> Areas of Improvement:

	<ul style="list-style-type: none"> <li>Does not collaborate regularly but tries to coincide library lessons with content area teachers' curriculum.</li> </ul>
	District
	<ul style="list-style-type: none"> <li>Develops library curriculum.</li> <li>Develops and implements PD for technology integration.</li> <li>Writes mission statement.</li> <li>Oversees an advisory committee for larger policies.</li> </ul>
Include	Building
	<ul style="list-style-type: none"> <li>Maintains diverse collection using list generated by district.</li> <li>Remains friendly with students and teachers.</li> <li>Library stays open at the end of the school day, but not morning due to other assigned duties.</li> <li>Para-educator in library.</li> <li>Evaluated using Danielson Framework, writes SLO's, and provides annual report.</li> </ul>
	District
	<ul style="list-style-type: none"> <li>Uses crosswalk of technology and library standards.</li> <li>Oversees all libraries in district.</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Not sure if the budget is planned collaboratively.</li> </ul>
Collaborate	Building
	<ul style="list-style-type: none"> <li>Plans activities for students to work together and problem solve.</li> <li>Takes suggestions about library from teachers.</li> <li>Has been on SIT, Yearbook Chair, Behavior Reward Committee.</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Does not collaborate in planning with classroom teachers regularly.</li> </ul>
	District
	<ul style="list-style-type: none"> <li>Communicates through district's online platform to post announcements and create discussion boards.</li> <li>Library and technology departments work together.</li> <li>Interviews prospective media specialists and evaluates annual reports from practicing librarians.</li> </ul>
Curate	Building
	<ul style="list-style-type: none"> <li>Follows collection policy and challenged book policy.</li> <li>Uses diverse book list made by supervisor to make purchases.</li> <li>No late or overdue fees but does charge for lost books at end of year.</li> <li>Has databases in one area online.</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Does not have website.</li> </ul>
	District
	<ul style="list-style-type: none"> <li>Oversees cataloging.</li> <li>Only 5% of budget goes to magazines.</li> </ul>

	<ul style="list-style-type: none"> <li>Manages licenses of databases.</li> </ul>
Explore	Building
	<ul style="list-style-type: none"> <li>Uses makerspace type lessons.</li> <li>Addresses different learning styles in lessons with hands-on activities and group work.</li> </ul> Areas of Improvement: <ul style="list-style-type: none"> <li>Does not share or collaborate with technology on a regular basis.</li> </ul>
	District
	<ul style="list-style-type: none"> <li>Provides professional development to media specialists.</li> <li>Occasionally has media specialists evaluate new databases.</li> </ul>
Engage	Building
	<ul style="list-style-type: none"> <li>Wrote copyright refresher course for teachers.</li> <li>Maintains library certification with 6 college credits every 5 years.</li> <li>Lets teachers know where to find library policies upon request.</li> </ul> Areas of Improvement: <ul style="list-style-type: none"> <li>Presented one training for new technology this year.</li> </ul>
	District
	<ul style="list-style-type: none"> <li>Communicates using district's online platform.</li> <li>Has list of approved technology tools, websites, and programs.</li> </ul>

Analysis of AASL Tool

The AASL Checklist reflects criteria for effective librarianship that coincides with each shared foundation of the standards: inquire, include, collaborate, curate, explore, and engage. The shared foundations are the “core values” of a library program (American 17). This allows the librarian to align her program with the national standards. There is no rating system on this checklist. If a librarian somewhat demonstrates a criterion, it is difficult to note. With a checklist style, the evaluator checks whether the criterion is evident. A scale would show to what degree the criterion is met. A section for evaluation at the building level and district level is included for each shared foundation with different descriptors for each level.

Chart of Findings using the MSDE Tool

Standards for School Library Media Programs in Maryland	
Standard	Evaluation
1.0 Mission	<ul style="list-style-type: none"> <li>District has library mission.</li> </ul> Areas of Improvement:

	<ul style="list-style-type: none"> <li>No school specific library mission.</li> </ul>
Rating	Not Started
2.0 Goals and Objectives	<ul style="list-style-type: none"> <li>Aligns library lessons to state content standards</li> <li>Promotes reading through student created book trailers, Black Eyed Susan competition, and book talks.</li> <li>Implements responsible use of information.</li> <li>Gives a couple of PD sessions during the year.</li> <li>Maintains diverse collection of resources using Titlewave and districts diverse book list.</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Does not collaborate with community stakeholders.</li> </ul>
Rating	Working Toward
3.0 Instruction	<ul style="list-style-type: none"> <li>Integrates information literacy skills into lessons with research projects.</li> <li>Students show learning in various ways such as making Google slides, doing sorts, working in groups.</li> <li>Sends email when new books arrive</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Does not collaborate with teachers regularly.</li> <li>Provides staff with some PD for new technologies, did one this year.</li> </ul>
Rating	Working Toward
4.0 Staffing	<ul style="list-style-type: none"> <li>Has library paraprofessional.</li> <li>District supervisor meets virtually on regular basis.</li> <li>Attends district library media PD sessions.</li> </ul>
Rating	Implemented
5.0 Resources and Resource Services	<ul style="list-style-type: none"> <li>Uses reviews to purchase high-quality books.</li> <li>Uses district's diverse book list.</li> <li>Gets program money based on cost per pupil.</li> <li>Connects lessons to content curriculum.</li> <li>Let's teachers know about technology tools.</li> <li>Students can use library anytime and after school for a few minutes.</li> </ul>
Rating	Implemented
6.0 Facilities	<ul style="list-style-type: none"> <li>Library has different areas to work in such as couches, area rug, table and chairs, etc.</li> <li>Furniture is in good shape and made of solid wood.</li> <li>Has natural flow to and from areas.</li> <li>Remains open at end of school day.</li> </ul> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>Needs updated signage and to organize series of books.</li> </ul>

	<ul style="list-style-type: none"> <li>• Has some book displays.</li> </ul>
Rating	Working Toward
7.0 Program Evaluation	<ul style="list-style-type: none"> <li>• Does SLO's every year.</li> <li>• Evaluation uses the Danielson Framework.</li> <li>• Has previously been on the School Improvement Team, but it has not done much this year.</li> <li>• Presents annual report to library supervisor.</li> </ul>
Rating	Implemented

Analysis of MSDE Tool

The MSDE Checklist covers the seven standards of that are essential to a school library program. These standards include mission, goals and objectives, instruction, staffing, resources and resource services, facilities, and program evaluation. Each area has indicators the evaluator marks “yes” or “no” as to whether the indicator is evident. Below the indicators, a variety of examples for documentation of the standard are listed. Finally, each standard is rated as not applicable, not started, working towards, and implemented according to the amount of yes’s and no’s written. Compared to the AASL Checklist, the MSDE Tool is more detailed with a list of multiple indicators and examples. With more detailed criteria, it is easier to determine if the criteria are observed. The rating scale can show progress in the different areas of evaluation.

Program Analysis

The librarian’s program is strong overall. There are many strengths I found out as we went through the evaluation tools. When hearing about the kinds of lessons the librarian provides, one can tell the instruction is high-quality. Lessons about research, how to use the library’s resources, and literacy skills are taught in her classes. In her instruction, the librarian tries to teach certain skills around the same time classroom teachers are teaching them. Doing so, makes the library lessons more meaningful by being current with the content areas. Students experience a wide variety of teaching strategies such as hands on genre sorting activity, group

work for research, digital presentations with Google Slides, and differentiated instruction with leveled reading resources. Using these different techniques, the librarian can reach all learners.

Another area of strength is the staffing and resources. The library has a full-time certified librarian and a library assistant. Having an assistant allows the librarian to focus more time on her instruction, teacher support, reading promotion and collection development. Concentrating on these items lets the librarian have a bigger impact on school goals. The library's book collection remains diverse since books are often chosen off the district's diverse book list the library supervisor maintains. The librarian mentioned her school population is diverse, so she makes every effort to have books the students see themselves in. The databases are purchased at the district level and are accessible both at home and at school.

The librarian exemplifies professionalism and leadership by participating in and providing trainings as well as networking with other librarians. She attends three district level PD sessions every year and engages in monthly discussions with colleagues and the supervisor online. These sessions allow the librarian to stay current with best library practices and collaborate with other librarians. In turn, providing her teachers with training lets them gain knowledge about the latest resources and tools in the library. The librarian presented a training this past year on new technology tools and databases to the faculty. She also emails teachers with updates to the library's resources.

Along with all these strengths, there are areas for improvement the librarian noticed and discussed based on the evaluation tools. Collaboration is one area that she feels her program is lacking. With a fixed schedule, there is not much common planning time between the librarian and content teachers. When their schedules do allow for both of them to meet, conflicts still arise because teachers have meetings for their committees they are serving on. In the meantime, the

librarian coincides her lessons with the content curriculum map. This lets her teach skills that align with what the classroom teachers are doing. However, regular collaboration would help incorporate more technology, which the librarian has not been able to do regularly. Ultimately, finding a way to collaborate one-on-one with teachers would be ideal for her. Collaboration enhances the content in the teacher’s classroom and provides students with more engaging and rigorous learning experiences.

Another area that showed needed improvement was the library space. The librarian is very friendly and welcoming. The library has spaces for different purposes such as tables for independent work, couches and cushions for reading, and a colorful rug for whole group activities. However, signage is sparse, and few book displays are seen in the library. Also, books are not arranged to maximize student interest and ease of use. When students can find books easily and are attracted by displays, circulation can increase, and students might read more widely.

Lastly, there is no school library mission, so the librarian expressed she would like to focus on creating one. In the interview, she mentioned she has unofficially adopted the district’s mission, but the evaluation tools made her rethink the need to have a school library mission that is posted for others to see. As Weisburg points out, having a school library mission reflects the reasons for your program to stakeholders and guides your actions (15).

### Library Program Goals

Standards Integrated Framework: ---Learners ---School Librarians -X- School Libraries (Alignment)
Shared Foundation: ---Inquire ---Include -X-Collaborate ---Curate ---Explore ---Engage
Domain: -X-Think ---Create ---Share ---Grow
Key Commitment: Work effectively with others to broaden perspectives and work toward common goals.
Competency: The school library facilitates opportunities to integrate collaborative and shared learning by leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.

Goal Statement: By the end of the year, the librarian will increase collaboration with grade level teachers.			
Objectives / Action Steps	Resources Required	Desired Outcome	Notes
<ol style="list-style-type: none"> <li>1. Present to faculty on ways librarian can collaborate the first month of school.</li> <li>2. Post library schedule when school starts to show planning times of librarian.</li> <li>3. Announce at same meeting of presentation that teachers can sign up for a collaborative meeting.</li> <li>4. Meet with grade levels regularly for collaborative project ideas or unit extension activities.</li> <li>5. Implement a collaborative activity for each grade level at least once by the end of the year.</li> </ol>	<ul style="list-style-type: none"> <li>*Collaboration presentation</li> <li>*Library schedule</li> <li>*Curriculum map</li> <li>*Plan book</li> </ul>	To have more collaborative lessons in each grade level that connect information skills and resources to classroom projects.	

Standards Integrated Framework: ---Learners ---School Librarians -X-School Libraries (Alignment)			
Shared Foundation: ---Inquire ---Include ---Collaborate -X-Curate ---Explore ---Engage			
Domain: ---Think ---Create ---Share -X-Grow			
Key Commitment: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.			
Competency: The school library engages the learning community in exploring resources by describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.			
Goal Statement: By the end of the first semester, establish a more user-friendly library with signage and displays.			
Objectives / Action Steps	Resources Required	Desired Outcome	Notes



<ol style="list-style-type: none"> <li>1. Create and post signage for each Dewey Decimal category before students begin school.</li> <li>2. Create and post alphabetical signage in the fiction and picture book sections before students begin school.</li> <li>3. Create displays quarterly that coincide with units of study in content areas on top of the shorter bookshelves.</li> <li>4. Create a display for new books on a tall shelf near the entry during first quarter.</li> <li>5. Organize book series together and place in own area on shelves during second quarter.</li> </ol>	<ul style="list-style-type: none"> <li>*Plain white paper to make signs on.</li> <li>*Stands for signs.</li> <li>*Baskets to put book series in.</li> <li>*Laptops for catalog use and database access.</li> <li>*Any props needed for the displays.</li> </ul>	<p>To include user friendly signage and displays to enable patrons easier access to books of personal and curricular needs.</p>	
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Standards Integrated Framework: ---Learners ---School Librarians -X-School Libraries (Alignment)			
Shared Foundation: ---Inquire -X-Include ---Collaborate ---Curate ---Explore ---Engage			
Domain: ---Think ---Create ---Share -X-Grow			
Key Commitment: Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.			
Competency: The school library builds empathy and equity within the global learning community by clearly and frequently articulating the school library’s impact when communicating with administration, faculty, staff, learners, parents, and the community.			
Goal Statement: By the end of the first quarter, the librarian will create and publish a school library mission statement.			
Objectives / Action Steps	Resources Required	Desired Outcome	Notes
<ol style="list-style-type: none"> <li>1. Survey teachers on needs of the library during the first month of school.</li> <li>2. Review district library mission statement and school mission statement</li> </ol>	<ul style="list-style-type: none"> <li>*Survey for teachers</li> <li>*District library mission statement</li> <li>*School mission statement</li> <li>*Poster paper</li> <li>*MS Word to design poster.</li> </ul>	<p>To have a mission statement that reflects the needs of the school community and core library goals as well as visible to all stakeholders.</p>	

during first month of school. 3. Attend School Improvement Team meetings regularly. 4. Create a poster of the mission statement and post it in a prominent place in the library by the end of the second month of school. 5. Include the mission statement in the signature for any communications with stakeholders.			
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### Personal Goals

The interview with the librarian made me think about some personal goals I would like to set when I become a librarian. An important area and goal is collaborating with teachers for instruction. This is an area that I will need to work on over time. In my interview, the librarian discussed how she is on a fixed schedule being in an elementary school. This kind of schedule makes it harder to collaborate because the teachers' planning time is the librarian's instruction time. When there are times to meet, teachers could be fulfilling their other responsibilities such as committee meetings and conferences. Since my preference is at the elementary level, I could experience the same dilemma with collaboration. Also, being new, I will need time to establish relationships with teachers before they trust me to be an instructional partner. As Weisburg states, "The more communications and connections you have with teachers, the more likely they will be open to collaborating with you," (77). Communicating my willingness to work together and being creative in finding time to plan with teachers are steps I can take to make collaboration more feasible.

My second personal goal is to stay current with trends in the library through continued professional development. From my personality test, I learned I am slow to change. Seeing and trying new ideas from conferences and PLN's will help me stay open to new ideas by giving me a chance to try them myself in training sessions or hearing others speak of their experiences. The librarian I spoke with mentioned the district provides opportunities for support by meeting online once a month and offering three professional development sessions during the school year. If the district I am in does not offer such professional development, I will need to make a conscious effort to attend conferences, webinars, and read professional journals. Staying current with best practices and learning from other librarians is a necessity in the school library profession.

My third personal goal would be to establish an online presence. The librarian I interviewed does not have a website. She communicates with staff mostly through emails. While this is a good way to communicate with staff, other stakeholders such as parents and students could be missing information about the library media program. Having a website helps the library program reach beyond the school walls and into the community. Farmer states, "These days, the school's virtual presence is just as important as its physical presence," (130). An online presence publicizes how the library is impacting students, which aides in advocacy. As I develop my program, I will seek support from a variety of advocates. Because my advocates will know the happenings of the library, they will be better equipped to support me.

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