

School Library Program Assessment

Assessment Tool

<https://forms.gle/PGpptQE8hn7iXJQ38>

This survey was created to evaluate collaboration and assessment in the school library program. Grade level teachers, related arts teachers, and resource teachers were sent the survey. The school librarian and I reviewed the library program using the *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric*. When we discussed the various areas, collaboration and assessment stood out to be weaker aspects of the library program. The school librarian noted she has not been collaborating with teachers like she has in the past and would like to set a goal for that area. Assessment can be collaborative with teachers, so we decided to evaluate assessment in relation to collaboration. Survey questions covered many aspects of collaboration such as barriers, planning preferences, and implementation.

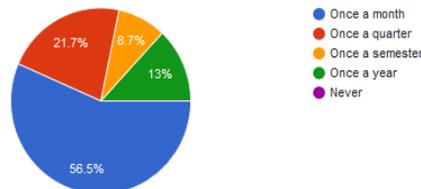
Analysis of Data

A variety of teachers responded to the survey including grade level teachers, related arts teachers, and resource teachers. The survey was sent to all 30 teachers, and 23 teachers completed it. Out of the total number of respondents, classroom teachers were the largest population that participated at 52.6%. 36.8% of respondents were resource teachers and 10.5% were related arts teachers.

- Majority of teachers collaborate with the school librarian once a month.

How often do you collaborate with the school librarian?

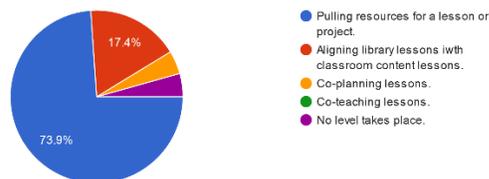
23 responses



- Most teachers have the librarian pull resources for collaboration.

What level of collaboration most commonly takes place with the school librarian?

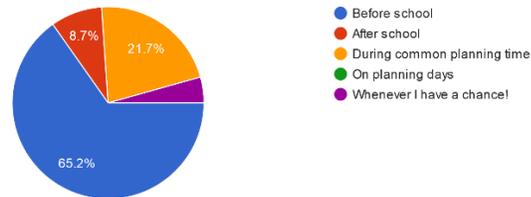
23 responses



- 100% of teachers indicated time was a barrier to collaboration.
- Majority of teachers preferred meeting before school to collaborate.

What is the most preferred time to collaborate with the school librarian?

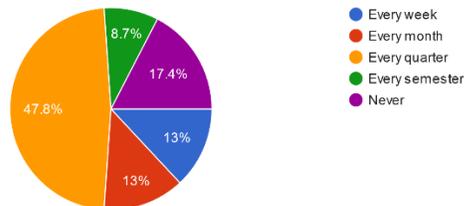
23 responses



- 91.3% of teachers indicated collaboration is promoted by informal conversations.
- Email (65.2%) and posting to a calendar (30.4%) were the two most common ways the librarian plans for collaboration with teachers.
- 87.7% of teachers gave the librarian the highest rating of 5 for being responsive to collaboration. 13% of teachers rated the librarian a 4.
- About half of teachers report the librarian seeks feedback every quarter on the resources and books that support curriculum and personal interests.

How often does the school librarian seek feedback from you and/or your students about books and resources to ...rt curriculum and personal interests?

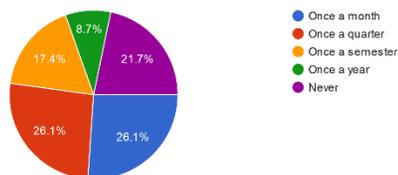
23 responses



- Teachers indicated the most common ways the librarian asks for feedback is through email (82.6%) and in person (65.2%).
- 65.2% of teachers responded the librarian always helps them find resources and information for projects or lessons.
- Answers widely varied regarding the librarian supporting instructional strategies and aligning media lessons with classroom curriculum.

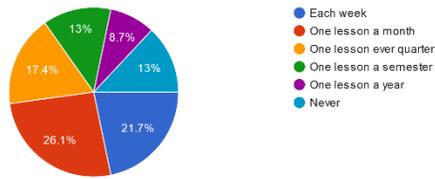
How often does the school librarian meet with you to determine ways the library program can support instructional strategies?

23 responses



How often does the school library program's lessons align with the content you are currently teaching?

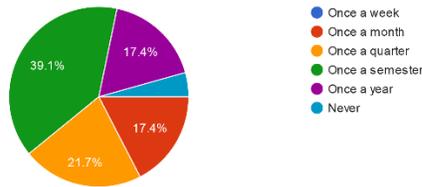
23 responses



- 69.6% of teachers reported the librarian is a member of instructional or curriculum teams.
- 78.3% of teachers noted the librarian plans for all of students' learning needs.
- 39.1% of teachers, the largest percentage, responded the librarian provides training on resources that meet their interests.

How often does the school librarian provide training on resources of interest to faculty?

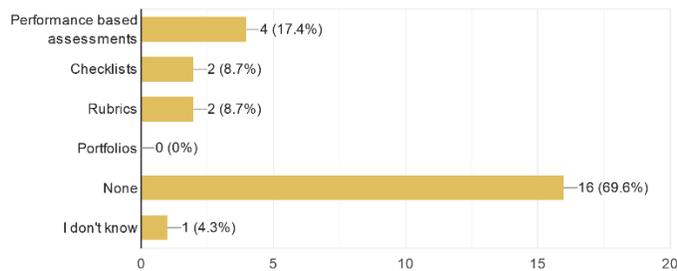
23 responses



- 82.6% of teachers indicated the librarian never co-plans assessments.
- 73.9% reported the librarian never shares graded activities with teachers.
- Performance-based assessments (17.4%), checklists (8.7%), and rubrics (8.7%) were minimally noted being planned collaborative assessments.

What kind of collaborative assessments are most commonly planned with the school librarian? Check all that apply.

23 responses



- 65.2% of teachers shared the librarian never reflects on collaborative lessons or assessments with them.

Results from the survey provided valuable feedback about collaboration and assessment in the school library program. The survey was developed based on aspects of the Collaboration and Assessment sections in *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric*. At the defined level for collaboration, the rubric states there is time in the schedule for the librarian and teachers to plan together on lessons and units. The librarian is responsible in aiding this collaborative process with input from teachers. According to the rubric, teachers and the librarian together use a variety of assessments to evaluate student achievement and success of lessons. Data collected will help the school librarian develop a collaborative program that includes co-planning and co-teaching as well as the use of a variety of collaborate assessments to measure student learning.

The library program exhibits some strengths with collaboration. Teachers are asking the librarian to gather resources for their instruction about once a month. The librarian promotes collaboration frequently through informal conversations with teachers. The librarian is responsive to collaboration, almost always gathers resources for teachers, and creates a plan to collaborate with teachers. Feedback is sought from teachers and students on a regular basis with email or in person.

Even though there are many positive aspects of collaboration occurring in the school library program, the survey revealed some areas of improvement. The level of collaboration could be higher. Teachers reported the librarian mostly gathers resources and information for them. Teachers felt time was the biggest barrier for collaboration. A cooperative plan can be developed to schedule time for collaboration. Since the data was varied for aligning library media lessons with classroom content and supporting instructional strategies, it appears the teachers were unclear about the questions. This could be an opportunity for the school library program to improve communication about the connections between the media curriculum and classroom curriculum. The amount of training opportunities the library program provides based on teacher interest could increase. Finally, collaborating on assessments with teachers is an area for growth. High percentages of teachers indicated the library program rarely creates and shares assessments or grades with them. To measure student achievement, collaborative assessments need to be made. Reflection on any lessons and assessments does not occur frequently with teachers either, so an opportunity to debrief could be created.

Goal	Collaboration: The school library program will play an integral role in lesson planning and teaching with classroom teachers.					
Objective	The school librarian will create one collaborative lesson with each grade level per semester in the following school year.					
Target Group	Classroom teachers					
Strategies						
What?	Why?	When?	Who?	How?	Communication Tools	Evaluation
The school library program currently collaborates with teachers about once a month. However, collaboration is taking place at a low level. The librarian is only gathering resources for teachers' classroom projects.	Creating collaborative lessons between the school librarian and classroom teachers enriches learning. The librarian is a specialist in information skills who can support students in finding, recording, using, and synthesizing information. The librarian can support reading instruction with literacy strategies or themed units like an author study. The school librarian is in a unique position because she sees	Each semester a collaborative lesson will be planned and implemented in each grade level. Lessons will involve the librarian teaching information or literacy skills in the library for a unit or project the classroom teacher is implementing.	Teachers School Librarian School administration	Librarian will share survey results with administration to show current status of collaboration and where it can improve. This will support the need to formally plan with teachers. Librarian will provide examples of potential collaborative lessons to administration connecting them to school improvement goals. The school librarian will present to the	Administration meeting to explain collaboration goal and objective as well as gain support for scheduled morning meetings with grade levels. Faculty meeting Grade level meetings Curriculum maps and/or Scope and Sequence documents Planning calendar Informal feedback regarding	School librarian will review the planning calendar to count the number of meetings with each grade level. The school librarian and classroom teachers will count the number of collaborative lessons implemented from plan book. The school librarian will give teachers a pre and post survey for the year to measure effectiveness of collaboration and

	<p>all the grade levels, which allows her to see how skills are connected from one grade to the next.</p>			<p>entire faculty at the beginning of the year about the importance of collaboration.</p> <p>The school librarian will meet with individual grade levels at scheduled meetings in the morning before school throughout the year to plan lessons.</p>	<p>implemented lessons</p> <p>Café</p> <p>Canvas</p> <p>Pre and post teacher survey</p>	<p>teacher interest in collaboration.</p>
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Goal	Assessment: The school library program supports student achievement with collaborative assessments.					
Objective	The school librarian will create and use assessments with each grade level per semester in the following school year.					
Target Group	Classroom teachers					
Strategies						
What?	Why?	When?	Who?	How?	Communication Tools	Evaluation
Collaborative student assessments between the school librarian and classroom teacher are not used as part of the school library program. Graded activities on common skills taught are not shared.	Regular integrated student assessment between the school librarian and classroom teacher will ensure the library program is positively impacting student achievement. Because the school librarian works with all grade levels, she can develop assessments that help build on skills taught in previous grades.	Each semester the school librarian will use one collaborative assessment with each grade level.	School librarian Classroom teachers School administration	Librarian will share survey results with administration about collaborative assessments to support the need to meet with teachers. Librarian will show administration examples of assessment tools that she can use with teachers emphasizing the integration of media skills and classroom content along with tracking student academic achievement.	Meeting with administration to review survey results Faculty meeting Checklists Rubrics Performance-based assessments Grade books Plan books Grade level meetings Cafe Pre and post teacher survey	The school librarian and classroom teacher will grade student assessments together and analyze results. After a given assessment, the teacher and librarian will schedule a time to meet to review student performance. Number of students scoring within each 10-point percentage range, such as 90-100 and 80-89, will be recorded. Depending on the number of

				<p>The school librarian will present to entire faculty at the beginning of the school year about how and why the librarian can help with student assessments.</p> <p>The school librarian will meet with grade levels before school to develop collaborative assessments each semester.</p>		<p>students within each 10-point range, the teacher and librarian will make plans to revisit the skill or move forward.</p> <p>The school librarian will give teachers a pre and post survey for the year to measure effectiveness and interest in developing collaborative assessments.</p>
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Works Cited

A Planning Guide for Empowering Learners with Library Program Assessment Rubric. American Association of School librarians, 2010. PDF file.