

Akin Elementary School Library: Evaluation Report(s) Dashboard

Exemplary = Blue **Recognized = Green** **Acceptable = Yellow** **Below Standard = Red**

Standard 1 Learner Centered Teaching & Learning	Standard 2 Learner Centered Program Leadership & Management	Standard 3 Learner Centered Technology & Information Access	Standard 4 Learner Centered Library Environment	Standard 5 Learner Centered Connections to the Community
Principle 1: The librarian models and promotes collaborative instruction with teachers, as determined by the independent and diverse needs of all learners, and within the context of state curriculum standards. Principle 2: The librarian works collaboratively with students, teachers, and the community to promote local, state, and national reading initiatives that encourage learners to read, write, view, speak, and listen for understanding and enjoyment.	Principle 1: Planning: As an advocate for libraries, the librarian leads in the development and implementation of a library vision, mission, goals, objectives, and strategic plan that incorporate sound policies and practices. Principle 2: Organizing and Staffing: The librarian manages staff, volunteers, and partners to support the curriculum, to satisfy learners' diverse needs, and to encourage lifelong learning.	Principle 1: The library media program provides a balanced, carefully selected, and systematically organized collection of print and electronic library resources that are sufficient to meet students' needs in all subject areas and that are continuously monitored for currency and relevancy. Principle 2: The librarian models and promotes the highest standard of conduct, ethics, and integrity in the use of the Web and other print and electronic resources.	Principle 1: The design of the school library is aligned with the educational objectives of the learning community. The library environment is designed for flexible access and supports all educational objectives of the Library program. Educational specifications for any renovation or proposed new facility will include a description of the proposed project expressing the range of issues and alternatives, in accordance with 19 Texas Administrative Code (TAC) §61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities. Acceptable Level in Strategy A below is specified in 19 Texas Administrative Code (TAC)	Principle 1: The librarian, in partnership with community organizations, develops, maintains, and markets the vision, goals, and needs of the school library program to the broadest community constituency to promote the library and student success. Principle 2: The librarian is knowledgeable about learning differences and ethnically and culturally diverse interests of the school and local community and develops a school library program that responds to these unique community

<u>Principle 3:</u> The librarian collaborates, designs, and provides ongoing instruction for staff and students in the integration of information technology and information literacy, emphasizing and modeling the ethical use of resources.	<u>Principle 3:</u> Budgets/Funding: The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that support a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community. <u>Principle 4: Research/Assessment/Reporting:</u> The librarian manages a successful program by demonstrating the value of the library program through research, data collection, assessment, evaluation, and dissemination of information about services and resources.	<u>Principle 3:</u> The librarian employs existing and emerging technologies to access, evaluate, and disseminate information for integration into instructional programs. <u>Principle 4:</u> The librarian models information problem solving processes while providing formal and informal instruction about reference and research techniques.	§61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities. <u>Principle 2:</u> The library is designed to serve as a flexible, functional, and barrier-free simultaneous-use facility for individuals, small groups, and classes as described by state and federal guidelines. The library is also designed to maximize the use of available space to permit displays of student, faculty, and community-produced materials, and collections. The facility provides all members of the learning community opportunities to explore and meet their information and recreational needs during and beyond the school day. The library provides an exemplary level of safety, security, and an age-appropriate facility for all individuals, small groups, and classes.	characteristics. <u>Principle 3:</u> The librarian facilitates broad access to library resources and provides opportunities for use for students, faculty and staff, families, partners and community constituents. <u>Principle 4:</u> The librarian develops a school library program that offers students, faculty and staff, families, partners, and community constituent's opportunities for participation and collaboration in the library and educational community. The librarian promotes/encourages broad school and community-based advocacy for the school library program to support student success
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Standard 6

Learner Centered Information Science & Librarianship

Principle 1: The librarian works collaboratively with other information professionals in support of the library program, student achievement, and the profession, and understands the role of all types of libraries in an integrated learning environment.

Principle 2: The librarian creates a school library program that is recognized as the central element in the intellectual life of the school as evidenced by use of statistical measures to evaluate and improve the program.

Principle 3: The librarian applies and implements the principles and concepts of collection development: evaluation, selection, acquisition, and organization of information, and employs standard bibliographic and retrieval techniques.

Principle 4: The librarian evaluates and selects existing and emergent technologies to support the library program in coordination with the Texas Education Agency's Long-Range Plan for Technology and the campus STaaR Chart.

Principle 5: The librarian communicates effectively with students and staff to determine information needs and applies knowledge of literature to guide development of independent readers.

Principle 6: The librarian demonstrates ethical behavior in all professional contexts and promotes the principles of intellectual freedom, information access, privacy, and proprietary rights.

Principle 7: The librarian engages in continuous self-evaluation and self-directed learning for professional growth by participating and contributing to professional associations and publications.

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Standard 2 - Principle 2 C 'Below Standard'

Standard V - Principle 2 G "Recognized"

Standard V - Principle 3C "Recognized" rating does not meet requirement for the Capstone Project(s)

Capstone Project(s) need to address an area with a rating of "Below Standards" - Standard V does not meet that criteria. You will need to look at a standard that meets the criteria. The goal of the Capstone Project(s) is improvement :)

Take a look at the rubric for the Capstone Project(s) to be sure your proposed project(s) meets "Addresses all Standards".

Include ways to assess each project so you have feedback to strengthen areas that are in need and can make improvements the next time the project is used. Include artifacts for each project(s) to reflect the effort (i.e., written proposal, ppt. or tutorial)

It is understood that you may not be able to fully implement your Capstone Project(s) so include as much detail as possible in your final version. — Dr. Najmi 3-26-20 — If you need to discuss lets set up a time Ok?

Rubric - Evaluation Report(s) to identify Standards/Principle in need of improvement for Capstone Project(s)

Criteria	Level of Attainment			
	4	3	2	1
Application of the Evaluation Framework/Rubric Thoroughly addresses standards & criteria for each principle against the rubric/framework provided.	All elements/criteria from the evaluation framework are skillfully developed.	Critical elements of the evaluation framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the evaluation framework are missing, incorrectly developed, or unfocused.	Report demonstrates a misunderstanding of the evaluation framework.
Existing Knowledge, Research, and/or Views Collects and synthesizes information from a variety of relevant sources, representing multiple points of view; considers both immediate and broader contexts.	Synthesizes in-depth information from relevant sources representing various points of view/approaches (i.e. librarian, staff, faculty, patrons, admin); considers both immediate and broader contexts.	Presents in-depth information from relevant sources representing various points of view/approaches; considers immediate contexts only.	Presents information from relevant sources representing limited points of view/approaches.	Information presented is random sources are irrelevant alternate points of views/approaches are missing.
Standards/Principles Addressed The degree to which the report(s) addresses and aligns with Standards/Principles in need of improvement; evidence is organized to reveal patterns and support conclusions.	The report(s) clearly addresses and thoroughly aligns with Standards/Principles in need of improvement; organizes and synthesizes information to reveal insightful patterns, differences, or similarities related to focus.	The report(s) clearly addresses and aligns with Standards/Principles in need of improvement; organizes information to reveal important patterns, differences, or similarities related to focus.	The report(s) clearly addresses and aligns with Standards/Principles in need of improvement; organizes information, but organization is not effective in revealing important patterns, differences, or similarities.	The report(s) addresses and aligns with Standards/Principles in need of improvement; lists information, but it is not organized and/or is unrelated to focus.
Conclusions The assigned ratings reflect an informed evaluation that is logically tied to the evidence presented; insights/patterns revealed support evidence gathered, and clearly connect to ID Capstone Project(s).	Conclusions are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order; insights/patterns revealed support evidence gathered, and clearly connect to ID Capstone Project(s).	Conclusions are logically tied to a range of information, including opposing viewpoints; insights/patterns revealed support evidence gathered, and adequately connect to ID Capstone Project(s).	Conclusions are logically tied to information (because information is chosen to fit the desired conclusion); insights/patterns revealed somewhat support evidence gathered; makes limited connections to ID Capstone Project(s).	Conclusions are inconsistently tied to information discussed; evidence gathered is unrelated to ID Capstone Project(s).

~~X~~ Report(s) insights and patterns revealed support evidence gathered and clearly connect to ID Capstone Project(s)

Student Signature: LCB 4/9/2020

Instructor Signature: Anjum Najmi