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### **Assessment Review**

The Vaud International School library will be assessed annually. The assessment will answer the super question, "How does the library program provide value to the Vaud International School community?" Assessment strategies will be framed by standards set by the American Association of School Librarians (AASL). The table below demonstrates the role of the teacher librarian and the library program in addressing the *Standards for the 21st Century Learner* (AASL, 2007). Multiple assessment techniques are designed to answer questions about how the teacher librarian and library programs, materials and services impact student outcomes. Although Teacher Librarian activities and aspects of the library program are linked to specific learning standards, all are interdependent, and work together to contribute to student achievement.

#### **Specific Questions for Assessment:**

- How does the Teacher Librarian address each of the four *Standards for the 21st Century Learner*?
- How do library programs, materials, and services address each of the four *Standards for the 21st Century Learner*?

A combination of traditional assessment elements, direct evidence, and indirect evidence forms a compelling justification for improvements and modifications in the library program. Assessment will be ongoing and cyclical. A timeline will be developed for collecting and analyzing data. This data should be presented annually in a narrative form, supported by anecdotal corroboration. A comprehensive report should be concise, tie the data and results to the mission of the school and the library, and link to learning standards. The report should

communicate a strong message to its intended audience, using graphics, color, and clear highlights. Various versions of the report, highlighting appropriate data, should be aimed at specific audiences, such as families, administrators, or faculty.

An annual report of assessment results will be shared with school administration, faculty, and parents, and used "in iterative processes of decision making, development, and continuous improvement to achieve the school's mission and goals, which fundamentally center on student achievement, quality learning, and outcomes" (Todd, 2008, p. 18). Regular assessments are essential in providing an optimal environment for learning and for improving student outcomes. An annual reporting of assessment results also serves as an advocacy and promotion tool for the teacher librarian and the library program.

### Vaud International School Library Assessment Plan

<b>Super Question:</b>			
<i>How does the library program provide value to the Vaud International School Community?</i>			
<b>Standards for the 21st Century Learner</b> <i>Learners use skills, resources, &amp; tools to:</i>			
<b>Inquire, think critically, and gain knowledge.</b>	<b>Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</b>	<b>Share knowledge and participate ethically and productively as members of our democratic society.</b>	<b>Pursue personal and aesthetic growth.</b>
<i>How does the teacher librarian address the Standards for the 21st Century Learner?</i>			
<ul style="list-style-type: none"> <li>✓ Curates, manages, and budgets for the library collection</li> <li>✓ Designs and implements instructional plans</li> </ul>	<ul style="list-style-type: none"> <li>✓ Designs and implements instructional plans focusing on using information sources to inform decisions, defend</li> </ul>	<ul style="list-style-type: none"> <li>✓ Incorporates new and emerging communication technologies into learning environments</li> </ul>	<ul style="list-style-type: none"> <li>✓ Curates, manages, and budgets for the library collection</li> <li>✓ Makes accessible a diverse range of print and</li> </ul>

<p>aimed at locating, evaluating, and analyzing relevant information</p> <ul style="list-style-type: none"> <li>✓ Facilitates collaborative instruction with and among faculty</li> <li>✓ Facilitates professional development opportunities</li> <li>✓ Advocates for library services, materials, and programs</li> </ul>	<p>arguments, demonstrate learning, and construct new knowledge</p> <ul style="list-style-type: none"> <li>✓ Designs and implements programs to inspire reading</li> <li>✓ Advocates for library services, materials, and programs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides technology instruction and support</li> <li>✓ Instructs students on the ethical use of information</li> <li>✓ Facilitates outreach to community</li> <li>✓ Creates print and digital tips and tutorials</li> <li>✓ Advocates for library services, materials, and programs</li> </ul>	<p>electronic resources</p> <ul style="list-style-type: none"> <li>✓ Designs and manages the library website</li> <li>✓ Designs and budgets for special programs and events</li> <li>✓ Collaborates with the PLG to create an optimal learning environment</li> <li>✓ Advocates for library services, materials, and programs</li> </ul>
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*How do library programs and services address the Standards for the 21st Century Learner?*

<ul style="list-style-type: none"> <li>✓ Offers information literacy instruction</li> <li>✓ Provides print and electronic resources</li> <li>✓ Offers diverse materials with a variety of viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>✓ Offers information literacy instruction and tools</li> <li>✓ Organizes reading clubs, events, and programs</li> <li>✓ Provides spaces for collaboration and group interaction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Offers information literacy instruction and tools</li> <li>✓ Provides creative makerspaces</li> <li>✓ Incorporates new technologies and apps</li> <li>✓ Provides collaborative spaces</li> </ul>	<ul style="list-style-type: none"> <li>✓ Offers diverse resources with a variety of perspectives</li> <li>✓ Arranges author visits, book clubs, maker and reader contests and events</li> <li>✓ Provides 24/7 access to resources and services</li> </ul>
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**Evidence for Assessment**

*Traditional Assessment Elements:* This type of evidence demonstrates that the teacher librarian and the library program have engaged in practices proven to impact student achievement (Bates, McClure & Spinks, 2011, p. 134).

- Collection statistics
- Extended library hours

- Circulation policies
- Circulation statistics
- Collaborative planning documentation
- Library usage statistics
- Database usage statistics
- Library website usage statistics
- Library satisfaction surveys
- Statistics on participation in library events, clubs, and activities
- Data describing participation in professional development opportunities
- Information literacy lesson plans
- Professional development session plans
- Library communications, blog, and social media posts
- New resources list and weeding reports
- Evidence of participation with Parent Liaison Group
- OPAC search history
- Website feedback forms and student book wish lists
- Instructional resources created by teacher librarian (printed handouts and on library website)
- Budget and purchase information
- Library Advisory Committee agendas and minutes

*Direct Evidence:* This type of evidence demonstrates how the library program and the actions of the librarian directly led to student learning (Bates, McClure & Spinks, 2011, p. 135).

- Formative assessments (student "ticket out the door")
- Comparison of pre-tests and post-tests results in information literacy classes
- Analysis of grade level project rubrics
- Analysis of results of standardized test questions relating to library and research skills
- Reading achievement scores
- Student involvement in community based projects and activities
- Student reflections
- Comparison of student work samples before and after instruction
- Administer evaluations of teacher librarian instruction

*Indirect Evidence:* This type of evidence addresses informal feedback and observations about the library program.

- Book suggestion forms
- Gut feelings
- Videos and photos of library activities and events
- Photos of library displays, materials, and resources
- Informal feedback
- General atmosphere in and attitudes about the library

## References

American Association of School Librarians (2007). Standards for the 21st Century Learner.  
Retrieved from <http://www.ala.org/aasl/standards>

Bates, J., McClure, J. & Spinks, A. (2011). Making the case for evidence based practice. *School Library Management, 7th Edition* (Repman, J. & Dickinson, G. K., eds.) (pp. 134-13). ABC-CLIO.

Todd, R. J. (2008). A question of evidence. *Knowledge Quest* 37(2), 16-21. Retrieved from <http://web.b.ebscohost.com.libaccess.sjlibrary.org/ehost/pdfviewer/pdfviewer?vid=3&sid=911d808f-0a4f-4706-a6c8-572e67d0eae2%40sessionmgr104>