Mary Beth Romo

Vaud International School Library: A vision for the future

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Introduction

Today's students are the future. What will their world look like? What sort of work will they do? What tools will they need to achieve their potentials, overcome obstacles, and succeed in their endeavors? What role does the library play in preparing today's students to be tomorrow's professionals, citizens, and leaders?

It is often said that information is power. But, along with the proliferation of the internet, technology, and ubiquitous 24/7 access to an infinite amount of online resources, comes information overload. In a growing sea of information, how will tomorrow's leaders find valuable information to help them with life's daily decisions? And solve the world's big problems? How will they evaluate this information? And how will they construct new knowledge and share it with others? What can our school library program do to prepare our students to navigate an unimaginable and increasingly complex future?

We can inspire a love for reading and a culture of inquiry, exploration, and collaboration that will position our students to become lifelong learners and participants in a global community. The following presentation outlines a vision and plan for the Vaud International School library to equip our students with the tools and skills they need to become critical, ethical, and discerning consumers and creators of information.

Community Input

Building a vision for the school library requires the participation of multiple stakeholders with a variety of perspectives. "In participatory cultures, all learners learn and all learners teach and everyone's input is important to the conversation" (Coatney, 2013, p. 33). Educational objectives, administrative goals, parental perspectives, and student needs can all be addressed and supported by the library program. The school's administrators, teachers, library staff, and students should all have a voice in imagining the library's future, and should work together to develop goals and plans (Pickett, 2013, p. 15). In addition to frequent users and strong supporters of the library, it is essential to include the perspectives of students and teachers whose needs are not currently being met, do not use the library often, and students who do not read for pleasure. The future vision and goals for the library are stronger when they emerge from a mutually respectful and inclusive environment, and address the needs of all members of the school community. (Appendix A: Example Community Input Plan)

Mission

A school library is guided by its mission statement, which is a concise definition of the library's nature, purpose, and role in achieving outcomes that benefit the school community. The mission statement "communicates a sense of shared purpose" and commitment (Keeling, 2013, p. 30). The Vaud International School library's mission is aligned with the school's aims and methods. It provides a basis for decisions, informs policies and procedures, and serves as a guiding compass in planning and assessment.

"The mission of the Vaud International School library is to inspire students to inquire, discover, grow, create, and achieve their personal and academic potential. We provide access to diverse and interesting materials in a variety of formats, incorporate modern technologies, promote critical thinking and the ethical use of information sources, and nurture lifelong

learners. Our library program equips students with essential skills to participate actively, responsibly, and productively in a global community of mutual respect and understanding."

<u>Vision</u>

The Vaud International School library responds to new and emerging trends in technology and education. The traditional physical library space is expanding to include a virtual space as well, where information is not only stored and retrieved, but is also created and shared. It functions as a learning commons, bridging educational philosophy and the real world, where "everyone is an active participant in knowledge building and learning to learn" (Loertcher, 2014, p. 7).

The proliferation of the internet and mobile technology have dramatically changed student expectations of when, where, and how they should be able to access content and services. The school library responds to these evolving expectations by offering a variety of formats for various types of information resources. The school library offers an Online Public Access Catalog for its print materials, subscribes to online databases, and curates a collection of reliable, relevant web-based resources, all of which are accessible 24/7 via the Vaud International School library's website by any electronic device with internet connectivity. Reading remains a focal point of the library, which will continue to encourage and inspire a love of reading by offering a diverse range of appealing, high-quality books in electronic and print formats. Library resources contribute to student growth by enhancing the curriculum and appealing to individual interests.

Educational strategies emphasizing inquiry, collaboration, and project-based learning are supported by library services, staff, resources, and environment. Library programs and library staff are ideally situated to address new educational policies and standards that target critical thinking skills. A spirit of innovation, exploration, and experimentation engages pupils in

student-centered work that is valuable to them and equips them with skills necessary to become lifelong learners. The school library facilitates active, collaborative learning environments, and makes space available for media production and makerspaces. This reflects the shift towards learning strategies that develop skills and applications that are transferable to the modern workplace (NMC, 2017, p. 16).

The library's appearance should generate a sense of welcome and comfort, where members of the school community feel free to work, explore, and create in virtual and physical spaces. "21st-century learners need to demonstrate their understandings in new ways, such as producing their own videos or multimedia presentations. The school library needs a flexible learning space that supports multiple learning and teaching styles" (Sullivan, 2011). Movable furniture allows students to study independently or in groups. Interactive learning spaces include a secure, wireless network, computers, and charging stations. A "makerspace" offers a range of creative opportunities, both high-tech and low-tech: Legos, crafts, video and audio recording hardware and software, photographic equipment, interactive and traditional whiteboards, a 3-D printer, and VR technology, for example. Adequate and up-to-date technology is a priority, to maximize student outcomes, and to ensure that students are prepared for competitive university and professional environments. The library encourages and acknowledges student achievements by displaying student work. The library is a space that allows students to delve deeper into areas of interest, fosters a culture of innovation, and prepares students with valuable skills for future academic and professional endeavors.

Library programs include book clubs, author visits, guest speakers, maker and reader functions and contests, family evenings, special events, and open mic performances and presentations. These programs increase student engagement and improve outcomes. Professional

development and co-teaching opportunities are hosted in the library and/or organized by library staff. The value of lifelong learning and dedication to excellence are instilled in our students and reflected by the entire school community.

The central figure who is responsible for the school library, its programs, and its materials and resources, is the "teacher librarian." Multiple studies have "documented that higher test scores tend to be associated with stronger school library programs led by professional librarians" (Lance & Hofschire, 2011). The 21st century teacher librarian (TL) wears many hats. In addition to traditional administrative duties, the teacher librarian must also be a technology specialist. The TL monitors trends and recommends new hardware, software, and online resources. She supports students and faculty in the use of new media, information, and communication applications. The TL is also responsible for information literacy instruction, in which students acquire skills that are essential to navigate, evaluate, use, and share information in today's rich, complex, and ever-expanding world of digital tools and resources. The TL sets the stage for an educational middle ground, where faculty, student, and administrative objectives converge, with student learning and outcomes as the meeting point.

Budget

Budgeting for library expenditures is an ongoing, yearly process of gathering community input, planning, drafting a budget, revising, assessment, and reflection. The budget is directly tied to requirements for student learning and personal and academic growth. Items are detailed, categorized, and prioritized. Expenditures are justified by linking to research, standards, and guidelines set by educational authorities. The Vaud International School library keeps abreast with educational paradigms and public policy, and students maintain a competitive edge with their public and private school counterparts. (Appendix B: Example Budget Plan)

<u>Assessment plan</u>

Cyclical assessment ensures that the library program is functioning as planned, and positively impacts student development and achievement. Assessments address the various roles of the teacher librarian and elements of the library programs, resources, and services. Assessment questions are framed by standards set by educational authorities, and include a combination of traditional assessment elements, direct evidence, and indirect evidence. Multiple techniques for gathering relevant data will form a compelling justification for the continuation, improvement, or modification of library programs, resources, and services. Data is analyzed and assembled in regular reports to be shared with administration, faculty, and parents. This information is 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 leaning, and outcomes" (Todd, 2008, p. 18). (Appendix C: Example Assessment Plan)

<u>Conclusion</u>

The Vaud International School library is a growing organism: responding to the evolving needs of the school community, adapting to shifts in educational trends and paradigms, and incorporating new and emerging information tools and technologies. Our vision centers on preparing students to realize their dreams, encouraging them to lead the charge into the future, and equipping them with a strong foundation for their individual journeys: "To infinity, and beyond."

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<u>**Appendix A: Example Community Input Plan**</u>

Vaud International School Library Community Input Plan

<u>Introduction</u>

School libraries benefit from community input by increasing support for the library program and assisting in the development and achievement of library goals. The Vaud International School library in Switzerland will create a Library Advisory Committee (LAC) for the purpose of maximizing community investment in the school library. The LAC will give a voice to community members, which will "build an atmosphere of support and service that would ground the library program in collective ownership" (Pickett, 2013, p. 15). The distribution of decision-making responsibilities and goal setting will help to raise awareness and understanding of library strategic planning, which will in turn increase the usage and effectiveness of library resources and services (Teske, 2010, p. 272).

<u>Members/stakeholders</u>

The Vaud International School is a small, privately-owned institution with 500 students aged 2-18. The LAC will be headed by the school librarian and supervised by the school principal. School community representatives will include two parents, two students, and two teachers. The school owners are not open to the participation of public library professionals, local community members, or university faculty members.

An announcement soliciting LAC volunteers will be made at the annual autumn term coffee morning welcoming new and returning families. A corresponding email will be sent to parents. Student LAC representatives will be requested at the first senior school assembly in September. The school librarian and the principal will choose parent and student representatives from among the volunteers. The school librarian and the principal will invite two teachers to join

the LAC. Members of the LAC will be selected based on the goal of establishing a group with varying perspectives and ideas.

Types of input to be sought

The school librarian and administration will seek the input and perspective of the LAC on library goals and initiatives. Members of the LAC will assist in developing and reviewing a mission statement and strategic plan, creating short- and long-term objectives, and fundraising for library projects. Specific member roles, responsibilities, and length of terms will be agreed on and articulated by members. The librarian will "emphasize that LAC is an advisory and support committee, and final decision making remains the responsibility of the librarian and school administrators" (Harper & Schwelik, 2013, p. 26).

The LAC will begin by solving an immediate problem, such as fundraising for a graphic novel collection or for outdoor furniture for a patio reading area. This type of project, which benefits all students, will most likely be supported by students, parents, and staff. The required items, which will be agreed on by the LAC, will be viewed as "extras," rather than essentials that should be provided by the school and paid for by tuition fees. Results of LAC efforts (a new graphic novel collection or patio furniture) will be visible and appreciated. The school library and the LAC will gain momentum, confidence, and support after having succeeded in solving this initial problem.

Once the LAC has established its positive influence on the school community, long-term goals and a strategic plan will be developed. LAC activities may include conducting a needs assessment, collecting relevant data and preparing reports, creating collection development plans, and preparing budget requests (Harper & Schwelik, 2013, p. 27). The LAC will be responsible for helping the school librarian in communicating those goals and plans to the school

community, advocating for the school library, "and continuing inquiry to make the library relevant to and integrated in student life" (Pickett, 2013, p. 15).

<u>Plan for ongoing input</u>

Formal ongoing input from the LAC will be sought by regular meetings. Agendas with clear goals and expected outcomes will be established and approved by the school principal. At the first meeting, the LAC will determine the number of meetings per year, the dates and times of the meetings, and the method of communication. Minutes of all meetings will be taken and shared with members and school administration. (Harper & Schwelik, 2013, p. 26)

The LAC will agree on its policies and procedures to ensure clarity and efficiency. Issues to be addressed will include the handling of budgetary decisions and disputes between members, how to nominate new members, who gets a voice, and how to designate a leader (Teske, 2010, p. 273). LAC activities for gathering ongoing input may include conducting surveys, collecting relevant data, and preparing reports (Harper & Schwelik, 2013, p. 27).

Informal ongoing input will be sought through continuous engagement with as many students, families, and teachers as possible. Volunteering and taking part in a variety of school activities establishes the school librarian's commitment to student growth and learning, and helps to develop relationships with students, parents, and teachers (AASL, n.d., p. 29). Deskins (2011) stresses that "these points of contact translate into parents who become advocates for you and your library program" (p. 275). Input from infrequent library users will be sought through daily interactions with students.

<u>Documentation and sharing of community input</u>

The LAC will document its activities and share them with the school community. Meeting minutes and quarterly and annual progress reports will be shared with LAC members

and school administration. E-newsletters, with updates on resources, circulation statistics, events, programs, and successes, will be communicated to parents and staff regularly (AASL, n.d., p. 28). The school library website will include a blog to keep the school community abreast of library events and LAC activities and progress. The school librarian will attend meetings of the Parent Liaison Group, and share library news, events, plans, and projects with members. The LAC meeting schedule will be included on the school calendar, listings of school activities, and on the library website (Harper & Schwelik, 2013, p. 28).

Conclusion

The Library Advisory Committee for the Vaud International School in Switzerland will become a dynamic group that will positively influence student learning. The entire school community will benefit from ongoing input and perspectives of a range of stakeholders in library resources and services. Short- and long-term goals and objectives will be developed and achieved by an LAC dedicated to working together to solve problems, brainstorm solutions, and create the best learning environment for our students.

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Appendix B: Example Budget

Vaud International School Library Budget Plan

LCAP Table

The Local Control Accountability Plan (LCAP) table below is a draft accounting of funding needs for the 2017-2018 academic year.

LCAP Category	Item	Priority Level	Justification- LCFF Priority	Funding Source
Staffing	Teacher Librarian	High	#1, 2, 3, 4, 5, 6, 7, 8	School allocation to library program
	Library Assistant	High	#1, 4, 8	School allocation to library program
Professional Development	IB librarian training course	High	#2, 4	School allocation to library program
	AASL Membership	High	#8	School allocation to library program
	CILIP (UK) Membership	High	#8	School allocation to library program
Information Resources	Print books	High	#1, 2, 4, 7, 8	School allocation to library program, PLG donations, Fundraisers
	Print journals	High	#1, 2, 4, 7, 8	School allocation to library program
	JSTOR subscription	High	#1, 2, 4, 7, 8	School allocation to library program
	Britannica Schools subscription	High	#1, 2, 4, 7, 8	School allocation to library program
Programming	Author & guest speaker events	Medium	#3, 5, 6	School allocation to library program
	Special events	Low	#3, 5, 6	Fundraisers
	Makerspace supplies	Low	#5, 6, 8	PLG donations, Fundraisers
	Games and contest materials and prizes	Medium	#5, 6	PLG donations, Fundraisers
	Book club	Medium	#5, 8	School allocation to library program
Facilities	Indoor furniture	Medium	#1	School allocation to library program, PLG donations
	Outdoor furniture	Low	#6	PLG donations
	Carpet	Low	#6	PLG donations
	Paint	Low	#6	PLG donations
	Lighting	Low	#6	PLG donations

Technology	Student laptops for library	High	#1, 4, 8	School allocation to library program
	Desktop computer	High	#1	School allocation to library program
	Projector	Medium	#4	School allocation to library program
	Headphones	Low	#5	Fundraisers
	Cameras	Low	#4, 5, 7	Fundraisers
	E-readers	Low	#4, 5, 7	Fundraisers
Supplies	Book supplies (stickers, covers, contact paper, labels, barcodes, etc.)	High	#1	School allocation to library program
	Label machine	High	#1	School allocation to library program
	Signage and display materials	Low	#1	School allocation to library program
	General office supplies	High	#1	School allocation to library program

Priority Levels

Priority levels of expenditures for items identified in the LCAP table are high, medium, or low according to the following criteria:

- **High:** These items are essential to a functioning school library that provides a base level of resources, programs, and services.

- **Medium:** Expenditures for medium level items will enhance access to basic services and resources and increase student engagement. These items are standard in privately funded premium educational institutions.

- **Low:** Although the school library program can function efficiently without these items, they are valuable and desirable. Expenditures in these areas would substantiate the reputation of the Vaud International School as a leader in educational excellence.

Justification

The funding needs specified in the LCAP table above address the Local Control Funding Formula (LCFF) Priorities established by the California Department of Education (2016). Although the Vaud International School is not located in California, the following LCFF priorities are universal guidelines that can be appropriately applied to an international school setting.

- **Priority #1- Basic Needs**: A qualified Teacher Librarian (TL) and Library Assistant (LA) are necessary for an effective school library program. "Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor" (California Department of Education, 2017, "Teachers"). TLs and LAs are

responsible for creating and administering library programs and services, curating and maintaining resources, and developing collaborative relationships within and outside of the school community. Information resources, a physical library space, technology, and office supplies are essential in providing access to the library program. Expenditures on basic needs ensure that students have safe access to relevant and useful library resources and services.

- **Priority #2- Implementation of Academic Content and Performance Standards:** The LACP provides allowances for a variety of information resources that support and enhance the curriculum, which is considered an "essential element" for effective learning (California Department of Education, 2017, "Curriculum"). TLs collaborate with faculty to curate these resources, integrate them into class work, and facilitate learning. Information literacy instruction equips students with skills to locate, evaluate, use, and share information using traditional formats and new and emerging technologies. Professional development ensures the implementation of modern educational theories and practices.

- **Priority #3- Parental Involvement:** Engagement of families "greatly increases the likelihood that students will learn and thrive" (California Department of Education, 2017, "Family & Community"). TLs involve parents through planning special events that contribute to inspiring readers and developing lifelong learners. Outreach activities include involving parents in fundraising and volunteer efforts to improve library facilities, services, and materials.

- **Priority #4- Pupil Achievement:** Research indicates a correlation between the presence of a full-time certificated librarian and improved scores on standardized achievement tests (Scholastic, 2016). A qualified TL and a Library Assistant contribute to pupil achievement through information literacy instruction and technological skills and support. Library information resources, including access to technology and digital materials, are necessary for students to maintain a competitive edge and to succeed in the modern academic environment.

- **Priority #5- Pupil Engagement**: Students are best served when their diverse strengths and challenges are recognized, respected, and addressed (California Department of Education, 2017, "Equity"). School library programs engage students by supporting, nurturing, and celebrating individual interests and talents. Authors, guest speakers, makerspaces, games, contests, book clubs, and special events are designed to inspire students. This may in turn motivate students in their academic studies, and increase their interest and involvement in the school community.

- **Priority #6- School Climate:** TLs assist in developing physical, virtual, and social climates that support academic and personal growth and outcomes. "School culture and climate help determine whether students are motivated to learn" (California Department of Education, 2017, "Culture & Climate"). LCAP expenditures contribute to creating a library facility that is inviting and welcoming, and offers comfortable spaces and materials for individual, group, and class study. An online school library presence

provides 24/7 access to relevant and reliable information resources. The budget supports a collection of diverse tools, technologies, materials, and viewpoints to ensure that all students are comfortable to discover, collaborate, and create.

- **Priority #7- Course Access:** The library budget includes expenditures for materials and resources that enhance a "broad course of study" (California Department of Education, 2016). The TL works with faculty to integrate these materials into class assignments through information literacy instruction. Library materials also reflect the individual interests of students, and encourage the exploration of extra-curricular topics and activities.

- **Priority #8- Other Pupil Outcomes:** The TL and LA are members of library associations that contribute to ongoing professional development. Professional relationships and resources are essential for library staff to apply 21st century learning standards across the curriculum. These standards, as defined by the AASL (2007, p, 3), include the abilities to think critically; draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge; share knowledge; participate ethically in a democratic society; and pursue personal aesthetic growth. A comprehensive collection of information tools and resources also contribute to a range of student outcomes.

Funding Sources
- The Vaud International School is a **privately funded** educational institution. Funds allocated to the library program by the school will be used for high priority needs.
- In addition to the school's allocation to the library program, funding sources also include donations from the **Parent Liaison Group** (PLG), which will be secured through advocacy efforts. PLG donations will contribute to medium to low priority items that will enhance the library experiences of all students.
- Library **fundraising events** will generate some extra money to be used for tangible library materials selected by students.

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<u>**Appendix C: Example Assessment Plan**</u>

Vaud International School Library Assessment Plan

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 leaning, 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 Table

Super Question: How does the library program provide value to the Vaud International School Community?			
Standards for the 21st Century Learner *Learners use skills, resources, & tools to:*			
Inquire, think critically, and gain knowledge.	**Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**	**Share knowledge and participate ethically and productively as members of our democratic society.**	**Pursue personal and aesthetic growth.**
How does the teacher librarian address the Standards for the 21st Century Learner?			
✓ Curates, manages, and budgets for the library collection ✓ Designs and implements instructional plans	✓ Designs and implements instructional plans focusing on using information sources to inform decisions, defend	✓ Incorporates new and emerging communication technologies into learning environments	✓ Curates, manages, and budgets for the library collection ✓ Makes accessible a diverse range of print and

aimed at locating, evaluating, and analyzing relevant information ✓ Facilitates collaborative instruction with and among faculty ✓ Facilitates professional development opportunities ✓ Advocates for library services, materials, and programs	arguments, demonstrate learning, and construct new knowledge ✓ Designs and implements programs to inspire reading ✓ Advocates for library services, materials, and programs	✓ Provides technology instruction and support ✓ Instructs students on the ethical use of information ✓ Facilitates outreach to community ✓ Creates print and digital tips and tutorials ✓ Advocates for library services, materials, and programs	electronic resources ✓ Designs and manages the library website ✓ Designs and budgets for special programs and events ✓ Collaborates with the PLG to create an optimal learning environment ✓ Advocates for library services, materials, and programs
How do library programs and services address the Standards for the 21st Century Learner?			
✓ Offers information literacy instruction ✓ Provides print and electronic resources ✓ Offers diverse materials with a variety of viewpoints	✓ Offers information literacy instruction and tools ✓ Organizes reading clubs, events, and programs ✓ Provides spaces for collaboration and group interaction	✓ Offers information literacy instruction and tools ✓ Provides creative makerspaces ✓ Incorporates new technologies and apps ✓ Provides collaborative spaces	✓ Offers diverse resources with a variety of perspectives ✓ Arranges author visits, book clubs, maker and reader contests and events ✓ Provides 24/7 access to resources and services
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

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