***SCHOOL LIBRARY MEDIA PROGRAM EVALUATION***

***Action Planning***

*Research shows that one of the chief characteristics of a high performing school is a quality Library Media Program. Based on this research, the New York State Education Department (NYSED) supports the importance of efforts by School Boards, Superintendents, Principals, School Librarians, school districts, and communities throughout the State in helping students learn more, achieve better grades, and score higher through building and supporting strong school library media programs.*

*In this effort NYSED has developed the School Library Media Program Evaluation (SLMPE) rubric as self-assessment instrument for use by teachers, librarians, students, administrators, parents, and school community members to assess the Library Media Program across 25 different "Essential Elements." The SLMPE rubric is recommended for use to create Library Media Program self-assessments that include qualitative and quantitative evidence and aid in development of action plans for program improvements that strive to reach "Proficient" or "Distinguished" status in each "Essential Element", meeting higher learning standards, and improving student achievement.*

Administrator and the school librarian might perform separate evaluations using the SLMPE rubric. Other teams of stakeholders, teachers, parents, community members can also follow the same process.

After completing evaluations, consider answering the *Reflection Questions* below. Administrator and school librarians and other stakeholders can discuss the results of this evaluation; the *Reflection Questions* can frame this discussion.

***Reflection Questions***

*Prior to using the action plan template, we would like you to consider using the following questions to reflect on the responses in each section of the SLMPE rubric.*

In which of the SLMPE rubric Essential Elements is your library program reaching the Proficient and Distinguished Level?

Which SLMPE rubric Essential Elements does your school library program fall in the Basic and Below Basic Level?



How is your school library media program effective in supporting students and staff to increase student learning and achievement?



What barriers prevent your library media program from reaching a Distinguished Level of service?

What steps could you take to help your library media center support students and staff to increase student learning and achievement?

|  |  |
| --- | --- |
| Short Term Goals | Long Term Goals |
|  |  |

**Prioritizing Recommendations**

Using the included forms, teams of evaluators can create *Prioritized Recommendation* sheets based on the *Reflection Questions* for each of the three main areas of the Evaluation rubric: Teaching and Learning, Building the Learning Environment, and Empowering Leadership for Learning. Click here (<https://goo.gl/DvBmZR>) to begin prioritizing the recommendations you have selected to increase student learning and achievement.

To create *Prioritized Recommendations,* each team can list recommendations and decide if the school district has the capacity to address the issues. If the answer is yes, next step might be to determine if the recommendation needs to be addressed immediately or if it can wait. For those items that should be addressed immediately, rank the recommendations in the order they should be addressed.

**Action Plan**

Each team can create an *Action Plan,* using its *Prioritized Recommendations,* for each of the three sections of the Evaluation rubric. First identify the goal then identify the tasks that will help to actualize the goal. Next identify the task owner(s) and the reviewer(s). The task owners(s) will be responsible for completing the tasks, while the reviewer(s) will be responsible for overseeing the completion of the tasks and analyzing/offering evidence of success for the goal. Once the task owner(s) and reviewer(s) are selected, identify the barriers to success and resources needed. Also identify the budget needed to overcome the barriers of success. The reviewer should consistently mark the status of the task as In Progress/Complete while the Reviewer(s) will assess the evidence of success in completing the task. *Action plans* can also incorporate input from other teams.

Use the [action plan template](https://docs.google.com/spreadsheets/d/1PEsZIeIalipzvsjwFuIMGR02Fjdjj8dMyypRNE0QHqc/edit#gid=0) and complete the following steps to aid in your develop of an action plan:

1. Select the tab (short term, middle term, or long term) based on your goal
2. Identify your Goal in Column A
3. Identify the Task(s) for the Objective in Column B and who will be responsible for the Task(s) in Column C
4. Task Owner use Column D to record notes about experience/observation
5. Identify the name of the Reviewer in Column E
6. Reviewer use Column F to record notes
7. Identify Barriers to Success in Column G
8. Identify Resources Needed to overcome the Barriers to Success in Column H
9. Identify the Budget in Column I
10. Identify the Status of the completion of the Tasks in Column J
11. Identify the Evidence of Success in Column K

Utilize additional readings and resources, on the Action Planning page of the SLMPE Rubric web page, to assist you in completing each Column or creating your own action plan.