



Department of

**Library/Media Center
Grades K-12**

Program Review

2017-2018

Board of Education

2017-2018

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Dr. Daniel Silvia
Assistant Superintendent of Curriculum and Instruction

Ms. Karen Jones
Director of Curriculum and Instruction

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Introduction

It is the goal of the Bridgewater-Raritan Office of Curriculum and Instruction to develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed on a, at most, five-year timeline. The results of each process will be presented publicly.

Acknowledgements

The following individuals were directly involved in gathering information/data and contributed to the completion of the library/media center Department's program review, which is presented in this document.

- Andrea Attanasio, Hillside School Library/Media Specialist
- Carol Munn, Eisenhower 5-6 Computer Teacher
- Maren Vitali, Milltown School Library/Media Specialist
- Leigh Woznick, Middle School School Library/Media Specialist
- John Evancho, Hamilton K-4 Computer Teacher
- Maridy Gamoso, Adamsville School Grade 3 Teacher
- John Hingelberg, Hillside School Grade 6 Teacher
- Joseph Diskin, Principal Eisenhower School
- Nicole DiTota, Special Education Supervisor

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- Meredith Bazilus, Hamilton School Library/Media Specialist
- Justin Boyle, JFK School Library/Media Specialist
- Jeanice Edge, Bradley Gardens School Library/Media Specialist
- Pat Gray, Crim School Library/Media Specialist
- Kathy Marceski, Van Holten School Library/Media Specialist
- Kelly Mumber, Adamsville School Library Media
- Paula Shatten, Eisenhower School Library/Media Specialist
- Joanna Rose, High School Library/ Media Specialist

Goals and Purpose

In this document, it is the goal of the library/media center Department to present the following:

- Description of the current program
- Current course offerings including enrollment data
- Review of the curriculum, instruction, assessment, resources and professional development
- Student performance data
- Recommendations leading into the Curriculum Revision Process

Description of Current Program

The Bridgewater-Raritan Regional School District's library/media center program is an integral part of the educational experiences provided in our school system. We believe that literacy is fundamental to all student learning and achievement. The library program will be designed to create and construct knowledge based on reading.

The library/media center Department at Bridgewater-Raritan Regional School District (BRRSD) consists of 11 full-time certified School Library/Media Specialists, one housed in each school. The high school has a writing center aide, who reports to the building principal, who also assists in the high school library.

In some schools, preschool library classes exist for the students in the district's preschool program. This class is offered based on enrollment and teacher schedules. Currently, there is not a curriculum for the preschool programs.

The current schedule includes library class once a week for students at the K-5 level. In kindergarten, classes meet for 20 minutes, inclusive of book exchange. At one school, the library cycle runs for 30 minutes and at another school the students only travel to the library for book exchange.

Students in grade 1-5 attend library cycle once a week for 40 minutes. Students travel to their specials with their general education homeroom class. The general education classroom teachers do not attend the special since this time is utilized as prep, team meeting, or PLC time for the classroom teacher.

The number of sections the library media specialist instructs varies from building to building depending on the number of sections at each school. At one school, during open periods, the media specialist teaches a pull-out enrichment class for students. Two elementary library media specialists travel to another building to teach preschool classes one day a week. At other schools, the library media specialists provide class coverage as needed.

Elementary Library Program

The kindergarten through 4th grade library/media center classes serve to build a student's literacy skills such as literature appreciation, genre studies, parts of a book, thinking about literature/reading strategies, research techniques, information literacy, and instruction as to library/media center collections and procedures. The library/media center special is centered around building necessary literacy skills that support the general education teachers in their instruction. The three-year data supports that elementary school libraries encourage literacy and literature appreciation. Based on the three-year data from Destiny (library management system), on average, elementary students check out from 20-35 books a year from the library.

Over the past few years, a few of the K-4 Librarians/Media Specialists have been experimenting/piloting Makerspace in their libraries/media centers. According to

Makerspace.com, “A Makerspace is a collaborative work space inside a school, library or public/private facility for making, learning, exploring and sharing.” The integration and philosophy of makerspace varies by school.

Intermediate Library Program

The intermediate library/media center classes continue the learning started in the primary school and serves to further develop a student’s literature appreciation and research skills. The library/media center Special is centered on building necessary literacy skills that support the general education teachers in their instruction. Literacy skills taught in the intermediate library/media center continue to focus on areas of literature appreciation, genre studies, reading strategies, research techniques, and information literacy, as well as develop library/media center collections and procedures.

In 6th grade, the library transitions into a research facility in which the librarian’s role is to support classroom teachers and students. At Hillside School, this is done in collaboration with 6th grade Language Arts teachers. The library media specialist meets weekly with 6th grade students. At Eisenhower school, the library media specialist does not meet with students regularly; collaboration with teachers and students is on an as needed basis.

Hillside has over 15,000 books, and Eisenhower has over 22,000 books available for students and teachers. Based on the three-year data from Destiny (library management system), on average, intermediate students check out approximately 30 books a year from their libraries at the intermediate level.

Middle School Library

The middle school library/media center transitions from a teaching center with assigned classes to a research facility. The middle school library offers a variety of books, magazines, and information databases that support the district’s departmentalized curriculum.

At the middle school, the students no longer go to the library/media center during an assigned class period. There is no requirement for classes to attend the library. Teachers are encouraged to bring their classes to the library/media center for instruction on research and information literacy.

At the middle school library, gym excuses are housed in the library. Starting in September 2017, there is now a duty teacher who is responsible for overseeing these students.

Student access to the library is limited. The library is not open to students before or after school, or during lunch.

The middle school library does not have a makerspace. It currently has a mini-lab with 15 computers, a full lab of 30 computers, and a Chromebook cart. The library has over 28,000 books in circulation. The three-year data shows a low number of books checked out by students.

High School Library

The high school library/media center continues and completes the transition of the library/media center to a research facility. In the high school, teachers are still encouraged to bring their classes to the library/media center for instruction. However, it is not required. The high school library offers a variety of books, magazines, and information databases that support the district's curriculum.

At the high school level, students can use the library/media center to complete research, study, or do homework. Also, the library/media center allows students access to many computers, printers, and copiers. Students can obtain passes from classroom teachers to use the library during class time, study halls, and lunch periods as well as before and after school. At the high school, the library is covered for a zero period and period ten by classroom teachers on a flex schedule.

The students sign into the library using their ID card on the Plasco Attendance System. Starting in September of 2017, the number of students signed into the library is now documented for every period of every day. To date, this data shows less than 7% of students accessing the library on a daily basis.

The high school library does not have a makerspace. It currently has multiple learning spaces, such as a computer area, a lounge area, and classrooms A/B which can be reserved by classroom teachers. The library has over 33,000 books in circulation. The three-year data shows a low number of books checked out by students.

Summary

The three-year data from Destiny, the library management system, supports that the K-5 library focuses on literature and literature appreciation. The data also suggests that at the 6-12 level, the role of library changes immensely. It is important to use this information in designing our new program.

Course Offerings

To date, the most current BOE approved curriculum dates back to 1996 and consists of grades kindergarten through 4th grade. There is a draft curriculum from 2012 for kindergarten through 5th grade that was never adopted by the Board of Education.

Course Title	Grade Level(s)	Curriculum Approved	Date Established
Pre-school: Library/Media (Note #1)	Pre-School	Unknown	Unknown
Library/Media Special: Kindergarten (Note #2)	K	September 1996	Unknown
Library/Media Special: 1 st Grade	1	September 1996	Unknown
Library/Media Special: 2 nd Grade	2	September 1996	Unknown
Library/Media Special: 3 rd Grade	3	September 1996	Unknown
Library/Media Special: 4 th Grade	4	September 1996	Unknown
Library/Media Special: 5 th Grade	5	Unknown	Unknown
Library/Media Special: 6 th Grade (Note #3)	6	Unknown	Unknown
Library/Media: Grades 7-8	7-8	Unknown	Unknown
Library/Media: Grades 9-12	9-12	Unknown	Unknown

Note #1 Preschool classes meet for 20 minutes to provide a prep for the teacher. Not all preschool classes have the library cycle.

Note #2 The kindergarten technology classes meet for 20 minutes, since the kindergarten program is half day. At Milltown primary School, kindergarteners are not scheduled for Library/Media. At Hamilton School, kindergarten classes meet for 30 minutes.

Note #3 At Hillside School, 6th grade students attend the library on a regular schedule.

Four Year: Course Enrollment Trends

The following table shows course enrollment over the past four years at the primary and intermediate levels. Courses in grades 7 through 12 have been excluded from the table because students no longer come to the library/media center as an assigned class period.

	2017-2018			2016-2017			2015- 2016			2014- 2015		
	# Sections	# Students	Average	# Sections	# Students	Average	# Sections	# Students	Average	# Sections	# Students	Average
K	26	415	16	27	427	16	29	386	13	29	441	15
Grade 1	30	567	19	28	526	19	32	609	19	29	562	19
Grade 2	28	557	20	35	646	18	29	570	20	32	594	19
Grade 3	30	638	21	33	608	18	32	619	19	31	617	20
Grade 4	30	622	21	35	649	19	29	624	22	32	613	19
Grade 5	30	678	23	32	667	21	34	637	19	33	673	20

Note: Average class size was determined by dividing the number of students by the number of sections.

Review of Curriculum, Instruction, Assessment, Resources, and Professional Development

The following information was gathered from interviews and forums at department meetings. A full list of these guiding questions is located in Appendix A of this document.

Review of Curriculum

The media specialist job description was approved in 1993. The K-5 Library Curriculum was approved in 1996. A draft a new of a new curriculum was written in 2012. However, it was never adopted by the Board of Education. This document would still be outdated and not aligned to the current New Jersey Student Learning Standards (NJ SLS) and American Association of School Librarian Standards (AASL) which were released in fall of 2017. As a result of the curriculum being outdated, library instruction, and learning experiences vary in each building.

Some of the library media specialists integrate lessons to complement the curriculum taught in the classroom. The K-5 library instruction includes the reading of stories, lecture, questioning, projects (group and individual), and guided practice. Technology integration is varied to due to a variety of equipment available. Most librarians only have access to outdated desktops in the library, not Chromebooks.

Some elementary librarians are beginning to incorporate makerspaces into their library. This is in its infancy stages and inconsistent among the buildings.

The library program in grades K-5 is instruction-based. At Hillside School, students attend the library for research instruction in grade 6 in collaboration with Language Arts. At the middle school and high school, the library becomes a research center to which teachers may bring their classes. At the middle school, there is limited access to the library unless accompanied by a class/classroom teacher.

At the high school students have more freedom to access the library before/after school and during lunch and study hall with the appropriate passes. At the middle school and high school, students are not required to use the library/media center nor are teachers required to bring their classes to the library.

Learning activities vary from building to building, as does assessment. The department does not have rubrics to assess student learning. Since students do not receive grades on their report card for library cycle, assessments are informal and inconsistent.

School librarians have money budgeted to them. The distribution of this money varies in each building. In some schools, the principal manages the budget, in others, the librarians manage the budget.

Below is a list of current database purchases for the district. Many of these software program have been in place for years. As part of the program review process, the usage reports will be

analyzed and the programs re-evaluated to see if they best support our students and current program. Other available programs and resources will be compared to those currently in use by the district in a full evaluation process in order to ensure that the highest quality programs are purchased, moving forward.

School	Department	Name	Price
ALL	Library	Follet- Destiny	\$8,000.00
High School	Library	Proquest CSA - SIRS Decades	\$593.00
High School	Library	Proquest CSA	\$1,300.00
High School	Library	Proquest CSA - SIRS Researcher	\$2,308.00
High School	Library	Proquest CSA	\$5,870.00
High School	Library	Fact on File	\$2,433.58
High School	Library	Ebsco	\$979.00
High School	Library	Gale Cengage	\$13,527.24
High School	Library	Oxford University Press	\$465.00
Middle School	Library	Facts on File Classroom Video	\$1,679.92
Middle School	Library	Facts on File Database Somerset Package	\$1,892.80
Middle School	Library	ABC CLIO Pop Culture	\$719.00
Middle School	Library	SIRS: Researcher, Discovery, Decades	\$2,631.00
Middle School	Library	Ebsco	\$637.00
Middle School	Library	Gale / Cengage	\$460.10
Middle School	Library	ProQuest	\$2,631.00
Middle School	Library	Flocabulary	\$1,600.00
Middle School	Library	Scholastic	\$660.00
Middle School	Library	Cavendish digital	\$556.52
Middle School	Library	Brittanica Online	\$1,375.00
Hillside	Library	United Streaming (Discovery Ed)	\$1,600.00
Hillside	Library	SIRS Discover	\$662.00
Hillside	Library	Nearpod	\$600.00
K-4	Library	Capstone : Ebooks and Pebble Go	\$8,935

K-6	Library	World Book	\$3,106
K-6	Library	Tumbleweed (Tumblebooks)	\$3,000

Each school library media specialist is responsible for maintaining, organizing and ordering books for their school. The attached chart shows the number of books currently in each of the schools, as well as the number of circulations by students in the last three years.

	Total Popula tion	14-15 patron	14-15 circul	Avg. Per Pupil	15-16 patron	15-16 circula tion	Avg. Per Pupil	16-17 Patron	16-17 Circula tion	Avg. Per Pupil
Adamsville	575	639	6,925	12.0	639	10,413	18	639	14,296	24.8
Bradley Gardens	298	357	8,015	26.9	357	11,915	40	461	12,215	41
Crim	387	440	4,124	10.7	440	6,385	16.5	440	8,826	22.8
Hamilton	500	585	9,506	19.0	585	14,207	28.4	585	17,444	34.8
John F. Kennedy	398	565	6,987	17.6	565	9,827	24.7	565	13,832	34.7
Milltown	434	504	4,201	9.7	504	7,101	16.3	504	10,404	24
Van Holten	421	452	6,302	15.0	452	10,529	25	452	16,356	38.8
Eisenhower	775	934	38,241	49.3	934	39,965	51.5	934	23,835	30.75
Hillside	578	726	25,313	43.8	726	23,497	40.6	726	16,264	28
Middle School	1350	1,391	33,127	24.5	1,391	14,267	10.5	1,391	4,461	3.3
High School	2753	5,350	7,521	2.7	5,350	6,405	2.32	5,350	3,135	1.1

The three-year data supports that the program evaluation in which the elementary school libraries encourage literacy and literature appreciation, and the middle school and high school transition into a research facility. Based on the three-year data from our library management system, Destiny, elementary students check out from 20-35 books a year, the intermediate students check out approximately 30 books a year. Middle school students check out approximately three books a year, and the high school students check out one book a year.

Survey

K- 6 Library Media Responses	7-12 Library Media Responses
Parent Survey = 117 responses	Parent Survey = 41 responses
Student Survey = 18 responses	Student Survey= 23 responses
Staff Survey = 89 responses	Staff Survey= 103 responses

K-6 Survey Summary

The K-6 Parent survey reported the need for the library special to teach note-taking and research skills. A majority of parents also stated that STEAM-based activities and makerspaces should be incorporated into the library instruction. K-6 teachers reported that a library/media center special is an integral part of students' academic studies/experiences. Teachers reported that the library books, online materials, and databases only adequately enhance the current curriculum. Teachers also reported that time to collaborate with the librarians would help support curriculum connections.

7-12 Survey Summary

At the 7-12 level, parents and students report that students spend time in the library to find materials, do research, or work on projects. Students also report going to the library to use computers/printers as well as to study and do homework. Although it appears the library is used more as a research facility, it can be concluded by the summary of responses that the middle school and high school library are underutilized. Common trends in responses state the library needs to be more accessible during the day as well as before and after school. The survey responses also concluded the numbers of students allowed in the library is restricting, and the frequent closure of the library is limiting.

As a result of these survey responses, the numbers of students permitted from lunch and study hall to the library increased in November 2017. Also, it was decided that more data regarding usage was needed, so student sign-in information by period is now recorded for analysis.

Site Visits

In October of 2017, site visits were planned, selecting district factor groups above and below BRRSD (BRRSD is an I). Site visits occurred inside and outside of the county. Other “I” school districts were researched but not visited. These districts include Ramsey in Bergen County and Hopewell in Mercer County. The BRRSD site visit team included classroom teachers, computer teachers, librarians, and a principal.

Morris School District. Morris School District, located in Morris County, is a district factor group GH and has ten schools and 6,000 students. The K-8 schools use a blended-learning instructional model in which technology is one station within a small-group environment.

- The district (K-12) has been 1:1 for the last seven years.
- The district has five Technology Integration Specialists.
- The K-5 library media specialists teach both library and technology.
- The special cycle is on a six-day rotation.
- The K-5 libraries have STEM kits that are used instead of a makerspace.
- The 5-8 computer classes are also STEM-based and include engineering, coding, and robotics.
- The 9-12 library is open during lunch for students. This year they opened a “cafe” part of the library. There are two library media specialists at the high school who also teach multimedia cycle courses.

Somerville School District: Somerville School District, located in Somerset County, is a district factor group FG and has three schools and 2,500 students.

- The district is 1:1 in grades 3-12.
- The district has two Technology Integration Specialists.
- The special cycle is on a six-day rotation.
- They do not have library media specialists at the K-5 level.
- Computer teachers are now Coding Teachers. Students receive coding and robotics instruction twice in a 6 day cycle in grades K-2 and three times in grades 4-5.
- There is no direct instruction of Google Apps.
- The 7-12 Media Specialists support classroom teachers with a flexible schedule.

Flemington Raritan School District: Flemington Raritan School District, located in Hunterdon County, is a district factor group I and has six schools K-8 and 4,500 students.

- The district is 1:1 in grades 3-12.
- The district has five Technology Integration Specialists for six schools.
- The district has media specialists at each school.
- Computer Cycle is taught in grades K-1-2 and then again in Grade 5. Technology Integration Specialists work as coaches in grades 3-4 and collaborate with teachers, pushing into classrooms.
- The 5-6 Curriculum is called Design Technology and Applications and focuses on Coding, Robotics and Makerspaces.

- There is no direct instruction of Google Apps.
- The special cycle is on a six day rotation. Students in grades 5-6 receive technology instruction three times in a six day cycle.
- The Media Specialists in grade 5-12 have a flexible schedule to support classroom teachers.

West Windsor- Plainsboro School District: West Windsor- Plainsboro School District, located in Mercer County is a district factor group “J”, and has 10 schools and 10,000 students.

- The district is 1:1 in grades 5-9 and is currently rolling out one grade per year.
- The district has six instructional coaches that focus on technology .
- The district has a media specialist at each school.
- Library instruction is given to all students in grades K-5, Media Specialists have a flexible schedule at the Middle School and High School.
- Computer Cycle begins in grade 3 when Google Apps and Coding is introduced to students.

Hillsborough School District: Hillsborough, located in the Somerset County is a district factor group “I” and has nine schools and 7,500 students.

- Hillsborough is 1:1 from grades K-12.
- Technology class is only taught in grade 5.
- Each school has a 10-month computer support teacher. There are also two 12- month Technology Integration Specialists who work as liaisons between the Director of Technology and the teachers. Finally, there are two technology coaches in the district.
- There is a library media specialist in each building in the district. The media specialists focuses on literacy and literature appreciation.

Assessment Description of Proficiencies

At this time, assessments are not given to students. Students do not receive grades on their report cards for library. There are no grade level competencies for students.

Overall Student Performance Analysis

At this time, there are not any assessments to determine student performance.

Research Findings

“Every student has the potential to carry a global library on the device in his or her pocket. As a result, the role of libraries is no longer just a place to house resources, but one in which to create meaning from them. Where traditional libraries are often characterized as places of silent, independent study, the libraries of the 21st century provide a welcoming common space that encourages exploration, creation, and collaboration between students and teachers” (Edutopia, 2015).

“Empowering Learners: Guidelines for School Library Media Programs,” (AASL, 2009) charges school librarians “to play a leading role in weaving such skills throughout the curriculum so that all members of the school community are effective users of ideas and information.” There are two specific changes which will help facilitate the 21st-century library for our students. The first is a shift from libraries to learning commons, and the other is the infusion of makerspaces into library media centers.

Historically, libraries were a place to find resources, now learning commons are about connecting learners and constructing knowledge. In “Re-Imagining the School Library,” (Kompar, 2015) states that the K-12 learning commons are a hub for the school community that should encourage teachers and students to think, design, collaborate, inquire, share, solve problems, and develop skills as independent learners and innovators. The learning commons empowers students to imagine, be curious, think, and create new meaning.

Kompar (2016) reports there are a variety of learning spaces in a learning commons in addition to the teaching space. The three main areas of learning commons are: the Collaborative Zone, the Social Learning Zone, and the Individual Learning Zone. The Collaborative Zone is focused on problem-based learning and group work. These areas must be designed to allow for movable tables and chairs for creating collaborative spaces. Makerspaces are often located in the Collaborative Zone. The Social Learning Zone is meant to be more playful, casual and comfortable. It may take on a living room feel with ample soft seating and a variety of work surfaces. Finally, the Individual Study Zone is for students who want to study or work on their own.

In the article “21st-Century Libraries” (2015), Hopkins states that printed books still play a critical role in supporting learners, but digital technologies offer additional pathways to learning and content acquisition. Students and teachers no longer need a library simply for access. Instead, they require a place that encourages active learning and allows for co-construction of understanding from a variety of sources.

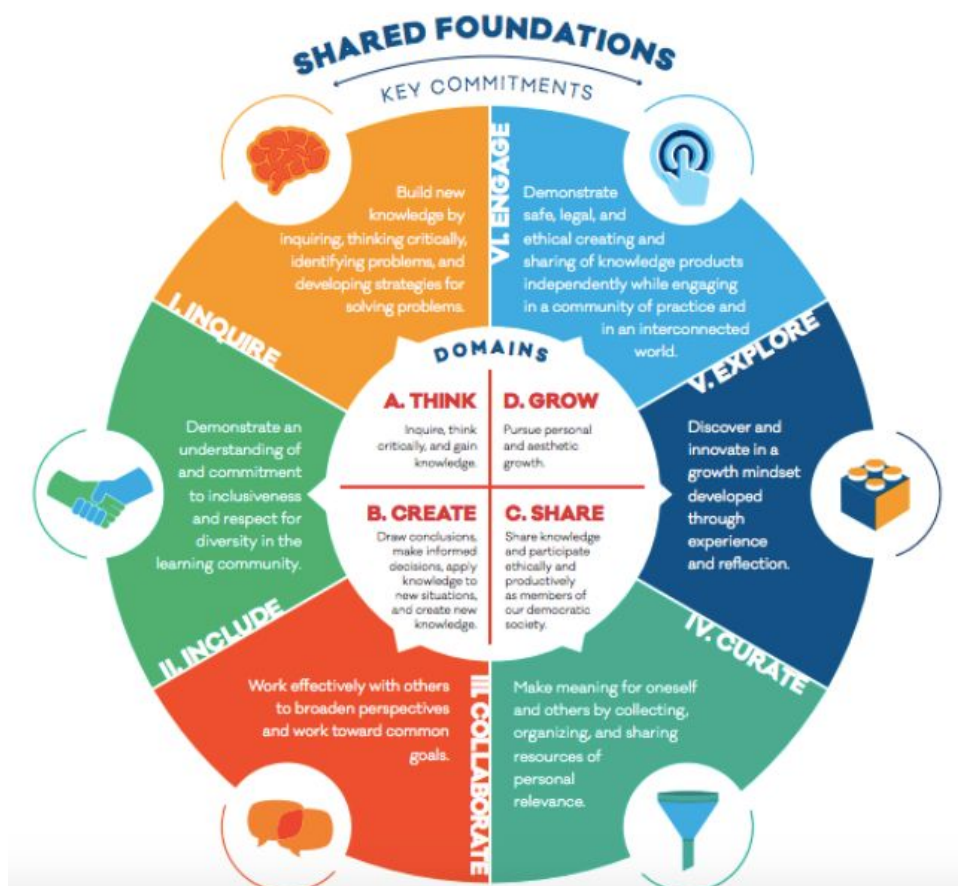
The NMC/CoSN Horizon Report is published yearly and examines emerging technologies and their impact on and use in teaching and learning. According to the 2017 NMC CoSN Horizon Report, driving technology in K-12 education in the next one to two years is makerspaces. Located in the Collaborative Zone of a Learning Commons, “Makerspaces are physical environments that foster opportunities for hands-on learning and creation, often enabled by emerging technologies” (NMC/CoSN, 2017).

Although a makerspace can include technology, the real focus is hands-on learning activities that encourage the development of critical thinking skills, problem-solving skills, and creativity as students engage in self-directed tinkering. Makerspaces can provide open explorations for children where students can tinker and try out different tools and materials. Makerspaces can also provide students with design challenges, in which a group of students are called to focus on a common design problem as their project and allowed to pursue solutions to it through true freedom of creativity.

In conclusion, Future Ready Librarians provide resources, strategies, and connections for district staff to promote and implement innovative learning opportunities for students. The Learning Commons approach, infused with makerspaces, will allow students to construct and synthesize meaning from multiple resources.

Recommendations

In summary, the library media program will provide a dynamic learning environment for all students. The program will encourage the love of reading as well as promote opportunities for our students to become effective and ethical users of print, non-print, and online resources. In alignment with the AASL framework, the library media center will foster learning environments that encourage students to:

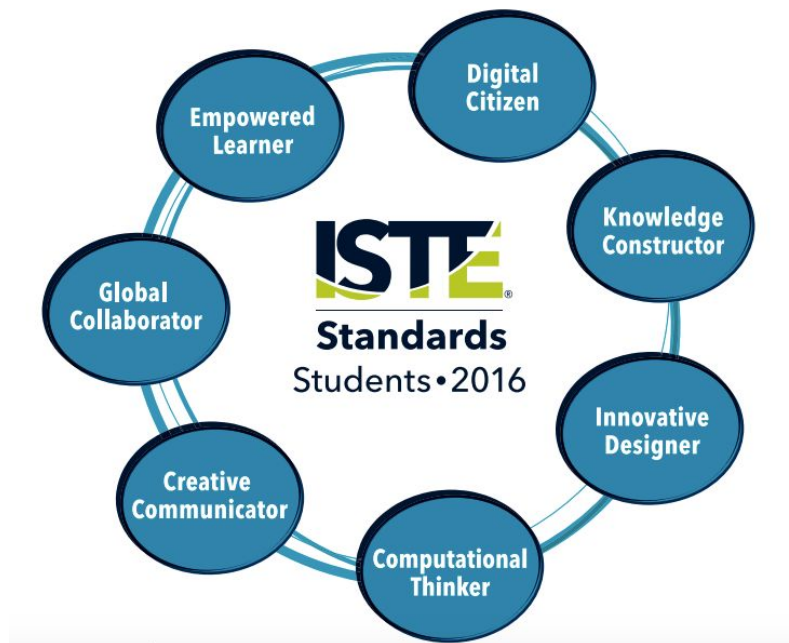


- Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- Collaborate: Work effectively with others to broaden perspectives and work toward common goals.
- Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
- Explore: Discover and innovate in a growth mindset developed through experience and reflection.
- Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Program Recommendations:

PROGRAM:

- Create consistency in the implementation of curriculum district-wide.
- Explore opportunities in scheduling for library/media specialist to collaborate with classroom teachers at grade level meetings and with computer teacher to support integration of technology.
- Implement makerspace activities. A makerspace is a collaborative work space inside a school or library for making, learning, exploring and sharing.
- Align the curriculum to the new AASL standards released in fall 2017.
- Enhance the library media curriculum with the infusion of the ISTE standards.
 - Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator and Global Collaborator.



- Infuse digital citizenship strands into curriculum.
- Kindergarten students will visit the library for book exchanges and library orientations.
- Create a learning commons philosophy for grades 6-12.
- Revise the library/media job description.
- Create equitable access to technology in the K-6 library media centers.
- Evaluate and explore options to have the middle school and high school library more accessible to students.

CURRICULUM WRITING:

- Curriculum writing in Spring of 2018
- Curriculum revisions in Spring of 2019

ASSESSMENT:

- Create consistent assessment criteria for measuring the program’s growth.

RESOURCES:

- Purchase chromebook carts for library/media center.
- Upgrade storage furniture
- Purchase makerspace materials that is equitable at each school.
- Evaluate software subscriptions; renew or replace based on findings.

PROFESSIONAL DEVELOPMENT:

- A plan will be created in order to provide ongoing, targeted professional development for our staff.
- Provide professional development on implementing Maker Spaces, the Learning Commons Philosophy and new AASL standards.

Scope and Sequence

	Scope and Sequence
Grades 1-2	<p>The program in grades 1-2 will introduce the students to the library and focus on literacy, literature appreciation, and fostering the love of reading.</p> <p>The incorporation of makerspaces will allow students the opportunity to be creative thinkers, knowledge constructors, and problem solvers.</p> <p>Digital Citizenship will be infused into instruction and will include: digital safety, security, and privacy.</p>
Grades 3-5	<p>The program in grades 3-5 will continue to focus on literacy and literature appreciation. In collaboration with classroom teachers and computer teachers, the school librarian will develop information literacy and digital literacy instruction.</p> <p>Students will learn to become effective and ethical users and producers of information. Students will find, analyze, organize and synthesize information from multiple sources such as print, digital and databases. Students will learn to evaluate information on its accuracy, validity and importance. Students will learn to properly cite information.</p>

	<p>The incorporation of makerspaces will allow students the opportunity to be creative thinkers, knowledge constructors, and problem solvers.</p> <p>Students will learn the impacts of a digital world (Digital Citizenship) including: literacy and law such as safe searches online, evaluating resources, and proper citations.</p>
Grade 6-12	<p>The school library program is not confined by the school library walls, but rather through the use of technology and online resources, allows students to access the information they need anytime and anywhere.</p> <p>The media program in grades 6-12 will be a collaborative work space for teachers and students. The library media specialist will collaborate with content area teachers to make curriculum connections and to ensure library resources (print and online) support our current curriculums both in the library and in the classroom.</p> <p>The media specialist will work with students to access print and online resources effectively, ethically and responsibly.</p> <p>The library media center will have multiple learning spaces for students including an individual zone, collaborative work space, and makerspaces.</p>

Curriculum

- The curriculum will be designed to meet the American Association of School Librarians 2017 Standards. (AASL).
 - Foundations: Inquire, Include, Collaborate, Curate, Explore, Engage
 - Domains: Think, Create, Share, and Grow

- The library curriculum will incorporate the NJSL for Language Arts.

- The state is currently looking to make digital citizenship its own strand in the standards. Although this is not created, Digital Citizenship will be infused into the library curriculum.

- The curriculum will also be inclusive of the ISTE standards:
 - Empowered Learner
 - Digital Citizenship
 - Global Collaborator
 - Knowledge Constructor
 - Creative communicator

- o Computational Thinker
- o Innovative Designer

Resources and Technology for each library

- Chromebook Cart
- Printers
- Makerspace Materials
- Software Programs
- New furniture
- Collaboration spaces for grades 6-12
- Curriculum Writing
- Professional Development

Bridgewater Raritan Public Schools

K-12 Library Media Plan Timeline

	<u>2017-2018</u> Program Review	<u>2018-2019</u> Draft Year	<u>2019-2020</u> Implementation and Mapping	<u>2020-2021</u> Implementation	<u>2021-2022</u> Implementation
Staffing	1 staff member per building K-6.	1 staff member per building K-6.	1 staff member per building K-6	1 staff member per building K-6	1staff member per building K-6.
Programs/ Courses	Teachers will follow current curriculum.	Combination of old and new curriculum based on availability of materials.	See attached scope and sequence.	See attached scope and sequence.	See attached scope and sequence.
Curriculum Writing	Budget for Curriculum Writing: Spring of 2018.	Budget for Curriculum Revisions: Summer 2019.	Curriculum implemented	Curriculum implemented	Curriculum implemented
Professional Development	Begin PD using Curriculum Monday Meetings.	* Continued PD on specific materials in Jan-June.	*Budget for out of district PD if needed.	*Budget for out of district PD if needed.	*Budget for out of district PD if needed.
Resources/ Technology/ Budget	* Begin material search.	*Purchase chromebooks/carts K-6 *Upgrade Printers:] *Upgrade classroom storage * Continue materials search * Purchase district materials by Jan 2019 in order to provide training for Sept 2019 implementation.	*Budget for software which will result of materials search.		

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Appendix A

Data Collection, Teacher Feedback, and Reviews

Review of Curriculum

1. To what extent do teachers utilize the curriculum in their unit/daily planning?
 - a. If you do utilize the curriculum, how do you leverage it in the classroom (*e.g., questions, rubrics, resources, assessments, etc*)?
2. Do you believe that you and your colleagues have a clear and common expectation for what needs to be taught?
 - a. How students are being assessed?
 - b. Ways in which the needs of learners across the spectrum can be met.
3. From what you have experienced with regard to student's prior knowledge and skill acquisition, does the curriculum appear to be well sequenced (vertically)? Please provide examples for your response.
4. From what you have experienced on grade level, is the curriculum being implemented consistently? Please provide examples for your response.

Review of Instruction

1. To what extent do teachers align their teaching to the curriculum?
 - a. To state standards?
2. How do we integrate with other disciplines? Provide specifics for your response.
3. How do students utilize technology in the _____ classroom?
4. How do _____ teachers teach to the variety of needs of learners within their classrooms?
5. From what you see, is the teaching of _____ more content or skill based? Provide examples for your response.
6. Do you assess the same way and for the same content as your grade-alike peers?
 - a. How do you share data with your colleagues?
7. What is the typical mode of instruction in your _____ classroom?
8. What is the typical mode of assessment in your _____ classroom?

Review of Assessment and Instruction

1. How do we measure student performance in _____ classroom?
2. Are we consistent with purpose, method, criteria, standard and feedback?
 - a. Provide examples to support your response.
3. How do we use student performance data?
 - a. How do we share/discuss this important information?
 - b. What decisions do we make with this data?
4. How does data affect the following areas?
 - a. Instruction
 - i. Differentiation
 - ii. Increase/decrease of rigor
 - iii. Student centered instruction
 - b. Placement
 - c. Curriculum
 - d. Professional Development
5. How do we assess our curriculum?
6. How do we measure the effectiveness of our assessments? Respond with regard to:
 - a. How they measure student achievement
 - b. How they measure content and delivery
7. How do we compare ourselves? Respond in the following areas:
 - a. Standards
 - b. Others
8. In what context do we discuss student performance?

Review of Resources

1. Does the district provide adequate resources to teachers to transform curriculum into

meaningful instruction?

- a. Where are they lacking?
 - b. Are our current resources articulated?
 - c. Are they current?
2. How much technology is available for students and teachers?
 3. How does the district provide adequate professional development to enable teachers to effectively and consistently use supplied resources for instruction?
 4. Does the district supply adequate resources to teachers to support planning for instruction? Please provide specific examples.
 5. How does the district supply adequate resources for:
 - a. Teachers to assess student performance?
 - b. Teachers to plan for instruction?
 - c. Teachers to assess communication with each other?

Review of Professional Development

1. How has the district been supporting professional development that is specific to _____?
 - a. Were you involved in its execution and/or implementation?
2. How has this professional development affected instruction and assessment?
3. How does the district analyze the effect of professional development? Please provide specific examples.
4. How does the district report out on the effect of the professional development? Please provide specific examples.

Appendix B

Parent, Student and Teacher Surveys