



# MASTER PLAN

## Library Media

SLT MEMBER: Dan Gohl

CONTACT: Lynne Oakvik

DEPARTMENT(S): Innovative Learning & Arts

Course Group #: 10457477

The Library Media program supports media specialists by providing resources and professional learning opportunities. This goal is accomplished by building school library programs that use the Florida Department of Education rubric for 21st Century Library Programs, Expectations for Collaborations, Collections, and Connections to Enhance Learning (EXCEL) and the American Association of School Librarians, Standards for the 21st Century Learner (AASL).

# 1. Library Media Specialist Master Plan:

The Library Media (LM) Specialist enhances student achievement through a systematically, collaboratively planned instructional program.

## Embed information and transliteracy skills.

**1.1 DESIRED OUTCOME:** Embeds information and transliteracy skills in a school-wide instructional program.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Collaboratively plans and systemically embeds student development of transliteracy digital citizenship skills (<i>e.g.</i>, locate, evaluate, and use information ethically and responsibly) into the school-wide instructional program.</p> <p>Collaboratively plans and systemically embeds communication and collaboration skills across multiple platforms (<i>e.g.</i> traditional communications and social networking) into the school-wide instructional program.</p> <p>Collaboratively plans and systemically embeds instruction including copyright laws and intellectual property rights (<i>e.g.</i> Creative Commons) into the school-wide instructional program.</p> <p>Collaboratively plans and systemically embeds instruction covering digital footprints and Internet safety (<i>e.g.</i> cyberbullying) into the school-wide instructional program.</p> <p>Uses student achievement and automated systems to design, plan, and assess progress of a school-wide LM instructional program.</p>	<p>Integrates instruction across curriculum/content areas focused on student development of transliteracy and digital citizenship skills (<i>e.g.</i>, locate, evaluate, and use information ethically and responsibly) into the LM instructional program.</p> <p>Integrates instruction including communication and collaboration skills across multiple platforms and curriculum/content areas (<i>e.g.</i> traditional communications and social networking) into the LM instructional program.</p> <p>Integrates instruction including copyright laws and intellectual property rights (<i>e.g.</i> Creative Commons) into the LM instructional program.</p> <p>Integrates instruction covering digital footprints and Internet safety (<i>e.g.</i> cyberbullying) into the LM instructional program.</p> <p>Uses student achievement and automated systems data to plan the LM instructional program.</p>	<p>Provides instruction focused on student development of transliteracy and digital citizenship skills (<i>e.g.</i>, locate, evaluate, and use information ethically and responsibly) in the LM instructional program.</p> <p>Provides instruction covering communication and collaboration skills across multiple platforms (<i>e.g.</i> traditional communications and social networking) in the LM instructional program.</p> <p>Provides instruction covering copyright laws and intellectual property rights (<i>e.g.</i> Creative Commons) in the LM instructional program.</p> <p>Provides instruction covering digital footprints and Internet safety (<i>e.g.</i> cyberbullying) within the LM instructional program.</p> <p>Uses automated systems data to plan a LM instructional program.</p>	<p>Does not embed information and transliteracy in school-wide instructional program.</p>

**Embed standards-based inquiry-based instruction.**

**1.2 DESIRED OUTCOME:** Embeds standards-based inquiry-based instruction in school-wide instructional program.

<b>Level 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Systemically embeds the FINDS Research Process into inquiry based, technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p> <p>Designs or adapts relevant learning experiences aligned to the <i>FINDS</i> research process incorporating digital tools and resources to promote student learning and creativity in the school-wide instructional program.</p> <p>Collaborates with teachers on how to develop electronic assessments in blended learning environments.</p> <p>Provides students and teachers with varied formative assessments aligned with content and technology standards and use the resulting data and artifacts to inform teaching and learning in the LM instructional program.</p>	<p>Systemically embeds a standards-based inquiry-approach (e.g., <i>FINDS</i> research process) in school-wide instructional program.</p> <p>Develops and implements customized and personalized learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources in the school-wide instructional program.</p> <p>Administers formative assessments aligned with content and technology standards to track student progress in the school-wide instructional program.</p> <p>Designs learning activities to personalize instruction using digital tools and resources in the school-wide instructional program.</p> <p>Applies technology to collect data and to facilitate a variety of effective formative assessments and evaluation in the LM instructional program.</p>	<p>Implements a standards-based inquiry-approach (e.g., <i>FINDS</i> Research Process) into the LM instructional program.</p> <p>Implements instruction focused on student application of inquiry-based research skills (e.g., locate, evaluate, and use information ethically and responsibly) into the LM instructional program.</p> <p>Designs new learning experiences that incorporate the <i>FINDS</i> Research Process, digital tools, and resources across curricular areas in the LM instructional program.</p> <p>Guides students and teachers on how to use digital tools and resources to set student learning goals and track their progress in the LM instructional program.</p>	<p>Provides standards-based instruction using an inquiry-based approach in the LM instructional program.</p> <p>Provides instruction focused on student application of inquiry-based research skills (e.g., locate, evaluate, and use information ethically and responsibly) in the LM instructional program.</p> <p>Provides the <i>FINDS</i> Research Process with existing learning experiences that include the use of digital tools and resources in the LM instructional program.</p> <p>Determines student learning goals and tracks progress with digital tools and resources in the LM instructional program.</p> <p>Identifies students' individual learning needs through usage of digital tools and resources in the LM instructional program.</p>	<p>Does not embed standards-based inquiry-based instruction into school-wide instructional program.</p>

**Implement literature appreciation and literature-based Instruction**

**1.3 DESIRED OUTCOME:** Implements literature appreciation and literature-based instruction into a school-wide instructional program.

<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Systemically embeds literature appreciation instruction/activities into a school-wide instructional program.</p> <p>Collaboratively plan and execute a literature-based providing a unified approach to literacy and reinforcing reading strategies and skills (e.g. READS) into instructional program.</p>	<p>Integrates literature appreciation instruction/activities into instructional program.</p> <p>Integrates a literature-based approach to literacy and reinforcing reading strategies and skills (e.g. READS) into instructional program.</p>	<p>Provides literature appreciation instruction/activities into instructional program.</p> <p>Provides a literature-based reading strategies and skills (e.g. READS) into instructional program.</p>	<p>Does not implement literature appreciation and literature-based instruction into school-wide instructional program.</p>

<b>Develop Instructional Partnerships.</b>				
<b>1.4 DESIRED OUTCOME: Develops instructional partnerships</b>				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Demonstrates systematic collaboration between the LM specialist and classroom teachers/grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects.</p> <p>Demonstrates fluency in the transfer of current knowledge to new technologies and situations through the creation of collaboratively planned instruction with classroom teachers.</p> <p>Collaborates with students, teachers, administrators, parents and community members using digital tools and resources to support student success.</p> <p>Facilitates the use of methods and strategies for teaching concepts and skills that support integration of technology productivity tools.</p> <p>Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</p>	<p>Collaboratively plans and documents instructional planning partnership between all classrooms/departments and LM program (i.e. scheduled planning calendar, CAB calendar.)</p> <p>Promotes, creates and embeds creative expression and student/teacher production activities through the application of reading, writing, research, and communication skills (e.g., <i>FINDS</i> and <i>READS</i>) in the LM Instructional program.</p> <p>Promotes collaboration among students, teachers, administrators, parents, and community members using digital tools and resources to support student success and innovation.</p> <p>Communicates relevant information and ideas to students, parents, teachers, administrators, and community members using a variety of digital age media and formats.</p> <p>Communicates relevant information and ideas effectively to students, parents, teachers, and administrators using one or two types of digital age media and formats.</p>	<p>Documents and implements instructional planning partnerships between classroom/departments and the LM instructional program (i.e. scheduled planning calendar, CAB calendar.)</p> <p>Creates and implements student/teacher production activities through the application of reading, writing, research, and communication skills (e.g., <i>FINDS</i> and <i>READS</i>) in the LM Instructional program.</p> <p>Demonstrates collaboration between LM program and grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects.</p> <p>Uses methods and strategies for teaching concepts and skills that support integration of technology productivity tools.</p> <p>Adapts work processes to new technologies and situations.</p>	<p>Develops an instructional planning partnership with classroom and the LM Instructional program.</p> <p>Implements student production through the application of reading and research skills in the LM Instructional program.</p> <p>Demonstrates collaboration between LM instructional program and classroom through the development, implementation and assessment of an instructional lesson.</p> <p>Demonstrates transfer of traditional knowledge, skills, and work processes to digital format through the creation of a standards-based instructional lesson.</p> <p>Attends groups or professional communities centered around technology to gain knowledge.</p> <p>Communicates relevant information to teachers using various digital systems.</p>	<p>Does not develop instructional partnerships between classroom and LM instructional program.</p>

**Sponsor Reading Promotion and Guidance.**

**1.5 DESIRED OUTCOME: Sponsors Reading Promotion & Guidance**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Collaboratively plans reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the school-wide instructional program and encourage recreational reading.</p> <p>Provides reading activities across content areas with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs.</p> <p>Facilitates school-wide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read, RAB).</p>	<p>Implements reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading.</p> <p>Provides reading activities with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs.</p> <p>Facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read, RAB).</p>	<p>Provides limited reading promotion activities (e.g., displays, contests, etc.) that encourage recreational reading.</p> <p>Provides limited reading activities with classes and individuals focusing on self-selection skills to support both recreational and academic needs.</p> <p>Offers limited reading motivation programming. (FRA, SSYRA, Teens Read, Reading Across Broward)</p>	<p>Does not provide reading promotion and guidance to encourage recreational reading.</p>

## Facilitate Professional Learning.

### 1.6 DESIRED OUTCOME: Facilitates Professional Learning

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Facilitates school-wide professional development through blended learning opportunities (e.g., webinars, podcasts.)</p> <p>Shares best practices using technology to improve student learning through local and global learning communities, and facilitate opportunities to meet established school technology integration goals.</p> <p>Collaborates with teachers and students to examine changes in practice and student learning as a result of integrating digital tools and resources.</p> <p>Evaluates and reflects on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</p>	<p>Facilitates face-to-face, school-wide professional development including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies).</p> <p>Explores creative applications of technology to improve student learning.</p> <p>Participates in shared decision making and community building in developing technology infusion and technology skills of others.</p> <p>Conducts continuous research on current professional practices to make effective use of existing and emerging digital tools and resources in support of student learning.</p>	<p>Develops professional development to include new and emerging technologies, resources, and instructional digital citizenship, interactive tools, and teaching methodologies).</p> <p>Facilitates face-to-face professional development using technology presentation tools.</p> <p>Contributes to local and virtual learning communities to gain hands-on experience with technology designed to improve student and teacher learning.</p> <p>Advocates for and model technology integration skills.</p> <p>Develops plans to implement and monitor instruction using digital tools and resources to support student learning.</p>	<p>Facilitates face-to-face professional development that focuses on new and emerging technologies, and library resources.</p> <p>Attends a local learning community focused on applying technology to improve student learning.</p> <p>Acquires knowledge and skills around technology integration to share what is presented with colleagues.</p>	<p>Does not facilitate school-based professional development sessions.</p>



**Collaborate with School-Improvement Team.**

**1.7 DESIRED OUTCOME:** Collaborates With School-Improvement Team

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Systemically embeds and monitors and assesses progress of integration of the school improvement goals through the LM Instructional Program.</p>	<p>Incorporates the School Improvement goals into the LM instructional program.</p> <p>Documents the implementation of the School Improvement Goals in instruction (e.g. how all facets of the LM instructional program affects student achievement goals.)</p>	<p>Collaborates with the School Improvement Team/Leadership Team to align the LM Instructional Program to the School Improvement Plan.</p>	<p>Does not collaborate with the School Improvement Team to align school goals with LM instructional program.</p>

**Plan, design, and model effective learning environments.**

**1.8 DESIRED OUTCOME:** Plans, designs, models effective learning environments

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Facilitates the process for teachers as they apply instructional design principals associated with the development of technology resources.</p> <p>Scaffolds support to teachers as they implement the strategies to manage student learning in a technology-rich environment.</p> <p>Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</p> <p>Collaborates with teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards.</p>	<p>Consults with teachers as they design methods and strategies for teaching computer /technology concepts and skills within the context of classroom learning.</p> <p>Guides teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.</p> <p>Plans for the management of technology resources within the context of learning activities to manage student learning in a technology-rich environment.</p> <p>Applies current research on teaching and learning with technology when planning learning environments and experiences.</p>	<p>Assists teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies.</p> <p>Examines current research on teaching and learning with technology to plan learning environments and experiences.</p> <p>Evaluates identified technology resources for accuracy and suitability.</p> <p>Models technology integration using resources that reflect content standards.</p> <p>Manages existing technology resources within the context of learning activities.</p> <p>Identifies and applies instructional design principals associated with the development of technology resources.</p>	<p>Provides resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology.</p> <p>Provides teachers with a variety of strategies to use to manage student learning in a technology-rich environment.</p> <p>Provides teachers with options for management of technology resources within the context of learning activities.</p>	<p>Does not demonstrate basic proficiency in the knowledge required to plan, design, and model effective learning environments and multiple experiences supported by technology as measured by ITTS Test.</p>

**Promote local and global societal issues and responsibilities.**

**1.9 DESIRED OUTCOME:** Promotes local and global societal issues and responsibilities

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Addresses the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.</p> <p>Promotes and models digital etiquette and responsible social interactions when using social media.</p> <p>Develops and models cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.</p> <p>Facilitates equitable access to technology resources for all students by recommending policies and implement school/classroom strategies for achieving equitable access to technology resources for all students and teachers.</p>	<p>. Models and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</p> <p>Implements and evaluates learner-centered strategies to determine if all learners are receiving equitable access to digital tools and resources.</p> <p>Creates new content on digital etiquette and responsible social interactions related to the use of technology and information.</p> <p>Develops cultural understanding and global awareness by engaging with colleagues and students of other cultures.</p>	<p>Develops learner-centered strategies to address the diverse needs of all learners.</p> <p>Adapts instruction on social responsibility to incorporate digital tools and resources.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p> <p>Advocates for safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</p> <p>Assists teachers to select and apply appropriate technology resources to promote safe, healthy, and legal usage.</p>	<p>Identifies students’ interests, backgrounds, and use of and access to digital tools and resources.</p> <p>Engages in safe, legal, and ethical use of digital information and technology personally and professionally.</p> <p>Transfers instruction on social responsibility to the digital environment.</p> <p>Identifies and use technology resources that affirm diversity and address cultural, language differences, and special needs of students.</p> <p>Recognizes safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</p>	<p>Does not promote local and global societal issues and responsibilities.</p>

**Facilitate experiences that advance student learning.**

**1.10 DESIRED OUTCOME:** Facilitates experiences that advance student learning

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Promotes, supports, and models creative and innovative thinking and inventiveness in both blended and virtual environments.</p> <p>Engages students in exploring real-world issues and solving authentic problems using digital tools and resources.</p> <p>Promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.</p> <p>Models collaborative knowledge construction by engaging in learning with students, colleagues, and others in blended and virtual environments.</p> <p>Instructs students and teachers to use tools and resources that promote creative and innovative thinking and inventiveness.</p> <p>Collaborates with colleagues face-to-face and virtually to promote knowledge construction.</p>	<p>Demonstrates and facilitates the use of tools and resources using creative and innovative thinking and inventiveness in both blended and virtual environments.</p> <p>Guides students in solving real world issues using digital tools and resources.</p> <p>Models collaborative tools for students and teachers to guide and manage their own learning.</p> <p>Facilitates and provides feedback to groups of students in exploring real world issues and solving authentic problems using digital tools and resources.</p>	<p>Introduces digital tools and resources without supporting or modeling for students and/or teachers.</p> <p>Suggests digital tools and resources for students to explore personally relevant issues.</p> <p>Provides students with collaborative tools to guide and manage their own learning.</p>	<p>Knowledgeable of digital tools to advance student learning, creativity, or innovation in both face-to-face and virtual environments.</p>	<p>Does not facilitate experiences that advance student learning.</p>

## 2. Library Media Specialist Master Plan:

The Library Media Specialist provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.

**Provides Resource Management and Collection Development.**

**2.1 DESIRED OUTCOME:** Provides Resource Management and Collection Development

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>The LM specialist has a school library collection that reflects both quantity and quality of LM resources meet or exceeds district specifications/guidelines for library programming as follows:</p> <p>Library collection size meets or exceeds the curricular and recreational needs of the school community (e.g., print and digital).</p> <p>LM resources satisfactorily reflect school's social and cultural diversity.</p> <p>Provides materials in other languages in quantity and quality, as appropriate.</p> <p>Focuses attention on access to local, district, community, and state resources.</p> <p>Age of collection is newer than district average.</p>	<p>The LM specialist has a school library collection that reflects both quantity and quality of LM resources that is adequate to meet district specifications/guidelines for library programming as follows:</p> <p>Library collection size meets the curricular and recreational needs of the school community (e.g., print and digital).</p> <p>LM resources adequately reflect school's social and cultural diversity.</p> <p>Provides materials in other languages, as appropriate.</p> <p>Facilitates access to local, district, community, and state resources.</p> <p>Age of collection is slightly newer than district average.</p>	<p>The LM specialist has a school library collection that reflects both quantity and quality of LM resources that is barely sufficient to meet district specifications/guidelines for library programming as follows:</p> <p>Library collection size meets the curricular and recreational needs of the school community (e.g., print and digital).</p> <p>Provides resources that reflect school's social and cultural diversity.</p> <p>Provides limited materials in other languages, as appropriate.</p> <p>Announces access to local, district, community, and state resources.</p> <p>Meets the district average for Age of collection.</p>	<p>The LM specialist does not provide appropriate resource management and collection development for the school library program.</p>

<b>Provides organization (collection, acquisition, maintenance).</b>			
<b>2.2 DESIRED OUTCOME: Provides Organization (Collection, Acquisition, Maintenance)</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Provides a school library collection that meets or exceeds district specifications/guidelines for library programming as follows:</p> <p>All resources (print and audiovisual) processed and shelved using Dewey Decimal Classification System.</p> <p>Attractive directional signage allows for independent use of resources.</p>	<p>Provides a school library collection that meets district specifications/guidelines for library programming as follows:</p> <p>All print resources are processed and shelved using Dewey Decimal Classification System.</p> <p>Adequate attractive directional signage allows for independent use of resources.</p>	<p>Provides a school library collection that meets district specifications/guidelines for library programming as follows:</p> <p>Most print resources are processed and shelved using Dewey Decimal Classification System.</p> <p>Some directional signage guides independent use of resources.</p>	<p>Does not provide appropriate organization (collection, acquisition and maintenance) for the school library collection.</p>
<b>Develop collection development plan to acquire resources.</b>			
<b>2.3 DESIRED OUTCOME: Develops Collection Development Plan to Acquire Resources</b>			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Develops a written collection development plan that is reviewed/ revised every two years with approval of administration and School Library Media Advisory Board.</p> <p>Maintains and monitor an ongoing consideration file of reviewed and recommended print and digital materials developed collaboratively with students and educators.</p> <p>Implements a deliberate and ongoing weeding program using a systematic analysis.</p>	<p>Develops a written collection development plan that is reviewed/ revised every five years with approval of administration and Library Advisory Board.</p> <p>Maintains a consideration file of reviewed and recommended print and digital materials developed with some input from students and educators.</p> <p>Develops an ongoing weeding program to purge outdated and obsolete materials.</p>	<p>Develops a written collection development plan.</p> <p>Maintains a limited consideration file of reviewed and recommended print and digital materials.</p> <p>Provides a limited plan for an ongoing weeding of outdated materials.</p>	<p>Does not provide a collection development plan to acquire resources for the library media program.</p>

### 3. Library Media Specialist Master Plan:

The Library Media Specialist provides technological processes and resources to enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.

**Administer a library media program.**

#### 3.1 DESIRED OUTCOME: Administers a Library Media Program

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates, advocates, recruits, and monitors clerical personnel, para-professionals and/or school volunteers to support clerical tasks and non-instructional responsibilities within the library program.	Facilitates, advocates and actively recruits clerical personnel, para-professionals and/or school volunteers to support clerical tasks and non-instructional responsibilities within the library program.	Plans and includes the use of clerical personnel, para-professionals and/or school volunteers to support clerical tasks and non-instructional responsibilities within the library program.	Does not include the use of clerical personnel, para-professionals and/or school volunteers to support the school library program.

**Develop a library Media Program budget.**

#### 3.2 DESIRED OUTCOME: Develops Library Media Program Budget

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Plans the library budget based on school and library missions, short and long term goals developed collaboratively with staff.</p> <p>Integrates collection development that is developed with teacher/student input into the budget planning process.</p> <p>Proactively requests meetings with administration to explain and justify budget requests based on available data.</p> <p>Develops a budget plan that is sufficient to meet curricular and recreational needs.</p>	<p>Plans the library budget based on the library mission and short and long term library goals.</p> <p>Develops the library budget based on collection evaluation and student/teacher input.</p> <p>Meets annually with administration to explain and justify budget requests based on available data.</p> <p>Develops a library budget plan to meet most curricular and recreational needs.</p>	<p>Plans the library budget based on annual library media goals.</p> <p>Develops the library budget based on collection evaluation.</p> <p>Meets with administration to discuss library media budget.</p>	Does not develop a library media program budget.

**Facilitate library media program access (physical & virtual)**

**3.3 DESIRED OUTCOME: Facilitates Library Media Program Access (Physical & Virtual)**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Implements flexible scheduling and virtual media services for maximum access to media resources throughout the day (including before/after school and summer hours).</p> <p>Aligns curricular and recreational interests by curating, maintaining, delivering and monitoring access to digital content for students and staff.</p> <p>Reflects mission of the LM program and primary program elements: reading, information literacy, and technology on library media center website.</p>	<p>Implements some flexible scheduling and virtual media services to maximize access to media resources throughout the day (including before/after school and summer hours).</p> <p>Maintains a dynamic media center website that provides access to digital resources aligned to curriculum for students and staff.</p>	<p>Implements fixed scheduling and limited virtual media services to provide sufficient access to media resources throughout the school day (including before/after school and summer hours).</p> <p>Maintains a library media center website that provides sufficient online access to digital content and library media resources.</p>	<p>Does not provide flexible access to the media center</p> <p>Does not maintain a library media website.</p>



**Participate in library media program evaluation.**

**3.4 DESIRED OUTCOME: Participates in Library Media Program Evaluation**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Advocates for student-to-workstation ratio for information retrieval and literacy instruction that exceeds district library media specifications.</p> <p>Facilitates and monitors circulation and monitors use of technology hardware, peripherals and hand-held devices by teachers and students (e.g. laptop carts, printers, mobile devices, cameras, eReaders, multiple multimedia stations for production activities).</p> <p>Manages access to broadcast and/or digital distribution/streaming for school-wide access.</p> <p>Integrates the library media technology plan into school's technology plan that is aligned with the district's refresh cycle.</p>	<p>Facilitates and monitors circulation and monitors use of technology hardware, peripherals and hand-held devices by teachers and students (e.g. computers, laptop carts, printers, mobile devices, cameras, eReaders, multiple multimedia stations for production activities).</p> <p>Provides access to broadcast and/or digital distribution/streaming for frequent school-wide use.</p> <p>Integrates the library media technology plan into school's technology plan that is aligned with the district's refresh cycle.</p>	<p>Facilitates use of technology hardware, peripherals and hand-held devices by teachers and students (e.g. computers, laptop carts, printers, mobile devices, cameras, eReaders, multiple multimedia stations for production activities).</p> <p>Provides access to broadcast and/or digital distribution/streaming for morning announcements, limited school-wide use.</p> <p>Provides input to the school technology plan.</p>	<p>Does not provide for circulation of print or digital content, technology hardware, peripherals and hand-held devices by teachers and students (e.g. computers, laptop carts, printers, mobile devices, cameras, eReaders, multiple multimedia stations for production activities).</p>

## 4. Library Media Specialist Master Plan:

The Library Media Specialist contributes to the development and implementation of shared school vision for comprehensive integration of technology.

**Develop and implement library media technology integration.**

**4.1 DESIRED OUTCOME:** Develops and implements Library Media Technology Integration

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Facilitates and monitors the use of the automated circulation system (Destiny) by staff and students. Data reports are generated regularly to collaboratively develop and monitor LM program goals.</p> <p>Monitors and evaluates student and staff access to library resources (circulation and overdues) through the Destiny library system.</p> <p>Integrates digital, and web-based tools are curated and integrated into the Destiny School web page to provide easy access to curricular resources to the school community.</p> <p>Frequently integrates data from a variety of sources (e.g., automated systems, district data warehouse, test scores) to make strategic LM programming decisions.</p> <p>Uses formal and informal input collected from students, teachers, and parents (e.g., surveys, interviews, and focus groups) to evaluate and modify LM programming.</p>	<p>Facilitates, implements and evaluates the use of the automated circulation system (Destiny) to support school wide student achievement goals. Data reports are generated.</p> <p>Monitors student and staff access to library resources (circulation and over dues) through the Destiny library system.</p> <p>Integrates sufficient digital, and web-based tools with the school Destiny webpage.</p> <p>Generates data from Destiny and school test scores quarterly to make strategic LM programming decisions.</p> <p>Uses formal and informal Input collected from students and teachers to evaluate and modify LM programming.</p>	<p>Facilitates and implements the use of the automated circulation system (Destiny) to support instructional goals.</p> <p>Facilitates student and staff access to library resources and monitors (circulation and over dues) through the Destiny library system.</p> <p>Generates data from Destiny annually to support strategic LM programming decisions.</p> <p>Seeks informal input from students, teachers for planning LM programming.</p>	<p>Does not orient students and staff on use of the automated circulation system (Destiny).</p>

## 5. Library Media Specialist Master Plan:

The Library Media Specialist provides an effective library media program by providing an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.

**Design and implement a library media program facility.**

**5.1 DESIRED OUTCOME:** Designs and Implements a Library Media Program Facility

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Designs and implement a multi-functional and flexible, facility that accommodates small group, whole group and individual reading, research and production activities and instructional presentations (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.)</p> <p>LM facility meets ADA compliancy regulations and District media facility specifications.</p>	<p>Implements a flexible facility design that accommodates reading, research, instructional presentations, as well as production and independent activities.</p> <p>LM facility meets ADA compliancy regulations and District media facility specifications</p>	<p>Supports a facility that accommodates instructional presentations and independent activities.</p> <p>LM facility meets ADA compliancy regulations and District media facility specifications</p>	<p>Does not provide a facility to accommodate instructional activities.</p> <p>Does not provide a LM facility to meet ADA compliancy regulations and District media facility specifications.</p>

**Create a positive library media program climate.**

**5.2 DESIRED OUTCOME: Creates a Positive Library Media Program Climate**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Fosters and implements a school-wide culture of inquiry, independent reading and lifelong learning.</p> <p>Create sand provides a LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests.</p> <p>Creates a LMC to serve as an extension to the classroom where teachers and students regularly read, research, and produce projects.</p> <p>Maintains a LMC climate that generates an inviting and dynamic teaching and learning environment.</p>	<p>Fosters a culture of inquiry, independent reading and lifelong learning.</p> <p>Maintains a LMC that provides an aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests.</p> <p>Maintains a LMC to serve as an important support to the classroom where teachers and students read, research, and produce projects.</p> <p>Maintains a LMC climate generates an inviting teaching and learning environment.</p>	<p>Provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning.</p> <p>Maintains a LMC that is visually appealing (e.g., displays, artwork).</p> <p>Maintains a LMC that provides an area in which teachers and students read, research, and produce projects.</p> <p>Maintains a LMC climate that provides an inviting learning environment.</p>	<p>Does not foster a culture of inquiry, independent reading and lifelong learning.</p>

## 6. Library Media Specialist Master Plan:

The Library Media Specialist promotes the library media program and its initiatives throughout the learning community.

Advocate the library media program internally.

### 6.1 DESIRED OUTCOME: Advocates the Library Media Program (Internal)

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Regularly provides statistical reports to and shared with administrators and school community.</p> <p>Facilitates regular meetings with administration.</p> <p>Distributes the LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) to administration, faculty, and students and school community.</p> <p>Updates and ensures the LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources.</p> <p>Regularly distributes communiqués (e.g., newsletters, Tweets, blogs, etc.) from the LM Specialist in various formats.</p>	<p>Provides statistical reports to administrators at the beginning and end of the school year.</p> <p>Conducts several meetings with administrators and school community several times per school year.</p> <p>Distributes the LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) to administration, faculty, and students.</p> <p>Updates and ensures the LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources.</p> <p>Distributes communiqués (e.g., newsletters, email, etc.) from LM Specialist in various formats.</p>	<p>Provides statistical reports to administrators at the beginning and end of the school year.</p> <p>Conducts at least two meetings per year with administration.</p> <p>Provides the LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is distributed within the school.</p> <p>Maintains the LM website that promotes the library media program information.</p> <p>Distributes communiqués (e.g., newsletters, Tweets, blogs, etc.) from the LM Specialist in print format.</p>	<p>Does not promote the library media program and its initiatives.</p>

**Advocate the library media program externally.**

**6.2 DESIRED OUTCOME: Advocates Library Media Program (External)**

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Inspires and facilitates a shared vision, as part of the school's leadership team, purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, and support effective instructional practice.</p> <p>Contributes professional expertise to establish strategies for implementing the District Technology Plan.</p> <p>Advocates on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.</p> <p>Regularly integrates parent involvement activities that are collaboratively planned with teachers, administrators, and SIP initiatives (e.g., parent workshops and reading motivation activities and Internet resources for parents).</p> <p>Ensures the LM program activities include regular/ongoing collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program.</p> <p>Ensures the LM programming is reflective of current trends and research-based best practices as identified by local, state and/or national professional organizations.</p>	<p>Models for teachers, students, administrators, and parents digital tools and resources that can be used to meet learning goals.</p> <p>Engages in an ongoing process to develop, implement, and communicate technology infused strategic plans aligned with a shared vision.</p> <p>Researches opportunities to fund technology integration efforts, programs, including the library media program.</p> <p>Regularly incorporates parent involvement activities (e.g., parent workshops and reading motivation activities and Internet resources for parents).</p> <p>Incorporates activities that include collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program.</p> <p>Ensures the LM programming includes current trends and research-based best practices as identified by local, state and/or national professional organization.</p>	<p>Advocates among, teachers, students, administrators, and parents the use of digital tools and resources to support learning goals.</p> <p>Participates in district efforts to establish and organize support to meet school-based technology needs aligned to the District Technology Plan.</p> <p>Distributes appropriate communications to parents.</p> <p>Includes communication with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program.</p> <p>Incorporates some research-based best practices as identified by local, state and/or national professional organizations as an integral part of the LM Program.</p>	<p>Does not provide communication to parents and other external agencies regarding the school library media program.</p>

## **Glossary**

LM – Library Media

LMC- Library Media Center

FINDS – F.I.N.D.S. is a research process model K-12, developed by the Florida Department of Education. It is an acronym for the five steps in the research process (Focus, Investigate, Note, Develop, and Score.)

READS- R.E.A.D.S. is literature appreciation instructional model K-12, developed by the Florida Department of Education. It is an acronym for Read (as a personal activity), Explore (characteristics, history and awards of creative works), Analyze (structure and aesthetic features of creative works), Develop (a literary-based product), Score (Assess reading progress).

TRAILS – T.R.A.I.L.S., Tool for Real-Time Assessment of Information Literacy Skills, is a an acronym for a nationally used online assessment for information literacy skills for grades 3-12 .

## Data Collection Plan

### End Goal of plan

All library media specialists who successfully participate in the Library Media Master Plan will reach a level 4 in at least one of the pedagogical standards.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
<p>Pre/Post surveys (Measuring content knowledge and measure learning gains after professional development)</p> <p>Participant Implementation Plan</p> <p>Post library media observation data of participant</p> <p>Participant Reflection</p> <p>Trend data from Library Media iObservation teacher evaluations.</p>	<p>School and state assessments for Language Arts that measure research, critical thinking, and Digital Citizenship skills</p> <p>TRAILS  <a href="http://www.trails-9.org/">http://www.trails-9.org/</a> (which is a free resource and is now CCSS aligned) to administer formative and summative assessments.</p> <p>Student rubrics and portfolios for Inquiry based units of study</p>	<p>For sources: There is existing data for school and statewide assessment data for English Language Arts.</p>	<p>Data available for school and district from school and state assessment departments</p>	<p>School-based Personnel</p> <p>Library Media Curriculum Supervisor and Literacy Staff Developers</p> <p>Talent Development will provide trend data for Library Media iObservation</p>	<p>All data will be collected on an ongoing basis throughout the year.</p>

Area of Impact	Formative Measures	Summative Measures
Library Media Practices	Pre-survey	Post-survey
Leadership Practices	Library Media Portfolio of Services	
Collaboration Practices	Library Media Program Implementation Plan	Post Observation of Library Media Specialist
Student Learning	Teacher/Library Media Specialists Observation Or Student Performance Data from school, state assessments, TRAILS (Grades 3-8). Student artifacts/work	Student Product or Performance