CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

LIBRARY

Curriculum Review Cycle Schedule

18-19   Evaluation-Subcommittee is Formed
19-20   Analyze/Plan- Presentation to CCC
20-21   Implement I
21-22   Implement II
22-23   Implement III

SUBJECT/DEPARTMENT: LIBRARY

MISSION STATEMENT

Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, Why does this curricular area exist?

The mission of the library media program is to ensure that the learning community is comprised of effective users of ideas and information. This is accomplished by: providing intellectual and physical access to materials in all formats; providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas; and creating opportunities for collaborating among educators so they can develop learning opportunities that meet the needs of individual students, teachers, classes, and grade levels.

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PERFORMANCE STANDARDS

The CPS library program and curriculum emphasizes the development of the following performance standards:

Self-Directed Learner

- In each grade level students will routinely be given age-appropriate research tasks that they are expected to complete with a minimum of instruction and direction. Instead, the library-media specialists will use constructivist learning principles, coaching, and explicit feedback to enhance students' independence, success, and information research expertise.

Skilled Information Processor and Complex Thinker

- Each student will be supported in their efforts to make measurable growth in their ability to apply information research skills, tools, and strategies to assignments, personal research questions, and real world problems. Each of the problems, assignments, and questions that K-8 students investigate will require the use of analytic, critical, and creative thinking skills and problem solving.

Collaborative/Cooperative Worker

- As a result of their involvement in the Research Workshop and its instructional framework, we anticipate that students will develop the ability to work effectively and respectfully with others to focus and investigate an information question or problem.

ANNUAL PROGRAM/DEPARTMENTAL GOALS/STRATEGIC PLANNING INITIATIVES

What are the goals for your program or department for this curriculum area for this year 2018-2019?

Program: K-7 Library

Components	Annual Objectives
Texts Manipulatives Technology	• K-7 librarians will investigate and select a resource to be used for teaching digital citizenship and responsible use of technology to students at each grade level.
Teaching and Learning	• All librarians will explore how performance based learning and design thinking can be applied to the new AASL standards.
Assessment	• Librarians, as part of the 5 year curriculum review process, will survey students, parents and teachers about their experience with the library program.
Professional Development	• All librarians will participate in a learning session focused on unpacking the new AASL standards.

Program: Gr. 9-12 Library

Components	Annual Objectives
Curriculum	• CHS librarian will collaborate with 9th and 10th grade teachers on refining a formal curriculum, *Research as a Process.* This will be imbedded into the Social Studies curriculum as a precursor to the research paper all 10th graders complete. Specific focus will be on using the databases, evaluating websites, plagiarism (Turnitin) and MLA formatting. Additionally the librarian will work with 11th and 12 grade teachers on college-level research skills and expose students to more intricate databases such as JSTOR, ProQuest, Salem and Oxford Press and also review other formal writing formats like APA.

	• CCSS goals will be aligned with AASL standards: CC9-12RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. AASL-1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
Assessment	• CHS librarian will work with Social Studies teachers on creating formative and summative assessments to evaluate mastery of research skills. CC9-12WH/SS/S/T6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. AASL-2.1.4 Use technology and other information tools to analyze and organize information. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. CC9-12WH/SS/S/T7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. AASL-1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
Organizing for Instruction	• CHS librarian will be consistent about following CCSS and AASL standards when planning for instruction. Working with Social Studies teachers, the librarian will focus on creating formative and summative assessments as well as employing good practice for student centered lessons, and when needed differentiation for specific learners.

Resources and Technology	• CHS librarian will update the website to include links to all databases and train teachers on use of the site during department meetings throughout the year. • The CHS librarian will make informed decisions and increase the library's fiction and nonfiction so the collection provides a minimum of sixteen books per student. • Working with the English department, the CHS librarian will have classes visit the library for book talks and promote independent reading through displays and monthly celebrations. The librarian will use social media to market new books added to the collection and also model good reading habits by broadcasting (through social media) what she is reading. • The CHS librarian will collaborate with content area teachers and visit as many classrooms as possible to demonstrate a technology tool, team teach or promote the library resources.
Professional Development	• The CHS librarian will continue her role on the CHS IT Committee and when appropriate, attend meetings of the District IT Committee. • The CHS librarian will attend the annual CECA/CASL conference in the fall of 2017 to learn about new and emerging library technologies, and aim to incorporate at least one in the library before the end of the 2017-18 school year. • Working with the Technology Integration Specialist at CHS, the librarian will strive to support twenty-first century students with technology that will enhance their learning. • The CHS librarian will seek opportunities for professional growth through membership in professional organizations and active participation on list-servs.

What will be Form – Due Date: January 30, 2015
Level: K-12   **Prepared by:**   E. Speirs, S. Wainio, C. McElravy, D. Burns
Date: 1.30.15

Components	What Was	What Is	What Will Be
Curriculum, Objectives, Guides	• CHS library faculty does not teach classes; therefore no written curriculum existed for the program. • Dodd library faculty developed Grade 7 lesson plans to support information research. Lessons and units are based on CSDE standards and GLEs. • Elementary library faculty worked collaboratively to develop a district scope and sequence for information research based on CSDE GLEs.	• The K-7 curriculum is more authentic and relevant to student need and interests. • A common, standards-based curriculum will be implemented across the district and linked to essential objectives. • Essential objectives are the focus for each unit of instruction. • The Grade K – 7 library vision, annuals goals, and curriculum will be published on the Cheshire Public Schools website for teachers, students, and parents to view. • The written curriculum evolves and adapts to changing needs. • All curriculum is on the web/school servers. • In order to improve communication between library teachers and parents, library teachers will identify information on the importance of reading, appropriate book selection, and read-aloud strategies; create products such as displays, newsletters, websites, etc. to communicate this information to parents; and participate during open houses, conferences, and meetings. • The Dodd library faculty will write, distribute, and	• The CPS performance standards will be included in all curriculum guides by 2018. • Curriculum guides for Grades K-2 will be completed and stored on Drive by 2018. • By 2018, the Dodd library curriculum for Grade 7 will be stored on Drive. • All curriculum guides developed after 2014 will include a section that lists and describes appropriate accommodations for ELL, SPED, and G/T students. • By 2017, CHS will develop and implement curriculum for Grades 9-12 with an emphasis on college research readiness. The CHS librarian will I be working with both the English and Social Studies Departments. She will work with one or two teachers from each department to write the curriculum. Still uncertain if it will be a separate curriculum or embedded in the Dept. curricula.

		implement the Grade 7 library curriculum.	
Texts, Manipulatives Technology	• The CHS library is equipped with at least 10 computers that students can use for on-line research. • Dodd library is equipped with over 20 computers. Information research lessons provide time for students to pursue on line research. • Four of the five elementary school libraries have SMART Boards that teachers use for mini-lessons. • Resource weeding occurs annually at Dodd and CHS. • Segments of each elementary school library collections are weeded at least every other year. • Spectrum informs district that it will no longer support enhancement to the online catalog.	• K-12 librarians will upload, purchase, and create on-line learning tasks (webquests, blogs, wikis, etc.) for student use. • District librarians will work collaboratively with others to promote technology-based curriculum, instruction, and learning. • K-12 librarians will investigate the pros and cons of including eBooks in school libraries. Based on these conclusions, eBooks will or will not be included in the library collection. • A sufficient number of functional, up-to-date computers will be available for student research within the library. • K-12 librarians will investigate various circulation programs to replace the current fifteen year old system. A cost proposal will be prepared and submitted for approval, and a new web-based program which is more reliable, allows remote access, and is user-friendly will be in use. • All librarians will have web-based access to library curriculum, assessments, and student achievement data. • The K-12 library program will create and share an annual "Technology Needs" document with building and	• K-7 librarians will investigate, select, and learn at least one new educational technology product each year and implement its use in appropriate grade level curriculum. • Each year, K-7 librarians will participate in at least one refresher training about existing educational technology products. • CHS librarian will train/update the staff in the use of databases on an annual basis. • By 2020, the CHS librarian will increase the library's print non-fiction collection so than there are a minimum of sixteen books per student. • The CHS librarian will launch a new Virtual Learning Commons website that includes training videos, pathfinders, etc.

		district administrators. The document will list and provide supportive evidence about purchasing needs related to information technology tools that support student research. • Representatives from the K-12 library program will serve as active members of the district and building technology committees to increase the use of technology applications that support student-initiated research and project-based learning. • Student and teacher work in the library will reflect an appropriate 21st century ratio between print and electronic resources.	
Organizing for Instruction	• CHS librarian supports English department's research paper assignment. • Dodd library faculty teaches a 45 day unit on information research to all Band 3-5 readers in Grade 7. • A few elementary and middle school classroom teachers assign research reports for students to complete. • Elementary	• In order to provide effective leadership in the use of technology, library teachers will investigate and identify best practice models and strategies, and support and participate in the implementation of related technology-based research strategies (including applications of all responsible use policies) within library and classroom research projects. • Instruction across the grade levels will reflect and support escalating expectations for student work. • Student work in the library is consistently engaging, authentic, and personally or academically relevant.	• By 2020 all curriculum guides will include clearly stated CCSS learning standards and rubrics. • By 2018 all librarians will be using effective feedback techniques and strategies. • CHS: Grade 9-12 curriculum guide will be developed and completed by 2017 that will have a scaffolded approach to research skills. The CCSS information technology standards will be embedded into the English and Social Studies curriculum, and librarians and teachers will continue to collaborate to ensure college-readiness.

	school library instruction focuses on responsible use policy, book selection, library procedures, Dewey Decimal system, and use of card catalog.	• Students work primarily with partners or in small groups. • Library teachers will continue to design and implement new, authentic, and interest-based research projects for students within the library's Research Workshop framework. Information research projects will serve as the primary student learning task within the library. • Large group instruction is primarily provided through short mini-lessons and modeling. • K-12 librarians will establish two annual hourly meetings with each grade level or subject area teams to coordinate the classroom and library curriculum to provide better alignment between classroom and library work. • Teacher work is primarily characterized by coaching, questioning, conversations, and explicit feedback. • K-12 librarians will offer annual building-wide and/or district-wide workshops for students, parents, and teachers related to internet safety as it relates to both home and school. • K-12 librarians will investigate and implement innovative strategies that increase the number of volunteers in the library.	

Assessment	K-7 librarians worked collaboratively to develop common rubrics for note taking, web evaluation, bibliographic entries, etc. Data are collected and discussed at least twice annually.	• Essential K-7 library objectives will be embedded in report card categories and rubrics. • Assessment data is used to revise curriculum, teaching strategies, learning tasks, pacing, and assessment rubrics. • Assessment data is available on the school server/Inform. • Common grade level performance tasks and assessment rubrics will be implemented in Grades K-7 quarterly to measure individual student growth toward essential learning objectives. • Librarians participate in quarterly meetings to review assessment data and collaboratively draw conclusions and make related plans of action. • District-wide grading practices will be aligned with essential objectives, information research projects, performance tasks, and common rubrics.	• By 2019, common grade level performance tasks and assessment rubrics will be implemented in Grades K-2 quarterly to measure individual student growth toward essential learning objectives. • CHS: In the process of developing a Grade 7-12 curriculum (integrated with English and Social Studies), we will create a variety of formative and summative assessments to evaluate mastery of college-level research skills (by 2017 with occasional updates/additions).
Professional Development	• K-7 librarians participated in embedded professional development related to standards, GLEs, rubrics, information research workshop, mini-lessons, and the CCT.	• Library teachers will continue to identify the latest educational technology products (e.g. SMART Board, document cameras, web-based applications, social networking tools, Unitedstreaming, wikis, blogs, webquests, etc.) and learn how to use the tools by attending both district and non-district workshops, and conferences. • In order to improve	• Librarians will provide at least one workshop or web-based learning experience per year, focused on the library curriculum goals, including technology uses. • In 2015, CHS librarian will become a member of CHS IT Committee and possibly the district IT Committee.

		collaboration between library teachers and classroom teachers, library teachers will identify appropriate research and technology topics, design workshops, and offer workshops on Protraxx for classroom teachers to support their use of these tools within their own classrooms. • K-12 librarians will provide workshops about various technology applications that will enhance student learning in school and at home. • Librarians continue to participate in out-of-district professional learning opportunities in order to gather new ideas for future implementation.	

TEXTBOOK INFORMATION

SUBJECT/DEPARTMENT: LIBRARY

Level/Course	Curriculum Last Update	Title of Textbook Used	Date of Publication
K-7	2012	N/A	N/A
9-12	Follows curriculum of departments using library	N/A	N/A