

Warsaw Community Schools' Library Annual Report (2015-2016)

I. Year in Review:

The 2015-2016 school year has been a time of change and growth for the Warsaw Community Schools' Library Program. At the elementary level the library and tech programs have been transitioning into a new hybrid special referred to as the Digital Learning Special. In this special students learn skills identified from both the AASL 21st Century Learner Standards and the ISTE Standards. At the middle school level the Teacher-Librarians focused on integrating the 1:1 iPad initiative into the library program. At the high school level the Teacher-Librarian worked to reimagine the library space by transforming it into a Learning Commons in order to support student learning better and to prepare for the 1:1 iPad initiative next school year. In preparation for these transitions the Library Team attended the e3 Tech Conference, took part in training on Google Docs, Padlet, Cubify, MackinVia eBooks, and 3D printing. Also, part of the Library Team attended the Indiana Library Federation (ILF) Conference. The Library Team conducted presentations at both the e3 Tech Conference and the ILF Conference.

Collaboration, research, and team-teaching the AASL 21st Century Learner Standards continue to be a focus of the Warsaw Community Schools' Library Program this year. The Library Team taught 3,033 research based projects last year, and this year they taught **3,795 research based projects**. This is a **25% increase** as compared to last year. There has also been a significant growth in the number of times the AASL 21st Century Learner **Standard Three** has been taught as compared to the last two years. Standard Three focuses directly on research and project based learning and is the most significant standard because students must illustrate their understanding and learning through a project, presentation, demonstration, or speech. This is why the librarians made it a goal to increase the number of times this standard was taught. Last year this standard was taught 6,071 times, and this year it has been taught **7,609 times**. This is a **25% increase** as compared to last year.

Every week the Coordinator of Library Services meets with each Digital Learning Specialist and Teacher-Librarian in order to collaborate on lesson planning and to observe them teaching. All members of the Library Team took part in the monthly Librarian PLC meetings. This year they focused on creating the Elementary Library Curriculum Checklist that breaks down which skills should be taught each nine weeks at each grade level. During the second semester as the Digital Learning Special began to take shape the Library Team continued their refinement of the Elementary Library Curriculum Checklist by adding in additional technology skills from the Technology Curriculum. The Library Team also conducted a Library Feedback Survey at each school that provided them with teacher and grade level requests on the types of technology and skills that the teachers would like to see included in the Digital Learning Special. Each Teacher-Librarian and Digital Learning Specialist has taken part in at least two library visits, and all the Digital Learning Specialists have done a library visitation with another Digital Learning Specialist to help them in the transition process. Members of the Library Team also visited Mishawaka Penn-Harris Public Library, the Warsaw Community Public Library, and the Nappanee Public Library.

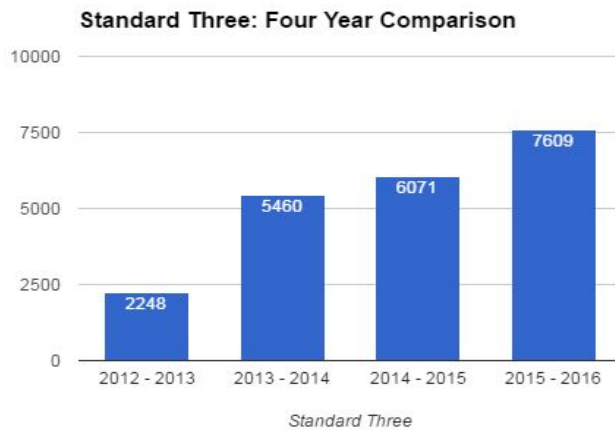
The Digital Learning Specialists and the Teacher-Librarians have assessed their own library programs by sending out feedback surveys. They requested that their building's staff share comments and thoughts on services provided, skills taught, areas to improve, and materials requested. The Teacher-Librarians and the Digital Learning Specialists also are in the process of conducting the AASL 21st Century Learner Power Standard Assessments in order to measure their students' learning. A summative common assessment has been given to the 3rd, 4th, 5th, and 6th grade classes, and formative assessments have been used with 7th through 12th grade. As the Digital Learning Specialist's curriculum evolves the power standards focused on will change as well as the common assessments used in order to gauge both the ISTE and the AASL 21st Century Learner Standards.

II. Teaching the AASL 21st Century Learner Standards:

The Library Team incorporated teaching the **AASL 21st Century Learner Standards** to their students during instruction and through the research process. This year the Library Team continued to document the number of collaboration experiences, research projects, and the standards that they taught. Each team member completed a monthly report and shared this information with their principals and the Coordinator of Library Services. This is the fourth year that this type of documentation was required. The following statistics show the number of the AASL 21st Century Learner Standards taught district wide as of the end of April 2016:

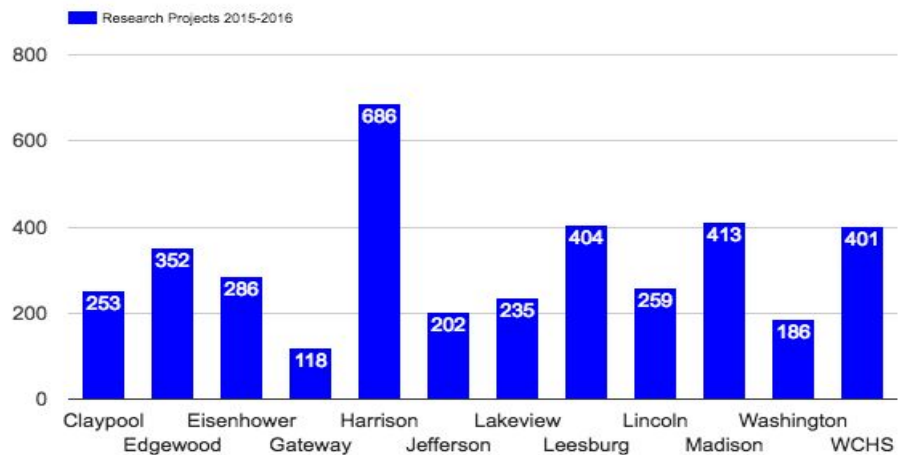
	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Standard One	3,198	28,029	23,423	19,814
Standard Two	3,157	11,638	13,102	11,907
Standard Three	2,248	5,460	6,071	7,609
Standard Four	10,742	14,144	14,378	14,850
Total:	19,345	59,271	56,974	54,180

Over **50,000** Standards were taught **each year for the last three years**. There was a **25% increase in Standard Three** being taught this year in comparison to last year.



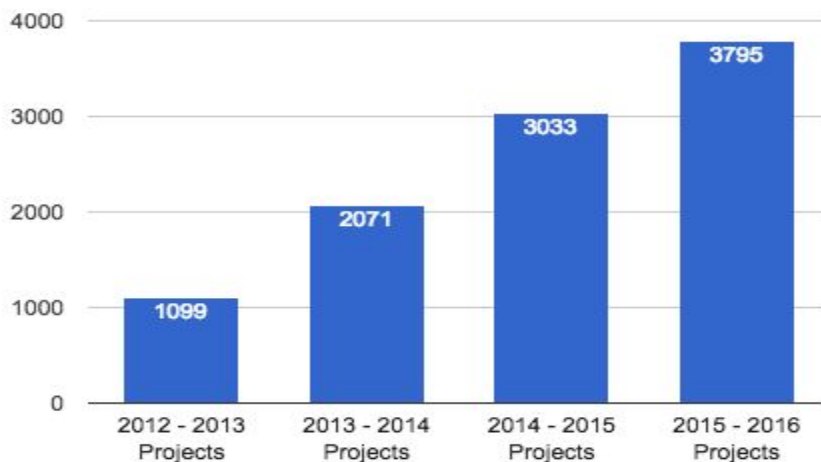
III. Research Projects:

The Library Team continues to focus on supporting the schools' curricula by collaboration, team-teaching, and developing project-based learning research opportunities. Students learn how to use a variety of resources including print books, eBooks, databases, and professional websites. Last year the Library Team-taught 3,033 research based projects, and this year they taught **3,795** researched based projects.

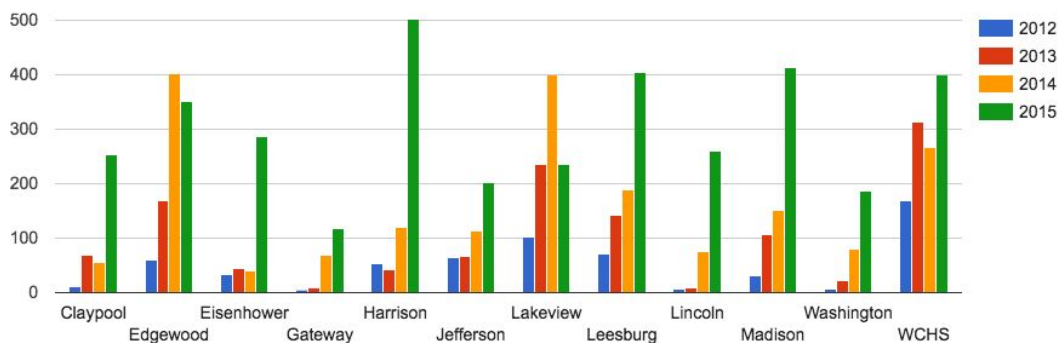


This is a **25%** increase compared to last year.

Research Projects 2012-2013 Through 2015-2016 Comparison:



Research Projects Broken Down by Each Library: 2012-2013 through 2015-2016:



IV. Evolution of the Library Program:

The 1:1 iPad initiative was put into effect at the middle school level this year. The Teacher-Librarians team-taught with classroom teachers using several electronic resources and apps including eBooks, online databases, ImageQuest, Google Docs, Slides, and Sheets, Haiku Deck, Nearpod, Notability, and Webpath Express. The Teacher-Librarians worked with students and teachers to show them how to incorporate the use of the 1:1 iPads in the research process.

At the elementary level the Technology Special and the Library combined into a new hybrid called the Digital Learning Special. The pilot of this new special began at Madison Elementary in December. Currently five elementary schools have switched to this model and the other three elementary schools will transition over to this model for next school year. Within the Digital Learning Special students will learn a combination of library and technology skills including research, ethical use of

materials, citations, typing basics, Digital Citizenship, applications of Word, PowerPoint, Docs, and Slides, and reading for pleasure through the use of print and eBooks.

V: Evaluation

-The summative and formative assessments based on our power standards are currently being conducted grades 3 through 12 to measure student learning.

-The Coordinator of Library Services had weekly visitations with all Digital Learning Specialist, librarians, and Teacher-Librarians.

-The Coordinator of Library Services did an annual support staff evaluation for each Elementary Librarian or Digital Learning Specialist in conjunction with the building principal and presented these evaluations in April.

-At the secondary level the Coordinator of Library Services did four Peer to Peer evaluations in addition to her weekly visitations to these library programs. These Peer to Peer evaluations provided principals with documentation that they could apply to the Rise Evaluation process used with these certified staff members.

-The Library Team sent out library surveys to their staffs in order to gather feedback for their library programs. The Coordinator of Library Services conducted a survey for the Gateway Library, and she will also conduct a survey with the Library Team, and the building principals in order to improve her level of service and support.

V: Goals:

The goals for the District Library Program include:

-Pilot the PebbleGo Next Science database at the elementary level in order to see if it is a suitable replacement for the Scienceflix database.

-Implement the use of the 1:1 device at the high school level in the library for research and instruction.

-Revamp the Elementary Curriculum Checklist to reflect both the library and tech skills and standards.

-Evaluate the Library Power Standards and shift them to represent our students' growing skills.

-Continue to refine the teaching, use, and application of eBooks at all building levels.

-Present at the e3 Conference as well as the ILF Conference.

-Continue to integrate the use of the 3D printers into our instruction and research process with students and teachers.