Library Media Student Growth Objectives:

Library Media Specialists whose positions are described as 1.0 LMS must write two (2) library media student growth objectives. Library Media Specialists whose positions are described as .5 LMS with another .5 responsibility should choose at least one library media student growth objective.

There are two categories of Library Media Student Growth Objectives:

A: an objective designed to directly affect student achievement in either of the following areas:
- Information Literacy and Technology Proficiencies
- Literature appreciation strategies
These objectives will be measured by student growth on librarian-selected assessments

B: an objective designed to indirectly affect student achievement in one of the following areas:
- Collection development
- Staff development for teachers
- Library program/services
These objectives will be measured by a rubric, continuum, or a combination of responses / observations / measurements from students, teachers, and/or administrators.

Library Media Specialists must write two (2) objectives as follows:
Either--
- Two “A” objectives, OR
- One “A” objective and one “B” objective

Objective Guidelines
- Identifies interval of time
- Appropriate for the activity/project the library media specialist expects to implement.
- Appropriate for the amount of time the library media specialist is/can be scheduled with the students.
- The objective should be broader than an activity that affects one group of students for one lesson.
- Objectives need to be achievable, believable, observable, and measurable.

Examples of “A” Objectives:

A. Objective:
1. Rationale: This objective supports a department goal
2. Population: 11th grade social studies classes
3. Interval of Instructional Time: One semester
4. Assessment: Performance rubric
5. Expected Gain or Growth: X% (75% or higher of students attending 80% of the time) of the students will improve their success rate as measured by the performance rubric in locating and evaluating valuable information in subscription databases and on the Internet
6. Learning Content: The LMS will collaborate with the social studies teacher to develop the lesson.
7. **Strategies:** Collaborate with the social studies teacher and co-teach the lesson
8. **Summary:** The 11th grade teachers have expressed frustration that their students begin searching with Google instead of the subscription databases.

A. **Objective:**
   1. **Rationale:** This objective supports a school improvement plan goal
   2. **Population:** 4th and 5th grade students
   3. **Interval of Instructional Time:** One school year
   4. **Assessment:** Performance rubric
   5. **Expected Gain or Growth:** X% (75% or higher of students attending 80% of the time) of students will score proficient as measured pre and post on the performance rubric
   6. **Learning Content:** Students will summarize and organize information from librarian-identified reference sources
   7. **Strategies:** Each student will progress through a pre-determined packet of sources
   8. **Summary:** 4th and 5th grade students achieved partially proficient on Standard 5 of the Reading CSAP. This is a school goal.

A. **Objective:**
   1. **Rationale:** This objective supports a team goal.
   2. **Population:** K-5 teachers
   3. **Interval of Instructional Time:** One school year
   4. **Assessment:** Body of evidence
   5. **Expected Gain or Growth:** One teacher in each grade level will collaborate with the librarian on a research-based project.
   6. **Learning Content:** Teachers will become familiar with the processes for collaboration. The students will gain experience with Standard 5 – the research process.
   7. **Strategies:** The librarian will collaborate with one teacher in each grade level to create the research project and co-teach the research process.
   8. **Summary:** The principal has requested that the teachers collaborate at least once with the librarian this year.

A. **Objective:**
   1. **Rationale:** This objective supports a department goal.
   2. **Population:** 2nd grade students
   3. **Interval of Instructional Time:** 9 weeks
   4. **Assessment:** Performance rubric
   5. **Expected Gain or Growth:** X% (75% or higher of students attending 80% of the time) of students will be able to identify the common elements of folktales and write their own version of a folktale.
   6. **Learning Content:** Students will explore folktales to discover common elements and be able to write a new version of an old folktale.
   7. **Strategies:** Teacher will read multiple folktales to the students. There will be several class discussions. Students will determine the common elements of the folktales. Students will write a new version of an old tale.
   8. **Summary:** Folktales are featured on the CSAP exam. This unit will better prepare students to be successful on the test.
Examples of “B” Objectives:

B. Objective:
1. **Rationale:** This objective supports a team goal.
2. **Population:** Science teachers
3. **Interval of Instructional Time:** 9 weeks
4. **Assessment:** Survey
5. **Expected Gain or Growth:** Teachers will become more competent when searching for library materials on LION
6. **Learning Content:** Teachers will explore the LION system to discover more efficient searching methods, and methods of creating bibliographies, and placing holds on materials of interest.
7. **Strategies:** Demonstration, practice, exploration.
8. **Summary:** Teachers have expressed an interest in learning more about LION to gather resources for their classrooms.

B. Objective:
1. **Rationale:** This objective supports a team goal.
2. **Population:** All students
3. **Interval of Instructional Time:** One school year.
4. **Assessment:** Body of Evidence
5. **Expected Gain or Growth:** 10% increase in the number of Million Word readers
6. **Learning Content:** After comparing the number of Million Word readers for the last 2 years, the librarian will design a dynamic marketing campaign to increase the number of Million Word readers in the school.
7. **Strategies:** Compare the numbers of Million Word Readers for the last 2 years. Design the campaign and the marketing materials.
8. **Summary:** The literacy coaches and teachers are very interested in encouraging students to become better readers by participating in the Million Word Campaign.

B. Objective:
1. **Rationale:** This objective supports a department goal.
2. **Population:** All students in the school.
3. **Interval of Instructional Time:** One school year.
4. **Assessment:** Body of evidence.
5. **Expected Gain or Growth:** Comparing the last two collection maps, there will be a 5% upgrade in the quality of the 590’s in the library collection.
6. **Learning Content:** Design a plan for evaluating and improving the collection in the area of the 590’s.
7. **Strategies:** Evaluation of the collection through collection mapping using the TitleWise report. Aggressive weeding. Inventory the collection. Carefully selected additions to the collection.
8. **Summary:** Science is a focus area in our school. The 590’s scored the lowest on the TitleWise report.