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SLM 552

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**Program Assessment**

**Design:**

**Selections from the Mission of the Maryland Standards for School Library Media**

A school library media program realizes the vision by providing…an instructional program that is integrated with the curriculum.

**Carroll County Media Mission Statement**

The library media program serves the school’s learning community by providing instruction and support in all curriculum areas through quality print and technology rich resources to advance best practices and strategies, which improve student achievement.

**North Carroll Middle School Mission Statement**

Our North Carroll Middle School community values and embraces the diversity of every young adolescent. We collaborate to create a positive culture that promotes challenging learning experiences. Through innovative approaches, our students will become empowered as successful lifelong learners in a dynamic world.

After looking through the above mission and vision statements, I discussed with the LMS what areas of her program she might want assessed. In the discussions I learned that both the Social Studies and the Science curriculums would be changing prior to the following (2013-14) school year.

I decided to assess the current collection by topic and publication year in order to gauge how well it will meet the needs of the new curricula. My plan was to interview the content resource teacher in both subjects, interview the other content teachers, and then assess the LMC collections as it aligned to the new curriculum needs.

**Interview and Survey:**

I decided to assess the current collection by topic and publication year in order to gauge how well it will meet the needs of the new curricula. My plan was to interview the content resource teacher in both subjects, interview the other content teachers, and then assess the LMC collections as it aligned to the new curriculum needs.

The social studies resource teacher is frustrated with what she has seen of the Common Core because those standards are written as “Reading in your Content Area” standards. She agrees that students need to be able to read and process informational texts, but she also feels that there needs to be specific Social Studies standards. She knows the county is trying to prepare this, but she thinks it will not be previewed to teachers until this summer, and it is likely they will teach the old curriculum for another year as the new curriculum is being finalized. Either way, there is no information yet to help me with this assessment.

I had far more luck in Science. The Science department will be working with the Next Generation Science Standards (NGSS) beginning in the fall, and the resource teacher was able to pass the standards on to me.

Standards in hand, I then asked the six science teachers in the building to respond to a Google Forms survey. Five of the six teachers responded, the questions and answers are compiled below:

1. I am comfortable using the subscription database to access multimedia materials for my curriculum: All five replied, “yes, but I’d welcome more information.”
2. I am comfortable assisting students in their use of subscription database to access print and multimedia materials for my curriculum: Three “yes” and two “yes, but I’d like to collaborate with the media specialist.”
3. I would like more information about the media center materials available (both in print and online), as they align to the topics in the Next Generation Science Standards: All five answered “yes.”
4. I would use the media center resources more often if: Four did not respond, one responded, “I was confident my students would be able to make good use of their time.”
5. I would like to request nonfiction resources on these science topics: “Energy and energy transfer, Human Body systems, cells, genetics.”

**Data Analysis**

I then built and ran reports in Destiny on the LMC collection for the 500’s and 600’s to view Call Number, Title, Author, Publication Year, and Subject.

I exported these reports into a spreadsheet and then created a second spreadsheet with the topics (subjects) listed in the NGSS. I originally wanted to search for the following correlations:

1. What subject areas in the new curriculum are not present in the current LMC collection?
2. What subject areas in the new curriculum are in the current LMC collection but are more than 7 years old?
3. What subject areas not present in the new curriculum are in the current LMC collection and are more than 7 years old?

This became a rather unwieldy task due to the fact that the subject headings did not align well between the curriculum and the catalog, nor does the catalog let you know how much of a topic is covered. This would be a task more appropriate over weeks or months.

I found it easiest to sort my spreadsheet by call number and look at general areas that fall in the curriculum.

The media center collection on both animals and space is quite varied and includes a range of publication years – which makes sense as these books probably circulate for independent reading as well as curriculum needs.

Ecology and the environment is a big part of the new curriculum, yet most of the books on that subject (all but three) were published before 2006. I also found there is only one book with climate change as a subject.

The physics section 530-531, which includes energy and energy transfer asked for in the teacher survey, as well as physical science, which will make up a third of the new curriculum, had an average publication year of 2001.

The second topic mentioned by teachers in the survey was 569.9-576.8: human body systems, cells, and genetics and had an average publication year of 2004.

**Goals:**

Increase the collection on Physical Science and Human Body Systems, Cells, and Genetics by 20%, which will also decrease the average publication year.

Collaboratively plan one research project per grade level with the science department incorporating subscription database resources and web-start pages that include up-to-date research.