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Abstract

The Pivotal Significance of Attentiveness to Standards and Assessment in South Carolinian School Libraries provides an overview of the history of the initial development of librarian standards and an in-depth look at the South Carolina Standards of Learning, the American Association of School Librarians' Standards for Learners, and the International Society for Technology in Education Standards for Students. Information on the organizations' covered standards is supplied, along with a brief examination of their potential application within school libraries. Additionally, a synopsis of South Carolina's ADEPT Performance Standards for Classroom-Based Teachers, TE21 CASE Benchmarks, and South Carolina's CTE Standards is provided. To conclude the research, three methods of assessment of standards application within a school library are summarized, including their potential impact on personnel growth.

Keywords

educational standards, library science, school library, library assessment

The consideration of educational standards and the many ways their application within a school library can be assessed are significant elements of knowledge essential to the school librarian. It is also imperative to understand the history behind the development of standards in order to appropriately consider the impact of their application, as it is important to acknowledge that there are many sets of standards that influence and drive the various levels of the education system. Furthermore, standards should not be held independent without attention to assessment, as they are nothing more than guidelines without proper application. In order to host a premier school library, media coordinators, school librarians, media specialists, assistants and the like should be comprehensively knowledgeable of librarian-specific standards and assessments.

In the state of South Carolina, school librarians have a multitude of standards they can refer to in order to guide their practices and run a successful media program for their community. Though many can be considered, some of the more critical standards that should be attended to are the South Carolina Standards of Learning, the American Association of School Librarians' Standards for Learners, and the International Society for Technology in Education Standards for Students, as they parallel school and state expectations of a strong media center. Additionally, it is beneficial to recognize South Carolina's ADEPT Performance Standards for Classroom-Based Teachers, TE21 CASE Benchmarks, and South Carolina's CTE Standards when assessing a school library program and its direct impact on its students, as they are all directly related not only to the resources and information offered by libraries, but they are also related to what core classrooms cover in their lessons. What made such standards and methods of assessment pivotal to school libraries?

History of Standards

The National Commission on Excellence and Education's A Nation at Risk, a report published in 1983, was the initial spark that began the establishment of educational standards in the U.S. (Vogel, 2010). The disquieting records of the quality and crisis of American schools brought to light in the report

set forth a movement toward improving the education system (Alhija, 2019). Toward the end of the Cold War, it was evident that the American school system was not adequately responding to the rapidly changing and advancing demands of society and global competition (Alhija, 2019); as such, the nation began taking crucial steps towards its improvement, “with a variety of reform initiatives, including learning standards” (Vogel, 2010, p.7).

Though learning standards were a significant step in the direction of improving American education, their implementation was not monitored until national policies were set forth and put in place, including the *No Child Left Behind Act* and the *Elementary and Secondary School Act* (Alhija, 2019). The *No Child Left Behind Act*, signed into federal law in 2002, was an amendment to the *Elementary and Secondary Education Act of 1965* (ESEA) (107th Congress, 2001). It renovated requirements for standardized testing, assessing student achievement, funding for low-income students, public reports of school performance, and additional qualification requirements for educators, among other new movements and amendments (No Child Left Behind [NCLB], 2002). The original *Elementary and Secondary Education Act* included the majority of the components that the *No Child Left Behind Act* reinstated. However, the reinvocation in 2002 helped to solidify a strong educational foundation nationwide. According to Brenchley (2015), a revisitation of the infrastructure of the education system was fundamental. The original decrees, incorporated in 1965 were failing and, “as a nation, we were falling short of meeting the law’s original goal of full education opportunity,” (Brenchley, 2015, p. 1).

In addition to the *No Child Left Behind Act*, the federal government passed the *Adequate Yearly Progress* mandate which would assess schools’ progress and determine eligibility for future funding (Vogel, 2010). Those very accountability goals that drive student progress monitor schools’ proficiency levels in helping students succeed in core subjects, and aids teachers in establishing instruction based on individual student needs (Vogel, 2010). The goals also guide librarians and library staff when collaborating with teachers on specific curricula and subjects, so as to provide appropriate instruction,

materials, and resources to staff and students.

South Carolina Standards and Learning

Both the *South Carolina Standards and Learning* curriculum and the *South Carolina Educational Accountability Act of 1998* contain sub-standards relative to college-and-career readiness and academics. These standards have expanded over time to reflect societal and student needs, as well as national and global competition. They also offer support for gender and equity issues (South Carolina Department of Education, 2015). Each standard is reviewed and revised at least once every seven years (Ujjifusa, 2015). The department covers all core subject areas, including English language arts, mathematics, science, social studies, health education, physical education, visual and performing arts, computer science, and world languages, as well as advanced academic programs, STEM, and STEAM (South Carolina Department of Education, 2015).

Each of the individual standards have both sub-standards in college- and career-readiness and academics, as well as documents and resources for educators, professional learning opportunities, and professional learning organizations, among other resources, such as gender and equity support (South Carolina Department of Education, 2015). These standards have grown and expanded over time, reflecting society, student needs, and national and global competition. They are written and revised by a team of individuals, including teachers, coaches, parents, district leaders, parents, and many other representatives of South Carolina communities (South Carolina department of Education, 2015).

The *South Carolina Standards and Learning* curriculum is helpful in library collaborations with teachers in content areas, helping library staff to establish lessons that integrate literacy. Every standard is not only identified by readiness, but also laid out by grade level and by vertical articulation, an alignment that specifically facilitates collaboration (South Carolina Department of Education, 2015). When looking at each individual standard within a subject, librarians can easily pinpoint which one best applies to the lesson at hand. The learning curriculum specifies the enduring understanding underlying

each standard, as well as the reasoning behind why each indicator for the standard was developed (how it helps students) (South Carolina Department of Education, 2015). More information, such as the purpose and intent of the organization, the types of standards covered, and an example of application can be viewed in Table 1.

American Association of School Librarians Standards for Learners

Libraries' National Standards for Learners is initiated by the American Association of School Librarians (AASL). Though there were previous standards in effect from the AASL, the current ones were just very recently established and launched in November 2017 after their thorough research and survey began in March 2015 (American Association of School Librarians, 2018). The focus of the standards was conceived through an online survey that involved professionals in the school library setting, which then lead to national conference focus groups with various stakeholders, and affiliate conference focus groups that further explored the findings, which the editorial board applied to the standards' revision (American Association of School Librarians, 2018). As such, "the qualities of well-prepared learners, effective school librarians, and dynamic school libraries" were defined (American Association of School Librarians, 2018, p. 3).

The *Libraries' National Standards for Learners* define common beliefs for the profession and lay out shared foundations and key commitments (inquire, include, collaborate, curate, explore, and engage) and domains and competencies (think, create, share, grow) for school librarians and students alike (American Association of School Librarians, 2018). Each of the of the shared foundations crosses with each of the domains to establish a total of 24 standards for learners. The goals also describe how to utilize each standard and the evidence to expect post-application. The framework's common beliefs demonstrate how "the school library is a unique and essential part of a learning community," how "qualified school librarians lead effective school libraries," how "learners should prepare for college, career, and life," that "reading is the core of personal and academic competency," "intellectual freedom

is every learner’s right,” and how “information technologies must be appropriately integrated and equitably available” (American Association of School Librarians, 2018, p. 3).

The American Association of School Librarians’ *Standards for Learners* are helpful in collaborations with teachers in content areas; they help library staff establish lessons that infuse literacy and technology. Unlike other professional education standards, the library standards broadly cover what is expected of learners; they are not limited to what is expected in content areas. Instead of being followed from beginning to end, these standards can be referred to at any point in time during a lesson to guide decision-making to best support individual student needs, or they can be used as a guide to branch out students from the first domains and competencies out into the rest, depending on their learning level (American Association of School Librarians, 2018). More information, such as the purpose and intent of the organization, the types of standards covered, and an example of application can be viewed in Table 1.

International Society for Technology in Education Standards for Students

The *Standards for Students* were initiated by the International Society for Technology in Education (ISTE) beginning in 1998 (International Society for Technology in Education, 2017). The standards’ establishment began with the exploration of technology, leading into 2007’s application of technology into learning, and up through 2017’s reinvention of the application of technology in the education system through transformative learning (International Society for Technology in Education, 2017). They are assessed and evaluated by school leaders, superintendents, and other decision makers on a continuous basis in order to provide the most up-to-date guidelines for technology and those who use it (International Society for Technology in Education, 2017).

There are seven clear and concise standards for students that cover every aspect of student-driven learning with technology. Each standard has four sub-standards that further define what samples as proof of successful implementation. The seven standards cover students’ growth as an empowered

learner, a digital citizen, a knowledge constructor, an innovative designer, a computational thinker, a creative communicator, and a global collaborator (International Society for Technology in Education, 2017).

The *empowered learner* defines how students should actively demonstrate competency in technology through intentional decision making (International Society for Technology in Education, 2017). As *digital citizens*, students should recognize their own and others' impact in an "interconnected digital world," acting safely and responsibly (International Society for Technology in Education, 2017). Students as *knowledge constructors* demonstrate innovative ways of utilizing digital tools in order to create original experiences (International Society for Technology in Education, 2017). The *innovative designer* discovers contemporary solutions to presented problems by applying various types of technologies (International Society for Technology in Education, 2017). As *computational thinkers*, students "develop and test solutions" by practicing problem-solving strategies (International Society for Technology in Education, 2017). Students as *creative communicators* use a variety of digital medias and platforms to express themselves and their ideas (International Society for Technology in Education, 2017). And finally, it is expected that, as *global collaborators*, students work with others (both virtually and with their classmates) utilizing digital tools in order to broaden their perspectives and successfully partner with a diversity of students (International Society for Technology in Education, 2017).

In direct relation to how the International Society for Technology in Education's *Standards for Students* are helpful in library collaborations with teachers in content areas, they help library staff establish lessons that infuse technology into literacy studies. Each standard defines an example of how students can apply technology in a way that prepares them for appropriate digital citizenship in the advancing technological world. Then, each sub-standard specifies ways students can be prompted to practice said use of technology. Whatever the content lesson may be, librarians can select the standard that applies best to the utilization of technology at hand and collaborate with teachers to expand

students' knowledge on both the core subject and how to appropriately infuse technology into their studies.

The AASL's standards have been connected directly with the ISTE's standards, providing librarians with a more accessible and achievable method of application via the *National School Library Standards crosswalk with ISTE Standards for Students and Educators* (American Association of School Librarians, 2018). It is critical for librarians to take into account that, although there are many standards and assessments which should be practiced regularly, shortcuts like crosswalks and covering multiple assessments in one go are more than beneficial when applying them in schools. It would be ambitious for any educator to apply them all, but unrealistic in the sense of them being advantageous to students. Standards should be considered as critical blueprints for lessons, but it is up to the educator to select which ones would most appropriately parallel each lesson's educational intention.

More information, such as the purpose and intent of the organization, the types of standards covered, and an example of application can be viewed in Table 1.

Types of Standards

There are many other types of standards, not limited to the three listed above. Some of them directly apply to the school library setting, and some perhaps do not, but all can be referenced for the benefit and growth of a school library. One of such standards is South Carolina's *ADEPT Performance Standards for Classroom-Based Teachers*, initiated by the South Carolina Department of Education. They cover the entirety of a teacher's career, from teacher education to professional development during career growth (South Carolina Department of Education, 2018). Although these standards are specific to teachers and not librarians, they can still be referred to as a guide; they cover the expectations for planning, instruction, classroom environment, and professionalism (South Carolina Department of Education, 2018). For example, the standards define guidelines for success on an ongoing basis and provide helpful information that can be utilized by the librarian regarding short- and long-range

planning, using data and assessments, instructional strategies, maintaining high expectations, establishing an environment which promotes learning, classroom management, and professional responsibilities (South Carolina Department of Education, 2018).

Another set of standards that can be referred to are the TE21 CASE Benchmarks, which cover core subject assessments. The benchmark guides are sorted by curriculum units that are defined by a state standard or indicator, which then branch into major topics and concepts that should be covered in order to strive for students' understanding of the topic at hand (TE21, 2019). Though these benchmark pacing guides are specific to core subjects, librarians can refer to them when a teacher brings in a lesson to the library, or when a student brings in an assignment. It helps narrow down potential references and resources for a particular unit.

A third set of standards that could apply to the library setting are the *South Carolina CTE Standards*. Most of the time, librarians might find themselves collaborating with core subjects and teachers, but it is important to expand that collaboration into all courses and areas of the school in order to create a cohesive learning environment of supportive resources. The *South Carolina CTE Standards* provide an introduction to career clusters, as well as in-depth course descriptions of classes sub-genre to the clusters, defining requirements, academic foundations, communications, systems, employability skills, legal responsibilities, ethics, safety practices, teamwork, technical skills, and information technology applications (South Carolina Department of Education, 2019). All of these foundational standards, especially the technical ones, can be referred to by librarian when collaborating with CTE teachers. More information, such as the purpose and intent of the organizations, the types of standards covered, and an example of application can be viewed in Table 1.

Table 1: A Review of Standards

Standards Review				
Organizations and Standards	South Carolina Department of Education’s <i>State Standards & Learning</i>	AASL’s <i>National School Library Standards for Learners</i>	ISTE’s <i>Standards for Students</i>	<i>Common Core Standards</i>
Latest Revision	English: 2015 Math: 2015 Science: 2014 Social Studies: 2019 <i>The standards are reviewed and revised at least once every seven years.</i>	2017 <i>The standards were undertaken for review and revision in March 2015.</i>	2017 <i>The standards are assessed on a continuous basis to provide the most up-to-date guidelines for technology and those who use it.</i>	2015 <i>The standards are continuously in a state of revision, with the belief that states already have their own best standards.</i>
Purpose/Intent of Standards	“To design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college and careers” (South Carolina Department of Education, 2015).	“[Providing] a clear expression of the qualities of well-prepared learners, effective school librarians, and dynamic school libraries” (American Association of School Librarians, 2018).	“Designed to empower student voice and ensure that [technological] learning is a student-driven process” (International Society for Technology in Education, 2017).	“To ensure all students, regardless of where they live, are graduating high school prepared for college, career, and life” (Common Core State Standards Initiative, 2020).
Type of Standards	English, math, science, social studies, health, physical education, visual and performing arts, world languages, and computer science.	Shared foundations/key commitments (inquire, include, collaborate, curate, explore, engage) and domains/competencies (think, create, share, grow).	Empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, global collaborator.	English language arts/literacy, and mathematics.

<p>Example of a Standard</p>	<p><i>United States Government Standard USG.1.CC</i> Analyze the major debates and compromises underlying the formation and ratification of the Constitution.</p>	<p><i>B.IV</i> Learners gather information appropriate to the task by seeking a variety of sources.</p>	<p><i>Digital Citizen 2a</i> Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>	<p><i>CCSS.ELA-Literacy.RL.11-12.6</i> Analyze a case in which grasping a point of view requires distinguishing what is stated in a text from what is really meant</p>
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Using Standards for Assessment

Libraries provide a unique environment within schools for competency-based assessment opportunities by supplying resources and learning opportunities for all subject areas. Using state and national standards, librarians can mold collaboration methods, lessons, and library programs to teachers’ and students’ needs and interests. What follows is an example of how, in collaboration with a classroom teacher, a lesson could be developed around what the teacher is currently focusing on in their lesson plans. It includes a demonstration of how media specialists can apply standards, and how the standards can be utilized for lesson and library assessment. It is crucial to once more underline that librarians should not intend to integrate too many standards in each individual lesson, as this would be an unrealistic expectation and disadvantageous to creating meaningful, focused lessons.

Example Lesson: Language Arts Book Analyzation

The example collaborative lesson revolves around students analyzing their text, establishing their own ideas, drawing their own conclusions, and presenting their newfound information to their peers. Standards from each of the four organizations listed above are used to initiate a strong and effective collaboration with a teacher, while assessment will focus on the school librarian. The South Carolina Department of Education’s *State Standards and Learning* curriculum and the *Common Core*

Standards are used to pinpoint the lesson's initiatives and goals. The American Association of School Librarians' *Standards for Learners* outline how information literacy and technology could be integrated into the lesson, and the International Society for Technology in Education's *Standards for Students* are referred to when making decisions about intertwining technology. It is important to note that this is a simple model established to demonstrate the pivotal significance of attentiveness to standards and assessment in school libraries.

In this instance, an English teacher and a media specialist collaborate on an exercise where students analyze a book they were assigned to read in class. Table 2, representing how the nation- and state-mandated standards and evaluations directly apply to the sample English lesson, can be reviewed across the next two pages.

Table 2: Example Lesson

Example Lesson: Standards					
South Carolina Department of Education’s State Standards & Learning		AASL’s Standards for Learners	ISTE Standards for Students	Common Core Standards	
South Carolina College and Career-Ready Standards for English Language Arts https://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf		https://standards.asl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf	https://www.iste.org/standards/for-students	Common Core English Language Arts Standards http://www.corestandards.org/ELA-Literacy/RL/11-12/	
Objectives					
T H I N K C R E A T E	English 1-4 2.1 The learner will... analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	I.A.1. The learner will... display curiosity and initiative by formulating questions about a personal interest or curricular topic.	6b Creative Communicator The learner will... create original works or responsibly repurpose or remix digital resources into new creations.	CCSS.ELA-LITERACY.RL.11-12.1 The learner will... cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	English 1-4 3.1 The learner will... develop a plan of action by using appropriate discipline specific strategies.	III.B.1 The learner will... participate in personal, social, and intellectual networks by using a variety of communication tools and resources.	1c Empowered Learner The learner will... use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	CCSS.ELA-LITERACY.RL.11-12.3 The learner will... analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is	

				ordered, how the characters are introduced and developed).
S H A R E	English 1-4 5.1 The learner will... acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	III.C.2 The learner will... work productively with others to solve problems by involving diverse perspectives in their own inquiry processes.	6d Creative Communicator The learner will... publish or present content that customizes the message and medium for their intended audiences.	CCSS.ELA-LITERACY.RL.11-12.7 The learner will... analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
G R O W	English 1-4 3.4 The learner will... organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	VI.D.1. The learner will... engage with information to extend personal learning by personalizing their use of information and information technologies.	7c Global Collaborator The learner will... contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	CCSS.ELA-LITERACY.RL.11-12.2 The learner will... determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Example Lesson: Activities

For this lesson’s activities, the librarian would create a shared Google Classroom where all of the day’s exercises are hosted so that students have access to the materials during and after the lesson. Google Classroom is part of Google Suite and can be found in the applications section of the program; it is free to all users and can be shared with viewers and collaborators.

First, the librarian and teacher would present a Google Slides lesson, modeling an overview of

the book's ideas, summarizing main lessons, and activating students' background knowledge about what was previously learned during class. Google Slides is a presentation tool; it is hosted and automatically saved online, accessible via any device connected to the Internet, and can be shared with other online users.

During this part of the lesson, the librarian would also tailor the presentation to employ exercises particular to library education. This way, the librarian could tie professional growth and areas of improvement by incorporating librarian-specific standards for assessment (such as example AASL and ISTE standards). As the teacher aids the students throughout the room, the librarian would help the class use the DISCUS database (South Carolina's virtual library available to all K-12 schools) and identify resources that support the students' individual ideas about the book, in turn, leading each student to gather evidence that supports their reading on a more personalized level.

A group discussion would be established for students to ask questions about any concerns or inquiries they had while reading the book. Some questions about characters and plot would be pre-established in order to get the discussion going. This conversation would ultimately "analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives" (South Carolina Department of Education, 2015).

To follow, a pre-made blank Google Slides presentation would be available in the same Google Classroom for the class project. Students would then be separated into small groups of three to four students, and each group would work on one slide in the presentation, "[participating] in personal, social, and intellectual networks" (National School Library Standards, n.d.). A guided practice example of what is expected (and what is inappropriate) on their slides would be shown to the students prior to their creative start. Then, each group would work on one slide together, creating a mini presentation underlining "two or more themes or central ideas of a text and analyze their development over the

course of the text, including how they interact and build on one another to produce a complex account, [as well as] provide an objective summary of the text” (Core Standards, 2020). This is also where students could incorporate their newfound resources they discovered via DISCUS that supports the literature. Once each group has completed their slide, the teacher would project the shared presentation and students would “present [the] content that customizes the message and medium for their intended audiences,” their classmates (Standards for Students, n.d.). Questions and discussions would be encouraged after each group’s mini presentation.

One post-lesson activity for learners who need remediation would be included in the Google Classroom, which would entail students coming up with five questions they have about the book, its plot, characters, or dynamics, which they wish would have been covered in other students’ presentations or reviewed by the librarian. One post-lesson activity for advanced learners that would be included in Google Classroom would be having them go back through the slides their peers had created and providing positive feedback on what they thought had been crucial points brought up, and how they grew by reflecting on their fellow students’ analyzations. The lesson would be followed by three different measures to assess student learning. Google Drive could be used to upload the files in order to link them in the Google Classroom, if the lessons are large or incompatible with Google Classroom. Google Drive is storage service part of Google Suite that can collectively host and share a multitude of various files.

Example Lesson: Standards

In order to further connect this lesson to the pivotal significance of attentiveness to standards and assessments of and in school libraries, what follows is a detailed example of how to make connections between the lessons, standards, and assessments, as outlined in Table 2.

For the *South Carolina State Standards*, the high school English standard 2.1 represents “THINK,” which states the learner will “analyze ideas and information from text and multimedia by formulating

questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives” (South Carolina Department of Education, 2015). This one applies well to the intended lesson because the activities revolve around the analyzation of a book students are reading in their English class.

That standard pairs well with the English Language Arts *Common Core Standard* CCSS.ELA-LITERACY.RL.11-12.2 that can represent “GROW,” where the learner will “determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text” (Core Standards, 2020). In application of this standard, students will have had to have previously read their assigned book and be near the unit’s conclusion. This lesson will reinforce what they had learned and allow them to apply it in a new way.

This leads into the National School Library Standard of collaboration which can represent “CREATE,” where learners will “participate in personal, social, and intellectual networks by using a variety of communication tools and resources,” (National School Library Standards, n.d.), and the ISTE creative communicator standard representing “SHARE,” which states the learner will “publish or present content that customizes the message and medium for their intended audiences” (Standards for Students, n.d.). Working in small groups, students will collaborate to present what they learned from the literature and during their English class.

Example Lesson: Assessment

There are multiple ways a lesson like this could be assessed for identifying areas of instructional improvement or librarian professional growth; what follows are just a few potential ways of gathering data, but there are many others that could be applied. First, the slide each group of students would create would count as their initial assessment (their *format* and *learning style* assessment), as their mini presentation would provide a clear view of where they stand in their progression and development of

information literacy skills. This artifact product of a presentation as well as their performance would reflect if the students have met the goals initially set by the teacher and librarian via the selected standards. It would also symbolize whether the librarian clearly reviewed the literature and successfully incorporated the application of DISCUS in research.

For the second assessment, students would log in to a short post-test *exit survey* created through Google Forms linked in the lesson's designated Google Classroom. Google Forms is a program that can be used to create quizzes, surveys, and other inquiries that give real-time results in both data and graph form and can be easily exported directly into a spreadsheet for further analysis. This would allow for a brief and concise assessment which students can complete after the lesson is concluded, or when they return to their English classroom and review with their teacher. Not only would this questionnaire assess the students' knowledge of the material, but it would underline areas of potential professional growth for the librarian; where and how media, resources, and discussions could have been improved. Questions could include:

1. On a scale of one (least) to five (a lot), how much do you feel your peers offered you alternative views of the storyline and multiple perspectives of the way the story affected them?
2. Do you feel like you established effective connections with your peers which lead to novel ideas and new knowledge?
3. Did you like the Google style of presentation? If you would have liked a different style that you think would be more effective, what would it be?
4. What were two themes or ideas you gathered from the text?
5. Use three to five sentences to briefly summarize the book in your own words.

For the third and final assessment, students could take time to reflect, then log back into the Google classroom for the final link available there to a designated Wakelet, as a homework assignment.

Wakelet is a platform where students and teachers can post and create collections of work and information. There, each student could utilize DISCUS once more, on their own, and post an image or video in the class portfolio that they feel best represents what they had learned during the lesson, as well as their own description of the image or video and why they feel it is an accurate and appropriate representation of the material. This would also provide the librarian with a clearer outlook of how well DISCUS was explained to the students, and if they are finding it beneficial in continuing their understanding of the literature.

By referencing the resulting reports of these assessments and assigning each question and expected presentation aspect a numerical equivalent, both the subject teacher and the librarian could justly identify and sort learners as beginner (1/10), developing (3/10), advanced (6/10), or competent (9/10+), and further post-lesson support through appropriate assignments. Additionally, these assessments would tie in the librarian's potential professional growth and areas of improvement to the selected standards applied throughout the lesson.

Example Lesson: Conclusion

As presented in the example lesson, it is relatively straightforward to intertwine standards and assessments in everyday exercises, whether in the library or in a classroom. Not only is it a manageable effort, but it also provides immediate evidence of the utilization and implementation of learning goals, and it supplies prompt data that reflects real-time student achievement (results that can be applied to improve future lessons).

Using Assessment for Professional Evaluation

Assessments are not only profitable to students, but also to the growth as a school librarian through continuous evaluation. There are standards that assess plans and lessons for data, as previously described, and then there are standards that assess the media specialist and the school library program as a whole.

For example, in South Carolina, librarians are evaluated based on the *ADEPT Performance Standards for Library Media Specialists*. The seven expectations cover long-range planning, administering the library media program, collaboration for instruction and services, library media collection and resource management, maintaining an environment conducive to inquiry, assessing the library media program, and professional responsibilities (South Carolina Department of Education, 2003). These standards are assessed through the documentation of performance evidence, an interview, reflection, professional performance description, professional self-report, and an evaluation summary (South Carolina Department of Education, 2003).

Another way to measure a school librarian's effectiveness is through the utilization and application of Marzano Center's *Focused Non-Classroom Instructional Support Personnel Evaluation Form*. Marzano's evaluation analyzes a librarian's four domains of work: planning and preparing to provide support, supporting student achievement, continuous improvement of professional practice, and professional responsibilities (Learning Sciences International, 2017). The evaluation report rates personnel in each of the multiple domains' sub-categories on a scale of zero to four, as well as marks whether the personnel is displaying evidence of the effects and providing examples of instructional techniques and student growth (Learning Sciences International, 2017).

A third method of assessment is establishing a S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, and Timely) goal for oneself within the library. An example of a smart goal could be: *Due to the obstruction the COVID-19 pandemic had on the school library this past school year, for the upcoming school year I will promote online and remote resources to students and encourage the resources' utilization and understanding through resource expansion, including online periodicals, e-books, and databases, among other sources.*

- Specific: purchase/access/promote online periodicals, e-books, and databases.
- Measurable: graphics of new online library resources for the school website, student utilization

("circulation") data pulled from the library's online resources, and purchase orders of new online resources.

- Achievable: yes, this can be done during the next school year.
- Realistic: as this is an expansion upon already readily available resources, it does not require much additional effort beyond daily routine.
- Timely: yes, this can be accomplished within the Fall semester.

Conclusion

The example lesson and methods of assessment are but a mere fragment of how learning can be intertwined with the application of standards. The purpose is to accentuate what critical significance standards and assessment can have in creating successful and effective lessons that parallel students' studies and promote powerful collaborations between librarians, students, and teachers.

The task of selecting standards to develop objectives and accompanying assessments is essential to a school librarian's success as both a professional, and as a member of the greater school community. Understanding the analyses and technicalities behind academic standards and their student and professional assessment can not only make a difference in students' growth, but also in the growth of a school library and its staff.

As covered, the *South Carolina Standards of Learning*, the American Association of School Librarians' *Standards for Learners*, and the International Society for Technology in Education's *Standards for Students* are central to the profession, and though additional resources beyond them are limitless and always valuable, these should be taken into the highest consideration. Not only is it necessary to acknowledge the standards, but it is just as important to understand their assessment and application in order to host a truly beneficial library setting.

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