

General Instructions for School Library Annual Report

2009-2010

From: Kim Ackerman, Library Services Coordinator

This report is required for all Teacher-Librarians in Adams12. I will read your report and discuss it with you in person or via email. Julie Bowline and I will gather information from all reports to use as evidence for the role of our Teacher-Librarians as leaders of 21st century skills in our schools.

Complete the annual report and email a digital copy to me by May 24th. Do not send a print copy.

The purposes of this report include:

- To record information to help you assess the effectiveness of your library program.
- To compare statistics for your school from year to year to look for improvement or trends
- To allow your administrator a snapshot of you and your program
- To leave valuable information for the librarian who takes over your program when you leave

Think of your Annual Report as a report to your stakeholders.

- What do they need to know about the library program?
- What can you highlight to instill confidence in your effect on student learning?
- How will you demonstrate to stakeholders that you are using your budget effectively?
- What does your Annual Report tell people about you?

Decide who you will distribute your Annual Report to and in what format. Distribute it widely! Help your colleagues, students, parents, and administrators understand your role. At the least, I want you to give it to your supervisor, and hopefully, discuss it with him/her.

Please provide information for all areas that have an *asterisk by them. All categories are important, but this report is a snapshot (3-6 pages of information), not a manifesto.

Feel free to follow the format below, or reformat to fit your needs. You decide if you will use tables, bullet points, narrative, charts, or all of the above. You are welcome to add more statistics, in tables, or other categories you'd like to include.

Categories III, IV, V, and VI are the Standards used in Adams12 to evaluate Teacher-Librarians. This report should be easily understandable to your supervisor who evaluates you and evaluates the success of the library program. For that reason, I've formatted it to include these four standards from our annual evaluation.

This format is a work in progress. I hope you will attempt to follow it, but also create a report that has meaning for you and your school. Nothing is set in stone – use your good judgment to create a meaningful record of this school year.

Cover page – please include this information in whatever format you'd like.

End of Year Report

School Year

Teacher-Librarian

***School Information Section**

School Name

Principal:

Library Clerk:

Hours per day in library:

Grades served:

of students

of teachers

Annual Budget from building:

from book fairs:

For High School TLs –

If you keep monthly statistics of number of classes signed up, number of drop-in students, number of intervention period students, number of lessons taught, etc., please include a sample month or your year-end data.

Informational Sections

I. Brief summary of this school year - *short narrative

II. Program Successes – *short descriptions of highlights of your program this year are required. (see more description in Appendix)

III. Planning and Organization

- *A. Collection Development, including online resources (see example in Appendix)
- B. How do standards guide your planning?
- C. Resource accessibility/use of physical space/organization of resources – discuss your book displays, signs, seating arrangements, wall space, placement of computers, laptop carts, etc.

IV. Instruction

How do you engage teachers and students in learning? Include library events & promotions in each of the three categories if they apply.

- *A. Incorporation of technology into instruction
- *B. Teaching information literacy skills
- *C. Encouragement of Reading
- *D. Collaborations with teachers – a list or chart (see example in Appendix)

V. Professional Growth and Responsibility

How do you continue to grow professionally and keep up with the changing demands of your position? This section lends itself to a bulleted list format.

*Give evidence in all below areas that apply to you.

- Power Libraries designation
- Professional Organizations you belong to
- Conferences and professional development attended
- Mentorship/Interns
- Sponsor/Coaching responsibilities

VI. Professional Relationships –Do your clients view you as an instructional leader and a valuable resource? How do they know what is happening in the library?

- *A. leadership with peers and colleagues – do you do an annual satisfaction survey? Go to dept. or grade level meetings? Teach professional development? How do you know how your peers see you?
- *B. connections with parents – do you have parent volunteers? What is your role in Parent-Teacher conferences? With PTA? Does your library website have links to glogsters, slide shows, and other student creations?
- C. connections with community –collaborations with other schools, public library, civic groups?

VII. Goals for Next Year - *you choose the format. These goals should align with your school's goals.

Appendix:

Examples & more information for each category

II. Program Successes:

Can you attach digital files or direct me to the wiki, blog, or website where evidence of your successes is located? i.e. Laura I. has posted links to most of her glogsters for staff on the library services wiki. She could include the link to that page. Rita S. has a link to slideshows and photos of events in her library on her school website. She could include that link.

III. Planning and Organization

Collection Development – Narrative should discuss areas you focused on this year.

Below statistics are required. If you want to break these numbers down further into specific dewey ranges and numbers weeded from each, feel free to do that.

Total # of items weeded from the collection	????
Total # of items added to the collection	????
Total # of items in your library collection	????
List all databases provided for your students	World Book online
	EBSCO
	Discovery Streaming Video

IV. Instruction

For section D - Collaboration with teachers:

The examples below provide powerful evidence of your role in instruction. Consider gathering this data all year long, in a table like the examples below:

From an elementary school:

Grade Level	Collaborative Lessons/Units
Kindergarten	Parts of a book Book care Food groups and food pyramid Needs vs. wants How animals travel
First Grade	Areas of the library Biographies Fiction and non-fiction

	Map skills How plants grow
Second Grade	Fantasy vs. Realistic Fiction Parts of a story: setting, plot, character Colorado Children's Book Awards Poetry Note-taking skills

From a middle school:

Collaborations with Teachers	Topic of Study & resources
Belanger	Booklists for units on poetry 6 th grade orientation Author studies – books and online resources Literature circles – using Shelfari
Marshall	Online Newspapers on colonial America Voicethread – Back to the Past unit 8 th grade orientation Opinion paper – with citations
Schlessinger	Glogsters on a sport Olympics research – books & databases Vote for me project –
Carlson	Timelines using World Book online Biography project using PhotoStory Library resources – encyclopedias, reference, index and table of contents
Johnson	Comparison charts using Culturgrams Travel guide brochure to cities Glogsters on a country Personal research – key terms, guiding questions

At the very least, give a tally of collaborative lessons with grade levels or subjects:

Subject area collaborations	Number of teachers I planned with (or classes I instructed) this year:
Science	12
Math	4
Social Studies	48
Language Arts	66
Foreign Language	19
Art	11
Remedial Reading	38