



## CURRICULUM COMMITTEE MEETING

Thursday, October 20, 2022 10:00 AM

COMMITTEE MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpkT0g0cnZPUT09> Passcode: 383124 Or Telephone: US: +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099 or +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833 Webinar ID: 896 1156 8616 International numbers available:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpkT0g0cnZPUT09>

1. AgriScience Leadership Courses and SAE for Credit
2. Review of Proposed Glastonbury High School Courses
  - A. Full Year Cybersecurity
  - B. Full Year Data Structures and Algorithms
  - C. Full Year Coding, Data Science, and Society
3. Library Media Curriculum Review

Glastonbury Public Schools  
Glastonbury, CT



Library Media Department  
Curriculum Review Report  
2021-2022



**GLASTONBURY BOARD OF EDUCATION**

Douglas C. Foyle Ph.D., Chairman

Julie Thompson, Vice-Chairman

Ray McFall, Secretary

Alison Couture

Jenn Jennings

David Peniston, Jr.

Matthew Saunig

Evan Seretan

**CENTRAL OFFICE ADMINISTRATION**

Alan B. Bookman, Ph.D., Superintendent

Matthew H. Dunbar, Assistant Superintendent

Cheri Burke, Assistant Superintendent

Presented to the Board of Education October 24, 2022

# Library Media Curriculum Review Committee

**Kristen Brennan**

*Gideon Welles School  
Library Media Specialist*

**Kate Butler**

*Hebron Avenue/Naubuc/ Nayaug Schools  
Library Media Specialist*

**Kelly Celio**

*Hebron Avenue/Hopewell School  
Library Media Specialist*

**Carol Cholewa**

*Nayaug School  
Language Arts Resource Specialist*

**Rebecca Comenale**

*Glastonbury High School  
Assistant Principal*

**Brenda Gregorski**

*Director of Mathematics K-12*

**Judy Harding**

*Glastonbury High School  
Library Media Paraprofessional*

**Jeffrey Jacobsen**

*Smith Middle School  
History/Social Sciences*

**John Landry**

*Smith Middle School  
Library Media Specialist*

**Leslie Lopez**

*Director of Music*

**Kate Lund**

*Supervisor of Secondary English/Language  
Arts and Library Media (6-12)*

**Chris Macca**

*GPS Chief Technology Officer*

**Isabel Meagher**

*Glastonbury High School  
Library Media Specialist*

**Mary Metheny**

*Glastonbury High School  
Library Media Specialist*

**Mary Poisson**

*Director of English/Language Arts and  
Library Media (K-5)*

**Denise Proffer**

*Buttonball Lane School  
Assistant Principal  
Special Education Supervisor*

**Robert Rose**

*Smith Middle School  
English/Language Arts*

**Christine Tedisky**

*Director of Science K-12*

**Christina Vemuri**

*Glastonbury High School  
English Language Arts*

**Julianne Veschi**

*Buttonball Lane/Naubuc School  
Library Media Specialist*

**Ilene Viner**

*Director of History/Social Sciences K-12*

# Table of Contents

## Grades K-12 Library Media Curriculum Review Committee

### Executive Summary

- Introduction & Thank you..... 1
- Purpose..... 1
- Alignment to District Goals..... 1
- GPS Library Media Mission Statement..... 2
- Department Information.....2
- Summary of Curriculum Review Process.....2
- Purpose, Products and Findings..... 3
- Summary of Findings.....4
  - a. Strengths.....4
  - b. Priority Recommendations.....5

### Appendices

- A. Scope and Sequence of Digital Citizenship Instruction
- B. Grade Level Library Media Curriculum Overview
- C. Grades K-12 Strengths & Challenges
- D. Grades K-5 Strengths & Challenges
- E. Grades 6-12 Strengths & Challenges
- F. Recommendations & Action Steps

## Introduction & Thank you

We would like to take this opportunity to thank the entire Library Media department for their work on the Curriculum Review from Fall 2019 through Spring 2022, a process that was prolonged as a result of the Covid-19 pandemic.

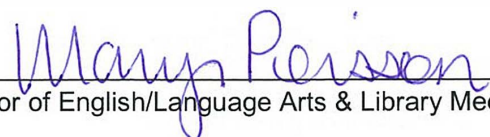
The members of the Library Media Curriculum Review Committee were instrumental in contributing to this evaluation, representing a wide range of experiences and personal knowledge of the curriculum and all its complexities. In addition, our committee members brought unique perspectives to this process as parents and as professionals.

We offer our deepest gratitude and respect to our seven Library Media Specialists, who maintained the rigor and high-expectations for which the district's Library Media Program is so well known, despite the challenges that came with the reduction of two full-time library media specialists during the global pandemic. Without their unwavering commitment to students and staff, the students of Glastonbury would not have had access to the many print and digital resources necessary to advance their learning throughout quarantine, hybrid, eLearning, and in-person instruction.

We would also like to extend a special note of thanks to Cheri Burke, Assistant Superintendent of Curriculum and Instruction. Her vision and guidance have greatly supported our program and this review study.

We are appreciative of the Glastonbury Board of Education for its steadfast support of the Library Media Program and its commitment to ensuring our school libraries offer meaningful, current, and high-quality resources for all students across all grade levels.

  
 Director of English/Language Arts & Library Media; 6-12

  
 Director of English/Language Arts & Library Media; K-5

## **Purpose**

The Library Media Curriculum Review (CR) process is ongoing. We update our “living” documents through different lenses: curriculum, alignment, instruction, and assessment. The department's staff work tirelessly to deliver a rigorous, high-quality program that prepares students to be globally competent citizens.

Every five years, a committee convenes in order to:

- Examine and assess the direction, actions, and outcomes of the current curriculum against relevant standards and research.
- Develop shared understanding and collective ownership of the curriculum by the Glastonbury community to ensure ongoing support of practice and resources.
- Determine broad goals and action plans that drive strategic planning for the next five years.

## **Library Media Goals align to District Goals**

### Foster High Expectations of All Students

- Teach a guaranteed standards-based curriculum aligned across grades and disciplines.
- Support students' academic, social and emotional development through tiered instructional conditions.

Maintain Safe and Supportive Learning Environments

- Maintain physical safety through adherence to CDC guidelines in collaboration with local and state health officials.
- Engage in practices that promote equity, diversity and inclusion.

Model a Learning Environment that Prepares Students for their Futures

- Integrate evolving instructional technology to personalize and optimize teaching and learning for remote, hybrid and in-person learning environments.

***Library Media Mission Statement (approved/updated by the department on 09.25.19)***

The Glastonbury Public Schools Library Media Department is committed to teaching the skills and providing the resources necessary for meeting the informational literacy needs of students and staff. The Library Media program develops effective and responsible users of ideas and information while promoting the enjoyment and importance of reading.

***Department Information***Staffing

- Seven Library Media Specialists - (3 Elementary, 1 GW, 1 SMS, 2 GHS)
- Twelve Library paras - (5 Elementary, 1 GW, 2 SMS, 3.5 GHS)

Facilities

- Eight Library Media Centers - (5 Elementary, 1 GW, 1 SMS, 1 GHS)

**Summary of Curriculum Review Process**

The Library Media Curriculum Review (CR) process began with a kick-off meeting during a K-12 library media department meeting in September of 2019. The library department affirmed the mission statement, identified the various roles and responsibilities of the library media specialist, and determined which resources would best support the curriculum review process. From there, an official CR committee was formed, composed of the library media department staff, teachers, and administrators representing the range of community stakeholders and experiences in library media education, K-12. The efforts of the library media department in September were used to welcome and orient the members of the CR committee during the first formal committee meeting on October 30, 2019.

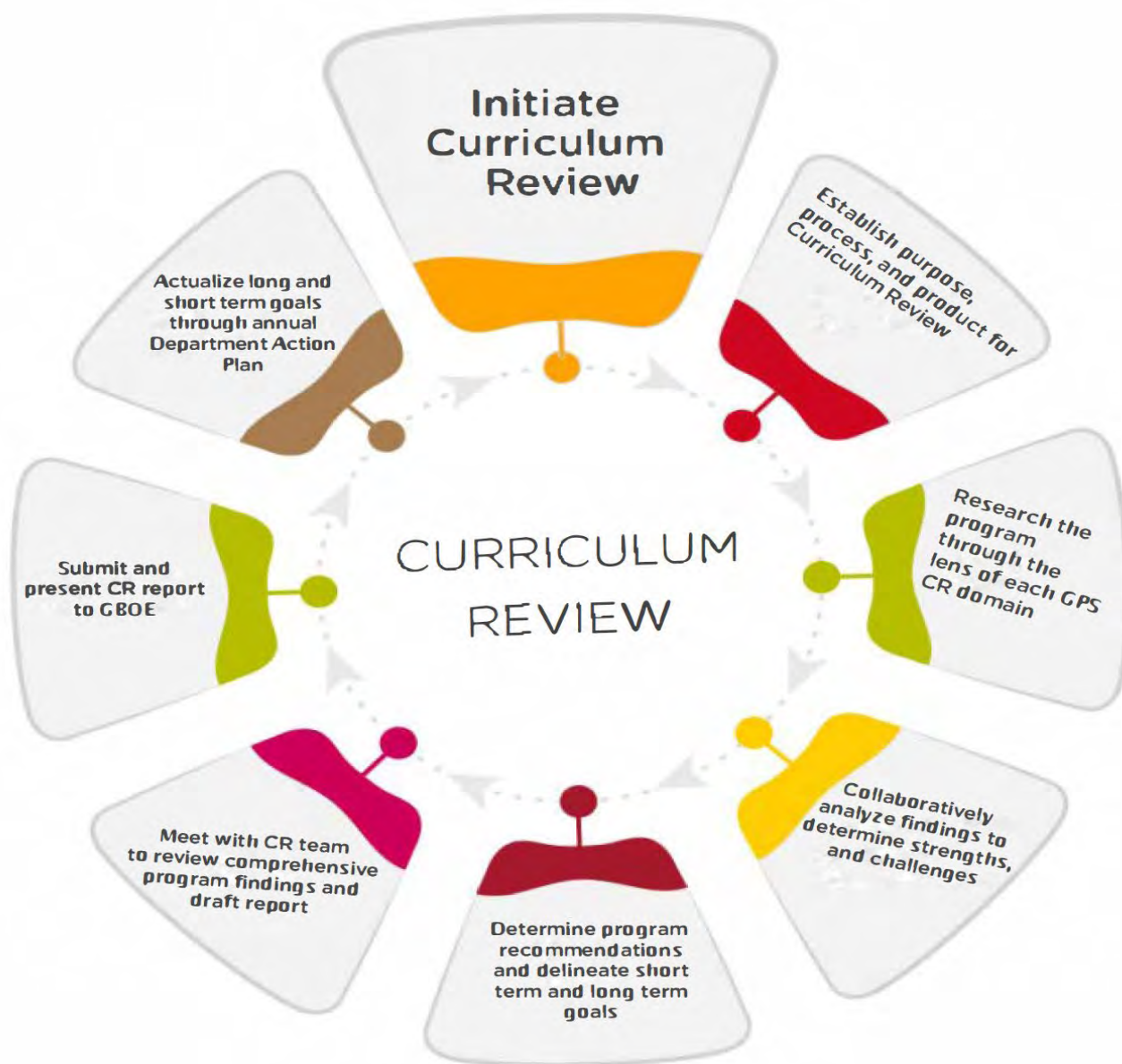
Interrupted by the Covid-19 pandemic, this CR process spanned over two years, officially beginning in fall of 2019 and concluding in the spring of 2022. The CR committee convened via Zoom almost exclusively in order to maintain safe distance and efficiency, and unexpectedly, the Zoom platform was highly effective in supporting the collaborative, research-based practice required by the CR process. The creation of the [Glastonbury Public Schools Library Media Curriculum Review website](#) allowed for easy access to all relevant information and resources. These materials provided committee members with department information and current curricular documents as well as references to the newest national library media resources and initiatives, which guide district work. For each meeting, CR members joined virtually, working collaboratively within domain-specific Google Docs to contribute findings.

The Library Media Curriculum Review followed the protocols set forth by the GPS curriculum review process. As a committee, the library media department was evaluated through the lens of seven different domains. Each domain included guiding questions and information sources through which the program was assessed; committee members were assigned to two different domains and worked collaboratively to examine the curriculum documents, data sources, and relevant supplemental resources to each domain. Through this systemic process, committee members identified

relative strengths and challenges, ultimately determining recommendations for the library media program across all seven domains.

Once the strengths, challenges, and recommendations were determined for all seven domains, CR committee members were “scrambled” during the last CR meeting on March 16, 2022 to review those domains on which they had not yet previously worked. Similarly, library media department meetings were used to provide library media specialists with access to all seven domains, allowing the additional feedback and contributions by those professionals closest to the work.

On May 11, 2022, the K-12 library media specialists convened for the last department meeting of the year. During this time, a draft of all completed domains, along with short and long term goals, was presented to the department for review. Library Media Specialists made final suggestions and edits to their respective elementary or secondary levels. Through conversation at this meeting, LMSs expressed affirmation and appreciation for the consistency in recommendations across domains, validating the findings of the process.



This comprehensive study of the Library Media Program was undertaken by individuals committed to representing the department and supporting its future, to working collaboratively with their colleagues, and to supporting the diverse learning needs of all of our students. To complete this study, these educators relied on the expertise, the input, and feedback of their colleagues and other stakeholders. In doing so, they demonstrated a special commitment to bringing the best possible library media program to our students.

### ***Product***

- Strengths
- Areas for Growth (see Appendix by level)
- Recommendations and Action Plans

### ***Findings support the department's work over the next five years in the following ways:***

- Curriculum changes and development
- Rationale for professional development
- Annual Department Strategic Action Plans
- Annual budget needs
- Annual Program Reports
- Continual analysis and refinement of practices related to student learning

### **Summary of Findings**

This CR process yielded a comprehensive list of domain-specific commendations, challenges, and recommendations related to the continued advancement of Glastonbury Public Schools Library Media Program. When looking across domains, we identified consistencies in strengths, challenges, and recommendations. The Curriculum Review findings affirmed the need for the Glastonbury Board of Education's support for the following: increased personnel; funding to enhance curriculum; access to professional learning opportunities; and future-ready instructional technology and library media centers.

### ***Department Strengths***

#### Foster High Expectations of All Students

- The K-12 Library Media curriculum is rigorous, inclusive of the effective use of database resources and technology apps to instruct and support curriculum and digital literacy lessons.
- Library Media Specialists align lessons and purchase print and digital resources to support district curriculum and student interests. The library collections provide fiction and nonfiction texts, audiobooks, databases, and related content across reading levels for all students.
- Library Media Specialists implement instruction through a variety of instructional settings, methods, and strategies to accommodate all learning needs.

#### Maintain Safe and Supportive Learning Environments

- The Library Media Centers provide students with access to diverse print and digital resources to meet personal interests and curricular goals, such as print materials, databases, on-line subscriptions to reading resources, e-books, audiobooks, and website recommendations. Student accessibility of database resources transcend the boundaries of the school library.
- Library Media Specialists collaborate with and provide differentiated resources to classroom teachers and support staff: ELL (English Language Learners), Special Education (SPED)/Providing Resources for Individual Development in Education (PRIDE), Reading/Language Arts Resource Teacher (LART), Program for Academic Challenge and Excellence (PACE), English/Language Arts (ELA) Department, History/Social Sciences Department, Health/Physical Education(HPE) Department.
- K-12 Library Media Centers are accessible and well utilized by students and staff alike.
- Full-time Library Media paraprofessionals across all K-12 schools assist student and staff needs.

- K-12 students are invited to participate in summer reading programs in partnership with Welles-Turner Library and River Bend Book Shop.

#### Model a Learning Environment that Prepares Students for their Futures

- Library Media Specialists are provided release time to engage in targeted professional development. (i.e. participation in Capital Region Education Council (CREC) Regional Library Media Specialist Council)
- Library Media Specialists leverage school-wide events, such as Open House, book fairs, and author visits, to engage with and inform parents.
- Parent Teacher Organizations (PTO) support building libraries through book fairs, author visits, Birthday Book Programs, print resources, technology purchases, and unique furniture and rugs to create engaging sitting areas.
- Website design and format is consistent across schools, enabling students, parents, and community members access to extensive information regarding research, independent reading, and instructional units.

#### ***Priority Recommendations***

##### Increase the number of full time elementary Library Media Specialist district positions from three to five to ensure:

- Guaranteed grade level curriculum is implemented with fidelity to decrease the need for reteaching and/or compacting in Grades 6-12.
- Consistency and equity of student access to Library Media research instruction. Collaboration with classroom teachers to co-plan learning experiences and opportunities for research.
- Access to support and guidance in choosing appropriately matched independent reading selections.
- Effective integration of instructional technology resources across all elementary schools.

##### Provide funding for interdisciplinary professional development and curriculum writing opportunities to:

- Support revisions to the scope and sequence and build capacity of engagement strategies for teaching within the block schedule.
- Evaluate the “written” versus “taught” curriculum from 2019-2022, specifically to address the effects of the reduction in elementary Library Media Specialists as well as the compacted and skipped curriculum as a result of the Covid-19 pandemic.
- Align ISTE and American Association of School Librarians (AASL) standards, identify learning gaps, and adjust curriculum.
- Participate in STEAM-related PD to support the actualization of ISTE standards through the Library Media program at the elementary and middle levels.

##### Work together with the facilities and technology departments along with individual building administration to:

- Properly equip the SMS Library Media Center with an interactive projector and designated classroom space to support in-LMC teaching and learning.
- Update instructional technology resources in the Naubuc School library to effectively implement curriculum instruction.
- Consider implementing a Print Management System to support students’ measured use of school printers for academic purposes.
- Develop a replacement plan to update shelving units at Buttonball, Hopewell, Gideon Welles and Naubuc Schools to increase student access to resources and improve safety through greater visibility of the learning space.
- At GHS, consider reassignment of students to elective classes OR alternative spaces for study hall to reduce disruption to library space and atmosphere and limit supervision requirements of support staff during the school day.

##### Assure ongoing opportunities for collaboration and communication between Library Media Specialists and Special Education teachers to:

- Create a protocol for communication of special education plans to inform staff of service changes in order to guarantee responsive instruction of all students.
- Support responsive instruction for all students.

- Guarantee communication of Individual Education Plans (IEPs) and 504 Plans to Library Media Specialists at the building level through meetings and/or access to *Connecticut Special Education Data Systems* (CT-SEDS) to support responsive instruction for all students.

Consider the development and pilot implementation of a universal elementary master schedule to provide:

- Consistency and equity of student access to Library Media instruction and resources across all schools.
- Reduce/eliminate the overlap of support services and/or instrumental lessons impacting the fidelity of student access to library media curriculum and instruction.
- Calibration of classroom teachers' roles and responsibilities during scheduled Library Media curriculum lessons.

Grade	Digital Citizenship Curriculum
Grade 1	<p><u>Digital Citizenship: My Creative Work</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-define the term creative.</li> <li>-identify reasons why credit is important for an artist.</li> <li>-give themselves proper credit for their own work.</li> </ul>
Grade 2	<p><u>Digital Citizenship: Going Places Safely</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-compare how staying safe online is similar to staying safe in the real world.</li> <li>-explain rules for traveling safely on the Internet.</li> <li>-understand that the Internet can be used to visit far-away places and learn new things.</li> </ul> <p><u>Digital Citizenship: Staying Safe Online</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-understand how being safe when they visit websites is similar to staying safe in real life.</li> <li>-recognize websites that are appropriate to visit.</li> <li>-recognize that they must ask an adult they trust before visiting websites.</li> </ul>
Grade 3	<p><u>Digital Citizenship: Rings of Responsibility</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-identify that a digital citizen is someone who uses technology responsibly to learn, create and participate.</li> <li>-understand that as digital citizens they have responsibilities to themselves, their communities, and the world as they learn, create and participate on the internet.</li> <li>-understand the importance of keeping personal information about themselves, friends and family members private.</li> </ul> <p><u>Digital Citizenship: Digital Citizenship Pledge</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-understand that community norms are agreed upon ways of acting that help the group to achieve their shared goals.</li> <li>-establish norms for the group related to appropriate online behavior.</li> <li>-participate responsibly and respectfully in an online community.</li> </ul>
Grade 4	<p><u>Digital Citizenship: Superdigital Citizen</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-understand that cyberbullying is the act of using digital devices, sites or apps to intimidate, harm or upset someone.</li> <li>-reflect on the characteristics that make someone an upstanding citizen.</li> <li>-devise resolutions to digital dilemmas.</li> </ul>
Grade 5	<p><u>Digital Citizenship: Whose is it Anyway? Copyright, Plagiarism and Works Cited Lists</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-define plagiarism and describe its consequences.</li> <li>-explain how giving credit follows the law.</li> <li>-articulate when it is appropriate to cite work and create a citation.</li> </ul>

## Scope & Sequence of Digital Citizenship Instruction

## Appendix A

Grade 6	<p><u>Information Literacy/Digital Literacy: Digital Etiquette</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-write an effective and professional email.</li> <li>-utilize the features on Google Docs to format a paper to their teacher's expectations.</li> </ul> <p><u>Information Literacy/Digital Literacy: Strategic Searching</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-conduct effective and efficient online searches, using a variety of searching strategies.</li> </ul> <p><u>Information Literacy/Digital Literacy: Safe Image Search &amp; Citation</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-effectively, efficiently, and safely search for images that are free of copyright or have a Creative Commons license.</li> </ul> <p><u>Information Literacy/Digital Literacy: Website Evaluation</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-understand anyone can publish on the Web, so students must have tools to evaluate websites for credibility, accuracy, authority, relevance and more.</li> <li>-distinguish between quality, vetted information vs. biased opinion and viral content.</li> </ul> <p><u>Information Literacy/Digital Literacy: Fair Use &amp; Copyright</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-understand the concept of fair use and copyright.</li> </ul>
Grade 7	<p><u>Information Literacy/Digital Literacy: Digital Etiquette</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-demonstrate understanding of learned digital etiquette concepts through oral and written communication</li> </ul> <p><u>Information Literacy/Digital Literacy: Fair Use &amp; Copyright</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-apply the concept of fair use and copyright in their research.</li> </ul> <p><u>Information Literacy/Digital Literacy: Strategic Searching</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-conduct effective and efficient online searches, using a variety of searching strategies.</li> </ul>
Grade 8	<p><u>Information Literacy/Digital Literacy: Source Credibility</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-apply the C.R.A.P. source credibility evaluation tool to determine value of researched information</li> </ul> <p><u>Information Literacy/Digital Literacy: Information Zones/Types</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-understand the various infozones and types, distinguishing between the primary and subtle purposes for they reader/consumer</li> </ul>
Grade 9	<p><u>Information Literacy/Digital Literacy</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-define and apply understanding of digital literacy</li> <li>-define and apply the L.E.A.V.E source credibility evaluation tool to determine value of researched information</li> </ul> <p>Students will use <i>News Literacy Project's Checkology Classroom</i> to:</p> <ul style="list-style-type: none"> <li>-review news infozones</li> <li>-understand viral content and rumors as virology</li> <li>-connect the First Amendment Rights and their limitations with regards to digital citizenship</li> <li>-understand the role of algorithms, filter bubbles, and confirmation bias online</li> <li>-distinguish between native and transparent advertisements and between native ads and credible content</li> <li>-detect fake and bias news</li> <li>-learn about the seven standards of quality journalism</li> </ul>
Grades 10 - 12	<p><u>Information Literacy/Digital Literacy</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>-demonstrate understanding of cumulative information literacy and digital literacy concepts and skills through the completion of research-based interdisciplinary performance tasks in: <i>English 10, US History, Current Issues, and Advanced Research Mentorship</i> courses</li> </ul>

The Glastonbury Public Schools Library Media Department is committed to teaching the skills and providing the resources necessary for meeting the informational literacy needs of students and staff. The Library Media program develops effective and responsible users of ideas and information while promoting the enjoyment and importance of reading. Lessons link to classroom curriculum and regularly integrate current technologies to reinforce and enhance student learning. Curriculum-related lessons support classroom instruction and promote an appreciation of the diverse types of literature.

<b>Elementary Library Program Overview</b>	
<p>At the elementary level, students in Kindergarten through Grade 5 participate in weekly book selection and check out. Students in Kindergarten receive weekly instruction, while Grades 1-5 visit the library media center on a flexible schedule for lessons that coordinate with curricular studies in the classroom.</p>	
<b>K</b>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● learn library procedures and organization</li> <li>● experience quality literature in many formats and genres including fiction, nonfiction, humor and Caldecott Award-winning books</li> <li>● participate by listening, viewing, responding, and discussing</li> <li>● begin to distinguish between fiction and nonfiction and their locations in the library</li> <li>● begin to learn to select appropriate books independently</li> <li>● are introduced to PebbleGo, an age-appropriate nonfiction database</li> </ul>
<b>1</b>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● demonstrate a growing understanding of locating and selecting “just right” books for personal enjoyment and information</li> <li>● hear, view, respond, and discuss literature in a variety of formats and genres such as fiction, nonfiction, and poetry</li> <li>● begin to learn about the research process, including print and non-print resources</li> <li>● begin to learn about receiving credit for their creative work and recognizing the creative work of others as a foundational understanding for digital citizenship</li> </ul>
<b>2</b>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● learn to use information tools to find answers to their questions</li> <li>● continue to learn about the research process and begin to learn note-taking strategies</li> <li>● learn about using other people’s information and how to do a simple citation</li> <li>● continue to develop their skills to find a “just right” book and start exploring the library materials through various genres, authors and illustrators</li> <li>● learn about finding materials using the online catalog or “browsers” to aid in their search for a good book or appropriate resource</li> <li>● understand and follow rules to remain safe while using district online databases that are available at school and at home</li> </ul>

<b>Elementary Library Program Overview</b>	
<b>3</b>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● become increasingly independent users of the library by practicing their skills with the online library catalog that they learned about in Second Grade</li> <li>● continue to locate and select “just right books” for personal enjoyment and information</li> <li>● locate books for genre studies on biography, nonfiction, and traditional literature (fairy tales, folktales, and myths)</li> <li>● use district databases such as: CultureGrams, Britannica, and World Book</li> <li>● learn and practice respectful and responsible norms of digital citizenship</li> </ul>
<b>4</b>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● continue to practice solving problems and conducting research by identifying their information needs, locating and evaluating appropriate print and non-print materials and determining and using relevant information in an ethical manner</li> <li>● receive instruction in the various types of genres such as social awareness and historical fiction</li> <li>● develop an appreciation of diverse types of literature; including the Connecticut Nutmeg titles</li> <li>● learn to make safe and effective choices as responsible digital citizens when working online</li> </ul>
<b>5</b>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● are exposed to quality literature such as the Connecticut Nutmeg Award books</li> <li>● receive instruction in the various types of genres such as historical fiction and fantasy</li> <li>● continue to develop the process and application of research skills to support curriculum research</li> <li>● continue to identify, locate, use, cite, and evaluate resources appropriate for their needs</li> <li>● continue to operate as responsible digital citizens when working on the digital platform</li> </ul>

<b>Secondary Library Program Overview</b>	
<p>In secondary school, our library media specialists collaborate with classroom teachers on a variety of research, literacy, and media projects. The list below includes projects and units that all students will experience in particular grades:</p>	
<b>6</b>	<ul style="list-style-type: none"> <li>● Research Strategies</li> <li>● Safety and Website Evaluation</li> <li>● Literature Appreciation</li> <li>● Information Literacy/Digital Literacy</li> <li>● Digital Citizenship</li> </ul>
<b>7 &amp; 8</b>	<ul style="list-style-type: none"> <li>● Research Strategies &amp; Citations:                             <ul style="list-style-type: none"> <li>● Health Research Project (7)</li> <li>● US History Paper (8)</li> <li>● Social Change Letter (8)</li> </ul> </li> <li>● Academic Integrity</li> <li>● Copyright and Plagiarism</li> <li>● Independent Reading Unit (7 &amp; 8)</li> <li>● Information Literacy/Digital Literacy</li> <li>● Digital Citizenship</li> </ul>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>● Research Strategies &amp; Citations:                             <ul style="list-style-type: none"> <li>● Freshman Research Experience (9)</li> <li>● Sophomore Research Paper (10)</li> <li>● US History Term Paper (11)</li> </ul> </li> <li>● Information Literacy/Digital Literacy                             <ul style="list-style-type: none"> <li>● Freshman Orientation (9)</li> </ul> </li> <li>● Digital Citizenship</li> </ul>

	K-12 Strengths	K-12 Challenges
<p><b>Domain #1</b> <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<ul style="list-style-type: none"> <li>● Digital Literacy instruction and support.</li> <li>● The collegiality and desire to collaborate with classroom teachers.</li> <li>● A Library Media Standards Crosswalk was drafted in 2019, aligning our GPS standards with the American Association of School Libraries (AASL) and International Society for Technology in Education (ISTE) Standards.</li> </ul>	<p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>● The number of student lessons in the Library Media Centers have decreased significantly. Direct instruction by Library Media Specialists has been reduced, impacting the degree to which lessons are guaranteed for all students in K-5. Consequently, reteaching and/or compacting is necessary in grades 6-12.</li> <li>● Research instruction that has primarily been provided by the Library Media Specialist, is now being conducted by the grade level teachers and supported by the Library Media Specialists.</li> </ul> <p><b>Due to the Covid-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>● K-5 and 7-8 Library Media Specialists were reassigned to classroom teaching positions for the 2020-2021 school year, resulting in library closures and suspension of library media instruction for students in grades K-5 and 7-8.</li> <li>● Research and digital literacy lessons were not taught or not taught with fidelity, which will require adjustments to the scope and sequence for years to come.</li> <li>● Library standards crosswalk refinement and development of formal content standards was halted.</li> </ul>

	K-12 Strengths	K-12 Challenges
<p><b>Domain #2</b> <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<ul style="list-style-type: none"> <li>● Curricular offerings in 6-12 address the required digital, media, and research skills for all students.</li> <li>● Library Media Specialists align lessons and purchase print and digital resources to support district curriculum and student needs. Our library collections provide fiction and nonfiction texts, audiobooks, and related content across reading levels for all students.</li> <li>● The Library Media Centers provide students with access to diverse print and digital resources to meet personal interests and curricular goals. Resources include print materials, databases, on-line subscriptions to reading resources, e-books, audiobooks, and website recommendations.</li> <li>● Library Media Specialists collaborate with and provide differentiated resources to classroom teachers and support staff: Multilingual Learners (ML), Special Education (SPED), Providing Resources for Individual Development in Education (PRIDE), Reading/Language Arts Resource Teacher (LART), Program for Academic Challenge and Excellence (PACE), English/Language Arts (ELA) Department, History/Social Sciences Department, Health/Physical Education Department.</li> <li>● Students have multiple instructional opportunities with Library Media Specialists to apply skills and concepts across academic disciplines.</li> <li>● When teaching, Library Media Specialists use a variety of instructional settings, methods, and strategies to accommodate all learning needs.</li> <li>● Full-time Library Media paraprofessionals across all K-12 schools assist student and staff needs.</li> <li>● Participation in the Nutmeg Reading Program to expose students to a contemporary variety of literary genres.</li> <li>● K-12 students are invited to participate in summer reading programs in partnership with Welles-Turner Library and River Bend Book Shop.</li> <li>● Parent Teacher Organizations (PTO) support building libraries through book fairs, author visits, Birthday Book Programs, print resources, technology purchases, and unique furniture and rugs to create engaging sitting areas.</li> </ul>	<ul style="list-style-type: none"> <li>● With a rapidly changing digital environment, Library Media Specialists are challenged to identify, learn, and subsequently provide students access to the most current forms of and trends in electronic media.</li> <li>● There is a need to refine the communication process of special education plans to guarantee responsive instruction for all students.</li> <li>● Some database subscriptions and online publications are cost prohibitive, making it challenging to provide access to select resources for all students.</li> </ul>

	K-12 Strengths	K-12 Challenges
<p><b>Domain #3</b> <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<ul style="list-style-type: none"> <li>● Rigorous K-12 Library Media curriculum.</li> <li>● K-12 Library Media Centers are accessible and well utilized by students and staff alike.</li> <li>● Effective use of database resources to enhance K-12 curriculum instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Until December 1, 2021, the CT State Department of Education had yet to adopt common standards for public school libraries; as a result, the GPS Library Media Department has not had uniform standards to inform its written curriculum.</li> <li>● A lack of common planning time hinders Library Media Specialists from effectively collaborating with their teacher colleagues to plan lessons.</li> </ul> <p><b>Due to the Covid-19 Pandemic:</b></p> <ul style="list-style-type: none"> <li>● Research and digital literacy lessons were not taught or not taught with fidelity, which will require adjustments to the scope and sequence for years to come.</li> </ul>
<p><b>Domain #4</b> <i>Professional Development</i></p> <p>How relevant and effective are professional development (PD) opportunities?</p>	<ul style="list-style-type: none"> <li>● Library Media Specialists are provided release time to engage in targeted professional development. (i.e. participation in Capital Region Education Council (CREC) Regional Library Media Specialist Council)</li> <li>● Direct feedback and requests from Library Media Specialists are used to inform topics offered during department-based PD sessions.</li> <li>● Curriculum directors strongly advocate for the continued development and enhancement of the K-12 Library Media program.</li> <li>● Library paraprofessionals visit other Library Media Centers to support on-boarding and cross-training of new Library Media Staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Limited opportunities to engage in professional growth and learning experiences to advance students' exposure and practice of 21st-century digital, media, and literacy skills.</li> <li>● It is difficult to provide professional learning opportunities that are responsive to the expansive role and responsibilities of the Library Media Specialist necessary to keep them current in their skill and content knowledge to effectively instruct students and manage the library program.</li> <li>● Opportunities for development in the area of instructional technology are limited to the district-supported devices and programs.</li> <li>● Despite national library science trends leaning toward collaboration and STEAM, there are few professional growth opportunities to support the development of library media-based STEAM experience for students in grades K-12.</li> </ul>

	K-12 Strengths	K-12 Challenges
<p><b>Domain #5</b> <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p> <p>How effective are department communications within the Glastonbury School community?</p>	<ul style="list-style-type: none"> <li>Website design and format is consistent across schools, enabling students, parents, and community members access to extensive information regarding research, independent reading, and instructional units.</li> <li>Library Media Specialists leverage school-wide events, such as Open House, book fairs, and author visits, to engage with and inform parents.</li> </ul>	<ul style="list-style-type: none"> <li>Limited opportunities to communicate with colleagues to plan responsive instruction and discuss student needs.</li> <li>Despite the public-facing website, it is challenging to engage parents with critical information regarding the Library Media Program’s role in teaching digital citizenship and media literacy and the many supplemental resources and tips that parents may find as helpful reinforcements at home.</li> <li>Limited opportunities to meet K-12 with all department members for vertical alignment, district planning, and revisions to parent and community communications.</li> </ul>
<p><b>Domain #6</b> <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<ul style="list-style-type: none"> <li>Students receive direct instruction on how to access and effectively search databases.</li> <li>Research databases and the Destiny Online Library Catalog are accessible by students from school and home.</li> <li>Effective use of technology apps to instruct and support curriculum and digital literacy lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Printers are not accessible to students through the library.</li> <li>To manage costs, updating hardware is contingent on the district budget and calendar for technology refresh by building, resulting in staggered access to updated devices.</li> <li>The cost of subscriptions for online databases increases annually; however, the Library Media Program budget has declined steadily since the last Library Media Curriculum Review completed in 2015.</li> <li>Training for technology applications and software is hard to schedule and guarantee for non-certified staff, who often require proficiency to support library responsibilities.</li> </ul>

	K-12 Strengths	K-12 Challenges
<p><b>Domain #7</b> <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<ul style="list-style-type: none"> <li>● Paraprofessional support in each school library throughout the district.</li> <li>● Support and collaboration for curricular integration at district level, with the support of administration across disciplines and Library Media Specialists.</li> <li>● K-12 Library Media Specialists are entrusted to allocate department budget funds to support the specific needs of each school.</li> <li>● Curriculum directors strongly advocate for the operational needs of the Library Media Centers.</li> <li>● Student accessibility of database resources transcend the boundaries of the school library.</li> </ul>	<ul style="list-style-type: none"> <li>● The roles and responsibilities of a Library Media Specialist are vast and competing, at times. It is difficult to balance the managerial tasks of ordering, cataloging, weeding, and budgeting against the critical time needed for teaching and learning.</li> <li>● Library shelving is not conducive to teacher supervision and student browsing in K-6 schools.</li> <li>● The current design, decor, and configuration of K-12 Library Media Centers are not conducive to effective instruction by Library Media Specialists or collaboration among students and technology access by students.</li> <li>● Library paraprofessionals are often assigned building duties and pulled to provide substitute coverage in the absence of a classroom teacher, affecting:             <ul style="list-style-type: none"> <li>● Daily access to the Library Media Centers by staff and students.</li> <li>● Fulfillment of program responsibilities.</li> </ul> </li> </ul>

	K-5 Strengths	K-5 Challenges
<p><b>Domain #1</b> <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<ul style="list-style-type: none"> <li>• The library is integrated into applicable History/Social Science units as a resource for research lessons.</li> <li>• Collection development is based on curricular standards for all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The K-5 Library Media curriculum does not guarantee STEAM-related learning experiences for students across all grade levels.</li> </ul>
<p><b>Domain #2</b> <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<ul style="list-style-type: none"> <li>• Work in partnership with the Welles-Turner Memorial Library staff to provide a Summer Reading Program kick off assembly in all elementary buildings at the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent scheduling parameters across buildings and grade levels result in varied Library Media experiences.</li> <li>• Inadequate quantities of:                         <ul style="list-style-type: none"> <li>• Genre resources needed to provide all grade levels equal access throughout the implementation of a district-wide unit of instruction.</li> <li>• Summer reading program resources across grade levels district-wide.</li> </ul> </li> <li>• Limited opportunities for Library Media Paraprofessionals to meet together for training updates, tips to help each other, and comradery to keep up with the changes in technology, equipment, forms, and policies to better serve students.</li> </ul> <p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>• Library Media Specialists lack sufficient direct contact with students, thus resulting in the need to communicate information to students through their classroom teacher.</li> <li>• Students in grades 1-5 do not have access to Library Media Specialists during weekly scheduled book checkout selections, resulting in lack of guidance in selection of "just right" books.</li> </ul>

	K-5 Strengths	K-5 Challenges
<p><b>Domain #3</b> <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<ul style="list-style-type: none"> <li>• All elementary Library Media Centers support grade level curriculum with research and literature based lessons that integrate technology and library skills.</li> <li>• Library Media Centers support elementary classrooms by purchasing relevant print and digital resources that support curriculum needs; which has led to increased student and staff circulation in the last two years.</li> <li>• Libraries use technology to integrate their instruction including: iPad, laptops, apps, online databases and resources.</li> <li>• All students in grades 2-5 participate in the annual “Hour of Code,” guaranteed computer science and programming experience, held during the month of December.</li> <li>• All elementary Library Media Centers provide students and staff access to effective resources including databases, computers and print collections that support grade level curriculum.</li> <li>• All elementary libraries support lifelong love of reading and research skills for students.</li> <li>• Effective 2021-22 school year, all elementary schools implemented a flexible Library Media schedule.</li> </ul>	<p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>• The number of student lessons in the library media centers have decreased significantly. Direct instruction by Library Media Specialists has been reduced, impacting the degree to which lessons are guaranteed for all students in K-5. Consequently, reteaching and/or compacting is necessary in grades 6-12.</li> <li>• Revisions to and implementation of the 5th grade information literacy assessment has been delayed.</li> <li>• Research instruction conducted by the elementary Library Media Specialists in grades 2-5 has been reduced significantly, if not fully removed from guaranteed experiences.</li> </ul>
<p><b>Domain #4</b> <i>Professional</i></p> <p>How relevant and effective are professional development opportunities?</p>	<ul style="list-style-type: none"> <li>• Effective 2021-22, the K-5 department meets weekly to collaborate, plan instruction, and co-manage multiple Library Media Centers across the district.</li> <li>• Library Media Specialists are invited to participate in relevant building/department based PD sessions provided to classroom teachers on early release days.</li> </ul>	<p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>• Library Media Specialists no longer have the flexibility to participate in grade level EastCONN literacy PD sessions.</li> <li>• There is a limited ability to connect with the Glastonbury community through co-planned events with the Welles Turner Memorial Public Library.</li> </ul>

	K-5 Strengths	K-5 Challenges
<p><b>Domain #5</b> <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p> <p>How effective are department communications within the Glastonbury School community?</p>	<ul style="list-style-type: none"> <li>● Information about library resources is provided via pamphlets offered at open house nights.</li> <li>● Volunteers get a firsthand view of library lessons, resources and procedures while helping Library Media Specialists with a variety of tasks.</li> </ul>	<p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>● Difficulty establishing relationships with students, teachers and families due to limited time in each school. Library Media Specialist support ranges between 2.5-3.5 days per week in elementary schools.</li> <li>● Communication with students is sporadic due to the reduced service schedule.</li> <li>● Timely delivery of embedded curriculum instruction and research is impacted because of Library Media Specialist restricted accessibility.</li> <li>● Inadequate time and opportunity to effectively maintain and manage Library Media Center websites and develop monthly newsletter articles for multiple schools.</li> </ul> <p><b>Due to the Covid-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>● Limited opportunities to connect with school families and community members because in-person events such as Open House have been conducted virtually, and volunteers have not been permitted in schools.</li> </ul>

	K-5 Strengths	K-5 Challenges
<p><b>Domain #6</b> <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<ul style="list-style-type: none"> <li>• Student access to and instruction on multiple technology platforms/devices, including iPad and laptop.</li> <li>• 5<sup>th</sup> Grade end of year electronic post-assessment to evaluate Library Media skill development.</li> </ul>	<p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>• Minimal integration of STEAM experiences across elementary grades.</li> </ul>
<p><b>Domain #7</b> <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<ul style="list-style-type: none"> <li>• Library Media Center collections are developed to support curriculum, reader interest and engagement of all learners.</li> <li>• Library Media Specialists create open and welcoming learning environments for all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Library Media Specialists are exempt from substitute coverage resulting in the loss of contractual planning time for Kindergarten teachers when a Library Media Specialist is absent.</li> <li>• The book collections vary across elementary schools.</li> </ul> <p><b>Due to the reduction of two Library Media Specialist positions:</b></p> <ul style="list-style-type: none"> <li>• Library Media Specialists are assigned to multiple buildings in a week, resulting in less time for them to effectively collaborate with classroom teachers, Special Education teachers, and content specialists to co-plan learning experiences.</li> <li>• Enrichment opportunities, such as author studies that coincide with a visit from an author in an assembly or as a leader of a writing seminar with small groups, are limited or nonexistent.</li> </ul>

	6-12 Strengths	6-12 Challenges
<p><b>Domain #1</b> <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<ul style="list-style-type: none"> <li>● Students work collaboratively with technology to create and problem solve.</li> <li>● In grades 6-8, there are guaranteed research and digital literacy lessons taught to all students through Health, English/Language Arts (ELA), and History/Social Science classes.</li> <li>● All students in grade 9 complete a Digital Literacy Unit through a series of lessons in English and Health classes.</li> <li>● In 9-12, the Library Media Specialists partner with select teachers of ELA, Health, and History/Social Science and require every student to complete a research project/paper in each grade, allowing students' choice in their topics to increase the authenticity and relevance of the research process.</li> </ul>	<ul style="list-style-type: none"> <li>● The grade 6 Library Media curriculum and schedule for instruction does not adequately reflect STEAM-related learning opportunities for students.</li> </ul>
<p><b>Domain #2</b> <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<ul style="list-style-type: none"> <li>● Library Media Center staff work directly with content staff to develop lessons that meet student needs:                             <ul style="list-style-type: none"> <li>● Research skills</li> <li>● Digital media/thinking/analysis skills</li> <li>● Copyright/plagiarism</li> <li>● Citation—understanding and purpose of citing resources.</li> </ul> </li> <li>● Funding through Glastonbury Free Academy (GFA) allows for access to robust print and electronic resources by students at Glastonbury High School.</li> </ul>	<ul style="list-style-type: none"> <li>● The Smith Middle School (SMS) Library Media Center does not have a classroom for instruction, and the current technology does not support lesson delivery to students in the Library Media Center; all instruction by the Library Media Specialist takes place in regular classrooms.</li> <li>● Student access to the SMS LMC before and after school is limited to the availability of the library media specialist.</li> <li>● Master building and student schedules limit students' flexible access to the Library Media Specialists unless a formal lesson is planned or a student is assigned to the Library Media Center for study hall.</li> <li>● Despite a recent increase in post-pandemic restrictions, circulation data at SMS and GHS reveals a downward trend in book check-outs by students.</li> <li>● As a result of the removal of printers from the SMS and GHS Library Media Center, students are no longer able to print academic materials.</li> </ul>

	6-12 Strengths	6-12 Challenges
<p><b>Domain #3</b> <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<ul style="list-style-type: none"> <li>● Formative and summative assessments are embedded within all research experiences to guarantee feedback to students as the progress towards the learning goals.</li> <li>● For every research assignment, tasks are inherently differentiated for students, allowing for choice in topic and/or product; instruction is also differentiated to accommodate the pace at which students are expected to demonstrate mastery.</li> <li>● Library Media Specialists have flexible schedules, which allow for consistent curricular skills to be taught and addressed through collaboration with various departments.</li> <li>● Library Media Specialists have access to quality tools and resources, such as NoodleTools and Checkology, which are essential for instruction.</li> <li>● Students have access to a rich collection of high-quality databases to support research; at GHS, while engaged in LMS-taught research lessons, students have the ability to print articles, which allow the effective synthesis of information when completing rigorous and complex research tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● The master schedule at GW prevents many students from receiving assured lessons, unless lessons are linked to content area units.</li> <li>● The emphasis on research, digital, and media literacy skills limits the opportunities for Library Media Specialists to work directly with students to promote reading for pleasure.</li> <li>● Adjusting scope and sequence of lessons to ensure adequate coverage of all digital, media, and research skills as well as accommodate the new block schedule at GHS and still engage students in that extended teaching window.</li> <li>● Currently, there is no 12th grade research experience overseen by the Library Media Specialists, resulting in no direct instruction or feedback from Library Media Specialists to senior students.</li> </ul>

	6-12 Strengths	6-12 Challenges
<p><b>Domain #4</b> <i>Professional Development</i></p> <p>How relevant and effective are professional development opportunities?</p>	<ul style="list-style-type: none"> <li>• Interdisciplinary professional development sessions are offered for Library Media Specialists to collaborate with teachers of English/Language Arts, Science, and History/Social Science.</li> <li>• Library Media Specialists are invited to design and lead professional development sessions that have relevance to classroom teachers across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Despite the national push for Science, Technology, Engineering, Art, and Mathematics (STEAM) concepts within library media programs, library media specialists have not participated in STEAM-related professional learning opportunities to support potential STEAM experiences for students in grades 6-12.</li> </ul>
<p><b>Domain #5</b> <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p>	<ul style="list-style-type: none"> <li>• We help promote the Summer Reading initiatives via school news each spring, often reaching out to the teen librarian at Welles-Turner to promote town resources as well.</li> <li>• Students and parents have access to all of library resources, handouts, slideshows, and tutorials via the website.</li> <li>• Google Classroom is frequently and effectively used with classes in grades 9-12.</li> <li>• The GHS Library Media Specialists promote library resources to staff with a “pop-up library” cart, which is showcased during faculty meetings for staff to peruse and borrow from.</li> <li>• The GHS Library Media Specialists have offered training and how-to resources to faculty to support their use of library-based resources, such as NoodleTools, <i>The New York Times Academic</i>, Turnitin.com, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no guaranteed time to initiate or maintain connections with the town library or the local bookstore, which is critical as we look to engage community partners in our independent reading and author visit initiatives.</li> <li>• Student access to social media accounts, such as Instagram, is blocked on the district network, so efforts to engage students through platforms with which they use most is impossible during the school day.</li> </ul> <p><b>Due to the Covid-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>• The GHS Library Media Specialists were unable to convene a student advisory group, which was intended to inform initiatives, purchases, and displays reflective of student voice.</li> </ul>

	6-12 Strengths	6-12 Challenges
<p><b>Domain #6</b> <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<ul style="list-style-type: none"> <li>• There is a comprehensive collection of non-fiction &amp; reference e-books available to students through Destiny and Sora at GW, SMS, and GHS.</li> <li>• Beginning at SMS, students learn how to accurately cite sources using NoodleTools, a citation builder platform.</li> <li>• Checkology is used in grades 8 &amp; 9 to support students' understanding of concepts in digital citizenship and media literacy.</li> <li>• Research tutorials are available for student reference on the GW, SMS, and GHS library websites.</li> <li>• The GHS LMC website houses comprehensive online tutorials, screencasts, and supplemental resources to support student research.</li> <li>• The GHS Library Media Center offers students access to a computer lab with mobile furniture, designed to support the complex research tasks in grades 9, 10, and 11.</li> </ul>	<ul style="list-style-type: none"> <li>• The complexities of the research processes required by GHS/SMS students do not work well on the iPad, necessitating students' access to desktop or laptop computers.</li> <li>• The SMS Library Media Center is not equipped with the necessary technology required for teaching and learning; there is no projector or classroom space to support Library Media Center-based direct instruction.</li> </ul>
<p><b>Domain #7</b> <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<ul style="list-style-type: none"> <li>• Flexible schedules allow Library Media Specialists to teach, plan for, and support students.</li> <li>• Library Media Specialists collaborate with content area teachers to schedule and teach guaranteed media and digital literacy lessons and research experiences for all students in multiple disciplines.</li> <li>• The Glastonbury High School Library Media Center functions as a quality community resource space for school and town groups, clubs, and organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Existing 9-12 lessons were designed to be taught in 45 min instructional periods. With the implementation of block scheduling at GHS, the existing 9-12 scope and sequence of digital, media, and research lessons require revision.</li> <li>• The GHS library is used to house study halls during each period of the day, requiring extensive supervision and management of students by library staff, impacting their ability to fulfill library responsibilities.</li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #1</b> <i>Alignment with District Goals</i></p> <p>How strong is the alignment between district and curricular goals?</p>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>● Increase the number of full time elementary Library Media Specialist district positions from three to five, to ensure equity for and access by all students.</li> <li>● Develop formal learning experiences connected to science, technology, engineering, art, and mathematics to promote and enhance the Glastonbury Public Schools Science, Technology, Engineering, Arts, &amp; Mathematics (GPS STEAM) initiative, beginning at the elementary level.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>● Consider the development and pilot implementation of a universal elementary master schedule to provide consistency and increase student access to Library Media instruction and resources within all grade levels across all schools.</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>● Continue to provide funding for interdisciplinary professional development and curriculum writing opportunities to support revisions to the scope and sequence and build capacity of engagement strategies for teaching within the block schedule.</li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>● Provide guaranteed opportunities for Library Media Specialists to meet vertically to align ISTE and American Association of School Librarians (AASL) standards, identify learning gaps, and adjust curriculum.</li> <li>● Collaborate with directors to expand partnerships across content areas to create meaningful collaborations and in-context application of skills and concepts.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>● Continue to provide budget funding to support the development of K-5 Library Media lessons that incorporate the use of instructional technology within the context of research, digital, and media literacy.</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>● Develop a 21st-century Makerspace in the Gideon Welles Library Media Center to support the GPS STEAM initiative.</li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #2</b> <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>● Assure ongoing opportunities for collaboration and communication between Library Media Specialists and Special Education teachers to support responsive instruction for all students.</li> <li>● Revise the communication process of special education plans to inform staff of service changes in order to guarantee responsive instruction of all students.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>● Increase the number of full time elementary Library Media Specialist district positions from three to five, to allow direct contact and support for students, as well as collaborative opportunities for classroom teachers, Special Education teachers and content specialists.</li> <li>● Consider the development and pilot implementation of a universal elementary master schedule to provide:                             <ul style="list-style-type: none"> <li>● Consistency of student access to Library Media instruction and resources across all schools.</li> <li>● Reduce/eliminate the overlap of support services and/or instrumental lessons impacting the fidelity of student access to library media curriculum and instruction.</li> </ul> </li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>● Provide professional development and capacity building of Library Media Specialists and Library Media support staff related to training and use of instructional technology to meet the needs of all students.</li> <li>● Increase K-12 Library Media budget in order to procure current digital and print resources that support the needs of students, curriculum, and instruction.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>● Allot budget funds for the purpose of increasing quantities of:                             <ul style="list-style-type: none"> <li>● Genre resources to support all grade levels equal access to district-wide units of instruction.</li> <li>● Summer reading program resources across all grade levels district-wide.</li> </ul> </li> <li>● Develop a schedule of guaranteed opportunities for Library Media Paraprofessionals to meet together to collaborate, and participate in training sessions focused on technology, equipment, forms, and policies to better serve students.</li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #2</b> <i>Students</i></p> <p>Are all students' needs addressed through the curricular offerings?</p>	<p><b>6-12</b></p> <ul style="list-style-type: none"> <li>● Work in partnership with the technology department and SMS building administration to address design concerns and technology limitations in order to reconfigure and improve the Library Media Center for instructional use of the space by students.</li> <li>● Consider creating flexible opportunities for students in grades 6-8 to visit the Library Media Center during homeroom and/or during class periods when access to the Library Media Specialist and/or related library resources is relevant.</li> <li>● Increase student motivation for pleasure reading through creative incentives in all secondary Library Media Centers (e.g. Teacher Championed Reads, contests, "Fun Fridays," trivia, etc.)</li> </ul>	<p><b>6-12</b></p> <ul style="list-style-type: none"> <li>● Significantly reduce the number of study halls assigned to the Library Media Center.</li> <li>● Examine staffing of GW and SMS libraries in order to expand student access to the Library Media Centers before, during, and after school, comparable to the opportunity afforded to students at GHS.</li> <li>● Consider implementing a Print Management System to support students' measured use of school printers for academic purposes.</li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #3</b> <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>● Allocate time to interpret the newly-adopted AASL standards by the CT SDE in order to develop a clear, updated K-12 standards map, inclusive of ISTE and GPS language and expectations.</li> <li>● Evaluate the “written” versus “taught” curriculum from 2019-2022, specifically to address the effects of the reduction in elementary Library Media Specialists as well as the compacted and skipped curriculum as a result of the Covid-19 pandemic.</li> <li>● Make sure the most updated version of the written curriculum lives in a place that is known by and easily accessible to all stakeholders (e.g. AO Docs, etc.).</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>● Increase the number of full time elementary Library Media Specialist district positions from three to five to ensure:                             <ul style="list-style-type: none"> <li>● Guaranteed grade level curriculum is implemented with fidelity to decrease the need for reteaching and/or compacting in grades 6-12.</li> <li>● Guaranteed interdisciplinary coding lessons for students in grades 1, 2, 4, &amp; 5.</li> <li>● Consistency of student access to Library Media research instruction.</li> <li>● Collaboration with classroom teachers to co-plan learning experiences and opportunities for research.</li> <li>● Access to support and guidance in choosing appropriately matched independent reading selections.</li> </ul> </li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>● Create opportunities for communication between Library Media Specialists and curriculum directors to ensure adequate resources necessary to support interdisciplinary connections.</li> <li>● Continue to assess the fidelity of curriculum implementation and student progress in grades K-12, adjusting and revising grade-level curricular objectives in response to student mastery of library media skills</li> <li>● Expand opportunities for Library Media Specialists to meet with curriculum directors and their respective departments to develop interdisciplinary learning experiences across subject areas.</li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #3</b> <i>Curriculum Design</i></p> <p>Is the curriculum comprehensive, rigorous, and based on relevant standards?</p>	<p><b>6-12</b></p> <ul style="list-style-type: none"> <li>Develop video tutorials to support students' completion of the guaranteed research experience in the <i>Current Issues</i> course, allowing greater support and access to scaffolds by students enrolled in <i>Current Issues Tutorial</i> class.</li> </ul>	<p><b>6-12</b></p> <ul style="list-style-type: none"> <li>Reevaluate the distribution of guaranteed research experiences in grades 9-12 to provide greater flexibility to library media specialists at GHS.</li> </ul>
<p><b>Domain #4</b> <i>Professional Development</i></p> <p>How relevant and effective are professional development opportunities?</p>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Administer a "needs assessment" on a routine basis to determine areas for growth and/or professional learning topics related to Library Media curriculum, programming, and the interdisciplinary connections between English/Language Arts, Science, History/Social Science, and Mathematics departments.</li> <li>Schedule annual spring meetings with curriculum directors and Library Media Specialists in order to communicate curriculum updates necessary for planning lessons and purchasing resources.</li> <li>Approve Library Media Specialists participation in free, in-district or regional professional learning opportunities in the areas of EdTech and STEAM, including coding (AR/VR, 3-D printing, Tinkercad, etc.)</li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Support participation by Library Media Specialists in STEAM-related PD in order to support the actualization of ISTE standards through the Library Media program.</li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #5</b> <i>Communication</i></p> <p>How effective are department communications with the Glastonbury community?</p> <p>How effective are department communications within the Glastonbury community?</p>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Improve communication of Individual Education Plans (IEPs) and 504 Plans to Library Media Specialists at the building level through meetings and/or access to <i>Connecticut Special Education Data Systems</i> (CT-SEDS) to support responsive instruction for all students.</li> <li>Align monthly meeting times for K-5 and 6-12 Library Media staff to allow for K-12 collaboration.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>Utilize the expertise of the Director of Communication to support uniform monthly newsletter articles, website content.</li> <li>As safety protocols allow, reinstate volunteer support and in-person events, allowing Library Media Specialists opportunities to connect with the school community.</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>Convene student advisory group at GHS to reflect student input in initiatives, purchases, and displays.</li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Consider expanding communication methods to include social media, webinars, or video messages to engage parents in critical resources to support and promote digital citizenship and media literacy at home.</li> <li>Utilize the expertise of the Director of Communication to support uniform monthly newsletter articles and website content.</li> <li>Increase summer curriculum hours to allow for the development of a district-wide infographic/newsletter template for K-12 Library Media Specialists to provide library news throughout the academic year.</li> </ul> <p><b>6-12</b></p> <p>Create recurring opportunities during department meetings and/or professional development for Library Media Specialists to correspond with local librarians and book shop owners in order to support schools' independent reading initiatives and author visits.</p>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #6</b> <i>Technology</i></p> <p>What is the impact of technology integration on the curriculum?</p>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Consider implementing a Print Management System to support students' measured use of school printers for academic purposes to guarantee equity and access by all students.</li> <li>Annually evaluate online subscriptions, databases and apps to procure high-quality, affordable resources.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>Increase the number of full time elementary Library Media Specialist district positions from three to five to increase effective integration of instructional technology resources across all elementary schools.</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>Properly equip the SMS Library Media Center with an interactive projector and designated classroom space to support in-LMC teaching and learning.</li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Provide instructional technology training for Library Media Paraprofessionals.</li> </ul> <p><b>K-5</b></p> <ul style="list-style-type: none"> <li>Increase budget funding to purchase additional technology resources to ensure equity across elementary schools.</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>Explore alternate technology platforms and/or procure additional laptops to account for the limitations of the iPad.</li> </ul>
<p><b>Domain #7</b> <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<p><b>District K-12</b></p> <p>Work together with the facilities department and individual building administration to:</p> <ul style="list-style-type: none"> <li>Develop a replacement plan to update shelving units at Buttonball, Hopewell, Gideon Welles, and Naubuc Schools to increase student access to resources and improve safety through greater visibility of the learning space.</li> <li>Limit the use of library paraprofessionals for daily duties and classroom coverage, providing advance notice whenever possible.</li> </ul>	<p><b>District K-12</b></p> <ul style="list-style-type: none"> <li>Reevaluate the distribution of instructional and managerial responsibilities in grades K-12 to provide greater flexibility to Library Media Specialists.</li> <li>Work together with the facilities department and individual building administration to:             <ul style="list-style-type: none"> <li>Update K-12 library media centers to 21<sup>st</sup> century learning spaces that are engaging environments that include: collaborative/flexible work spaces (ex. Makerspace), modular furniture, and technology access (ex. printers and charging stations).</li> </ul> </li> </ul>

	Short Term (1-2 years)	Long Term (3-5 years)
<p><b>Domain #7</b> <i>Operational Considerations</i></p> <p>What operational considerations and challenges impact the continued development of this curriculum?</p>	<p><b>K-5</b></p> <ul style="list-style-type: none"> <li>• Increase the number of full time elementary Library Media Specialist district positions from three to five, to ensure guaranteed grade level curriculum is implemented with fidelity to decrease the need for reteaching and/or compacting in Grades 6-12 and to ensure enrichment opportunities are guaranteed across all schools.</li> <li>• Consider the development and pilot implementation of a universal elementary master schedule to provide consistency of student access to Library Media instruction and resources across all schools.</li> </ul> <p><b>6-12</b></p> <ul style="list-style-type: none"> <li>• Consider reassignment of students to elective classes OR alternative spaces for study hall to reduce disruption to library space and atmosphere and limit supervision requirements of support staff during the school day.</li> </ul>	<p><b>K-5</b></p> <ul style="list-style-type: none"> <li>• Increase consistency of universal access to print and digital resources across all elementary schools.</li> </ul>