

## INSTRUCTIONS TO COMPLETE THE PROGRAM ASSESSMENT

*The purpose of this assignment is for you to create a program assessment that evaluates the effectiveness of the media program in meeting its mission philosophy, and objectives, and by using local, state, and national standards.*

*In your last course, SLM 550 Professional Portfolio, you'll be asked to select artifacts from previous courses and to write reflections. Below is the AASL Standard and elements that you might use in SLM 550 when reflecting on this program assessment.*

*AASL/NCATE Standard and Elements Addressed:*

### *5.4 Strategic Planning and Assessment*

*Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.*

### **Documentation Required**

1. Evaluative Assessment
2. Summary of Assessment tool input
3. Goals for the upcoming year

### **Procedure**

1. Using Maryland or Pennsylvania Standards for School Media Programs, Empowering Learners, the county media vision statement, the school mission and library mission/vision as resources, design an instrument for gauging the effectiveness of **all or a part** of the library program. The instrument should be completed by one or more of the following groups: the administration, the staff, students or parents. The assessment can be online or in print format. If you do not know how to create an effective assessment tool, you may want to look for examples in professional journals or textbooks.
2. Summarize the data obtained from the assessment tool including number of surveys distributed, number of responses received, types of people responding and results. SLM 552 students should work closely with your school-based mentor during this process.
3. After analyzing the data, write two goals for the following year.

## Assessment Tool

Dear Colleagues,

We are currently gathering data on the impact that the media center space has on the success of students with special needs. As special educators, you have a good sense of what your students require and how they are successful. Please take a quick moment to complete this survey so that we can better meet the needs of you and your students.

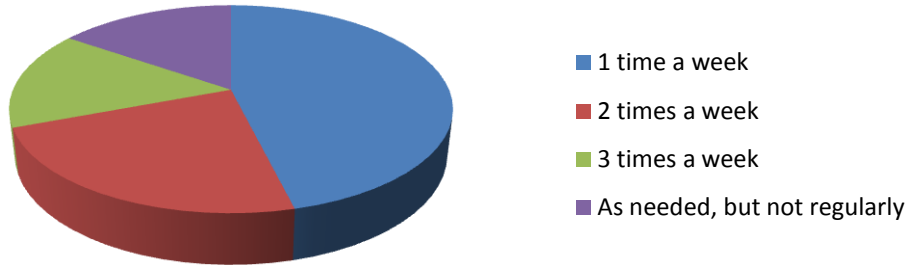
Thanks!  
Binki, Lisa, and Jen

1. How frequently do you visit the media center to support your kids? \_\_\_\_\_/week.
  
2. What capacity do you use the media center for? (check all that regularly apply)
  - One-One work with student
  - Small group instruction or remediation
  - Quiet place to work
  - Testing accommodations
  - Extended time on assignments
  - Typing/Computer use
  - To create differentiated resources
  - Other:  
\_\_\_\_\_
  
3. What do you think is the biggest challenge when using the media center with your students?
  
  
  
  
  
  
  
  
  
  
4. What options or resources could the media center offer to help your students be more successful?

## Data Results from Assessment Tool

13/15 responses were returned from paraprofessional educators.

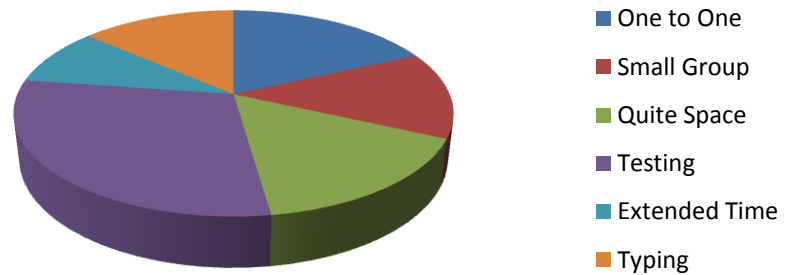
### Average Media Center Usage by SPED



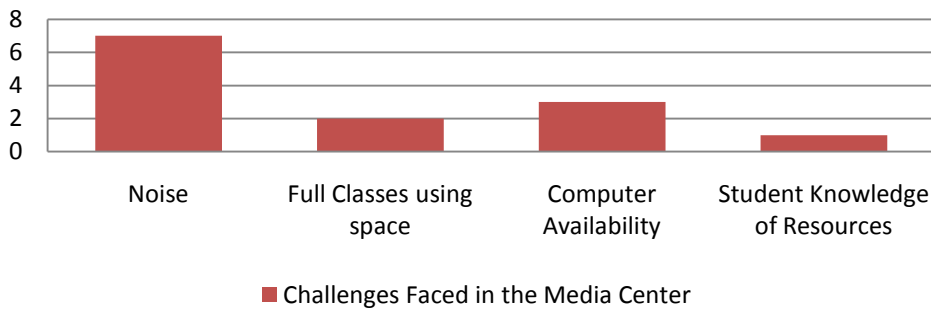
Most paraprofessionals use the space about once a week with a small group of students.

It is used for a variety of purposes with the greatest attention going to testing and one to one work with students. Most of the purposes it is used for require quite, focused space.

### Types of Use



### Challenges Faced in the Media Center



Noise seems to be the biggest challenge when using the media center space, particularly paired with sharing the space. There will often be many classrooms that use the space at once, and this becomes a management issue.

### Suggestions for improving the space

- Quite study space (5 responses)
- Sound Barriers (4 responses)
- Individual computer access away from class labs (3 responses)
- Better Communication (1 response)
- A Space introduction course designed for tutorial students (1 response)

## **Goals for the Year**

After looking at the data collected from the survey we realize that we have a problem with the way we are currently using and scheduling our space. We need more information. Therefore,

- The media center will track the daily usage of space to identify trends in schedule and use by using the media center tracker tool.
- The media center will use the data collected using the media center tracker tool to repurpose the space allocated in the media center for small group instruction.

## SCORING TOOL

Student:

Date Graded:

Total Points / out of 20

Written Comments:

<p>Exemplary: 20-19 pts.          Proficient: 18-16 pts.          Developing: 14-15 pts          Unsatisfactory: Less than 13 pts.</p>
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Additional Feedback:

<b>Program Assessment</b>				
Criteria and Scoring	Exemplary	Proficient	Developing	Unsatisfactory
<b>Assessment Tool 5 pts.</b>	Very clear, concise format; strongly aligned with school and library mission and philosophy and based on local and national standards 5 pts.	Clear format aligned with school and library mission and philosophy and related to local and national standards 3-4 pts.	Format not always easy to navigate, questions not clear and loosely based on school and library mission and philosophy 2 pts.	Poorly worded and organized format that shows little relationship to school mission and philosophy 1 pt.
<b>Input 5 pts.</b>	Outstanding; Actively elicited from broad cross section of the focus group 5 pts.	Reasonable amount of input to develop goals: 3-4 pts.	Minimal input from focus group; response not encouraged 2 pts.	Little attempt to elicit input from more than a few members of focus group 1 pt.
<b>Assessment Tool Summary 5 pts.</b>	Outstanding well-written summary that shows a thorough understanding of the assessment tool results 5 pts.	Summary shows an adequate understanding of the assessment tool results 3-4 pts.	Summary indicates only some knowledge of the assessment tool results 2 pts.	Poorly written summary with only minimal understanding 1 pt.
<b>Goal Development 5 pts.</b>	Two well-worded and measurable goals that are clearly based on an analysis of the data from the assessment tool 5 pts.	Two goals that are based on an analysis of the data from the assessment tools but not measurable. 3-4 pts.	Two goals one of which is related the analysis of the data and one that is not 2 pts.	Two goals that are not related to an analysis of the data 1 pt.