

**Illinois State Board of Education  
High School Library Example**

**General Information**

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Library
Grade Level(s)	Grade 9
Interval of Instruction	9/1/15 – 2/15/16

**Timeline**

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made.	

**Element 1: Learning Goal**

<input type="checkbox"/> Describe the learning goal.	Students will demonstrate persistence, adaptability, and independence in the execution of online searching.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p><b>New Illinois Learning Standards</b></p> <ul style="list-style-type: none"> <li>• CC.9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> </ul> <p><b>American Association of School Librarians - Standards for the 21st Century Learner</b></p> <ul style="list-style-type: none"> <li>• AASL 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</li> <li>• AASL 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</li> </ul>

	<ul style="list-style-type: none"> <li>• AASL 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</li> </ul> <p><b>Illinois Standards Aligned Instruction for Libraries</b></p> <ul style="list-style-type: none"> <li>• ISAIL 9.1.1 Identify and use various strategies and techniques to execute and refine successful searches (e.g., Boolean)</li> <li>• ISAIL 9.1.2 Employ advanced features of library catalog and other databases with guidance</li> </ul>
<input type="checkbox"/> Describe the student population.	There are two students who are English Learners and four students with an identified learning disability in reading.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	The librarian will provide instruction on online search strategies and the importance of resiliency while searching. Students will engage in individual and small group activities focused on search strategies including the use of Boolean logic, subject headings, synonyms, truncation, broadening/narrowing, adding/deleting words, choosing uncommon words, and using quotation marks.

**Discussion Questions**

- What “big idea” is supported by the learning goal?
  - A student needs to be a resilient researcher.
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?
  - The student who is able to persist in finding multiple resources using many search strategies is demonstrating resilience in problem solving. Utilizing advanced searching techniques reflects a deep understanding of the research process.

## Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	<p>Before instruction on the topic of online searching, the librarian will assign (or ask the classroom teacher to assign) a simple online research project that includes completing a survey related to their resiliency in online research. The librarian will assess the outcomes of students' project and their survey responses to establish baseline data on students' persistence, adaptability, and independence in conducting online research utilizing the rubric (see attached).</p> <p>Students will then engage in conducting online research for various projects throughout the school year. The librarian will work with students as often as possible to develop their online research skills and will use formative assessment, such as self and peer assessment, to determine students' progress.</p> <p>For the final assessment, students will record their online research process using screencasting. The librarian will watch the screencasts and assess students using the rubric.</p>
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	<p>Based on student needs, various adaptations may be used, including:</p> <ul style="list-style-type: none"><li>• The text is read aloud.</li><li>• Student will dictate their response.</li><li>• Additional time will be provided.</li><li>• Text complexity will be adjusted.</li><li>• Website or database interface will be adjusted.</li></ul>

### Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
  - Pre-assessment data will be collected prior to students receiving library instruction. Formative data will be collected each time the librarian meets with the class about this topic until the final assessment is given.
- How will you use this assessment information to monitor student progress and inform your instruction?
  - Data collected from the first assessment will be used to guide instruction. In addition, data from the first assessment will show which students need differentiated instruction during subsequent sessions.

### Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.		<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
	Experimenting	12			
	Emerging		4		
	Developing			7	
	Capable				1
	Experienced				
<input type="checkbox"/> Using students' baseline data identify appropriate growth targets for your student population.		<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
	Experimenting				
	Emerging	2			
	Developing		14		
	Capable			7	
	Experienced				1

#### Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.
  - These targets are ambitious and realistic for high school research. There are many variables in the high school. Student understanding may depend on the following:
    - how often the librarian works with students on advanced searching strategies
    - how much background knowledge students have on advanced searching strategies
    - how much prior experience students have with advanced searching strategies
    - the amount of time the librarian and/or partner teacher spends with students one-on-one
    - the partner teacher reinforcing the criteria when the librarian is not working with them
  - The majority of the students will be able to grow by at least one performance level by the end of the school year.

#### Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.		<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
	Experimenting				
	Emerging	2			
	Developing		14		
	Capable			7	
	Experienced				1

#### Required for Evaluator

<input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students either met their identified growth targets.
--	--

#### Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Example Teacher</i>		

### Advanced Searching Rubric

	Experimenting	Emerging	Developing	Capable	Experienced
<b>Persistence</b>	Student opens the first result.	Student scrolls down the entire first page of results and opens more than one result.	Student scrolls past the first page and opens more than three results.	Student scrolls past the first two pages of results.	Student persists until multiple relevant and useful resources are found.
<b>Adaptability</b>	Student tries one search term.	Student makes one adjustment to search term.	Student makes adjustments to search term using only one strategy.	Student uses two strategies to change search term.	Student uses more than two search strategies and uses successful results to help find new resources.
<b>Note:</b> Search strategies include synonyms, narrowing and broadening, quotation marks, truncation, adding or deleting words, using subject headings, and/or Boolean logic.					
<b>Independence</b>	Student uses result of initial search without consideration of other search strategies.	Student needs prompting from a peer or adult to think of other searching strategies.	Student recognizes their actions change the results but needs assistance from a peer or adult to think of other searching strategies.	Student independently changes their search and retrieves one relevant result.	Student is completely independent and retrieves multiple relevant resources.