

Individual Professional Development Plan 2004

(name)
Library Media Specialist
(school name) Elementary School

Goal 1:

To support and enhance literacy instruction through the library program to help students to become better readers. *

*(school name) Elementary School Action Plan: “ Increased Best Practice with and across grade level for balanced Literacy instruction”

Growth Activities –

Knowledge

- Read recommended professional texts about reading promotion and literacy instruction
- Continue coursework and workshops in literacy promotion through UVM, Vermont Center for the Book, Vermont Department of Libraries and others

Learning

- Deliberately instruct students in comprehension skills and vocabulary through read-alouds, using techniques learned from UVM course, workshops and handouts
- Promote an interest in books and reading
 - Model reading to students through read-alouds during K-2 library sessions. Find opportunities to read to older students
 - Participate in Vermont children’s book award programs (Red Clover and DCF)
 - Book talk to individual students and classes
 - Use displays to draw attention to a variety of books and topics

Colleagueship

- Serve on school literacy committee
- Observe colleagues teaching
- Collaborate with classroom teachers
- Share common literacy vocabulary with classroom teachers
- Provide materials rich in language to classroom teachers, recommend books to teachers to use with students, both classroom teachers and specialists

Advocacy

- Work with other community organizations and businesses which promote reading
 - Public Library: (local library name)
 - Local bookstore: (local bookstore name)
 - One Book, One (town) Committee
- Host an evening event for students in the library with the help of parents

Accountability

- Develop a portfolio of professional development activities

Goal 2:

To further the integration of information literacy skills into the school curriculum across grade levels. These skills are defined by the VT standards and align with the national Big Six skills, and are included in district curricular guidelines under language arts and technology.

Growth Activities -

Learning

- Attend workshops and discussions about Information Literacy
- Read professional journals regularly

Knowledge

- Collect, develop and promote handouts to help with research project planning and assessment for teachers and for student self assessment, student recording of research strategies, note taking, and source evaluation.

Colleagueship

- Share ideas with other district library media specialist
- Work with technology department and other specialists (Elementary School Technology Committee membership)
- Maintain professional organization membership (Vt. Educational Media Association), attend meetings and use the listserv to communicate with school librarians statewide
- Attend collaboration meetings for classroom teachers, grades 3-6
- Make opportunities to view final student work, solicit teacher reflections on the progress of student work on research assignments

Advocacy

- Raise awareness of the importance of these life skills
 - Give staff meeting presentations
 - Find others ways to communicate with the staff and the community – through the school newsletter, staff bulletin, web page, etc.
- Support equity in access to library resources
 - Staff library after school two days a week, at recess and weekly for summer programs
 - Schedule in school time for library research when needed for student assignments
- Communicate with public library about special events and research assignment, and share materials when appropriate

Accountability

- Develop a portfolio of professional development activities

Goal 3:

To draft and implement a working collection development plan which includes a regular inventory schedule and a systematic assessing, weeding and replacement schedule for damaged and outdated items. This plan will ensure that the library collection remains appealing, accurate and relevant, and reflects a broad range of interests and reading levels.

Growth Activities -

Learning

- Read professional journals, including book reviews and articles on weeding and collection development
- Attend Vt. Department of Libraries Materials Review sessions and other workshops on new materials
- Create collection development plan draft, update as needed
- Perform regular inventory of the library collection
- Assess and weed the collection, order replacement materials

Colleagueship

- Regularly solicit suggestions for materials from teachers
 - Use suggestion form
- Stay informed about curricular needs and changes
 - Read minutes from elementary school committee meetings
 - Attend collaborations
 - Read classroom newsletters
 - Record unfulfilled requests from teacher

Advocacy

- Purchase materials at a variety of reading levels, including high interest, low reading level materials
- Purchase and display materials with diverse points of view
- Encourage the community sense of connection to the library collection through the Adopt-a-book fundraising program

Accountability

- Keep accurate records of budget management and purchasing
- Spread the cost of replacing weeded materials evenly over several budget cycles
- Stay within the approved budget