



Calgary Board of Education

LEARNING RESOURCES STRATEGY: EVALUATION & SELECTION OF LEARNING RESOURCES

Project Number:

Author:	Erin Hansen & Sylvie Hachey	Version	0.5
Phone	777-7240 x2601	Date:	Sept. 11, 2009
File:		Status:	

REVISION HISTORY

Version	Date	Comments	Changes Developed by
0.1	June 8, 2009	Create outline and document	Erin Hansen
0.2	June 14, 2009	Re-configure content, edit content, add Revision History, add credential opportunity	Erin Hansen in consultation with Cathy Faber and Janet Daines
0.3	August 31, 2009	Add interim phases, add critical success factors, and addition of Sylvie as Lead for this project.	Erin Hansen, Sylvie Hachey with feedback from LRS team
0.4	September 10, 2009	Editing changes to LRS Projects, addition of assumptions, editing of Purpose, addition of Critical Success Factors	Erin Hansen, Sylvie Hachey
0.5	September 11, 2009	Revision of Project Assumptions and Project Management Approach	Erin Hansen, Sylvie Hachey
0.6	October 1, 2009	Change term Master knowledge Navigator	Erin Hansen & Sylvie Hachey

TABLE OF CONTENTS

TABLE OF CONTENTS	3
PROJECT CHARTER	4
Purpose of the Project Charter	4
Major Stakeholders	4
Identification	5
Executive Summary	5
Overview	5
Potential Solutions Being Explored	6
Deliverables and Outcomes	10
Business Case Summary (How will this project benefit student learning?)	11
Situational Assessment and Problem Statement	11
Strategic Fit.....	12
Project Scope & Success Factors	14
In Scope/Out-of-Scope	14
Critical Success Factors	14
Estimated Schedule and Budget	15
Schedule.....	15
Funding Source	16
Project Management Approach.....	17
Project Assumptions or Predecessors	18
Project Constraints	18
Project Risks	19
Key Stakeholders	20
Planning Team.....	20
Organizational Impacts.....	20
Project Team Organization Plans:.....	21
APPROVALS	22
Recommendation:	22
Project Charter Document Sponsor Approval:	22
Funding Approval:	22
Approval to Move to Execution (Sign Off):	22

PROJECT CHARTER

Purpose of the Project Charter

Under the auspices of the larger Learning Resources Strategy, this project charter seeks approval to plan for:

- a) The creation of a long-term framework and approach to contextualize and manage learning resources to improve student, professional and staff learning;
- b) The acquisition of learning resources (in partnership with trusted vendors) in all formats that will support Calgary Board of Education students and teachers in an increasingly digitally based world. Note: digital resources are being specifically addressed in the Digital Acquisitions charter;
- c) The effective cataloguing of learning resources so that they are included within a one-stop searching hub for resources;
- d) The creation of searchable virtual space for students and teachers to post evaluations of learning resources;
- e) Updates to the guidelines and processes for the evaluation of learning resources, including text-based and digital formats (the guidelines were last revised in 1998 and did not include digital resources as used in a 21st Century context).
- f) Identification of individuals/schools to lead this work and creation of a feasible structure that will allow time for this work and sustain the process.
- g) Creation of online evaluation modules for training purposes;
- h) Creation of a marketing plan to showcase the need/purpose for schools/teachers/students to take up this work based on the value-added rewards (both intrinsic and extrinsic).
- i) Formation of inter-provincial partnerships to evaluate learning resources.

Major Stakeholders

The major stakeholders in this project include:

- The Evaluation & Selection Team
 - Specialist, Research & Learning Commons/Evaluation & Selection
 - Consultant, English, French & International Languages Evaluation & Selection
 - ERS (Education Resources and Services) Bibliographers, Cataloguers, Processing
- CLT Specialists and Consultants
- CBE Staff (Teachers, Principals)
- CBE Students
- CBE Purchasing

Identification

Project Identification	
Project Name:	Learning Resources Strategy – Evaluation and Selection of Resources
Current Name Phase:	Charter
Project Sponsor:	Cathy Faber
Division Functional Director:	
Project Manager:	Sylvie Hachey, Consultant for Evaluation & Selection of resources

Project Identification

Executive Summary

Overview

The Calgary Board of Education (CBE) is faced with opportunities and challenges as it moves into a world in which learning resources are provided in ever-increasing formats, providing new ways for students and staff to access knowledge and to learn.

The organization and management of learning resources in the Calgary Board of Education is largely predicated on models created for text and hard-copy based library resources and the current guidelines for evaluating learning resources reflect this. Evaluation and selection of resources is currently modeled on a central process that can no longer manage the large influx of learning resources. The current model is proving insufficient to effectively deal with new formats of resources as well as the increasing need for all CBE staff and students (as Knowledge Navigators) to become involved in the selection and evaluation of resources, as it applies to personalization of learning and digital citizenship. The Learning Resources Strategy defines a Knowledge Navigator as a CBE stakeholder that is involved in the creation, identification, evaluation, cataloguing, access, or use of learning resources. Knowledge Navigators exist at multiple levels of proficiency, ranging from Learning Commons Lead Teachers to Navigators-in-Training (e.g. beginning students). The level of proficiency of a Knowledge Navigator defines their participation in the processes for creation, identification, evaluation, cataloguing, access, and use of learning resources.

In the current evaluation and selection framework, learning resources, once identified, are evaluated according to a Three-Tiered assessment framework. *Tiers* refer to the hierarchy of authorities in the governance, creation, management and use of learning resources connected with the CBE. This is designed to allow and enable a learning resource to be evaluated and a decision reached according to the following sets of criteria:

- **Tier 1** resources are those evaluated, selected and approved as authorized learning resources by Alberta Education.
- **Tier 2** resources are evaluated by CBE specialists, including Learning Commons Lead Teachers, and interpreted using Learning Resource Evaluation Guidelines, established and maintained by CBE. These resources are recommended as preferred choices for selection by CBE school authorities.
- **Tier 3** is learning resources that are evaluated and selected, and sometimes created, by individual schools, teachers, and/or students. There are two levels of resources within Tier 3, with both levels

6

to be evaluated based on CBE Learning Resources Evaluation Guidelines. The first of these levels relates to learning resources interpreted by CBE School Principals acting primarily at a school level.

- **Tier 3(a)** refers to learning resources that would be evaluated and selected by Knowledge Navigators, including CBE students at multiple levels of Knowledge Navigation proficiency, operating in alignment to the standards and training provided to them by the CBE.

The 3 and 3(a) Tiers of the evaluation model are designed to encourage participation of all CBE Knowledge Navigation stakeholders in the process of supplying and evaluating learning resources. Categorization of learning resources into this three-tier framework will remain the same, but the strategies used to evaluate Tier 2 and Tier 3 resources need to be examined and shifted to include evaluation by a wider body of Knowledge Navigators.

Potential Solutions Being Explored

Learning Resource Evaluation and Selection Team

The Learning Resource Evaluation and Selection Team would consist of highly trained, specialized teachers who are Learning Commons Lead Teachers with advanced training and experience in evaluation of resources. The team could include the participation of any number of External Learning Resource Evaluators (partners) who are willing to align with CBE Standards.

This team of Learning Resource Evaluators would:

- Update the evaluation and selection process and guidelines.
- Create PD opportunities to train CBE teachers in specific information literacy and evaluative skills in order to better prepare CBE staff and students to collaboratively evaluate resources.
- Take a lead role in the initial identification and pre-evaluation selection of resources and oversee the formal process of evaluation of resources and communication of evaluative results.
- Lead the development of and on-going management of evaluation partnerships.
- Liaise with the Learning Resource Operations Group to manage the flow of resources from vendors to schools and back, as well as the management of completed reviews.

Crucial to the success of the Learning Resource Evaluation and Selection Team would be a quality control and monitoring (audit) function performed on evaluation results and the associated records.

Learning Resource Operations Group

An enhanced Learning Resource Operations Group is required to meet the needs for metatagging and cataloguing materials for schools, new resources, RLC, new school collections, French and International Languages, materials to support ESL and Aboriginal learners, as well as older items that need to be entered into the new IMS system so they can be located and retrieved.

The Learning Resource Operations Group would be comprised of the Learning Resource Evaluation and Selection Team along with members of ERS (Education Resources and Services), including cataloguers (whose work would include metatagging), bibliographers, library technicians and library assistants.

This group would assist and direct people with questions about the identification, selection, evaluation, organization and end use of learning resources toward a possible solution. The solution may be in the form of information, mentorship, facilitation, training, or redirection to experts in a particular area.

7

Specific operational responsibilities of the *Learning Resource Operations Group* would vary according to role and would include:

Responsibilities of the Learning Resource Evaluation and Selection Team:

- Provide bedrock services and information to users on issues such as copyright, public performance rights for audio/visual, advice on ethical use of information, resource collection development, advising Principals about school library openings/closings, and program expansions.
- Work with School Learning Leaders and Knowledge Navigators on the information literacy skills required by all learners in the student-centred learning and knowledge navigation model.
- Act as conduits and catalysts at system level, connecting services, departments, service units, individual specialists/consultants and resources with users.

Responsibilities of the Educational Resources and Services group

- Catalogue and metatag learning resources into the Integrated Media System and the maintenance of database integrity.
- Re-examination of current cataloguing practice, such as the procedures for the editing of downloaded records to ensure streamlined processes for cataloguing and metatagging of all resource formats. This will hopefully lead to schools sending self-purchased items for cataloguing/metatagging to ensure increased district access to all resources as well as effective monitoring solutions for purchased resources.
- Act as liaisons between the evaluation, selection, and cataloguing of resources and the CBE Purchasing function.

External Partnerships

Fundamental to the success of the sustainability of the Learning Resources Evaluation process is the concept of creating partnerships with:

- Provincial and inter-provincial educational organizations
- School districts, and
- Business organizations with an educational focus (e.g. ERAC/COAC)

These partnerships would ensure that a process for evaluation occurs and that this collaboration results in a large bank of evaluated curriculum-related resources. Responsibility for the evaluation of specific resources would be shared among partners. These elements would be included in the target process:

Identification of Learning Resources

- CBE would receive submissions of a wide range of resources for potential evaluation that meet identified needs. The submissions might come from wholesalers, distributors, publishers and others. This includes both formally published or produced materials and informally created resources.
- Eventually, skilled Knowledge Navigators would also identify learning resources.
- This stage would involve a brief review to ensure a basic correlation to the curriculum before submitting resources for deeper evaluation.

8

Evaluation of Learning Resources

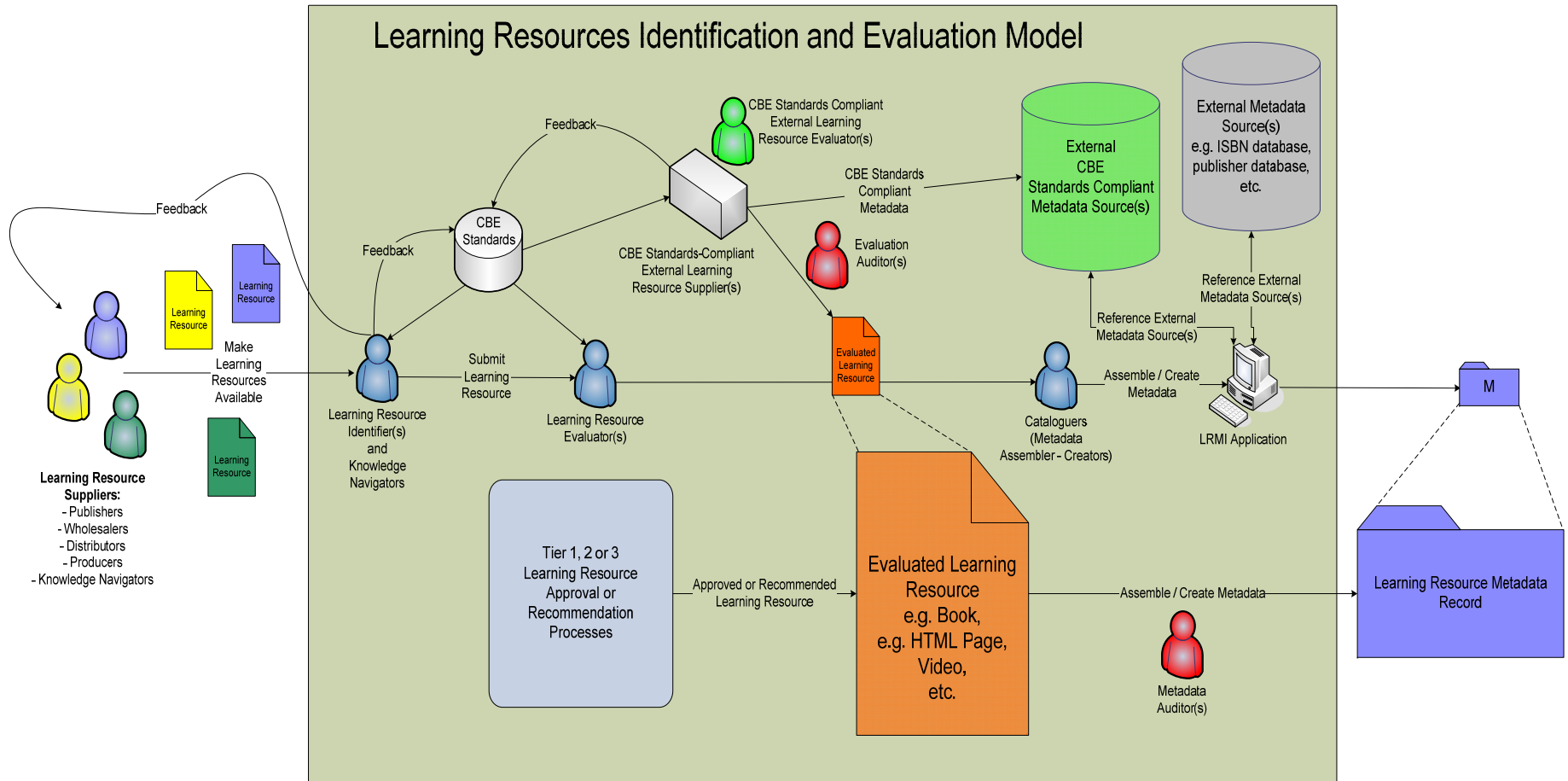
- External evaluations will be overseen for quality control within the Calgary Board of Education.
- Online professional development training in evaluation skills and standards will be created and provided at differentiated levels. Entry point will be determined by prior teacher experience. It is expected that teachers will be using their new found skills in their work with students within the context of information literacy and digital citizenship skills.
- Recommendations and comments would be documented and collected in an online environment.

Cataloguing and Metadata

This process definition would extend into a “Learning Resource Organization” process, as follows:

- A process for cataloguing resources would ensure that the flow of materials into the database is timely, consistent and accurate.
- The process would use a consistent CBE standard compliant metatagging structure that incorporates established standardized methods such as MARC and IEEE.

Figure 1: Target Learning Resources Identification and Evaluation Process Model



Deliverables and Outcomes

Deliverables	Major Outcomes
<p>The project will provide a plan for restructuring the selection and evaluation of CBE resources (including text-based, digital, and user created) based on Tier 2 & 3 resources.</p>	<ul style="list-style-type: none"> • Revise the guidelines and processes for the evaluation of learning resources, including text-based and digital formats (the guidelines were last revised in 1998 and did not include digital resources as used in a 21st Century context). This would include: <ul style="list-style-type: none"> ○ Collaboration with service units (ERS, Purchasing Services, IT, etc.). ○ A plan for: <ul style="list-style-type: none"> • the identification of learning resources • culling of resources • distribution to and collection of resources from schools • the creation of a new process and an online space for the access and posting of reviews • Identification of reliable Learning Resource Suppliers and an efficient process for requesting/receiving items for evaluation: The identification of effective and reliable supplier and vendor sources for learning resources to be evaluated is an on-going issue. This is especially the case for English as a Second Language and international language resources. • Creation of online professional development training in evaluation skills and standards at differentiated levels. Entry point will be determined by prior teacher experience. • Identification of individuals/schools to lead this work and creation of a feasible structure that will allow time for this work and sustain the process. • Putting in place structures to empower and encourage teachers and students to become evaluators of materials. A framework to support this needs to be developed that includes training,



	<p>support, a place to post and read reviews.</p> <ul style="list-style-type: none">• Creation of a marketing plan to showcase the need/purpose for schools/teachers/students to take up this work based on the value-added rewards (both intrinsic and extrinsic).• Formation of inter-provincial partnerships to evaluate learning resources. For example:<ul style="list-style-type: none">○ Work with COAC and BC ERAC on a○ common Evaluation of Learning Resources Strategy○ Liaise with Judith Sykes (Alberta Education Library Revitalization project)○ Work with national and provincial library groups to create common understandings
--	--

Business Case Summary (How will this project benefit student learning?)

Situational Assessment and Problem Statement

Currently, most CBE owned, licensed, or administered learning resources are evaluated and selected according to specific curriculum and learning outcome-based standards that are appropriate to individual student learning needs and styles. These resources are primarily centrally evaluated, with evaluations being completed by a select group of trained reviewers during certain windows of the year. This is proving to not be sustainable with the growth in the types and formats of resources now available. As well, it is not a financially sustainable model and centralized evaluations remove the teacher and student from the process. Fewer and fewer of our schools are equipped to support resource evaluation and selection, with much of the selection for school library resources being done by library assistants and technicians in isolation from educators and students. The current model does not fit with the shift to personalized learning, focus on information literacy and digital citizenship, as well as the goals of the new three year education plan.

Expected Contribution



The revision of evaluation and selection processes can be expected to contribute to the Learning Resource Strategy in the following ways:

- The Evaluation & Selection Project has been flagged as having critical success factors for the LRS. If we do not revise the way that staff and students currently look at learning resources, the LRS will be a failure.
- A wide variety and large number of resources will be evaluated and available;
- Set processes and standards for evaluation will be applied through-out the CBE;
- Stakeholders will hold high levels of trust in resources accessed through the CBE learning resources access points;
- There will be an expanded set of evaluation procedures for staff and students and a place for these evaluations to reside;
- Enhanced relationships will be developed with learning resource supply and evaluation partners for mutual benefit; and
- There will be a broadened and deepened understanding of learning resources within the student-centred learning model of personalized learning.

Statement of Basic Needs

The Learning Resources Evaluation and Selection process would need to be supported by the following conditions:

- System-wide understanding of the importance of evaluating resources used by CBE students;
- Professional development for evaluators;
- Large sustainable pool of qualified evaluators for all resource formats, languages;
- Access to a wide variety of resources for evaluative purposes, including those in other languages; and
- Training for student evaluators.
- Support and participation of CLT Specialists and Consultants, as possibly AISI Learning Leaders, as appropriate

Strategic Fit

This project aligns with the Three Year Education Plan (2009-2012) in the following areas:

- 1.1 – Students demonstrate high standards in learning outcomes
 - a) Implement a learning model that personalizes learning
- 1.2 - Students complete programs



- a) Establish district-wide professional development with student learning at the centre
- b) Build distributed learning environments

3.1 – The education system meets the needs of all ECS – 12 students, society and the economy.

- b) Adopt principles of Universal Design for Learning (UDL)
 - Design and implement a learning resource strategy for the system
- c) Implement district-wide literacy strategy
 - Identify and implement promising practices to support student literacy development

4.2 – Jurisdiction demonstrates leadership and continuous improvement

- b) Align resources to achieve identified outcomes

- The Ends Statements from Calgary Board of Trustees' Policy, which are:
 - Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation to function effectively in life, work and continued learning.
 - Each student will possess the knowledge, skills, and attitudes required for academic success and will be effectively prepared for life, work and further learning.
 - Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.
 - Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.
 - Each student will possess the character to do what is right, to act morally with wisdom, and to balance individual concerns with the rights and needs of others.
- Improved student achievement through individualized access to learning resources that are appropriate to each learner.
- Students will be information-literate, life-long learners.
- Learning resources will encourage building and sharing collaboratively in support of personal and character development.
- Opportunities for learners to connect globally and to extend their learning time and space.
- Standards for management and use of learning resources will continually reflect best pedagogical practice and allow personalized learning opportunities in all curricula.



- CBE will be positioned to provide quality-learning resources in a variety of formats to enhance learning through the portal strategy.
- CBE will provide meaningful context for learning resources that learners and teachers may access through standards for identification, evaluation and cataloguing answers to “how”, “when” and “why”.
- CBE will gain efficiencies by reducing cost duplications and resource commitments through focus and gradual rationalization of learning resources.

Project Scope & Success Factors

In Scope/Out-of-Scope

Scope Includes	Scope Excludes
Creation of a long-term framework and approach for the selection and evaluation of learning resources and communication of this process to the system	Actual selection of learning resources for each school, student and teacher.
Planning for and deciding upon criteria for identification and selection of quality learning resources and communication of this process to the system	Actual purchase of learning resources for each school, student and teacher
Investigation of partnerships with outside agencies to enable greater access to evaluated learning resources	
Plan for cataloguing/meta-tagging of learning resources	Cataloguing/meta-tagging of resources
Plan for and creation of an online space for hosting learning resource evaluations and integration into new IMS system	Actual work surrounding integration with IMS system
Plan for professional development for teachers to enable them to become knowledgeable and proficient in identification, evaluation and use and creation of quality learning resources in multiple formats	Instruction at the student level

Project Scope

Critical Success Factors

We will know that this project has been successful if the following outcomes are met:

- Revision of the guidelines and processes for the evaluation of learning resources lead to an efficient and streamlined process that is easily understood by all stakeholders
- Successful identification of vendors and a smooth process for receiving resources leads to a rich selection of resources to be evaluated that meet identified program needs
- Effective professional development training leads to a larger pool of evaluators and translation of these skills to the classroom (student) level



- Pilot schools/groups successfully post evaluations of learning resources
- Effective marketing plan leads to interest at the school/teacher level to participate in a revised evaluation & selection process
- Formation of successful external agency partnership(s)

Estimated Schedule and Budget

Schedule

Project Schedule	
Project Start Date:	September 2009
Project Completion Date:	June 2012

Project Schedule



Project Budget

Project Budget	Planning Only Budget	Total Project Estimate
Capital Budget (Costs)		
Equipment		
Consulting/Contract Fees		
Temporary Salaries & Benefits		
Materials/Supplies		
Other		
Total Capital Budget		
Operating Budget		
Total Operating Budget		
Total Project Budget		

Project Budget

[Provide a clear budget for the planning phase and an estimate of the total project costs]
 [Indicate the FY of the expenditures, if the project bridges multiple years where applicable.]
 [Indicate the % of certainty of the numbers. (I.E. +/- 25%)]

Funding Source

Funding Source	1 year	2 year(estimate)	3 year(estimate)	Total
Service Unit				
Capital				
Operation				
Budget				
Other				
Total Funds(Must =Total Project Costs)				



Project Management Approach

As part of the Learning Resources Strategy project, this project needs to work in concert with the other projects that also fall under the main project. It will be essential for the Evaluation and Selection of Learning Resources working team to provide regular information/reports to the other project teams and be fully aware of how their work is progressing.

Project Timeline

In order to achieve the identified deliverables, we propose three phases for this project:

Phase One

Project Planning and Preparation

Timeline: Fall 2009

Major goals:

- Creation of a plan to ensure we are more explicit in communicating our specific curriculum alignment and language needs to vendors
- Revision of existing evaluation criteria for learning resources to reflect current need
- Renewed encouragement of the increased participation/involvement of subject-area Specialists/Consultants in the initial selection and evaluation process, as their curricular expertise in initial phases of resource identification is valuable.
- Increase efficiency in the initial selection stage to immediately identify subject area connections to reduce the amount of time spent on the evaluating/reviewing phase
- Increased use of existing review journals as sources from which to select resources and to provide annotations
- Alter the traditional process for “congregated reviewing sessions” to pilot new solutions
- Continue examining ways to involve a broader audience in the selection and evaluation of resources, as part of the Learning Resources Strategy
- Continued investigation of partnerships to enable access to quality learning resources

Phase Two

Pilot Phase

Timeline: 2010 - 2011

Major goals:

- Creation of a long-term framework and approach for the selection and evaluation of learning resources
- Planning for and deciding upon criteria for identification and selection of quality learning resources
- Continued investigation of partnerships to enable access to quality learning resources
- Plan for cataloguing/meta-tagging of learning resources
- Plan for online space for hosting learning resource evaluations and integration into new IMS system
- Based on the results/feedback from phase one as well as potential new information from partnerships that we are investigating,



- Plan and pilot professional development for teachers to enable them to become knowledgeable and proficient in identification, evaluation and use and creation of quality learning resources in multiple formats

Phase Three

Implementation of Solution

Timeline: 2011 - 2012

Major goals:

- Communication to system of a long-term framework and approach for the identification, selection and evaluation of learning resources
- Continued investigation/implementation of partnerships to enable access to quality learning resources
- Implement and provide communication about the online space for hosting learning resource evaluations and integration into new IMS system
- Implement professional development for teachers to enable them to become knowledgeable and proficient in identification, evaluation and use and creation of quality learning resources in multiple formats. The teachers then use their new skills in their work with students.

Project Assumptions or Predecessors

This project is part of the Learning Resources Strategy project, which includes the following projects:

1. The Library Learning Commons
2. The Acquisition of Digital Resources
3. IMS
4. Digital Citizenship: Enabling Personalization Through Handheld Mobile Learning
5. Inclusive Technology
6. Evaluation & Selection

As such, it must work in concert with these other projects, be informed by the work on these projects and inform the work of these projects.

We assume adequate funding for this work, and support from senior CBE Administration.

Project Constraints

1. Collaboration between service units (Curriculum & Learning Technologies, Educational Resources and Services, Purchasing Services, and Information Technology Services) will be essential to the success of this project.
2. The level of collaboration and communication with learning resource providers (vendors) will impact the quality of learning resources we receive to evaluate.



3. Recommendations made by the Integrated Media System Project will have impact on decisions regarding the cataloguing of learning resources and the searchability of student and teacher created learning resources.
4. Recommendations made by the Investing in Classroom Tools Project will have impact on decisions regarding the acquisition of learning resources.
5. Recommendations made by the Digital Citizenship Project will have impact on decisions regarding teacher and student evaluation of learning resources.
6. School, teacher, and student buy-in to the importance of developing effective evaluation of learning resource skills will impact the success of this project.

Project Risks

Risk ID	Risk	Control (Controllable, Uncontrollable) C, UC	Probability (high, medium, low) H, M, L	Impact (high, medium, low) H, M, L	Mitigation Strategy
1	Difficulties encountered because of differences of philosophies and understanding among service units about the how project should roll out.	C	M	H	Include members from all identified service units on working team, clear, straightforward communication, detailed, comprehensive minutes of meetings sent to team members in a timely fashion
2	Difficulties resulting from failure to stay in sync with other projects	C	L	H	Consistent communication with other project leads about progress and decisions made, detailed updates sent to other project leads in a timely fashion
3	Keeping abreast of technological changes that will affect identification and selection of learning resources.	UC	H	H	Members of working team will be expected to remain current regarding knowledge of latest available learning resources, plan for keeping current put in place at beginning of project
4	Difficulties negotiating reasonable prices and curriculum match of resources with learning resource providers	UC	M	H	Make contacts with several/many providers of learning resources with the goal of acquiring the best product at the best price
5	Difficulties negotiating effective partnerships with organizations that are also evaluating learning resources	UC	M	H	Have a clear understanding of the value expected by CBE and the value that CBE can offer to the other organization(s)
6	Insufficient buy-in for the process from schools, teachers, and students	C	M	H	Leverage value-added intrinsic and extrinsic motivating factors, as well as framing this within the context of personalized learning

Table of Risks



Key Stakeholders

Planning Team

Position	Name & Title	Represents / Interests	Phone
Sponsor:	Cathy Faber, Director of Curriculum & Learning Technologies		403-777-7971
Subject Matter Expert:	LEAD: Sylvie Hachey, Consultant, English, French & International Languages Resources Evaluation & Selection Erin Hansen, Specialist Research & Learning Commons/Evaluation & Selection		403-777-7240 x2600 Ext 2601
Steering Committee:	Janet Daines, Online Teacher-Librarian Joan Wilkinson, Manager of ERS Consultant, CTS Communications Yolanda Campbell, CLT Library Technician		
Project Team Staff:	Evaluation & Selection Team at ERS (Education Resources and Services)		

Project Team

Organizational Impacts

CBE Internal Stakeholder	Type of Service or Impact	Level of Impact
CLT	Services, Processes and Roles	4. High
Research & Learning	Services, Processes and Roles	4. High
Schools	Services, Processes and Roles	4. High
School Principals	Services, Processes and Roles	4. High
School Teachers	Services and Processes	4. High
ERS	Services and Processes	4. High
Information Technology	Services	3. Moderate
School Technology Services	Services	2. Low
Purchasing Services	Supplier Processes & Relationships	3. Moderate

The Ratings levels considered in this Organizational Impact Assessment are as follows:

- 1 - Nominal Impact:** The evaluation and selection of learning resources is not expected to bring about any significant changes, issues, effects or risk factors to the roles, processes, or services performed by this organizational unit. *Merits minimal management attention at this time.*
- 2 - Low Impact:** The evaluation and selection of learning resources is expected to bring about a few changes, issues, effects or risk factors to the roles, processes, or services performed by this organizational unit. None of these is considered to be leading toward a major impact, with no significant role, process or service changes needed. *Merits occasional management review during the next phase.*
- 3 - Moderate Impact:** The evaluation and selection of learning resources is expected to bring about several changes, issues, effects or risk factors to the roles, processes, or



services performed by this organizational unit. There is collective potential for a major impact on role, processes or services. *Merits on-going management attention and intervention during the next phase.*

- 4 - High Impact:** The evaluation and selection of learning resources is expected to bring about several major changes, issues, effects, and risk factors to the roles, processes, or services performed by this unit. There is collective potential for a major impact on role, processes, and services, including a number of factors that could jeopardize achievement of the Strategy. *Merits immediate executive attention and intervention.*
- 5 - Extraordinary Impact:** The evaluation and selection of learning resources is expected to bring about a complex array of major changes, issues, effects, and risk factors to roles, processes, and services performed by this unit. There is potential for extreme risk to the Strategy, if this unit is not adequately prepared for the envisioned changes. *Implementation of Strategy into this unit should be delayed until a comprehensive organizational change management approach, team, and plan can be formed.*

Project Team Organization Plans:

Project Team Role	Project Team Member(s)	Responsibilities
Project Manager	Sylvie Hachey Assisted by Erin Hansen	Responsible to oversee all aspects of this project
Consultant	Janet Daines, Online Teacher-Librarian and Project Manager of Acquisition of Digital Resources project	Advise on evaluation and selection processes and make connections to Acquisition of Digital Resources project
Advisor/Liaison	Joan Wilkinson, Manager of ERS	Liaison between ERS and CLT, advise on project, especially cataloguing processes
Advisor / Communications	Consultant, CTS Communications	Strategically communicate strategy to appropriate CBE audience
Advisor	Yolanda Campbell, CLT Library Technician	Advise on meta-tagging/cataloguing process, as well as online space for reviews
Participants	CLT/ERS Evaluation and Selection Team & Cataloguers	Advise on revised processes, liaise with vendors, send resources to schools
Consultant	Unkown - ITS member	Consult on IT issues



APPROVALS

Recommendation:

Project Charter Document Sponsor Approval:

Name/Position	Signature	Date

Table of Approvals

Funding Approval:

Name/Position	Signature	Date

Approval to Move to Execution (Sign Off):

Name/Position	Signature	Date

Table of Approvals