

SECTION 1:

VISION, MISSION, GOALS, and EXPECTATIONS

1.1 NEW YORK STATE MANDATE FOR SCHOOL LIBRARIES

New York State Education Regulations mandate that every school will have a school library.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Pursuant to Section 207 of the Education Law

Sections 91.1 and 91.2 of the Regulations of the Commissioner of Education are repealed and new Sections 91.1 and 91.2 are added, effective February 18, 1974, to read as follows:

Section 91.1 School Libraries. **A school library shall be established and maintained in each school.** The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

1.2 VISION, MISSION, AND GOALS of New York City School Libraries

VISION

The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school.

MISSION

The mission of the library program is to support and provoke the intellectual, social, and personal development of all students by:

- Providing physical and intellectual access to information in a warm, stimulating, and safe environment.
- Providing instruction, learning strategies, and practice in using ideas and information for effective learning.
- Integrating the library program throughout every student's education through collaboration and advocacy.

GOALS FOR EFFECTIVE LIBRARY PROGRAMS

Students are motivated and independent learners.

- Students successfully employ information literacy, technology, and critical thinking skills in subject-area learning experiences.
- Students are engaged in independent reading and inquiry-based learning.

The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.

- Students and teachers have access to certified school library media specialists.
- Students have equitable access to the library and its resources.
- The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.
- The library facility is welcoming, with a climate conducive to individual and shared learning.
- Current technology is available and operable to support multiple learning experiences in the library and remote access to library resources.

The library program supports a culture of literacy throughout the school.

- Teachers integrate resources and information-literacy skills into every classroom.
- Teachers collaborate with the librarian and other teachers to optimize instruction and curriculum design.

The library fosters a professional learning community.

- Teachers, principals, and librarians engage in ongoing professional development.
- Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice.

1.3 VISION AND MISSION STATEMENTS

1.3.1 VISION STATEMENTS

Vision statements describe the desired future, the end result of your efforts. School and library vision statements often describe the educational climate and student success that will be in place when the school has achieved its goals (e.g., *a community of learning and literacy that leads to high academic achievement. . .*).

The Library Learning Walk [see 4.3.3 for the complete document] is designed to be a collaborative tool for administrators, librarians, and teachers to define the vision for their library program and the path to achieve that vision. It is an observation and planning document that is based on national standards for school library media programs and is based on the philosophy of centering a library program on student learning.

SAMPLE FROM NYC OFFICE OF LIBRARY SERVICES: VISION OF LIBRARY:

The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school.

A PROCESS FOR BUILDING A VISION

Discussion among the Principal, Librarian and Teachers will help shape the vision of the Library. You can use the following process to guide your collaborative development of a library vision [See also the worksheet in 1.3.2].

- With a team of three to four people, individually, identify what you believe about school libraries:

I believe that

School libraries should teach. . . .

A good school library is one that. . . .

A school library enables students to. . . .

School libraries impact understanding of content by. . . .

School libraries strengthen classroom learning by. . . .

- In addition to that, describe the activity in your ideal school library:

The kinds of activities I would see in a school library are

Students would be. . . .

Teachers would be. . . .

Administrators would be. . . .

Parents would be. . . .

- Now combine each team member's completed sentences within a bullet format under the sentence stem.
- From that list of items, develop a shared vision statement for the ideal school library. Your vision should be a few sentences combining as many of the concepts each member has provided as appropriate. Through consensus, decide which are the most important from each member's sentence.

Your vision may start with "We believe" in the first paragraph. The second paragraph may start with "We see" or "Our students will". Include the activities and outcomes that the members of your team agree are most important.

1.3.2 VISION-BUILDING WORKSHEET

I believe that

School libraries should teach.....

A good school library is one that

A school library enables students to. . . .

School libraries impact understanding of content by. . . .

School libraries strengthen classroom learning by. . . .

The kinds of activities I would see in a school library are

Students would be. . . .

Teachers would be. . . .

Administrators would be. . . .

Parents would be. . . .

1.3.3 MISSION STATEMENTS

Mission statements define your purpose or reason to exist. They describe what you do rather than the desired future state (e.g., *Provide instruction, learning strategies, and practice in using ideas and information for effective learning*). All New York City schools must have a Mission Statement. Our library mission statements should be based on the mission statement of the school or schools (in campus buildings) that the library serves. If you do not know your school's mission statement, look on <http://schools.nyc.gov/OurSchools/default.htm>.

The following examples from Paul Robeson High School show the alignment between the school and library mission statements.

SAMPLE SCHOOL AND SCHOOL LIBRARY MISSION STATEMENTS

PAUL ROBESON HIGH SCHOOL MISSION STATEMENT

Our Mission

Inspired by the life of Paul Robeson, we, the Paul Robeson High School community, commit ourselves to instill and perpetuate his belief that it is the destiny of our children to contribute to and share in the fruits of the American Dream. Therefore, we must cultivate an environment which enriches the academic and social lives of our students and fosters the pursuit of excellence. We believe that the education provided here must instill students with a consciousness of their rich cultural heritage, an appreciation of their ability to shape the present, and an empowered anticipation of their future. We will prepare our students to use business and technology to achieve their personal best, to fulfill their responsibility to their community and to positively influence the course of events in the twenty-first century.

PAUL ROBESON HIGH SCHOOL LIBRARY MISSION STATEMENT

Mission Statement for Paul Robeson High School Library Media Center

In conjunction with our school's Mission Statement and Reading Bill of Rights For Paul Robeson Students, the Library Media Center will provide access to print, non-print and electronic media for students, faculty and parents. The Library Media Center staff will instruct the members of the school community in research strategies for information retrieval, utilization, and dissemination. This instruction plus access to a variety of formats containing educational and useful information will help to equip our students and fulfill their educational goals, allowing them to influence the course of events in the twenty-first century.

RESOURCES FOR WRITING MISSION/VISION STATEMENTS

The following Websites will help in the development of mission/vision statements:

Australian School Library Association *School Library Mission Statements*

<http://www.asla.nsw.edu.au/Libmissions.htm>

This Website provides definitions, points to consider and examples of school library mission statements.

American Association of School Librarians *Information Power: Building Partnerships for Learning*

<http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/informationpower/missiongoals.cfm>

This Website provides the school library mission statement contained in *Information Power*, the national guidelines for school library media programs.

1.4 READER'S BILL OF RIGHTS

School libraries can also adopt a "Library Bill of Rights" or a "Reader's Bill of Rights." The framework for such a document is located at

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/accessresources.cfm>

1.4.1 Access to Resources and Services in the School Library Media Program

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the [Library Bill of Rights](#) apply equally to all libraries, including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005.

1.4.2 Reading Bill of Rights for Paul Robeson's High School Students

Students need access to the kinds of reading opportunities that will allow them to grow up to be successful members of a literate community. Therefore, it is our objective at Paul Robeson High School to create a Community of Readers in which students will be able to fulfill their potential as readers. To achieve this objective, we strive to provide at Paul Robeson High School

- *Access to Books that are current, appealing, high-interest and useful in their classrooms*
- *Encouragement to Value Reading that is promoted and encouraged*
- *Time to Read for pleasure, information and exploration*
- *Skilled Reading Leaders who continue to renew their skills and excitement in sharing reading with young people*
- *Public Library Support that can complement our school effort*
- *Family Support that fosters reading activities at home*
- *Reading Role Models who provide guidance to ensure that reading is a priority in your people's lives.*

By bringing together and strengthening these eight components, we believe we can make Paul Robeson a Community of Readers in which young people will thrive. Only in such an environment will young people have the opportunities to become prepared to meet the challenges of the future.

1.5 A COLLABORATIVE LIBRARY MEDIA PROGRAM

[For more information on Collaboration, see Section 2.4 Collaborative Planning in this Handbook]

Collaboration is an essential building block for effective school library media programs. Library media specialists can build a culture of collaboration by actively engaging students, teachers, administrators, and parents in developing the resources and programs that meet the needs of the school community.

Collaboration has the potential to impact student learning throughout a school, as described in *Information Power: Building Partnerships for Learning*: “Effective collaboration . . . helps to create a vibrant and engaged community of learners, strengthens the whole school program as well as the library media program, and develops support for the school library media program throughout the whole school.”¹

Although the implementation of collaboration will vary according to local situations, certain guiding principles provide a solid foundation and vision for all collaborative processes in school libraries:

- A Collaborative Library Program responds to teacher needs at many levels, from simply exchanging information to co-planning and co-teaching instructional units.
- A Collaborative Library Program integrates resources and the teaching of information literacy into every classroom of the school.
- A Collaborative Library Program integrates the use of technology for learning and the teaching of technology skills.
- A Collaborative Library Program fosters a school-wide community of literacy.
- A Collaborative Library Program impacts student motivation and achievement.
- A Collaborative Library Program builds strong relationships with all members of the school community: teachers, administrators, students, and parents.
- A Collaborative Library Program builds partnerships with organizations and individuals outside the school: public libraries, community organizations, community members, and government agencies.

¹ American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: ALA, 1998.

1.6 LIBRARIAN RESPONSIBILITIES

National standards (*Information Power: Building Partnerships for Learning*) and research outline a complex role for school librarians. Responsibilities include the following tasks:

FOCUS	TASKS
LEARNING AND TEACHING	
Climate Conducive to Learning	<ul style="list-style-type: none"> • Creates welcoming and respectful climate in library. • Provides for diverse student needs in resources and instruction. • Provides opportunities for students to use the library for class-related research, individual investigation, independent reading, and personal inquiry. • Sponsors special programs in the library, such as health fairs, career days, and reading motivation programs (e.g., book fairs, book clubs, author visits, book reviewing). • Continually rotates, replaces, and updates displays of books and student work to reflect current curricular themes.
Collaborative Planning	<ul style="list-style-type: none"> • Collaborates with teachers to plan and implement instructional units that integrate use of the library with classroom curriculum. • Documents collaboration with teachers. • Participates in school, department, and grade-level curriculum development. • Provides teachers with print and non-print resources related to specific units upon request and proactively reaches out to teachers to support their instruction. • Facilitates collaboration among classroom teachers. • Collaborates with other educators (coaches, technology specialists) as appropriate.
Integrated, Collaborative Teaching	<ul style="list-style-type: none"> • Shares responsibility with teachers for integrating inquiry, information literacy and technology skills into school curriculum. • Helps structure student assignments for deeper thinking and research. • Teaches collaboratively with classroom teachers whenever possible. • Develops and implements reading initiatives to motivate and engage each student in independent reading.
Information Fluency Curriculum	<ul style="list-style-type: none"> • Leads the school in developing a plan for integration of information fluency skills throughout the grades and subject areas. • Documents the teaching of information fluency skills to ensure that all students have equitable opportunities to develop and practice information fluency. • Provides professional development to teachers to investigate how technology and information skills can support curriculum and instruction.
INFORMATION ACCESS AND DELIVERY	
Collection Aligned to Curriculum and Student Needs	<ul style="list-style-type: none"> • Establishes, maintains and updates an automated catalog. • Assesses student and teacher needs and interests. • Maintains running list or suggestion box for teachers and students to request materials. • Assesses connections between classroom collections and the library. • Conducts ongoing collection analysis and development, regularly discarding and adding materials in light of the assessed needs. • Continuously reviews professional publications to keep up-to-date on current print and non-print resources. • Subscribes to online databases and other electronic resources. • Develops and maintains relationships with book jobbers and vendors.
Technology	<ul style="list-style-type: none"> • Ensures that the library has sufficient working computers connected to the Internet and appropriate software. • Stays up-to-date on the latest technologies and their use for teaching and learning. • Trains teachers and shares best practices in integrating technology into instruction.

	<ul style="list-style-type: none"> Integrates the library into the school’s technology plan. Communicates to students and faculty the ethical and safe use of technology.
Physical Environment / Facilities	<ul style="list-style-type: none"> Organizes the library in logical Dewey Decimal System order for ease of access to resources. Arranges the library for variety of uses by large groups, small groups, and individuals. Enhances usage of the library through clear signage and designation of areas for specific activities (storytelling, research, technology use, etc.). Maintains an orderly environment. Facilitates redesign of the library space when the opportunity arises.
Flexible, Open, Extended, and Equitable Access	<ul style="list-style-type: none"> Develops a scheduling policy that facilitates open and flexible access as well as strong instructional use. Schedules library use and posts current library schedule weekly. Provides open access time every day for students to check out resources. Ensures that all students have public library cards so they can access resources of public library. Advocates for extended library hours (before and after school, Saturday, summer).
Use of Resources and Technology	<ul style="list-style-type: none"> Maintains fair and consistent circulation and use policies. Promotes use of library to teachers, students, and parents to ensure that the library is a vital and active center of learning for the whole school. Documents use of library and library computers by classes and individuals. Pursues support from technology personnel to maintain working and up-to-date computers and Internet access.
PROGRAM ADMINISTRATION	
Staffing	<ul style="list-style-type: none"> Recruits, trains, and manages library staff and volunteers. Sets own job-performance goals and documents accomplishments. Collaborates with co-librarians by establishing clear job-sharing responsibilities.
Funding and Budget Management	<ul style="list-style-type: none"> Establishes budget priorities based on assessment of needs, status of library collection, library plan for improvement, and industry trends. Ensures that library budget is allocated and spent each year according to DOE procedures and policies. Maintains budget and expenditure records. Pursues grant opportunities for the library, including integration of the library into content-specific and school-wide grants, as appropriate.
Library Management	<ul style="list-style-type: none"> Develops library vision, mission, and goals with input from administrators, teachers, students, parents and all other stakeholders. Uses the Library Learning Walk to assess library assets and needs and develop strategic plan for improvement. Develops overall library policies and procedures. Documents and maintains records on all aspects of the library program. Serves on the school leadership team and integrates the library program throughout the school’s Comprehensive Education Plan.
Professional Development	<ul style="list-style-type: none"> Attends Office of Library Services programs, meetings and conferences. Attends regional library meetings and workshops. Attends local, state or national professional development workshops. Participates in electronic discussion lists, such as NYCSLIST and LM_Net. Actively networks with other school and public librarians. Coordinates professional development opportunities for teachers on technology, information fluency and inquiry in order to build a professional learning community.
Library Advocacy and Support	<ul style="list-style-type: none"> Effectively communicates the vision for the school library to the faculty, staff, parents and community. Communicates regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page). Develops an ongoing advocacy program for library.

1.7 PRINCIPAL RESPONSIBILITIES

Studies have shown that principals play a key role in developing and maintaining effective school libraries. In fact, librarians of strong programs often credit active engagement and support by their administrators as the critical factor for their success. Principal responsibilities for the library program include:

FOCUS	TASKS
Staff	<ul style="list-style-type: none"> • Understands competencies for librarian position. • Hires certified library media specialist(s). • Maintains an appropriate librarian/student ratio according to the state guidelines. • Provides at least part time support staff.
Support	<ul style="list-style-type: none"> • Participates in the development of the library vision and effectively communicates it to the faculty, staff, parents and community. • Understands the role of a school librarian and actively supports the librarian’s work in Learning and Teaching, Information Access and Delivery, and Program Administration. • Supports the work of a Library Advisory Team with representation of all the stakeholders. • Ensures that librarian serves on the School Leadership Team. • Includes the library in the Comprehensive Education Plan; ensures that the library components of the Comprehensive Education Plan are actively integrated into the life of the school. <ul style="list-style-type: none"> ▪ Ensures library receives \$6.25 per child state allocation plus additional/ matching building support. ▪ Utilizes discretionary funds and identifies new funding streams to grow and enhance the library’s resources and programs.
Climate and Facility	<ul style="list-style-type: none"> • Facilitates the establishment of a warm and welcoming library space through planning with the librarian and purchasing necessary furniture, supplies, and equipment. • Schedules library facility updates as appropriate. • Works with the custodial staff to ensure the appropriate upkeep of the library.
Collection	<ul style="list-style-type: none"> • Encourages students, teachers, and parents to express their needs and interests to shape the development of the library collection. • Supports librarian in efforts to keep the collection current, including print, nonprint, and electronic resources. • Fosters strong connections between classroom collections and the school library. • Encourages teachers to plan assignments that require the use of diverse and in-depth resources. • Supports the establishment and maintenance of an automated catalog system.
Technology	<ul style="list-style-type: none"> • Ensures library has sufficient number of working computers connected to the Internet and appropriate software. • Allocates necessary resources for the maintenance and upgrade of the technology. • Includes librarian in development of school technology plan. • Ensures that all students have instruction from the librarian on ethical and safe use of technology and the Internet.
Access and Use	<ul style="list-style-type: none"> • Collaborates with the librarian to develop a scheduling policy that facilitates open and flexible access as well as strong instructional use; communicates the scheduling policy to the staff. • Ensures that the librarian and library staff are not used for other purposes, (e.g., substitutes, class coverage, etc.). • Ensures that the library space is reserved for library-related uses and that it is not closed for miscellaneous meetings, overflow classes, or special programs. • Keeps the library open during extended hours when appropriate.
Collaboration	<ul style="list-style-type: none"> • Ensures that librarians and teachers have time to collaborate to plan curriculum and collection development. • Encourages librarian to actively participate in collaboration with teachers and other librarians.

Instruction	<ul style="list-style-type: none"> • Ensures that librarian and teachers share responsibility for integrating inquiry, information literacy and technology skills into school curriculum. • Facilitates the development of a school-wide plan to integrate the Information Fluency Continuum skills into instruction throughout the school. • Supports school-wide literacy initiatives. • Includes librarian on Curriculum Committees.
Program Planning and Administration	<ul style="list-style-type: none"> • Uses the Library Learning Walk with the librarian to assess library assets and needs and develop a strategic plan for library improvement. • Ensures library is well-managed, undergoes periodic assessment, and develops appropriate policies and procedures.
Professional Development	<ul style="list-style-type: none"> • Ensures staff participation in Office of Library Services programs, meetings, and conferences. • Encourages and supports librarian to participate in library and cross-discipline professional development offered locally, regionally, and nationally. • As part of school’s strategic plan, ensures that librarian coordinates professional development opportunities for teachers on technology and inquiry in order to build a professional learning community.

1.8 TEACHER RESPONSIBILITIES

A school library program cannot be successful without the active participation of the teachers, not only to integrate the use of the library in instructional planning, but also to help make library policy and program decisions that positively impact teaching and learning throughout the school. A teacher might be responsible for the following tasks:

FOCUS	TASKS
Support	<ul style="list-style-type: none"> • Effectively integrates use of the library into the classroom curriculum to enhance student learning. • Serves on the Library Advisory Team when needed to provide representation of all the stakeholders. • Connects content-area skills with information fluency skills.
Climate and Facility	<ul style="list-style-type: none"> • Communicates the value of the library and respect for the library space to students. • Provides opportunities for students to use the library for class-related research, individual investigation, independent reading, and personal inquiry. • Arranges for students to participate in special programs in the library, such as book fairs, book clubs, author visits, book reviewing. • Creates opportunities for students to volunteer in library. • Shares student work to be displayed in the library.
Collection	<ul style="list-style-type: none"> • Participates in evaluating strengths and gaps of the collection. • Provides curriculum map to librarian and assists in aligning collection to the curriculum. • Requests library resources to enhance curriculum units; shares specialized bibliographies and reviews with librarian. • Communicates the needs and interests of students to the librarian. • Collaborates with librarian to provide multiple opportunities for students to access library resources. • Assists the librarian in weeding the collection. • Uses the resources of the library. • Connects classroom collections with library resources. • Shares relevant, high quality Web sites with librarian for posting to the library Website.
Technology	<ul style="list-style-type: none"> • Integrates technology and electronic resources into instruction. • Participates on the technology committee to ensure that the library program is closely integrated into the school's technology plan. • Documents and shares best practices in curriculum/classroom integration of technology. • Collaborates with the librarian to post curriculum units on the library website. • Co-teaches the ethical and safe use of technology with the librarian.
Equitable Access and Use	<ul style="list-style-type: none"> • Ensures that all students have equitable and regular access to the library. • Collaborates with the librarian to plan and schedule library research units as often as appropriate. • Ensures that all students have public library cards so they can access resources of public library.
Collaboration	<ul style="list-style-type: none"> • Requests print and non-print resources related to specific units and areas of the curriculum. • Actively participates in collaboration to design instruction and co-teach with the librarian. • Collaborates with the public library.
Integrated Instruction	<ul style="list-style-type: none"> • Shares responsibility with librarian for integrating inquiry, information literacy and technology skills into school curriculum. • Structures student assignments for deeper thinking and research. • Collaborates with librarian to develop and implement school-wide reading initiatives.
Professional	<ul style="list-style-type: none"> • Participates in opportunities for professional development offered by librarian.

Development	<ul style="list-style-type: none">• Participates in cross disciplinary professional development opportunities facilitated by the librarian on technology and inquiry in order to create a professional learning community.• Participates in librarian/teacher professional development opportunities offered by entities outside of the school (e.g., the Office of Library Services, the public library).
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1.9 ESSENTIAL ELEMENTS OF EFFECTIVE LIBRARY PROGRAMS

ELEMENT	STAGE 1	STAGE 2	STAGE 3
STAFF	<ul style="list-style-type: none"> ▪ At least 1 full-time professional² assigned to library (in secondary schools³, professional must be certified librarian) ▪ At least part-time staff support ▪ At least 1 full-time staff member/ 1,000 students or building, whichever is smaller 	<ul style="list-style-type: none"> ▪ Professional staff pursuing library certification OR under supervision of a certified librarian (assigned to no more than 3 schools) ▪ At least half-time support staff. 	<ul style="list-style-type: none"> ▪ Professional staff member(s) assigned full time to library are fully certified ▪ Full-time support staff ▪ At least 1 librarian/500 students or per building, whichever is smaller
SUPPORT	<ul style="list-style-type: none"> ▪ Library receives full state funding allocation (\$6.25/student). ▪ Verbal support from building administration ▪ Library staff takes advantage of applicable opportunities offered by the NYC School Library Services (SLS). ▪ Volunteers offer sporadic help to the library program. 	<ul style="list-style-type: none"> ▪ Adequate funding to support ongoing curricular needs. ▪ Supplemental funding opportunities are pursued. ▪ Verbal and fiscal support at the building level; some understanding of the role of the library program in literacy and resource-based teaching and learning. ▪ Library Advisory Committee (LAC), involving librarian, teachers and administrators, established to inform library program planning ▪ Regular recruitment and participation of volunteers 	<ul style="list-style-type: none"> ▪ School budget process provides funding to support the library strategic plan. ▪ Verbal, fiscal, and programmatic support at building and regional levels; administration actively articulates and advocates for role of library program in literacy and resource-based teaching and learning. ▪ Role of the library articulated in the school’s Comprehensive Education Plan. ▪ LAC also includes students and parents and engages in advocacy ▪ Systematic volunteer program

² Licensed teacher or librarian.

³ Schools serving 7th grade or higher.

ELEMENT	STAGE 1	STAGE 2	STAGE 3
CLIMATE & FACILITY	<ul style="list-style-type: none"> ▪ Library staff creates an inviting climate for all students and teachers. ▪ Facility is safe, clean, well-ventilated, well-heated, well-lit and well-organized. ▪ Current student work is displayed. ▪ Furniture is appropriate for age and activities. ▪ Phone, copy machine are available in the library. ▪ Accommodates at least one class and some students working independently 	<ul style="list-style-type: none"> ▪ Staff promotes student use of the library and its resources. ▪ Facility accommodates multipurpose use. ▪ Facility is large enough and organized to accommodate two groups simultaneously. 	<ul style="list-style-type: none"> ▪ Library is the hub of the school, with a climate that invites students to explore, read, and learn both independently and in groups. ▪ Library is centrally-located, barrier-free air conditioned for year-round use. ▪ Flexible floor plan and furniture allow for simultaneous large group, small group, and individual use. ▪ Facility is large enough to accommodate many purposes in separate areas (e.g., teacher resource room, storytelling, computer use).
COLLECTION	<ul style="list-style-type: none"> ▪ Collection meets some student and curricular needs ▪ Occasional weeding ▪ Card catalog and up-to-date shelf list 	<ul style="list-style-type: none"> ▪ Resources available in languages other than English ▪ Regular, thorough weeding ▪ Catalog, manual or automated, is up-to-date ▪ Automated circulation ▪ New resources ordered regularly, based on library staff's knowledge of curriculum and student needs 	<ul style="list-style-type: none"> ▪ Collection is current, contains a variety of formats, meets all student and curricular needs, integrates well with classroom collections, provides access to diverse points of view and supports recreational reading ▪ Specialized collections as appropriate (e.g., career and college, picture books, professional) ▪ Automated and up-to-date catalog . ▪ Ongoing collection development process involves teachers and students.
TECHNOLOGY	<ul style="list-style-type: none"> ▪ The library has at least 3 computers and appropriate software to support student research, organization, and writing. ▪ Technology is available to support every 	<ul style="list-style-type: none"> ▪ The library has at least 6 computers and appropriate software to support student and faculty research, organization, and writing. 	<ul style="list-style-type: none"> ▪ The library has at least 10-15 computers and appropriate software to support student and faculty research, organization, and writing.

ELEMENT	STAGE 1	STAGE 2	STAGE 3
	<p>resource format and instructional activity in the school.</p>	<ul style="list-style-type: none"> ▪ Students use technology independently for their learning needs. ▪ Internet access in the library. ▪ Library technology has been considered in school's curriculum and technology plans. 	<ul style="list-style-type: none"> ▪ Students and teachers use technology as an integral part of their learning. ▪ Computers in the building are networked so that every classroom has access to library resources. ▪ Remote access to library resources is available. ▪ Library technology planned based on curriculum, school technology plan and individual student needs.
<p>ACCESS & USE</p>	<ul style="list-style-type: none"> ▪ All students and teachers have equitable access to library resources, technology, space, programs and services. 	<ul style="list-style-type: none"> ▪ Special accommodations have been made to extend access to library resources (<i>e.g.</i>, revolving collections, extended hours). ▪ The library is flexibly scheduled to meet instructional needs of every classroom. ▪ Students use the library regularly for recreational and instructional purposes. ▪ Library staff borrows materials occasionally for teachers and students through the school library system or from other libraries. 	<ul style="list-style-type: none"> ▪ Every student and teacher has full access to library resources, technology, space, programs and services to fulfill instructional needs and individual interests. Access is extended to parents. ▪ The library offers broad access by incorporating creative solutions through scheduling, arrangement of the library facility, use of technology, and extension beyond the library walls. ▪ The library is used fully and consistently by all students and teachers in the school. ▪ The library collaborates with the public library to support the educational needs of students and faculty. ▪ Librarian borrows materials regularly for teachers and students through the school library system or from other libraries.

ELEMENT	STAGE 1	STAGE 2	STAGE 3
COLLABORATION	<ul style="list-style-type: none"> ▪ Library staff reaches out to teachers for curriculum and instructional planning, to determine resource needs, and to provide resources to the classroom. ▪ Library staff has time to plan collaboratively with teachers. ▪ Library staff plans school-wide reading activities. 	<ul style="list-style-type: none"> ▪ Library staff actively pursues collaborative planning with every teacher in the school. ▪ Library staff fosters reading and writing in the content areas ▪ Library staff helps teachers select appropriate resources for classroom use 	<ul style="list-style-type: none"> ▪ The librarian plans collaboratively with most teachers in the school. ▪ The librarian is a full partner on the school leadership team and in school curriculum planning ▪ Library resources and information literacy skills are fully integrated into the curriculum and instructional planning of the school
INSTRUCTION	<ul style="list-style-type: none"> ▪ Library staff teaches information literacy and literacy skills in the context of classroom learning. ▪ Library staff teaches students to select reading materials appropriate to age, reading level, interests, growth. 	<ul style="list-style-type: none"> ▪ The library staff teaches higher level information literacy and literacy skills in the context of classroom learning. ▪ A sequenced curriculum with grade-level benchmarks for information literacy skills has been developed. 	<ul style="list-style-type: none"> ▪ Librarians and teachers share responsibility for teaching inquiry, independent learning, and literacy skills which are embedded in subject-area learning experiences and integrated throughout the school's curriculum.
PROGRAM PLANNING & ADMINISTRATION	<ul style="list-style-type: none"> ▪ Procedures exist to process, catalog, circulate, maintain, weed, and inventory the collection. ▪ Library staff conducts ongoing needs assessment and strategic planning to set goals for program. ▪ Assessment of the library media program uses criteria such as number of books added, number of classes taught, circulation statistics, and number of units developed. 	<ul style="list-style-type: none"> ▪ Ample staff and time are allotted to implement library operation procedures. ▪ School has adopted policies to support the operation of the library media program (e.g., collection development, reconsideration of a work, confidentiality, ethical use of technology). ▪ Teachers and administrators collaborate in ongoing library program planning and assessment to address current and future needs of school community. 	<ul style="list-style-type: none"> ▪ Staffing enables the LMS to focus on collaborative collection development and other professional responsibilities while supervising staff's performance of non-professional library operations. ▪ Library program planning is integrated into school-wide strategic planning.

ELEMENT	STAGE 1	STAGE 2	STAGE 3
<p>PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> ▪ Library staff seeks and participates in ongoing professional development. 	<ul style="list-style-type: none"> ▪ Library staff is encouraged and released by school, region, and system to pursue library certification. ▪ Library staff is supported by school, region, and system to participate in ongoing professional development. 	<ul style="list-style-type: none"> ▪ Librarian is encouraged and supported by school, region, and system to participate in ongoing, formal, cross-discipline professional development offered locally, regionally, or nationally. ▪ As part of the school’s strategic plan, the librarian coordinates cross-discipline professional development opportunities for teachers on technology and inquiry in order to build a professional learning community.



THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

1.10 *SCHOOL LIBRARY MEDIA PROGRAM EVALUATION*

NOTE:

The New York State School Library Media Program Evaluation Rubric is currently being revised by a state task force. When the revised rubric is approved, it will be posted on the Website of the New York City Office of Library Services at <http://schools.nyc.gov/Academics/LibraryServices> for school library personnel to print and add to this handbook. Notice will be sent to NYCSLIST, the school library list serve.

This page serves as a placeholder only.

1.11 LMC²¹: Powering Up Library Media Centers for the 21st Century

School Name and Number: _____	Region/Zone: _____
Telephone: _____	
Address: _____	

Principal: _____	E-Mail: _____
Librarian: _____	E-Mail: _____

The following 21 attributes characterize a 21st-century, powered-up Library Media Center.

Please rate your Library Media Center's current status on each attribute by circling the appropriate ranking on a scale of 1 to 5, with 5 being the highest. Ratings by the library media specialist, principal, and teachers can be consolidated to find consensus areas of strength and need. Select 2-3 focus areas from those strengths and needs to use as you conduct a Library Learning Walk [See 4.3.3 in this Handbook] in order to develop a library plan for improvement.

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
Focus on Learners						
1. Vision and Goals	The LMC's Vision and Goals are <ul style="list-style-type: none"> Aligned with school's vision, mission and goals, Focused on the desired future for the students and the path (goals) to achieve that level of student success. 	1	2	3	4	5
Physical Resources						
2. Staffing	The library is staffed by at least one full-time, certified librarian per 500 students or per building, whichever is smaller. Staffing includes full-time support staff.	1	2	3	4	5
3. Facility	Library is centrally-located, barrier-free, and arranged for flexible use by large groups, small groups, and individuals. Facility is large enough to accommodate many purposes in	1	2	3	4	5

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
3. Facility (cont.)	<p>separate areas (e.g., teacher resource room, storytelling, computer use, instruction).</p> <p>The library facility is safe, clean, well-ventilated, well-heated, well-lit and well-organized.</p>					
4. Budget	School budget process provides funding of at least \$6.25/student to support the library strategic plan.	1	2	3	4	5
5. Resources – Print, Nonprint, Electronic	<p>Collection is current, contains a variety of formats, meets all student and curricular needs, integrates well with classroom collections, provides access to diverse points of view and supports recreational reading (desired collection size is 20 volumes/student).</p> <p>Specialized collections are developed as appropriate (e.g., career and college, picture books, professional)</p> <p>Electronic resources are integral to the library “collection,” including databases provided by the state, outstanding Web sites, and purchased online resources.</p> <p>Ongoing collection development process involves teachers and students.</p>	1	2	3	4	5
6. Technology	<p>The library has at least 10-15 computers and appropriate software to support student and faculty research, organization, and writing.</p> <p>Students and teachers use technology as an integral part of their learning.</p> <p>Computers in the building are networked so that every classroom has access to library resources.</p> <p>Remote access to library resources is available.</p>	1	2	3	4	5
Instructional Program						
7. Collaboration	The librarian plans collaboratively with most teachers in the school.	1	2	3	4	5

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
7. Collaboration (cont.)	Library resources and information fluency skills are fully integrated into the curriculum and instructional planning of the school.					
8. Inquiry / Information Fluency	<p>Librarians and teachers share responsibility for teaching inquiry, independent learning, and literacy skills.</p> <p>The NYC Information Fluency Continuum provides the framework for instruction that is embedded in subject-area learning experiences and integrated throughout the school's curriculum.</p>	1	2	3	4	5
9. Reading	<p>The library fosters a school-wide focus on building independent readers and reading motivation (e.g., through special programs, author visits, book displays, book clubs, poetry slams).</p> <p>Librarians and teachers connect classroom libraries and school libraries.</p> <p>The library collection is developed with student reading levels, interests, languages, and learning styles in mind, so that the collection offers "just-right" books for all students.</p> <p>The library collection includes all genres and formats.</p>	1	2	3	4	5
10. Social Responsibility	<p>The librarian teaches the ethical use of information and ideas.</p> <p>The librarian teaches the responsible use of the Internet.</p> <p>The librarian teaches cyber safety to students and parents.</p> <p>The librarian teaches students their responsibility to seek multiple perspectives.</p> <p>Library programming and instruction fosters the social interchange of ideas.</p>	1	2	3	4	5

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
11. Assessment	<p>The librarian uses both formative and summative assessment to design instruction and measure student learning.</p> <p>Library projects involve authentic, thoughtful, and creative assessment products.</p> <p>The librarian participates actively in school-wide analysis of student performance data to set instructional goals and modify teaching strategies.</p>	1	2	3	4	5
12. Professional Development	<p>The librarian is encouraged and supported by school, region, and system to participate in ongoing, formal, cross-discipline professional development offered locally, regionally, or nationally.</p> <p>As part of the school’s strategic plan, the librarian coordinates cross-discipline professional development opportunities for teachers on technology and inquiry in order to build a professional learning community.</p>	1	2	3	4	5
Operation						
13. Access and Use	<p>Every student and teacher has full access to library resources, technology, space, programs and services to fulfill instructional needs and individual interests.</p> <p>The library offers broad access by incorporating creative solutions through scheduling, arrangement of the library facility, use of technology, and extension beyond the library walls.</p> <p>The library has developed broad access policies to extend access to parents.</p> <p>Librarian borrows materials regularly for teachers and students through the school library system or from other libraries.</p> <p>The library maintains a Website to provide access to</p>	1	2	3	4	5

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
13. Access and Use (cont.)	<p>library resources and guidance in research strategies.</p> <p>The library is used fully and consistently by whole groups, small groups, and individuals.</p>					
14. Climate	<p>The library media center is the hub of the school.</p> <p>The library offers a safe and inviting climate for all students and teachers.</p> <p>The library invites discovery and excitement about learning and sharing new ideas with others.</p> <p>Current student work is displayed.</p>	1	2	3	4	5
15. Automation	<p>The library is fully automated with a Web-based program.</p> <p>Catalog records are updated and maintained according to high professional standards.</p>	1	2	3	4	5
Program Administration						
16. Administrative Support	<p>Building, regional, and central administrators actively articulate and advocate for role of library program in literacy and resource-based teaching and learning.</p> <p>Building administrators enlist the librarian in school-wide curriculum and instructional planning.</p>	1	2	3	4	5
17. Program Planning	<p>The role of the library is articulated in the school's Comprehensive Education Plan.</p> <p>The Library Advisory Committee includes administrators, teachers, students, and parents and actively engages in program planning.</p> <p>Library technology is planned based on curriculum, school technology plan and individual student needs.</p> <p>Library program planning is integrated into school-wide strategic planning.</p>	1	2	3	4	5

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
17. Program Planning (cont.)	Teachers and administrators collaborate in ongoing library program planning and assessment to address current and future needs of school community.					
18. Policies and Program Administration	School has adopted policies to support the operation of the library media program (e.g., collection development, reconsideration of a work, confidentiality) School has adopted policies to guide students in the ethical and responsible use of information and technology (e.g., ethical use of technology, academic honesty/plagiarism). Ample staff and time are allotted to implement library operation procedures.	1	2	3	4	5
19. Instructional Leadership	The librarian is a full partner on the school leadership team and in school curriculum planning.	1	2	3	4	5
Outreach						
20. Communication and Advocacy	The librarian regularly communicates library media center opportunities, new resources, and program information to the school community through various venues (e.g., newsletter, Website, bulletin boards, e-mail, presentations). The librarian assesses the needs of others and then develops and implements an advocacy campaign that shows how library resources and services answer those needs. The Library Advisory Committee regularly advocates for the library.	1	2	3	4	5
21. Community Engagement	The library collaborates with the public library to support the educational needs of students and faculty. The librarian invites parents to become engaged in library activities, check out resources to share with their children, and attend librarian-designed parent workshops on topics	1	2	3	4	5

ATTRIBUTE	CHARACTERISTICS	1	2	3	4	5
		5 = Highest				
21. Community Engagement (cont.)	<p>of interest (e.g., how to read to your child, investigating with your child).</p> <p>The librarian facilitates the use of community resources (e.g., museums, art galleries, theatres, bookstores).</p>					

Please identify the three attribute areas of greatest strength and provide evidence of that strength.