

SECTION 4:

PROGRAM ADMINISTRATION

4.1
ADEQUATE STAFFING

4.1.1 ADEQUATE STAFFING
(Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering / Observations	Next Steps
Adequate staffing	<ul style="list-style-type: none"> • One full-time certified library media specialist for each 1000 students • One full-time paraprofessional for each 1000 students 		

4.1.2 NEW YORK STATE STAFFING REQUIREMENTS

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Sections 91.1 and 91.2 of the Regulations of the Commissioner of Education are repealed and new Sections 91.1 and 91.2 are added, effective February 18, 1974, to read as follows: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 91.2 Employment of school library media specialist. Each school district shall employ a certified school library media specialist, unless equivalent service is provided by an alternative arrangement approved by the Commissioner, in accordance with the following standards:

- (a) In a secondary school with an enrollment of not more than 100 pupils, a certified school library media specialist should devote at least one school period each day to school library work.
- (b) In a secondary school with an enrollment of more than 100 but not more than 300 pupils, a certified school library media specialist shall devote at least two school periods each day to school library work.
- (c) In a secondary school with an enrollment of more than 300 but not more than 500 pupils, a certified school library media specialist shall devote at least one-half of each school day to school library work.
- (d) In a secondary school with an enrollment of more than 500 but not more than 700 pupils, a certified school library media specialist shall devote at least five school periods each day to school library work.
- (e) In a secondary school with an enrollment of more than 700 but less than 1,000 pupils, a certified school library media specialist shall devote the entire school day to school library work.
- (f) One additional full-time assistant certified school library media specialist shall be employed in each secondary school for each additional 1,000 pupils enrolled in such school.

4.1.3 RECOMMENDED STAFFING LEVELS

The following chart of recommended staffing levels is an excerpt from:

THE STATE EDUCATION DEPARTMENT -- SCHOOL LIBRARY MEDIA PROGRAM EVALUATION RUBRIC

TARGET INDICATORS	NON-EXISTENT	IN PROGRESS	BASIC	PROFICIENT	EXEMPLARY
PROFESSIONAL STAFF	No professional staff assigned to Library.	Teacher assigned to the Library part of the day; ✓ Teacher assigned to the Library all day; _____ ✓ Certified LMS assigned to the Library part of the day; ✓	Certified Library Media Specialist (LMS) assigned to the Library Media Center (LMC) full-time.	Certified LMS assigned to the LMC full-time with additional LMS as needed depending on requirements of the library program and number of students and teachers in the school. At least 1 LMS for each 1000 students.	Certified Library Media Specialist assigned to the LMC full-time with additional LMS as needed depending on the requirements of the library media program and the number of students and teachers in the school. At least 1 LMS for each 500 students.
✓		assigned ___ hrs.			
SUPPORT STAFF	NO support staff assigned to the Library (clerk, aide, para, secretary, technician).	Support staff assigned to the Library less than half-time occasionally to assist the Librarian.	Support staff assigned to the LMC half-time or more, but less than full-time to assist the LMS.	Support staff assigned to the LMC full-time to assist the LMS.	One or more support staff assigned to the LMC to assist the LMS(s). Number of support staff depends on the needs of the library media program and the number of LMSs, students, and teachers in the school. At least 1 support staff for each 500 students.
✓					

4.1.4 CERTIFICATION

The following websites will help give an understanding of what is required for Certification.

<http://usny.nysed.gov/licensing/teachercertlic.html>

<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

The following website allows you to choose the certification license that best suits your credentials and preferences. On this website you will find all possible pathways available to receive the certificate of your choice. The specific requirements to satisfy each pathway are also listed. To find certification for school library media specialist, you need to select Classroom Teacher, Library Science, Pre K-12, Library Media Specialist, and select the type of certificate you desire (e.g. Initial, Internship, Professional, Supplementary, Transitional B, or Transitional C).

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

If you have any questions regarding certification, please call HR Connect at 718-935-4000.

Types of Certificates and Licenses

The information below describes the types of certificates that are most commonly sought for Library Media Specialist.

Initial Certificate

The entry-level certificate for **classroom teachers**, issued in specific subject/grade titles, and the entry-level certificate for **School Building Leader (SBL)**. Valid for 5 years. Leads to Professional Certificate.

Professional Certificate

The advanced-level certificate for **classroom teachers** (issued in specific subject/grade titles) and **School Building Leaders**. Continuously valid with completion of required professional development hours on a five-year professional development cycle.

Internship Certificate

Certificate issued to a student in a registered or approved graduate teacher education program, permitting the holder to serve an internship in a public school. Issued at the request of the college or university, provided that the student has completed one-half of the program's semester hour requirement and has guaranteed employment in a school

district. **This certificate is maintained electronically in the TEACH system, no actual paper certificate is generated.** Valid for two years and not renewable.

Supplementary Certificate

Certificate issued to already-certified classroom teachers to enable them to teach in a different subject area where a shortage exists. Candidates for the Supplementary certificate must meet certain semester hour and test prerequisites and have a commitment from the employing school for appropriate support while transitioning to the new subject area. Valid for three years while completing requirements for the Initial certificate in the new subject area. Applicants must apply by September 1, 2009. Leads to Initial Certificate.

Transitional B

First-level teaching certificate issued to a school district to permit the employment of an individual who is enrolled in an alternative teacher certification program. The Transitional B is tied to the school placement. Issued in classroom teaching titles. **This certificate is maintained electronically in the TEACH system, no actual paper certificate is generated.** Valid for 3 years while the individual is matriculated in an alternative program. Leads to either the Provisional or Initial certificate, depending on its issue date.

Transitional C

First teaching certificate issued to a school district to permit the employment of an individual who is enrolled in an alternative graduate teacher certification program at the graduate level. Issued in classroom teaching titles. **This certificate is maintained electronically in the TEACH system, no actual paper certificate is generated.** Valid for 3 years while the individual is matriculated in an alternative program. Leads to Professional Certificate.

4.1.5 NATIONAL LIBRARY MEDIA CERTIFICATION NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

What Library Media Specialists Know

I. Knowledge of Learners

- Accomplished library media specialists have knowledge of learning styles and of human growth and development.

II. Knowledge of Teaching and Learning

- Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.

III. Knowledge of Library and Information Studies

- Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

What Library Media Specialists Do

IV. Integrating Instruction

- Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

V. Leading Innovation through the Library Media Program

- Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

VI. Administering the Library Media Program

- Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

How Library Media Specialists Grow as Professionals

VII. Reflective Practice

- Accomplished library media specialists engage in reflective practice to increase their effectiveness.

VIII. Professional Growth

- Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

IX. Ethics, Equity, and Diversity

- Accomplished library media specialists uphold professional ethics and promote equity and diversity.

X. Leadership, Advocacy, and Community Partnerships

- Accomplished library media specialists advocate for the library media program, involving the greater community.

4.1.6 JOB DESCRIPTION FOR LIBRARIAN

The terms school librarian and library media specialist are interchangeable and describe a teacher with a Master of Library Science degree and certification as a Teacher of Library (NYC) or Media Specialist (Library) (NYS). In some New York City schools, teachers are assigned to the library to perform the functions of the librarian.

The school librarian plans, develops and administers the library program for the school(s) in public, independent and parochial school buildings or campuses.

The librarian integrates the information resources and services of the library media program through collaboration with classroom and content area teachers to accomplish the instructional goals of the school.

A list of job descriptions for School Librarians/Library Media Specialists can be found at <http://www.sldirectory.com/libsf/resf/evaluate.html#jobs>.

A job description for the school librarian position should be constructed around national standards for school library media programs. The three major areas involved in creating exemplary library programs are Learning and Teaching, Information Access and Delivery, and Program Administration. A sample job description / responsibilities for the school librarian position is provided in the first section of this Handbook [See 1.6 Librarian Responsibilities].

4.1.7 Reflective Practice: Goals for Professional Growth Library Media Specialist

Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
Instructional Program				
I integrate the teaching of information skills with curriculum standards and classroom content.				
I engage students in challenging learning expectations and provide opportunities for consistent feedback.				
I follow best teaching practices by using such techniques as setting high expectations, modeling, guiding individual practice, structuring learning activities around active engagement by students, and employing the use of critical questioning to push the level of thinking.				
I plan instruction to provide coherent development of information fluency skills.				
I provide guidance to students on individual research/homework assignments.				
I assess student learning through both formative and summative assessments developed in collaboration with classroom teachers.				
Comments / Evidence				
Collaboration				
I collaborate with teachers and administrators to develop and teach instructional units.				
I mentor and support new teachers.				
I collaborate with teachers and administrators on decisions about whole-school issues.				
I collaborate with school library colleagues, parents/guardians, public librarians and community members to support students' learning and personal development.				
I develop dynamic and flexible programming to meet the needs of students and the school community within the library's scheduling parameters.				
Comments / Evidence				

Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
Promotion of Literacy and Independent Reading				
I support the development of literacy skills across the curriculum through planning, teaching, and collection development in collaboration with classroom teachers, literacy coaches, and administrators.				
I foster independent reading to enable students to pursue self-directed learning and research.				
I encourage students to read according to their own interests.				
I foster motivation for independent reading through special programs like author visits and book clubs.				
I provide guidance to students and teachers in the selection of independent reading materials.				
I provide a collection that engages students at all reading levels in voluntary, independent reading.				
Comments / Evidence				
Library Environment				
I maintain an active / productive learning environment.				
I create a learning environment that is physically and psychologically safe and conducive to learning.				
I establish and maintain rapport with students, teachers, administrators, staff, and parents.				
I create engaging bulletin boards and displays of student work.				
Comments / Evidence				
Collection Development, Management, and Access				
I survey students and teachers about materials that should be included in the library's collection.				
I maintain a circulation and scheduling system to provide flexible, equitable and effective access to materials and equipment.				
I follow the New York City selection policy to develop and maintain a library collection that is appropriate for teacher / student needs and the curriculum.				
I use technology to provide information access and delivery (e.g., through automation).				

Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
Comments / Evidence				
Integration of Resources and Technology				
I train students and teachers in the use of technology.				
I integrate technology into teaching and learning to enhance the depth and breadth of resources available, introduce the use of new technologies to students and teachers, and strengthen students' skill level in using technology to connect academic learning with the world outside school.				
I assist staff and students in the location and analysis of appropriate information and resources (e.g., through instruction, individual guidance, library Website, and electronic pathfinders).				
I teach students to access information ethically, legally, and responsibly (e.g., copyright, fair use, plagiarism, illegal downloading, diverse points of view).				
Comments / Evidence				
Administration and Leadership				
I direct the function and utilization of the library to support the philosophy of the school.				
I prepare and manage the library budget based on curricular and instructional priorities.				
I keep accurate records, gather statistics (e.g., about library use, computer use, book circulation), and complete all required reports about the library program, use and collection.				
I reflect on program vision, needs, and strengths to ensure continuing growth and alignment with school and student priorities.				
I pursue opportunities for my own growth and development.				
I maintain and explain the ethics of the profession.				
I create a forum for input into the library program.				
I supervise aides, paraprofessionals, and volunteers.				
I maintain a respectful and inclusive environment for all students, teachers, administrators, parents and				

Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
community.				
I display leadership traits by serving on school committees, facilitating meetings, asking critical questions, helping groups discuss key issues and come to consensus, providing access to the latest research and theory in educational practice, and fostering an environment of collaborative inquiry among the teachers, administrators, and staff.				
I participate in school-wide planning and the development of a culture of literacy and inquiry.				
Comments / Evidence				
Library Advocacy and Support				
I serve as a liaison between the school and the community.				
I promote the library program within the school.				
I promote librarianship as a career.				
I communicate regularly to students and staff about library programs, services, and resources.				
I meet with a Library Advisory Committee regularly to ensure that library communications and goal-setting are connected to the whole school.				
Comments / Evidence				
Additional Demonstrations of Professional Expertise				
I apply for available grants to support the library program and resources.				
I seek opportunities for professional growth through activities such as membership in professional organizations, attendance at conferences, participation in professional development opportunities, applications for scholarships and awards, pursuit of national certification, and active participation on listservs.				
I prepare and deliver professional presentations, workshops, and publications.				
I contribute my areas of special expertise to the teaching and learning environment of the school (e.g., providing assistance to teachers on the use of technology, helping				

Professional Standards	Not Pertinent to My Situation	I Am Working Toward the Standard	I Meet the Standard	I Exceed the Standard
to maintain computers, videotaping student presentations).				
Comments / Evidence				
What are my goals for professional growth?	What is my action plan to reach my goals?	What evidence will show my success?		

4.2

FUNDING AND BUDGET MANAGEMENT

4.2.1 FUNDING AND BUDGET MANAGEMENT
 (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Funding and budget management	<ul style="list-style-type: none"> • Budget plan constructed around school and library goals • Budget management system • Sufficient funding 		

4.2.2 NEW YORK STATE FUNDING REQUIREMENTS

School Library Materials Aid

Note: updated from \$2 to \$4 to currently \$6.25 per student

ARTICLE 15-A – SCHOOL LIBRARY MATERIALS

§711. Aid for the purchase of school library materials [*Eff. until June 30, 1994.*]

1. In the several cities and school districts of the state, boards of education, trustees or such body or officers as perform the functions of such boards, shall designate school library materials to be used in the schools in the district.

2. School library materials, for the purposes of this article shall mean both audio/visual materials and printed materials that may or may not require magnification which meet all of the following criteria: (1) materials which are catalogued and processed as part of the school library or media center for use by elementary and/or secondary school children and teachers; (2) materials which with reasonable care and use may be expected to last more than one year; and (3) materials which would not be eligible for aid pursuant to sections seven hundred one and seven hundred fifty-one of this chapter. School library materials meeting these criteria may include (i) hard cover and paperback books, periodicals, that is publications which appear at regular intervals of less than one year on a continuing basis for an indefinite period, documents other than books, pamphlets, musical scores, other printed and published materials, and (ii) for school year nineteen hundred eighty-six-eighty-seven and thereafter audio/visual materials including films, film strips, micro-film, sound recordings, processed slides, transparencies, kinescopes, video tapes, maps, charts, globes, pictorial works, including pictures and picture sets, reproductions, photographs, graphic works, and any other audio/visual materials of a similar nature made.

3. No school district shall be required to purchase or otherwise acquire school library materials, the cost of which shall exceed an amount equal to four dollars multiplied by the sum of the public school district enrollment and the nonpublic enrollment of nonpublic schools within the school district in the base year. Enrollment shall be as defined in subdivision one of section thirty-six hundred two of this chapter.

4. The commissioner, in addition to the annual apportionment of public monies pursuant to other articles of this chapter, shall apportion to each school district an amount equal to the cost of the school library materials purchased by the district pursuant to this section, but in no case shall the aid apportioned to the district exceed an average of four dollars per pupil as defined in subdivision three of this section. The apportionment provided for in this section shall be paid at such times as may be determined by the commissioner and approved by the director of the budget, during the school year in which the expenditures are made to the extent that such expenditures have been made and reported to the department prior to such apportionment.

**STATE FORMULA AIDS AND ENTITLEMENTS FOR SCHOOLS
IN NEW YORK STATE
(AS AMENDED BY CHAPTERS OF THE LAWS OF 1999)**

**BB. LIBRARY MATERIALS AID
[Section 711 of the Education Law]
(1999-00 Estimated Total = \$15.3 Million)**

Each public school district may claim an apportionment of Library Materials Aid in an amount equal to the product of \$6 multiplied by the number of pupils attending schools within the school district's boundaries and enrolled during the 1998-99 (base) school year in grades K-12 in a public or nonpublic school. Each public school district is required to use such funds to purchase and loan library materials on an equitable basis for use by public and nonpublic students attending schools within the district's boundaries during the 1999-00 (current) school year. Aid is equal to the lesser of the maximum apportionment of \$6 [Note: Changed to \$6.25] per pupil or the actual expenditures incurred by the school district for purchase of library materials during 1998-99.

The amount of aid calculated pursuant to this formula is considered final and not subject to change after April 30 of the school year for which such aid is payable.

Budget Levels in New York State School Library Media Program Evaluation Rubric:
Non-Existent

No funds support the library program.

In Progress

Only funding is the NYS \$6.25 School Library Materials Aid.

Basic

NYS \$6.25 School Library Materials Aid and local funds from the District/City provide funding for new materials to maintain the collection.

Proficient

NYS \$6.25 School Library Materials Aid, local funds from the District/City, plus Federal funds support collection development.

Exemplary

Library Media Program budget consists of Federal, State, District/City, and grant funds to support resource-based teaching and learning. Long-range plan for library media program development and resources incorporated into school and district budget process.

4.2.3 NYSLIB GUIDELINES

New York City Office of Purchasing and Management Guidelines for purchases with NYSLIB funds can be found at:

<http://schools.nyc.gov/Offices/DCP/Publications/nyslib.htm>.

The following topics are included:

The screenshot shows a Microsoft Internet Explorer browser window displaying the NYSLIB GUIDELINES TOPICS page. The browser's address bar shows the URL: <http://schools.nyc.gov/Offices/DCP/Publications/nyslib.htm>. The page content includes a navigation menu on the left with categories like ABOUT US, ACADEMICS, CHOICES & ENROLLMENT, FACILITIES, OFFICES & PROGRAMS, RULES & POLICIES, STUDENT PERFORMANCE & ACCOUNTABILITY, and STUDENT SUPPORT, SAFETY, AND ACTIVITIES. The main content area is titled "Guides for Schools" and features a list of "NYSLIB GUIDELINES TOPICS" with links to various questions and answers. A right-hand sidebar contains sections for CONTACTS, NEWS, and KEY DOCUMENTS. The Windows taskbar at the bottom shows several open applications, including "Inbox - Microsoft...", "Handbook Revisi...", "ProTraxx - Profe...", "NYSLIB GUIDELI...", and "Handbook Progra...", along with the system clock showing 12:22 PM.

Department of Education
Joel I. Klein, Chancellor

advanced search | site map

DOE Home Page > Offices & Programs > Division of Contracts & Purchasing > Guides for Schools

Guides for Schools

[E-mail to a friend](#)

NYSLIB GUIDELINES TOPICS

- [WHAT IS NYSLIB?](#)
- [WHEN CAN I PURCHASE NYSLIB MATERIALS?](#)
- [WHAT CAN I PURCHASE WITH NYSLIB FUNDS?](#)
- [FROM WHOM CAN I PURCHASE NYSLIB MATERIALS?](#)
- [HOW DO I ORDER NYSLIB MATERIALS?](#)
- [WHAT ARE THE PURCHASING PROCEDURES?](#)
- [MUST NYSLIB PURCHASED ITEMS BE MARKED?](#)
- [WHAT ARE THE ACCOUNTABILITY PROCEDURES?](#)
- [MUST AN INVENTORY BE MAINTAINED?](#)
- [WHEN AND HOW CAN I DISCARD LIBRARY MATERIALS?](#)
- [FOR ASSISTANCE?](#)
- [NON-PUBLIC SCHOOLS?](#)
- [AUDIO-VISUAL MATERIALS TOPICS](#)

CONTACTS

HELP FOR SCHOOLS - DCP CLIENT SERVICES
718-935-4444
[ClientServices](#)

VENDOR HOTLINE
(718) 935-2300
[VendorHotline](#)

NEWS

[Technical Learning Solutions](#)
[Steps to Add a Vendor](#)
[FAMIS for Beginners](#)
[FAMIS Courier Special Order User Guide](#)
[Purchasing Press](#) > more

KEY DOCUMENTS

[Instructional Webcasts for Schools](#)
[Instructional Webcasts for Vendors](#)
MTAC/PGS

Local intranet

Start | Inbox - Microsoft... | Handbook Revisi... | ProTraxx - Profe... | NYSLIB GUIDELI... | Handbook Progra... | 12:22 PM

4.2.4 WHERE TO FIND YOUR LIBRARY BUDGET ONLINE

To locate your budget:

1. Find the DOE Welcome Page for your school. (Type the number or name of your school in the find box on the DOE Welcome Page and click on it in the list that comes up.)
2. When you are on your school's Welcome Page, click on "Statistics" in the left hand column.
3. Scroll down and click on "School Budget Overview and Detail."
4. Select the current fiscal year "Preliminary Budget" or "Actual Budget."
5. Scroll down and find the line that says: "TL NYSTL LIBRARY BOOKS."

How do I know if my budget is correct? The minimum school library budget is based on the state formula of \$6.25 per student recorded on your school's register (via the Basic Education Data System (BEDS form) as of October 31 of the previous year. So if your student population is about 500, your budget would be \$3125.00 (500 x \$6.25).

4.2.6 GRANT FUNDING

Grants are another way to fund the school library media program. As an educator, the librarian is empowered to apply for grants from public sector, private sector or other organizations. There are guidelines imposed on all grants received by the Department of Education.

Before a grant can be proposed and applied for, the librarian should have a copy of the school mission, the library mission, the school's Comprehensive Education Plan (CEP), and the school report card. The school's mission and the library mission help provide parts of a narrative that usually accompanies the application or proposal. The CEP and the School Report Card also provide information for the narrative. These two documents can also provide reasons the grant is needed. The demography of the school is important for most grants. The special focuses of the school are important as well.

Once the grant is granted, the school is responsible for reporting the grant to the region or central offices of the Department of Education.

You can find additional valuable information on the DOE's website at <http://schools.nyc.gov>.

The Fund for Public Schools

The Fund for Public Schools "is the non-profit organization affiliated with the New York City Department of Education that increases private sector support of public education. The Fund seeks to inspire belief in public schools and encourage every New Yorker to participate in the City's schools. "

The Fund raises money to support public schools and school libraries and refers educators to information about grants and granting organizations: <http://schools.nyc.gov/fundforpublicschools/>.

The Fund also provides grant applications, a fundraising toolkit, as well as grant-writing tips: <http://schools.nyc.gov/FundForPublicSchools/>

Children for Children

This organization offers several grants directly to teachers and has a donor's section for others to fund various items: <http://www.childrenforchildren.org/>.

Donors Choose

Librarians can request funding for materials that their students need in order to learn: http://servicelearning.org/resources/funding_sources/index.php?popup_id=551

4.3

LIBRARY PLANNING AND MANAGEMENT

4.3.1 LIBRARY MANAGEMENT (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Library management <ul style="list-style-type: none"> • Program • Facilities • Collection • Technology 	<ul style="list-style-type: none"> • Clearly defined operating procedures (checkout of materials and equipment, use of technology, individual student and class use of library) • Library vision / mission / goals • Activities / program of library aligned to vision, mission, goals • Collection maintenance procedures • Clear student behavior expectations 		

4.3.2 CONFIDENTIALITY OF LIBRARY RECORDS

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm>

Position Statement on the Confidentiality of Library Records

The members of the American Library Association,* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

4.3.3 LIBRARY LEARNING WALK

The Library Learning Walk 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.

The Library Learning Walk is based on national standards for school library media programs and on the philosophy of centering a library program on student learning. The three main aspects of a library program are delineated: Learning and Teaching; Information Access and Delivery; and Program Administration.

In using the Library Learning Walk, principals, teachers and librarians should follow a process of observation and planning [See the complete Library Learning Walk on the following pages]:

Step One: Define the library vision. Be sure that this is aligned with the School Mission and with the whole-school vision for students and learning.

Step Two: Pick one or two areas to focus on. One should be in Learning and Teaching and the other in either Information Access and Delivery or in Program Administration. Pick the areas where improvement would have the greatest impact on student achievement.

Step Three: Look at those two focus areas in the Library Learning Walk document to see and discuss the examples so that everyone develops a clear understanding of those areas.

Step Four: Use the observation sheets for the two focus areas. Walk around the library if appropriate, look at documents provided by the librarian, ask questions, and record observations. You may also interview teachers and students, using the interview sheets provided.

Step Five: Come back together as a group and discuss the observations and questions. Develop ideas for Next Steps.

Step Six: Using the last page of the Library Learning Walk, develop a plan for improvement.

LIBRARY LEARNING WALK

The Library Learning Walk 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 programs¹ and is based on the philosophy of centering a library program on student learning. The Learning Walk steps are listed in order with the observation sheets attached.

School _____ Librarian Name _____
Date _____ Principal Name _____

1. COLLABORATIVE BELIEFS / VISION OF LIBRARY: (Conversation among Team of Principal, Librarian, and Teachers)

2. NATIONAL STANDARDS:

Creating a strong library program that fulfills your beliefs and vision involves developing quality in the following areas (observation sheets are attached with fuller descriptions of each area):

Learning and Teaching (Pages 3-6)

- Climate conducive to learning
- Collaborative planning
- Integrated, collaborative teaching
- Curriculum fostering the skills of literacy, technology, and information literacy / inquiry

Information Access and Delivery (Pages 7-10)

- Collection aligned to curricular and student needs
- Physical environment / Facilities
- Flexible, open, extended, and equitable access
- Use of resources and technology

Program Administration (Pages 11-15)

- Adequate staffing
- Funding and budget management

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

- Library management
- Opportunities for professional development
- Library advocacy and support

3. FOCUS FOR LEARNING WALK:

Learning Walks are more effective if they are focused around **one or two areas or questions**. As a Library Team, decide the particular area(s) listed above that would most effectively move your school toward your library vision.

4. OBSERVATIONS / QUESTIONS

For each focus area, look at the examples of indicators that you might observe. As a team, discuss the indicators until everyone has a clear picture of what you might observe, or what information you might gather, to give a clear picture of what is happening in that area of focus.

5. LEARNING WALK

Once you have scheduled the Learning Walk and assembled the team (including the librarian, principal, teachers, external educators, parents, students, or others), you will want to **pick the appropriate focus sheets** and make individual observations. You may choose to follow up the time in the library by going to a classroom or two to interview a few students and teachers (using the interview sheets on pages 17 and 18).

6. DEBRIEFING / LONG-TERM PLANNING

The Learning Walk team reassembles to share each participant's Wonderings/Observations and then look at the observations in relation to Beliefs/Vision and National Standards. Together, team members decide the library's Next Steps and outline a plan for continued development of the library program by filling out the **Long-Term Planning Sheet** on Page 16.

LIBRARY LEARNING WALK

Learning and Teaching

Focus Area	Examples	Wondering / Observations	Next Steps
Climate conducive to learning	<ul style="list-style-type: none"> • Inviting atmosphere in library • Student work displayed in library • Respectful, focused, and friendly student-teacher-library interactions (flow of conversations) • Provision for diverse student needs: <ul style="list-style-type: none"> ○ Resources at different levels; in different languages ○ Instruction through varied groupings: whole class, small groups, individual ○ Varied instructional strategies • Students engaged in reading, researching, quiet conversation • Parent involvement <ul style="list-style-type: none"> ○ Resources for parents ○ Volunteer help by parents ○ Communication with parents 		

LIBRARY LEARNING WALK

Learning and Teaching

Focus Area	Examples	Wondering / Observations	Next Steps
Collaborative planning	<ul style="list-style-type: none">• Scheduled planning time for library media specialist and teachers to meet• Planned units of study in content areas• Library media specialist involvement in curriculum committees and development of school plan (CEP)• Library media specialist participation in school, department and grade-level curriculum design and assessment projects• Instructional activities planned collaboratively by teachers and library media specialist• Curriculum needs translated into library media program goals and objectives		

LIBRARY LEARNING WALK

Learning and Teaching

Focus Area	Examples	Wondering/ Observations	Next Steps
Integrated collaborative teaching	<ul style="list-style-type: none"> • Assignments designed by teachers and library media specialist to involve authentic learning tasks • Visible units of study/research in classroom and library • Collaborative teaching by teachers and library media specialist • Library collection developed around curricular needs • Student use of all appropriate formats of materials • Teaching of information literacy skills infused into curricular units 		

LIBRARY LEARNING WALK

Learning and Teaching

Focus Area	Examples	Wondering / Observations	Next Steps
Curriculum fostering the skills of literacy, technology, and information literacy / inquiry	<ul style="list-style-type: none">• Articulated curriculum of literacy, information literacy / inquiry, and technology skills integrated as part of whole curriculum of school• Ongoing professional development and librarian-facilitated discussions about how technology and information literacy can support classroom and grade-wide curriculum and instruction		

LIBRARY LEARNING WALK

Information Access and Delivery

Focus Area	Examples	Wondering / Observations	Next Steps
Collection aligned to curriculum and student needs	<ul style="list-style-type: none">• Selection policy with criteria for selection• Weeding policy with criteria for weeding• Collection development plan incorporating assessment of curricular and student needs		

LIBRARY LEARNING WALK

Information Access and Delivery

Focus Area	Examples	Wondering / Observations	Next Steps
Physical environment / facilities	<ul style="list-style-type: none">• Adequate and flexible space for simultaneous activities (whole group, small groups, individuals)• Library arranged for effective use with designated areas for specific activities (storytelling, research, technology use, etc.)• Location of library in school allows equitable access and fosters collaboration between librarian and teachers		

LIBRARY LEARNING WALK

Information Access and Delivery

Focus Area	Examples	Wondering/ Observations	Next Steps
Flexible, open, extended, and equitable access	<ul style="list-style-type: none"> • Adequate resources to fulfill curricular and instructional needs • Adequate computers available for access to Internet, automated catalog, electronic databases, and production software (e.g., word processing, presentation) • Automated catalog system • Teaching of ethical use of resources and technology • Open access times available every day for checkout of resources by any student 		

LIBRARY LEARNING WALK

Information Access and Delivery

Focus Area	Examples	Wondering / Observations	Next Steps
Use of resources and technology	<ul style="list-style-type: none">• Resources used for content learning, individual interests, independent reading, shared reading• Circulation is steady throughout the day and exceeds one book per child per week• Wide range of technology for research and production available and used by students and teachers (e.g., computers, digital camera, scanner, copier)		

LIBRARY LEARNING WALK

Program Administration

Focus Area	Examples	Wondering / Observations	Next Steps
Adequate staffing	<ul style="list-style-type: none">• One full-time certified library media specialist for each 1000 students• One full-time paraprofessional for each 1000 students		

LIBRARY LEARNING WALK

Program Administration

Focus Area	Examples	Wondering/ Observations	Next Steps
Funding and budget management	<ul style="list-style-type: none">• Budget plan constructed around school and library goals• Budget management system• Sufficient funding		

LIBRARY LEARNING WALK

Program Administration

Focus Area	Examples	Wondering / Observations	Next Steps
<p>Library management</p> <ul style="list-style-type: none"> • Program • Facilities • Collection • Technology 	<ul style="list-style-type: none"> • Clearly defined operating procedures (checkout of materials and equipment, use of technology, individual student and class use of library) • Library vision / mission / goals • Activities / program of library aligned to vision, mission, goals • Collection maintenance procedures • Clear student behavior expectations 		

LIBRARY LEARNING WALK

Program Administration

Focus Area	Examples	Wondering / Observations	Next Steps
Opportunities for professional development	<ul style="list-style-type: none">• Professional development opportunities available for library media specialist• Professional development opportunities available for teachers on use of library as part of instructional program• Professional development opportunities available for administrators on use of library program to foster student achievement and fulfill goals and mission of school		

LIBRARY LEARNING WALK

Program Administration

Focus Area	Examples	Wondering / Observations	Next Steps
Library advocacy and support	<ul style="list-style-type: none">• Ongoing communication about library program to school community• Library Advisory Team of teachers, administrators, students, parents		

LIBRARY LEARNING WALK

Long-Term Planning

Focus Area(s)	Desired Outcomes	Next Steps

LIBRARY LEARNING WALK: Teacher Interviews

1. How familiar are you and your students with the resources available through the library?
2. How does the library program meet your curricular and student needs?
3. How do you and the librarian plan and teach together?

Name:	Date:
Name:	Date:
Name:	Date:

LIBRARY LEARNING WALK: Student Interviews

1. Why do you come to the library?
2. What do you like most about your library?
3. What do you not like about your library?
4. How does the library help you learn?

Name:	Date:
Name:	Date:
Name:	Date:

4.3.4
REPORTS AND STATISTICS

CREATING REPORTS FROM AUTOMATION SYSTEMS

All automation systems can create reports. Some can create more than others, some allow customization of reports, but they all can do the basics. The following reports will prove useful:

Overdue notices: these are individual notices that go to each patron (teachers, students, parents, staff) usually on a weekly basis. The title of the outstanding material is printed on the notice.

Overdue report: this is a list of students who owe overdue materials. It does not list the actual titles, but can be used to alert a homeroom or classroom teacher of the problem. It is also useful at the end of a report card period or term or for parent-teacher meetings.

Circulation statistics: these statistics can be broken down by grade level, by individual class, by Dewey classification and can include a select time period or the whole year. In some systems, they can include books, magazines and textbooks that are used “in-house,” that is used in the library but not checked out. Circulation statistics are helpful in preparing an annual report and for documenting or tracking use by a particular class or grade level.

Bibliographies: most automation systems allow the user to generate lists of books based on a search on a subject heading, a Dewey number or a keyword. These are extremely helpful when collaborating with teachers.

Missing books report: useful after inventory to see what is missing and search for it on other shelves or replace it if lost.

Shelflist: a shelflist is a file of bibliographic records arranged in the same order as the corresponding materials on the shelves. With automation, you no longer have to maintain a paper shelflist (although some librarians like to do this anyway). However, you should make sure to keep an up-to-date backup of the shelflist. Of course, you need to back up your whole system regularly. Depending on the usage, you should backup daily or weekly and store the data away from your system.

4.3.5 ANNUAL REPORT TEMPLATE

Annual Report Planning Sheet

Bulleted summary of accomplishments (in areas of teaching and learning, information access, program administration). Can you open with a story? What did a typical day look like?

Trends over the course of the past year (discussion of circulation and use statistics, changes/trends in teacher use, student use, and learning issues)

Student achievement/activities (notable lessons, collaborations, programs. Connect to standards.)

Major new purchases/acquisitions and their impact on learners

Technology update (hardware, software, databases. Connect to ISTE's NETS standards)

Displays

Grants/gifts/fund-raising

Out in the community (include presentations to outside groups)

Volunteers and their contributions to the program

Professional activities (professional development/in-services presented/conferences, committees, courses)

Publications (bibliographies, reviews, pathfinders, Web publications)

Needs/Issues and suggested solutions (If purchases are requested, how will they impact student achievement or teacher effectiveness?)

Goals for next year(s)

Appendix (Attach collection and use statistics, statistical reports relating to student learning, survey results, and any published articles or public relations materials. Ideally the importance of these statistics will have been discussed in the narrative.)

Adapted from: Valenza, Joyce Kasman. *PowerTools Recharged*. Chicago: American Library Association, 2004

4.3.6 ANNUAL GOALS

Teacher-Librarian _____ School _____ School Year _____

Mission/Philosophy of the Library Information Center:

GOAL SMART: Specific, Measurable, Attainable/Action Oriented, Realistic, Timely	Connection to Mission/Comments	Assessment Plan	Time Range	Priority 1, 2, 3
Program Administration				
Learning, Teaching, Collaborating				

Adapted from: Valenza, Joyce Kasman. *PowerTools Recharged*. Chicago: American Library Association, 2004.

GOAL SMART: Specific, Measurable, Attainable/Action Oriented, Realistic, Timely	Connection to Mission/Comments	Assessment Plan	Time Range	Priority 1, 2, 3
Information Access and Delivery				
Building-Specific Goals				
District/Region Level Goals				
Professional Development Goals				

Adapted from: Valenza, Joyce Kasman. *PowerTools Recharged*. Chicago: American Library Association, 2004.

NEW YORK CITY SCHOOL LIBRARY SYSTEM MEMBER SCHOOL PLAN

A SELF-ASSESSMENT TOOL

One of the regulations of the Commissioner of Education 90.18 for School Library Systems is that each Member School shall file, with the school library system, a plan which examines district and member school library resources and programs and describes the ways in which the member school proposes to make effective use of the local school library system.

Regardless of the size of the school, the primary mission of the library media center is to foster independent learning skills in students and support their academic and personal development. To fulfill its mission, the library media center must stimulate and enrich the academic climate by providing the resources and services that are essential to the education offered by the school and to the needs of the educational community. The facility, resources, finances, staff, services, and the overall program are basic elements that will be covered in this self-assessment tool.

SECTION 1: SCHOOL, PERSONNEL, AND ACCESS INFORMATION

<i>Public or Non-Public:</i>
<i>Region / District:</i>
Campus Name (if applicable):
SCHOOL INFORMATION
School Name and Number: Enrollment: Grades: Principal Name: E-mail Address: Number of Faculty: Number of Administrators:
School Name and Number: Enrollment: Grades: Principal Name: E-mail Address: Number of Faculty:

Number of Administrators:
School Name and Number: Enrollment: Grades: Principal Name: E-mail Address: Number of Faculty: Number of Administrators:
School Name and Number: Enrollment: Grades: Principal Name: E-mail Address: Number of Faculty: Number of Administrators:
School Name and Number: Enrollment: Grades: Principal Name: E-mail Address: Number of Faculty: Number of Administrators:
ADDRESS
Address
LIBRARY ACCESS
Our school has full access to a central school library. Yes _____ No _____ If yes, please complete the rest of the survey. If no, please submit now.
Library Hours: How many hours per week is the library open beyond the school day (before and after school, on weekends)?
Phone Numbers Library:

School or Campus:
Fax Number
Library Web Site
PERSONNEL INFORMATION
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher? Yes _____ No _____ If yes, how many classes per week are assigned to the library? _____</p> <p>Check all that apply: _____ MLS _____ School Library Media Specialist certification _____ Teacher certification in other subject area</p> <p>Years experience in the library:</p>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher? Yes _____ No _____ If yes, how many classes per week are assigned to the library? _____</p> <p>Check all that apply: _____ MLS _____ School Library Media Specialist certification _____ Teacher certification in other subject area</p> <p>Years experience in the library:</p>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher? Yes _____ No _____ If yes, how many classes per week are assigned to the library? _____</p> <p>Check all that apply: _____ MLS _____ School Library Media Specialist certification _____ Teacher certification in other subject area</p> <p>Years experience in the library:</p>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher? Yes _____ No _____</p>

If yes, how many classes per week are assigned to the library? _____

Check all that apply: _____ MLS
 _____ School Library Media Specialist certification
 _____ Teacher certification in other subject area

Years experience in the library: _____

Library Support Staff (please indicate number in FTE's [Full Time Equivalent])

_____ Paraprofessional
 _____ Aide/Clerk
 _____ Other paid staff
 _____ Regular volunteers

Is there a Library Advisory Committee? If yes, who is on the committee?

Check all that apply:

- _____ Teacher
- _____ Administrator
- _____ Parent
- _____ Community member/partner
- _____ Student
- _____ Content-area coach
- _____ Technology specialist
- _____ Parent coordinator
- _____ Other

Is there parental (or PTA) involvement? If yes, how?

SECTION 2: LIBRARY RESOURCES AND SERVICES

For each of the items below, check or describe the condition that most accurately reflects its present status in your school library program.

WRITTEN POLICIES

A written materials selection policy governing all library resources has been established.	Yes _____	No _____	NA _____
The library has a written vision/mission statement developed in response to specific needs of the school/campus community.	Yes _____	No _____	NA _____
A challenged materials policy has been established.	Yes _____	No _____	NA _____
A written policy for collection weeding and inventory has been established and implemented.	Yes _____	No _____	NA _____
The library has clear policies that provide for equitable access and use by all students in the building.	Yes _____	No _____	NA _____
The school has an Acceptable Use policy (for responsible student use of computers and the Internet).	Yes _____	No _____	NA _____

PROGRAMS AND SERVICES

The Information Fluency Continuum is being implemented through a written, planned program of instruction in information skills which has been integrated into all curricular areas.	Yes _____	No _____	NA _____
A planned orientation program for new students and teachers is implemented yearly.	Yes _____	No _____	NA _____
When classes are scheduled into the library, the classroom teacher remains with them and takes an active role	Yes _____	No _____	NA _____
The lessons taught through the library encompass information, literacy, technology, and thinking skills.	Yes _____	No _____	NA _____
The Library Media Specialist teaches: Individual students Small groups Whole classes	Yes _____ Yes _____ Yes _____	No _____ No _____ No _____	NA _____ NA _____ NA _____
The Library Media Specialist works collaboratively with other teachers in planning, teaching, and evaluating classroom research and reading activities as described in <i>Information Power: Building Partnerships for Learning</i> .	Yes _____	No _____	NA _____
The library facilitates independent reading and offers planned reading motivation activities throughout the year.	Yes _____	No _____	NA _____
The library is free of regularly scheduled study halls or other activities which limit open access by students and teachers.	Yes _____	No _____	NA _____
The Library Media Specialist uses the Library Learning Walk in collaboration with the principal to develop library plans for improvement.	Yes _____	No _____	NA _____
The Library Media Specialist attends: Staff meetings Grade-level or department meetings Curriculum committee meetings Other	Yes _____ Yes _____ Yes _____ Yes _____	No _____ No _____ No _____ No _____	NA _____ NA _____ NA _____ NA _____
The Library Media Specialist is a member of the School Leadership Team.	Yes _____	No _____	NA _____
The Library Media Specialist helps write the school's Comprehensive Education Plan (CEP).	Yes _____	No _____	NA _____
The Library Media Specialist works cooperatively with public librarians to facilitate student participation in the Summer Reading Program, class trips to the public library, visits to schools by public librarians, sharing of assignments and resources.	Yes _____	No _____	NA _____

FACILITIES

Seating capacity of the library:			
Has your Library Media Center undergone renovation during the past 5 years?	Yes _____	No _____	NA _____
If not, are there plans to renovate during the next 3 years?	Yes _____	No _____	NA _____

Is the size of your Library Media Center adequate to support your program?	Yes _____	No _____	NA _____
Is your Library Media Center aesthetically pleasing?	Yes _____	No _____	NA _____
Does your Library Media Center have a security system?	Yes _____	No _____	NA _____

COLLECTION DEVELOPMENT

Students, parents and/or teachers are involved in materials selection:	Yes _____	No _____	NA _____
Recommend title or authors	Yes _____	No _____	NA _____
Recommend subjects or topics	Yes _____	No _____	NA _____
Recommend materials based on reviews or bibliographies	Yes _____	No _____	NA _____
Express needs and interests	Yes _____	No _____	NA _____
Materials are selected for the library collection based on:			
Reviews	Yes _____	No _____	NA _____
Bibliographies	Yes _____	No _____	NA _____
Curricular needs	Yes _____	No _____	NA _____
Student interests	Yes _____	No _____	NA _____
Student reading levels	Yes _____	No _____	NA _____
Student languages	Yes _____	No _____	NA _____
Previewing (conference or workshop vendor exhibits, Combined Book Exhibit)	Yes _____	No _____	NA _____
An annual inventory is taken of the entire library collection OR	Yes _____	No _____	NA _____
An annual inventory is taken of selected Dewey areas.	Yes _____	No _____	NA _____
An up-to-date collection of professional books and periodicals is available for use by faculty and parent groups.	Yes _____	No _____	NA _____
Audio-visual materials (excluding computer software) are cataloged and made available to teachers and/or students as part of the library media center's resources.	Yes _____	No _____	NA _____
The library has one or more well developed special area(s) of the collection.	Yes _____	No _____	NA _____
Please identify by indicating the subject area(s) covered:			

RESOURCES (TOTAL NUMBER OF ITEMS/TITLES)

Print Resources	
Volumes - Number	_____
Volumes / Student - Number	_____
Current Periodical Subscriptions - Number	_____

Newspaper Subscriptions - Number	_____
Audio Visual Resources	
Videos, CDs, cassettes, films, DVDs, slides, e-books - Total Number	_____
Electronic Resources	
Online databases (on-site and remote access) NOVEL (New York Online Electronic Virtual Library) Number of Locally Purchased Databases - Number	Yes ___ No ___ _____
CD-ROMs - Number	_____
Computer software - Number Titles:	_____
Other (specify):	
Equipment	
The LMC has sufficient hardware both in quality and quantity to meet the needs of the school population.	Yes ___ No ___
Audio-Visual Overhead projector Cassette or CD player CD-ROM player LCD projector Video projector VCR/Television DVD player Smart Board	Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___
Computers Number of working computer stations for student or teacher use Number of working computer stations for library staff use Number of working computers with Internet access Number of laptop carts / Total Number of laptops Number of standalone or networked printers	_____ _____ _____ _____/_____ _____
Additional Equipment Scanner Digital camera Copy machine Other	Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___

Adequate outlets/wiring	Yes ___ No ___
Communication Connections in the Library	
Connection to the Internet:	Yes ___ No ___
Modem connection (indicate speed)	_____
ISDN/Cable modem	_____
T-1 or T-3	_____
Wireless	_____
Connection to cable television	Yes ___ No ___

INTER-LIBRARY LOAN

Your library participates in the system-wide union catalog of library resources.	Yes _____	No _____	NA _____
Your holdings are currently included in the union catalog.	Yes _____	No _____	NA _____
You have current, updated MARC records available for inclusion in the union catalog.	Yes _____	No _____	NA _____
You and your staff are willing to attend training on the ILL system.	Yes _____	No _____	NA _____

BUDGET

The State allocation of \$6 per pupil is provided for central school library resource purchasing.	Yes _____	No _____	NA _____
The school allocates additional funding to supplement the state allocation.	Yes _____	No _____	NA _____
The library receives additional funds through grants, federal funding, or other sources.	Yes _____	No _____	NA _____

LIBRARY AUTOMATION

The Library Media Center is fully automated (OPAC, circulation, cataloging, report generator). If yes, what automation system is being used? ____ Follett ____ Winnebago/Sagebrush ____ Dynix ____ Mandarin ____ Other (please specify)	Yes _____	No _____	NA _____
If no, what is the projected date for automation? ____ In process, will complete in next year			

<input type="checkbox"/> 2-3 years <input type="checkbox"/> No plans for automating			
Are catalog records available through the Web?	Yes _____	No _____	NA _____
MARC 21 records are sent to the School Library System for inclusion in the union catalog database.	Yes _____	No _____	NA _____

COMPUTER NETWORKING

All library electronic resources are available through a school-wide network.	Yes _____	No _____	NA _____
The OPAC (Online Patron Access Catalog) is networked within the building.	Yes _____	No _____	NA _____
The computers are networked within the library.	Yes _____	No _____	NA _____

PROFESSIONAL DEVELOPMENT

The Library Media Specialist attends regular regional meetings held by the Regional Library Representative to ensure the sharing of information, ideas, and materials among library media specialists.	Yes _____	No _____	NA _____
The Library Media Specialist attends training sponsored by the School Library System.			
Fall conference	Yes _____	No _____	NA _____
Spring conference	Yes _____	No _____	NA _____
Technology	Yes _____	No _____	NA _____
Other	Yes _____	No _____	NA _____
The Library Media Specialist attended the Professional Development Module for Newly Assigned Staff during the first three years of library service in New York City.	Yes _____	No _____	NA _____

In the past three years (2003 - 2006) librarians at this school have attended the following workshops, professional development days and conferences:

Title of event	Sponsor	Approximate Date(s)

PROFESSIONAL AFFILIATIONS

Librarians at this school belong to the following professional organizations: American Library Association (ALA) American Association of School Librarians (AASL) Association of Library Services to Children (ALSC) Young Adult Library Services Association (YALSA) New York Library Association (NYLA) School Library Media Section (SLMS) New York City School Librarians Association (NYCSLA) Hudson Valley Library Association Other (Please specify):	Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____	No _____ No _____ No _____ No _____ No _____ No _____ No _____ No _____ No _____	NA _____ NA _____ NA _____ NA _____ NA _____ NA _____ NA _____ NA _____ NA _____
---	---	--	--

COMMUNICATIONS

The Library Media Specialist shares information about the library program and resources with students, teachers and administrators in the building using _____ E-mail _____ Newsletters _____ Listserv _____ Library Web page _____ Other (specify)	Yes _____ Yes _____ Yes _____ Yes _____ Yes _____	No _____ No _____ No _____ No _____ No _____	NA _____ NA _____ NA _____ NA _____ NA _____
--	---	--	--

REPORTING

How will you report your goals and success in achieving your goals to your school community, including your principal, teachers, parents, and students, as well as the Office of Library Services? _____ Newsletters _____ Library Web page _____ Member Plan _____ Annual Member Survey _____ Other (specify)

CAMPUS/MULTI-SCHOOL SITES

If you are not in a multi-school site, please skip to Section 3: Strengths and Goals.

The library serves all the students in the building. If not, please indicate reasons:	Yes _____	No _____	NA _____
--	-----------	----------	----------

Schools in building have not reached agreement that library should serve all.	Yes _____	No _____	NA _____
Librarian's salary is not paid for by all schools.	Yes _____	No _____	NA _____
Librarian has been designated to serve only specific schools in the building.	Yes _____	No _____	NA _____
Staffing level is inadequate to service all schools in the building.	Yes _____	No _____	NA _____
Schedules conflict among the schools in the building.	Yes _____	No _____	NA _____
Grade levels served by schools in the building have too big a discrepancy to be served by one library.	Yes _____	No _____	NA _____
Other _____	Yes _____	No _____	NA _____
The library has implemented Access and Use policies to foster equitable access for students from all schools in the building.	Yes _____	No _____	NA _____
The library receives at least the state-mandated minimum budget allocation (\$6/student) from every school in the building.	Yes _____	No _____	NA _____
The librarian is involved in professional development, staff meetings, curriculum planning, or other collaborative activities with every school in the building.	Yes _____	No _____	NA _____

SECTION 3: STRENGTHS AND GOALS

Now that you have had the opportunity to look at your building's library program from various perspectives, please indicate the three areas where your library is the strongest:

- _____ Personnel
- _____ Access
- _____ Written Policies
- _____ Programs and Services
- _____ Facilities
- _____ Collection Development
- _____ Resources
- _____ Inter-Library Loan
- _____ Budget
- _____ Library Automation
- _____ Computer Networking
- _____ Professional Development
- _____ Professional Affiliations
- _____ Communications

List three goals to be implemented during the next three years:

- 1.

- 2.

- 3.

How could the NYC School Library System assist you in reaching your goals and improving your library media program (courses, workshops, documents, services, etc.)?

ASSURANCES

We have read the attached member plan of library resources and services, as required by Commissioner’s Regulations 90.18 (f) (4) and will use this self-assessment tool to improve the Library Media Center program. We assure the State Education Department that we will make every effort to achieve the stated goals and to provide adequate, qualified staff to administer the library media program, including school library responsibilities.

Library Media Specialist

Date

Library Media Specialist

Date

Principal

Date

Thank you for the information you have provided through the Member Plan.

Commissioner's Regulations set forth the requirements for school library system participation. One of the mandates is "**periodic reporting, at least annually, to the governing body of the school district or school and to the administration regarding participation of the member in system services.**" [C.R. 90.18(f) (4) (iii)]

The aggregated results of school member plans will be presented annually to the Chancellor or his designee.

New York City School Library System
52 Chambers Street, Room 213
New York, NY 10007
(212) 374-0328 Phone
(212) 374-5760 Fax

4.3.8 INTEGRATION INTO COMPREHENSIVE EDUCATION PLAN (CEP)

The Comprehensive Educational Plan (CEP) is a document that helps school leadership teams assess, plan and execute educational plans for their students. It is a tool. The CEP template may be accessed from the main NYC Department of Education web site <http://schools.nyc.gov/default.aspx> by entering “CEP” in the search box. In the CEP, curriculum and instruction are evaluated for effectiveness and impact on student achievement, needs are identified, SMART goals (Specific, Measurable, Achievable, Realistic, and Time-bound) are set, and an action plan is developed to meet those goals. The librarian should be a member on the leadership team or work closely with the team as it prepares the CEP so that the library program is an essential piece of the school’s education plan (CEP).

Three sections within the body of the CEP are the major points for infusion of library program data and goals: Section IV – Needs Assessment; Section V – Annual School Goals; and Section VI – Action Plan.

COMPREHENSIVE EDUCATION PLAN SECTION IV: NEEDS ASSESSMENT

The comprehensive review of the school’s educational program is informed by a number of data sources, including the School Report Card, Progress Report, Quality Review and Quality Review self-assessment documents, periodic assessments, ARIS, Inquiry Team assessments and action research, surveys, and school-based assessments.

Librarians should facilitate a process of assessing the library program using the *Library Learning Walk* and the *LMC 21 Rubric* in order to gather data that can be contributed to the school-wide needs assessment. In addition, librarians and teachers should analyze the assessment data they have gathered on students’ acquisition and ability to apply information fluency skills as a part of class assignments.

The following questions may also help guide an assessment of library needs based on how the library contributes to student achievement.

What do you believe about the role of the library in fostering student motivation and learning?

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. . . .

What types of activities do you expect to see 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. . . .

Considering your shared beliefs and expectations, what is your shared vision of the library?

To fulfill your vision, a library program should be developed in three areas: learning and teaching, information access and delivery, and program administration. Consider the following questions in developing a library plan for improvement.

Learning and Teaching

How conducive to learning is the climate of the library?

- How does the library provide for diverse student needs in resources and instruction?
- What special events and programs does the library host (book fairs, book clubs, author visits, readalouds, health fairs)?
- How do displays reflect the academic learning and personal interests in the school?
- How are students engaged in class-related research in subject and content areas, individual investigation, independent reading, and personal inquiry?
- How does the climate encourage teachers and parents to be involved?

How is collaborative planning between the librarian and classroom teachers supported?

- What scheduled planning times are available for the librarian and classroom teachers to meet?
- What collaborative units have been developed and taught this school year? Are these equitably distributed throughout the school?
- How is the librarian involved in school-wide curriculum planning?
- How are the curriculum needs of the school translated into library media program goals and objectives?

How does the instructional program of the library support the development of independent-learning and information skills in all students? [See the Information Fluency Continuum on the Website of the Office of Library Services at <http://schools.nyc.gov/Academics/LibraryServices/default.htm>.]

- What information fluency skills have been designated as priorities for each grade/subject area in your school?
- How are these priority skills integrated into curricular units in every classroom in the school?
- How do **all** students have opportunities for inquiry and frequent instruction in information fluency skills?
- How is the teaching of information fluency adapted for students with special needs?
- What professional development on information and technology skills is available to teachers in the school?

Information Access and Delivery

How is the library collection aligned to the curriculum and student needs?

- How well does the library collection meet the needs of students, teachers, and the curriculum?
- How are classroom collections connected to the resources of the school library?
- Is the library collection developed by assessing needs, evaluating strengths and gaps, and ordering based on selection criteria, reviews, and teacher and student input?
- Is the library collection maintained through regular purchasing and discarding?
- Is there an automated catalog and circulation system?
- What electronic resources are available through the library? Are they available only in the library or also in classrooms and in the home?

How does technology available through the library enhance student learning?

- Does the library have sufficient working computers connected to the Internet and loaded with appropriate software?
- Do students receive regular instruction in the information fluency skills that enable them to use technology successfully for learning?
- How is the ethical and safe use of technology and information taught to all students?
- Is the use of technology integrated effectively into classroom learning?

- *What professional development do teachers and the librarian receive on the integration of technology?*

How do the physical facilities of the library accommodate varied and flexible use?

- *How well do the facilities accommodate use by whole classes, small groups, and individuals?*
- *Are the resources in the library organized for easy access?*
- *How attractive and well maintained is the library space?*
- *Is there clear signage and designation of areas for specific activities (e.g., storytelling, research, technology use, independent reading)?*

Does the library enable flexible, open, extended, and equitable access?

- *Is the library scheduling flexible enough to provide equitable access to all students?*
- *Does the library schedule offer sufficient opportunities for teachers to schedule classes for in-depth inquiry projects and literacy experiences?*
- *Is there open access time for students to check out materials for independent research and reading? Is this time well used by students and teachers throughout the school?*
- *Does the library offer extended hours before or after school, on weekends, or during the summer?*

Are the resources and technology of the library used extensively?

- *Are circulation and use policies of the library fair and consistent?*
- *Is every student checking out and reading at least one book per week (or whatever level you have established as a school)?*
- *Is the library the instructional hub of the school?*
- *Does the library foster a school-wide culture of reading and independent learning?*

Program Administration

Is the library staffed at a level that enables the librarian(s) to deliver the services and instruction outlined in your library vision?

- *Is the librarian certified as a school library media specialist or has she or he received compensatory professional development?*
- *Is the library also staffed with a paraprofessional or aide so that the librarian can focus on professional responsibilities?*
- *Do you have a program of recruiting, training, and managing library volunteers?*
- *Do students volunteer in the library?*

Is the library budget adequate and is it allocated and spent each year?

- *Is there a budget plan that reflects the library vision and the needs of the school?*
- *Does the library receive the full state allocation, additional instructional funds, software money, grant funds?*
- *How are library resources and needs reflected in grant proposals?*

How is the library managed for effective use?

- *How are the activities/program of the library aligned to the library vision and school mission?*
- *Are there clearly defined operating procedures and library policies?*
- *Are there clear expectations for student behavior in the library?*
- *How is the library program evaluated in an ongoing manner?*

How is the librarian part of a professional learning community?

- *Does the librarian regularly participate in opportunities for library professional development offered by the region and Office of Library Services?*
- *Is the librarian included in all appropriate school-based professional development?*
- *Does the librarian coordinate cross-disciplinary professional development opportunities for teachers on technology and inquiry in order to build a professional learning community in the school?*

How is the library advocated for and supported?

- *Is the library vision communicated to the school students, faculty, staff, parents, and community?*
- *Is there a Library Advisory Team comprised of teachers representing a cross section of grade levels and subjects that provides ongoing advocacy and guidance to the library program?*
- *Is there an advocacy program for the library?*
- *Is the school structured to support the full integration of the library into the instructional life of the school?*
- *Are library resources and programs communicated regularly to the school community?*

Data on the library program and student achievement of information fluency skills as well as answers to the above questions provide valuable documentation for the school-wide assessment of needs to complement the other school-wide data sources. The analysis of library data can be framed around the same questions that will frame the school CEP Needs Assessment:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

COMPREHENSIVE EDUCATION PLAN SECTION V: ANNUAL SCHOOL GOALS

In the next CEP section, schools develop and list the school's instructional goals for the year. The goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound and aligned to the needs identified previously. Schools must develop goals in subject areas where students are not making adequate yearly progress (AYP). With their knowledge of the curriculum and instruction throughout the school, librarians should contribute actively to the development of school CEP goals.

COMPREHENSIVE EDUCATION PLAN SECTION VI: ACTION PLAN

In the Action Plan Section, schools identify actions/strategies/activities to accomplish each goal, along with the target population(s), responsible staff members, and implementation timelines.

Because the library program touches every student in the school, each of the school's SMART Goals has relevance to the library. **Librarians should make sure that specific and measurable actions for the library program are included in the school plan under each appropriate goal.** If, for example, a school identifies improved literacy for English Language Learners as a top goal, then the librarian might consider the implications for collection development (adding materials in other languages), skills instruction (using graphic organizers and ELL strategies in all instruction), engagement of parents (sponsoring family literacy nights in the library), and reading motivation programs (cultural themes).

Emphasize strategies/ activities that enhance instructional practices and build capacity of teachers and other instructional staff. Strategies and/or activities must be specified for all grades or grade clusters and targeted student subgroups. Personnel and budgetary resources and constraints must be considered while selecting strategies and designing activities.

Consider the following in developing Actions:

- Strategies/ activities for delivering a high-quality library media program
- Integration of information fluency skills throughout the instructional plan of the school
- Activities through the library that offer enrichment and attention to students of special needs, differentiated learning needs, languages other than English
- Activities through the library that support reading motivation
- Collection development to support curriculum and instruction throughout the school
- Professional development, parent involvement activities, and the use of technology in support of library media activities

The following chart may help in the planning of library action steps to accomplish school CEP Goals.

Annual Goal:	
<i>WHAT</i> needs to be done to accomplish the goal? ➤ Actions/Strategies/ Activities that will lead to measurable results	
<i>FOR WHOM?</i> ➤ Identify Target Population (include ELLs and students with disabilities)	
<i>BY WHOM?</i> ➤ Person(s) or Position(s) Responsible (* denotes Lead person)	
<i>WHEN?</i> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	
<i>SUPPORT</i> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.)	
<i>INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENT</i> - How will we know our strategies are working? ➤ Interval of Periodic Review / Instrument(s) of Measure / Projected Gains	

GUIDE TO STARTING A NEW SCHOOL/LIBRARY/JOB

(From: Alice Yucht, aka Alice in Infoland, <http://www.aliceinfo.org>)

Good luck in your new job, and welcome to the profession! Here is the “getting ready checklist” I share with the fledglings I’ve mentored over the years:

MONTH BEFORE SCHOOL STARTS:

1. Make friends with school secretary.
 - Get copy of first month’s school calendar.
 - Find out school/district timetables for purchase orders, admin. reports, major events, etc.
 - Find out names/phone numbers of any district contacts you will need to interact with (supervisors, personnel office, accounts office, other librarians, PTA volunteer coordinator, etc.)
 - Find out school policy on use of copiers, laminators, poster-makers, etc., especially if they are located anywhere near the library.
 - Find out about supply room, supply orders, etc.
 - Discreetly try to find out what clerical help (if any) might be available from the office staff, especially if there is no library staff.
 - Find out if/when/how the library facility is used after regular school hours.
2. Make friends with school custodian(s). Ask questions about cleaning schedules, use of library space after school, etc., and what kinds of cookies they like. (Even if you can’t bake, you can provide. . . .)
3. Make friends with library staff, if any.
 - Discuss roles and responsibilities, and schedules.
 - Discreetly try to find out:
 - what previous librarian did first week of school
 - which teachers tended to ‘hang out’ in the library (you need them)
 - who (if anyone) organized volunteers from PTA (might be different info from school secretary!)
 - which local librarians are/were friendly with previous librarian.
4. Meet with principal, and discuss his/her goals for library program. Ask what s/he wants you to concentrate on. Find out what library schedule will be (fixed vs. flexible, open immediately or a week to set up, what kind of orientations necessary, etc.) and WHY.
5. See if you can go through the library files (you hope there *are* some), and find out what last year’s schedule was really like.

6. Figure out the circ. system (automated or not), and decide on borrowing policies and rationales.
7. Make contact with pro-library faculty (see above): pump them for info.
8. See if you can talk to previous librarian, or neighboring librarian, re: circulation system, circ. policies, faculty attitude toward library.
9. Find a copy of *"The Little Engine That Could."*
10. Inform significant other/family members that you will NOT be cooking dinner the first week of school.

WEEK BEFORE SCHOOL STARTS:

1. Plan and rehearse your orientation lessons. Make sure to allow at least 10 minutes for book browsing/checkout with each class.
2. Figure out the circ. system's quirks, and find out what kind of clerical/volunteer/student help you could hope to have.
3. Learn how to use any computer and/or AV equipment you are responsible for. Find the instruction manuals (yeah, right) or send for more.
4. Figure out the shortest route to the faculty bathroom, and how long it takes to get there.
5. Read *"The Little Engine that Could"* to yourself.
6. Pick out wardrobe for entire first week of school. Make sure that you have comfortable shoes, clothes with pockets, and that everything fits and is ready to wear.
7. Practice looking welcoming but not over-eager or terrified.
8. Remind SO/family that you will not be able to cook dinner next week. Make alternate arrangements, plans, etc., as needed, and post the info on the refrigerator door.
9. Buy throat lozenges.
10. Practice looking welcoming and confident.

FIRST WEEK OF SCHOOL:

1. Re-read “The Little Engine that Could” to yourself every morning, before you get to school.
2. Wear pin or badge that says “Hi, I’m — —. How can I help you?” at all times. Be very visible in the library- at the shelves, etc., NOT hiding behind the desk.
3. Greet everyone who comes into the library. Remind library staff (if any) to introduce you whenever possible, and to give you background info discreetly.
4. Eat lunch with different faculty group each day (if possible). Do NOT skip lunch, or eat by yourself in the library. Yes, you may have tons of work to do, but one of your most important jobs is to get to know the rest of the faculty . . . as a person AND as a professional.
5. Observe faculty interactions and school culture carefully. Don’t get sucked into any one clique or grade-level group. Be equally friendly to all (even those you hate at first sight — you don’t know who they are friendly with, yet).
6. Do not make any changes in the library routines right away, unless absolutely necessary, and be prepared with good ‘practical’ reasons for any changes you do make.
7. Do NOT be the first person to arrive at school, or the last to leave. Work regular hours, just like the teachers. You don’t get overtime pay or brownie points for extended time in the building.
8. Keep a work log of what you did each day. You’ll be amazed at how time disappears.
9. Start a personal diary. Use this for venting, instead of spewing every night to your family. It will be interesting to see how your perceptions change over the next few months.
10. Insist that someone else take care of dinner this week. You will be too pooped to cook, or even go out.

FIRST MONTH OF SCHOOL:

1. Use every spare moment to learn your collection. Read shelves, play with technology, etc.
2. Learn kids’ names, or at least 4 in every class. (You will probably quickly learn the names of the trouble-makers, but make sure to learn others, too.)
3. Learn all the teachers’ names. If there is a yearbook with pictures, use that as your cheat-sheet.

4. Find out which teachers are the most influential faculty members (and why), and find ways to work with them.
5. Stay late no more than 1 day per week, and for only 1 hour. Set timer if necessary.
6. Remember to HAVE A PERSONAL LIFE on the weekends.
7. Volunteer for one school committee.

4.5

OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

4.5.1 OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT
 (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Opportunities for professional development	<ul style="list-style-type: none"> • Professional development opportunities available for library media specialist • Professional development opportunities available for teachers on use of library as part of instructional program • Professional development opportunities available for administrators on use of library program to foster student achievement and fulfill goals and mission of school 		

4.5.2 PROFESSIONAL DEVELOPMENT: OFFICE OF LIBRARY SERVICES

Reasons Why Professional Development Is Essential for Librarians

Professional development is extremely important to the development of school librarians in New York City for several reasons.

Perhaps the most important reason is that we are setting expectations for school librarians and school library programs that are benchmarked against national school library standards. We are creating new instruments for planning and implementing library programs that profoundly impact student achievement -- the Library Learning Walk, the Information Fluency Continuum, and the Library Handbook. Librarians must have the professional development necessary to translate these documents into reality in their schools because their performance impacts the entire school community.

A second reason that librarians must attend professional development is the isolated nature of their role. No one else in their school fulfills the same role. The issues and responsibilities faced by school librarians are common from one building to the next; therefore, the best way to build effective programs is to share expertise through networking and professional development that connect librarians with each other.

Finally, librarians must have professional development because the information field changes every day; technology demands and opportunities are constantly evolving. The very nature of librarians' content changes daily, unlike most classroom teachers whose content is established and stable. We must prepare our students for the information world, because their future success will depend on their ability to access, evaluate, and use information in their careers and personal lives. Librarians must have continual professional development to stay on top of the skills, products, and technology that our students need to know about. We must learn about the changing information environment before we can integrate it meaningfully into our schools.

Throughout the year, the Office of Library Services provides professional development opportunities for library personnel. Some are annual events while others may be offered at any time, including summer. To keep current you should visit the OLS website <http://schools.nyc.gov/Academics/LibraryServices/default.htm> "News and Notes" section and calendar, check your DOE e-mail and NYCSLIST postings or visit www.pd.nycoit.org. Please note that you must register for all professional development at this site. [See the registration instructions on the page following this section.]

Conferences and Workshops

Fall Conference (City-wide)

The annual Fall Conference is held over two days (one for elementary and one for secondary librarians) and includes workshops, speakers, approximately 50 vendors and much more. Workshops cover topics in the areas of Literacy, Technology, Inquiry and other Professional Issues.

Spring Workshops (Borough-wide)

Full day workshops are held in collaboration with the three public library systems in every borough. Brooklyn has two – one for elementary and one for secondary librarians. Many high school librarians from other boroughs opt to attend the Brooklyn secondary workshop. The agendas at each meeting are the same so you may choose the meeting that best fits your schedule.

Modules for Newly Assigned Library Personnel

New librarians and teachers-assigned to the library are urged to attend a series of three full-day workshops. These sessions cover the nuts and bolts of librarianship in New York City and are a good way to find support and guidance as well as network with other librarians.

Other Library Professional Development

Technology

NOVEL database training is offered at the beginner, intermediate and advanced levels.

Library Automation Basics Workshop or user groups for automation applications may be offered on an as needed basis.

iQuest is a technology initiative for librarians in cooperation with the Office of Instructional Technology designed to support librarians in becoming technology leaders in their schools. Through this initiative, library personnel are trained and receive mobile computing devices and peripherals.

Continuing Areas of Focus and Special Initiatives

Professional development will be offered on continuing areas of focus and special initiatives as they arise: information fluency, inquiry, reading motivation, literacy strategies, and other areas.

Website

Continuing access to professional information from the Office of Library Services Website is available at:

<http://schools.nyc.gov/Academics/LibraryServices/default.htm>. The Website offers access to foundational documents, resources, and professional development opportunities.

Wikis

A Wiki is a type of Web site that allows users to easily add, remove, or edit content. The open editing format permits users or groups to edit documents and thus facilitates collaboration. The word Wiki comes from the Hawaiian word for quick. One of many available Wiki sites is Wikispaces <http://www.wikispaces.com>. This site offers K-12 teachers advertising-free, private, unlimited use of Wikis for free <http://www.wikispaces.com/site/for/teachers>. The Office of Library Services maintains many Wikis on a variety of topics – among them, automation, newly assigned, inquiry, and assessment. For access to all of our wikis go to <http://schools.nyc.gov/Academics/LibraryServices/EducatorResources/EducationalResources/Wikis>.

Blogs

A blog – the term comes from a contraction of Web log – is a Web site or section of a Web site where users can post chronological, current journal entries of their thoughts. This communication tool consists of posts usually containing a Web link and allows viewers to comment on posts. Photos and videos may also be uploaded to a blog. A common use of blogs in school libraries is to talk about what the librarian, faculty and students are reading and invite comment from the school community. Blogs, however, can serve many purposes; their currency and accessibility make them very popular with students. Free blogs may be hosted at Blogger <https://www.blogger.com/start>.

ONLINE REGISTRATION FOR PROFESSIONAL DEVELOPMENT

Registration for all professional development provided by the Office of Library Services requires online registration at this site.

1. Go to www.pd.nycoit.org
2. On the right-hand side of the page click on the "CLICK HERE" button under the retrieve username and password section.
3. Enter the user information requested on the page then click the search button.
4. Account information for the user will be displayed.
5. Click the "Send Password" button and the username/password will be sent to the e-mail on file.
6. If the e-mail on file for the user is incorrect or blank, click the "Change Email" button. Enter the correct e-mail address and click the "Update" button.
7. Log into the e-mail account provided to obtain your username and password.
8. New employees to the DOE might not have account information entered into the system. If this is the case, please contact OIT@schools.nyc.gov for assistance. Please include the following information in the e-mail: First Name, Last Name, Assigned School and Position.
9. Once your registration information is created, select the "class catalog (quick search)" on the right column.
10. In the "quick search" box, from the "department" drop down menu, select "school library" and click on "search."
11. Scroll down to the workshop day and time you would like to register for.
Click on "enroll now."
12. You will receive a **pending** registration in your e-mail box. You are not confirmed until you receive a **confirmed registration!** Please note it may take several days for a *confirmed registration* to be received.

4.5.3 PROFESSIONAL ASSOCIATIONS / OPPORTUNITIES BEYOND NEW YORK CITY

Many opportunities for professional involvement are available from professional library associations. Librarians can capitalize on their membership in these professional organizations by reading their publications, enrolling in their electronic discussion groups, and attending state and national conferences. Conference attendance is especially valuable for librarians who wish to build professional relationships with colleagues in other library environments and to develop an awareness of library issues and exemplary practices across the state and country.

New York City School Librarians Association (NYCSLA)

<http://www.nycls.org>

School Library Media Section (SLMS) of New York Library Association (NYLA)

http://www.nyla.org/index.php?page_id=52

New York Library Association (NYLA)

<http://www.nyla.org>

American Association of School Librarians (AASL)

<http://www.ala.org/ala/mgrps/divs/aasl/index.cfm>

American Library Association (ALA)

<http://www.ala.org>

Attending Conferences Outside of New York City

New York City teachers are entitled to take two days to attend conferences out of New York City. Teachers must complete an **OP 221 Application To Attend School Meeting Or Convention Outside New York City**.

4.6

LIBRARY ADVOCACY AND SUPPORT

4.6.1 LIBRARY ADVOCACY AND SUPPORT

(Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering / Observations	Next Steps
Library advocacy and support	<ul style="list-style-type: none"> • Ongoing communication about library program to school community • Library Advisory Team of teachers, administrators, students, parents 		

4.6.2 ADVOCACY GUIDELINES AND TOOLKIT

Tips and techniques for advocacy are offered on the Websites of the New York Library Association, the American Association of School Librarians, and the American Library Association.

New York Library Association

http://www.nyla.org/index.php?page_id=514

American Association of School Librarians

<http://www.ala.org/aaslTemplate.cfm?Section=aasladvocacy>

American Library Association

<http://www.ala.org/ala/issues/issuesadvocacy.htm>

4.6.3 LIBRARY ADVISORY TEAM RESPONSIBILITIES

Library Advisory Teams are comprised of representative teachers from across the school. These educators meet regularly with the librarian and serve a vital function by guiding the development of the library program, collection, and services to meet the needs of all students and teachers.

FOCUS	TASKS
Support	<ul style="list-style-type: none"> • Engages in advocacy to encourage and promote use of the library. • Develops a volunteer program for students and/or parents. • Actively works to help library better meet the needs of students and teachers. • Supports the librarian in writing grants for the library. • Engages the community in library support (fiscal and programmatic). • Attends monthly LAT meetings.
Climate and Facility	<ul style="list-style-type: none"> • Reviews facility plans for the update and use of the library. • Supports librarian in securing student work for library displays.
Collection	<ul style="list-style-type: none"> • Assists in designing and implementing the collection development policy. • Assists in evaluating strengths and weaknesses of the library collection, both print and non-print. • Makes ongoing recommendations based on the school's curriculum needs and student's diverse interests.
Technology	<ul style="list-style-type: none"> • Reviews the school's technology strategic plan to ensure library program is fully integrated. • Assists in the design, implementation and updating of the library website.
Equitable Access and Use	<ul style="list-style-type: none"> • Develops a scheduling policy that reflects an open and flexible access philosophy and communicates the philosophy to the school staff, (e.g., presentations at faculty meetings, informal conversations). • Develops circulation policy and assists in communicating the policy to school staff. • Participates in ongoing evaluation of library policies. • Supports librarian in providing public library cards to all students.
Collaboration	<ul style="list-style-type: none"> • Reaches out to community organizations and other resources to enhance library programs (e.g. the public library, arts organizations, etc.). • Encourages faculty to collaborate with librarian to plan curriculum and collection development.
Integrated Instruction	<ul style="list-style-type: none"> • Encourages teachers and librarian to share responsibility for integrating inquiry, information literacy and technology skills into school curriculum. • Assists in designing and implementing school-wide reading/literacy

	<p>programs.</p> <ul style="list-style-type: none"> • Develops plan for classroom book collections to complement library resources.
Program Planning and Administration	<ul style="list-style-type: none"> • Participates in library assets and needs assessment with input from all stakeholders (uses Library Learning Walk). • Assists librarian in developing a strategic plan for the library. • Assists in recruiting and training library volunteers.
Professional Development	<ul style="list-style-type: none"> • Encourages teachers to participate in Library REACH collaborative network and mentoring program. • Encourages teachers to participate in cross disciplinary professional development opportunities in technology and inquiry in order to build a professional learning community. • Participates in monthly LAT Meetings and other professional development sessions.

4.6.4 COMMUNICATIONS TOOLS LIBRARY WEBSITES

A library Web page is the virtual, public face of the library as well as the container for your virtual collection. It should be easy to read and pleasant to look at. The information should be clearly stated and kept up-to-date.

In addition to using it to post helpful Internet sites, you can also link to your subscription databases. (Although you will not be able to publicly post the user names and passwords to your databases, you can password protect a PDF file which contains this information. If you make the “master password” to this file something easily remembered by students, they will be able to access the databases even if they are not in possession of the user name/password list.) If your online public access catalog (OPAC) is web-based, this link can also be posted on your library Website.

In addition to links, the Web page can host library news about new acquisitions, interesting projects taking place in the library, recommended titles, book reviews by students, pathfinders, the library’s mission statement, the hours and general rules for circulating materials. Anything you want to communicate can be posted on this page.

There are several software programs that will help you create Web pages without having to know a lot of HTML. *Front Page*, *Dreamweaver* and *Publisher* are a few programs. There are also several on-line services that will house your Web page if you do not have it directly on your school server.

E-School <http://www.eschoolonline.com/> provides space for school Websites. Usually, the school as a whole subscribes and each teacher has a page.

School Center (<http://www.schoolcenter.com/>) is another paid subscription service that hosts Web pages for the school and its faculty. It requires no knowledge of HTML.

New York Learns is a subscription service to which every NYCBOE teacher has access. In addition to creating a portfolio of Web sites, which you can choose to make publicly available or just keep private for your own use, you can also post documents. You can make all of these publicly available on a Web page, if you choose (<http://www.nylearns.org/>). To set up a portfolio of websites and documents and to create a library Web page, you must have the *NYLearns* training. This training is offered periodically throughout the year in the regions.

To view other schools’ Websites as models for one you would like to set up, see the NYCSLS Portaportal, which lists NYC school Websites or take a look at *Peter Milbury’s Network of School Librarian Web Pages* (<http://www.school-libraries.net/#United>) for links to school library Websites across the United States and the world.

4.6.4 COMMUNICATIONS TOOLS LIBRARY NEWSLETTERS

Newsletters are important tools for library promotion. When school librarians produce regular newsletters, they provide important information for their school communities. Newsletters do not have to be complicated or very long and if your school already produces a school newsletter, be sure to submit a library page for inclusion. A good Newsletter could be one page, a double-sided page, or a booklet of four to six pages. The size is not the primary focus. The focus is always on what's new in the library; recent and future events in the library; acquisitions; student-written book reviews; shortened reports on circulation, class visits, major and minor projects; and other library related news. The purpose is to assist in the creation of community. This is especially true for campus schools where two or more schools share the library.

A regular newsletter can be monthly, bi-monthly, semi-semester or once a semester. Creating a name for the library newsletter is a good idea. You could use the current name of the library or the school's name. Select a logo. There are many public logos. One is available at ALA's website. This link will take you there.

http://www.ala.org/ala/aboutala/hqops/pio/campaign/downloadlogos/ALA_print_layout_1_367066_367066.cfm

You can also design one of your own.

You can insert pictures if you take digital pictures. You can use Microsoft publisher or any other program that has a newsletter template.

The following links will also provide you with additional information on creating newsletters that excite and provide valuable information to your school community.

http://www.internet4classrooms.com/msword_newsletter.htm

The site listed above is a free website that is available to teachers to help teachers produce better documents for their classes. This page is on creating newsletters with Microsoft publisher.

http://ctb.ku.edu/tools/en/sub_section_main_1068.htm

The site listed above is also a free site that explains the why and how to produce a newsletter

4.7

COLLABORATION WITH OTHER INSTITUTIONS

4.7.1 INTERLIBRARY LOAN

The Office of School Library Services facilitates an Interlibrary Loan program. In cooperation with the New York State Library our office can request materials for our members. In the near future, our office will provide services that facilitate interlibrary loan between our members. At present, schools are encouraged to share their resources. School libraries can loan to one another. Individual schools are responsible for pickup and delivery. Currently is no pickup and delivery services for Interlibrary Loan.

The New York State Library provides books and other services to any citizen of the state. Using a driver's license, any New Yorker can request materials or use the various databases located on the State Library's Website at <http://www.nysl.nysed.gov/index.html>.

The New York State Library also provides, for any New Yorker with visual or auditory disabilities, Braille or talking books from the Andrew Heiskell Braille & Talking Books Library <http://talkingbooks.nypl.org/>. Interlibrary loan services for children and teens with disabilities require medical documentation. The service is free.

4.7.2 PUBLIC LIBRARIES

The public library systems in NYC have a long and illustrious history of working with NYC public schools. School librarians should locate the branch serving their school's students and connect with the branch's youth specialist. Teachers may make class trips to the library or public librarians may visit schools to offer booktalks and information about events and programs available at local branches. Students should be encouraged to sign up for public library cards at their local branches. The central libraries of all three systems have excellent Children's and Young Adult collections that school librarians can peruse and borrow. In addition, the public library systems periodically offer free workshops on literacy-related topics that are appropriate for school librarians.

Brooklyn Public Library

<http://www.brooklynpubliclibrary.org/>

New York Public Library

<http://www.nypl.org/>

Queens Library

<http://www.queenslibrary.org/>

Summer Reading

<http://summerreading.org/>

Homework Help

<http://homeworknyc.org/>

4.7.3 MUSEUMS AND CULTURAL INSTITUTIONS

Most museums and other cultural institutions have an education department that offers workshops and/or materials for schools. For example, the Metropolitan Museum of Art has a library and teacher resource center and makes print, audio-visual and electronic materials available onsite as well as online.

Below are links to many of the wonderful places to visit – online or in person.

Museums

New Yorkled-New York City's Information/Pictorial Magazine

http://www.newyorkled.com/list_museums_alpha.htm

NY.Com – Museums

<http://www.ny.com/museums/all.museums.html>

Cultural Institutions

General Guides

New York City Cultural Affairs

<http://www.nyc.gov/html/dcla/html/home/home.shtml>

New York City Attractions

http://attractionguide.com/new_york/

Animals

Wildlife Conservation Society (NYC Zoos and Aquarium)

<http://www.wcs.org/>

Gardens

Brooklyn Botanic Garden

<http://www.bbg.org/>

Central Park Virtual Tour

<http://www.centralparknyc.org/virtualpark>

New York Botanical Garden

<http://www.nybg.org/>

Queens Botanical Garden

<http://www.queensbotanical.org/>

Staten Island Botanical Garden

<http://www.sibg.org/>

Wave Hill

<http://www.wavehill.org/home/>

Music

New York Philharmonic Kidzone

<http://www.nyphilkids.org/main.phtml>