Standards for
School Library
Media Programs
In Maryland

Standards for School Library Media Programs In Maryland

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Foreword

Since 1987 when the State Board of Education adopted the Standards for School Library Media Programs in Maryland, there have been dynamic changes in the learning environment. As a result of new and improved instructional strategies that engage the learner, promote student responsibility for learning, and incorporate instructional and informational technologies, it is necessary to revise these standards.

Because the State Board recognizes the importance of school library media programs to overall statewide school improvement efforts, the School Library Media Program Task Force was appointed during the 1996-1997 school year to determine the impact of school reform on Maryland's school library programs. This document, a revision to those standards adopted by the State Board in 1987, is a result of studies performed by the task force and a subsequent study group. Task force and study group members confirm that library media skills are a vital part of the Maryland School Performance Program, promoting lifelong learning—a learning outcome for every Maryland student. This revision outlines standards to ensure that every student receives information literacy skills instruction integrated into every discipline, supporting learning outcomes in every subject.

Library media specialists provide instructional leadership in achieving the learning outcomes. By providing instruction to students in information literacy, library media specialists help them become independent learners. Their expertise in the use of computers and telecommunications is indispensable in training staff and students to use technology to retrieve and manage information. Their support in promoting reading for personal and academic success is essential. Library media specialists' skills in the selection and evaluation of information and instructional materials are critical in providing appropriate resources.

The library media center in each school must be constructed to enhance the ability of students to use available resources to improve academic performance. Facilities guidelines are included in these standards to promote the importance of every school library media center to student learning. A new document, *Facilities Guidelines for Library Media Programs,* was developed by the Maryland State Department of Education in 1998 to assist school systems with the planning of new and renovated library media centers.

The new National Standards for School Library Media Programs adopted by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) in July of 1998 focus on developing a "learning community," in which a student can acquire study habits that promote lifelong learning and the ability to use current information resources. This document outlines state goals and objectives that are aligned with the national standards to produce independent learners.

As Maryland's school reform initiatives continue to improve individual student achievement, school library media programs continue to promote learning in a society that is rich with information and resources.

Nancy S. Grasmick
State Superintendent of Schools

Vision and Mission Statements

Vision

School library media programs are integral to student achievement. They provide all students and staff members with equitable and timely access to ideas and information. Through an integrated instructional program, school library media specialists ensure that students and staff are effective users of ideas and information.

Mission

The school library media program provides instruction, resources, and services to assist students and teachers in becoming critical thinkers in the pursuit and use of ideas and information. With well-prepared and highly qualified professional personnel supported by appropriate technical and clerical staff, a school library media program realizes the vision by providing the following:

- An instructional program that is integrated with the curriculum and results in student achievement of learning outcomes in information literacy, independent learning, and socially responsible use of information and information technology.

- Instructional partnerships in all curricular areas to facilitate learning and to develop instructional resources.

- Support of classroom reading instruction and reading for personal and academic success.

- Support for students in developing an appreciation of literature and of reading to access information.

- Support for students and staff in developing skills in understanding, using, and producing media in various formats.

- Equitable and timely access to organized collections of resources and delivery of services.

- Diverse collections of information resources that support curricula and encourage students and staff to pursue personal interests.

- Current instructional and information technologies that enhance learning for students and teachers.

- Support for teachers in their effective use of various technologies in the classroom and the library media center.

- Partnerships with parents and community members to establish and foster a community of learners.

- Facilities that are conducive to learning.

for
School Library Media Programs
in Maryland

Local School System _____

School _____

In order to define school library media programs, the Maryland State Department of Education has developed the following program standards. Each standard embraces a series of criteria for determining the extent to which the standard has been met. The seven standards address all components of the school library media program.

■ Directions for Standards Checklist

The series of criteria statements following each standard is intended to help guide school personnel in determining an appropriate rating for each standard. Criteria statements should be checked either "yes" or "no" or left blank. Supportive evidence must be provided in order to validate ratings *(see Examples of Documentation section)*.

The following scale should be used when rating each standard.

I = Implemented: When criteria statements are checked "yes."

W = Working Toward: When criteria statements are checked both "yes" and "no."

O = Not Started: When all criteria statements are checked "no."

NA = Not Applicable: When criteria statements are viewed as irrelevant or not applicable.

■ Directions for Targets for Improvement

A section is provided for identifying targets for improvement within each standard. School library media personnel should use the results of their evaluation of each standard to determine areas for improvement. This information is then used to develop a plan that supports continued program improvement.

_____

School Library Media Specialist

_____

Principal

Mission 1.0

The purpose of the school library media program is to provide all students and staff with equitable and timely access to ideas and information and to ensure, through an integrated instructional program, that students and staff are effective users of ideas and information. The school library media program has a published mission that is consistent with the educational mission of the school and the library media mission of the local school system and the state. The mission statement for the library media program is the foundation for planning, implementation, and evaluation. The indicators outlined below are characteristic of an appropriate school library media program mission statement.

■ Indicators *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*

The mission statement:

_____ 1.01   describes the school library media program.

_____ 1.02   states the relationship of the goals of the school library media program with the goals of the school and/or school system.

_____ 1.03   indicates the library media-related roles and responsibilities for all students and staff, pre-K - 12.

_____ 1.04   promotes social responsibility in the use of information.

_____ 1.05   specifies the governance and support systems for the school library media program.

■ Examples of Documentation That Support Achievement of the Standard *(Check all that apply.)*

❏ Written school/system mission statements

❏ School improvement plan

❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏	❏	❏	❏
I = Implemented:	**W = Working Toward:**	**O = Not Started:**	**NA = Not Applicable:**
All indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	Some indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	All indicators of Standard 1.0 are marked "no" because they are not observed in the school library media program.	Criteria statements are viewed as irrelevant or not applicable.

Targets for Improvement are noted below as a result of the self-evaluation.

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2.0 Goals and Objectives

The school library media program has written goals and objectives related to the school library media program mission statement. The indicators outlined below are characteristic of appropriate goals and objectives.

■ **Indicators** *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*

The goals and objectives:

_____ 2.01 support national, state, and local educational goals.

_____ 2.02 provide an instructional focus to achieve national, state, and local library media learning standards/outcomes.

_____ 2.03 promote lifelong reading, listening, and viewing habits.

_____ 2.04 support classroom reading instruction and reading for academic and personal success.

_____ 2.05 promote student independence in learning through effective and ethical use of print and electronic resources.

_____ 2.06 provide professional development in instructional and information technologies for all teachers.

_____ 2.07 ensure opportunities for collaborative planning among school library media staff and other faculty members.

_____ 2.08 ensure opportunities for collaborative planning and partnerships with school library media staff and higher education, business and community stakeholders.

_____ 2.09 provide for appropriate certified staff and support staff.

_____ 2.10 provide professional development for school library media staff.

_____ 2.11 provide equitable and timely access to an organized, diverse collection of quality instructional materials and information technologies which support the curriculum.

_____ 2.12 ensure a quality collection of instructional materials through a system-wide selection and evaluation process.

_____ 2.13 promote resource sharing to expand the availability of instructional materials.

_____ 2.14 provide for continuous improvement through periodic review of the school library media mission, goals, and objectives.

■ **Examples of Documentation That Support Achievement of the Standard** *(Check all that apply.)*

❏ Written school/system educational goals and objectives

❏ Written school/system library media goals and objectives

❏ National, state, and local library media learning standards/outcomes

❏ Policies and Procedures Handbook

❏ School improvement plan, including school technology plan

❏ Local selection and evaluation policy

❏ Curriculum and instruction documents

❏ Meeting and professional development agendas

❏ Teaching schedules

❏ Surveys

❏ Staffing information

❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏	❏	❏	❏
I = Implemented:	**W = Working Toward:**	**O = Not Started:**	**NA = Not Applicable:**
All indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	Some indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	All indicators of Standard 1.0 are marked "no" because they are not observed in the school library media program.	Criteria statements are viewed as irrelevant or not applicable.

Targets for Improvement are noted below as a result of the self-evaluation.

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3.0 Instruction

The school library media center program is an instructional program that guides students to become independent learners. The library media specialist provides direct instruction to students and collaborates with teachers to provide authentic learning experiences that develop proficiency in information literacy, communication, and technology skills.

■ **INDICATORS** *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*

3.01 Provide instruction that teaches information literacy skills to students in various ways. Collaborative planning with the classroom teacher and teaching by the library media specialist in small or large groups accomplish the goal of the library media program to create independent learners with the ability to:

_____ 3.01.01 locate and use information resources, equipment, and other technologies effectively and efficiently.

_____ 3.01.02 review, evaluate, and select materials for an identified information need.

_____ 3.01.03 learn and apply reading, research and critical thinking skills to organize information.

_____ 3.01.04 comprehend content in various types of media.

_____ 3.01.05 retrieve and manage information.

_____ 3.01.06 demonstrate an appreciation of literature and other creative expressions as sources of information and recreation.

_____ 3.01.07 create materials in various formats.

_____ 3.01.08 apply ethical behavior to the use of information.

3.02 Establish partnerships with teachers to provide for students meaningful learning experiences that include information, communication, reading and technology skills.

The library media specialist will:

_____ 3.02.01 collaborate with school level staff to develop and implement authentic learning tasks to promote student achievement.

_____ 3.02.02 participate in system-wide and school curriculum development to integrate information literacy skills into all content areas.

_____ 3.02.03 identify and facilitate access to instructional materials that support the curriculum.

_____ 3.02.04 inform the staff about new materials and emerging technologies.

_____ 3.02.05 provide professional development for the use of technology and its integration into the curriculum.

■ **Examples of Documentation That Support Achievement of the Standard** *(Check all that apply.)*

Direct Instruction

❏ Curriculum and instruction documents

❏ Examples of student work (e.g. research projects, multimedia, portfolios)

❏ Statistics of student use of library media services

❏ Lesson plans illustrating the integration of library media skills into classroom activities

❏ Assessment instruments

❏ Other: _____

Professional Collaboration

❏ Membership lists showing participation in system-wide curriculum development and materials selection committees

❏ Notes or memos showing instructional development consultations provided by library media specialists

❏ Schedule of classes

❏ Notes showing assistance in planning for effective use of media

❏ Records of special materials and services to students with unique needs

❏ Instructional plans for assisting staff in production and use of materials

❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏	❏	❏	❏
I = Implemented:	**W = Working Toward:**	**O = Not Started:**	**NA = Not Applicable:**
All indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program..	Some indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	All indicators of Standard 1.0 are marked "no" because they are not observed in the school library media program.	Criteria statements are viewed as irrelevant or not applicable.

Targets for Improvement are noted below as a result of the self-evaluation.

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4.0 Staffing

An effective school library media program requires certified library media specialists and adequate support staff with appropriate skills. The library media specialist is an essential partner in providing instruction and services that support the total educational program of the school.

■ **Indicators** *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*

Each local school system:

_____ 4.01 ensures that all students in every school have access, on a regular basis, to certified library media personnel.

_____ 4.02 provides adequate clerical and technical assistance to ensure that the library media specialist is involved in the instructional process.

_____ 4.03 provides a certified library media administrator to coordinate the system's school library media program and direct the integration of the program into the system's instructional program.

_____ 4.04 uses procedures specific to library media programs to evaluate the certified school library media staff in teaching effectiveness and program management.

_____ 4.05 ensures that the library media staff participates in ongoing professional development.

■ **Examples of Documentation That Support Achievement of the Standard** *(Check all that apply.)*

❏ Staffing schedules

❏ Records of certified staff

❏ State annual report

❏ Evaluation instrument for teaching effectiveness and library media management

❏ Local school system handbook

❏ Schedule of inservice sessions

❏ Summary of inservice programs

❏ Record of professional development courses

❏ Written reports

❏ Portfolios

❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏ | ❏ | ❏ | ❏

I = Implemented:
All indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.

W = Working Toward:
Some indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.

O = Not Started:
All indicators of Standard 1.0 are marked "no" because they are not observed in the school library media program.

NA = Not Applicable:
Criteria statements are viewed as irrelevant or not applicable.

Targets for Improvement are noted below as a result of the self-evaluation.

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5.0 Resources and Resource Services

The school library media program is organized to provide flexible and equitable access to resources and resource services for students and staff.

■ **INDICATORS** *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*

5.01 Resources
These resources:

_____ 5.01.01 include an organized collection of materials, in a variety of formats, that are selected and evaluated in accordance with local Selection and Evaluation policies and Collection Development Plans (See Appendix 2 for collection criteria).

_____ 5.01.02 include print and electronic resources that are selected and evaluated in accordance with local school system policies.

_____ 5.01.03 are managed and organized in each school library media center according to local school system guidelines and procedures for bibliographic and inventory control of all school materials, instructional equipment, and technologies.

_____ 5.01.04 are supported by an annual allocation that considers factors such as enrollment, grade levels, existing, modified, and new curriculum and programs, costs of materials, equipment and emerging technologies, and other pertinent information.

5.02 Resource Services
These resource services:

_____ 5.02.01 allow on-site access to knowledge and information.

_____ 5.02.02 include the provision for reference and other assistance for specific requests.

_____ 5.02.03 encourage the use of instructional materials and technologies by students and staff.

_____ 5.02.04 support the total curriculum of the school.

_____ 5.02.05 promote the school library media program to students, staff, parents, and the community.

■ **Examples of Documentation That Support Achievement of the Standard** *(Check all that apply.)*

Resources:

❏ Local selection and evaluation policy

❏ Annual state and local reports related to suggested collection criteria

❏ Written equipment and technology specifications

❏ Written Internet acceptable use policy

❏ Current procedural manual/handbook

Resources and Resource Services

5.0

- ❏ Allocation procedures/school system budget
- ❏ Collection development plan, including recent assessment results
- ❏ Evidence of automated catalog, circulation system, and ongoing inventories
- ❏ Circulation records
- ❏ Curriculum and instruction documents
- ❏ Description of computer network within the school, including Internet access

Resource Services:

- ❏ Staffing
- ❏ Library media center schedules, including expanded hours
- ❏ Interlibrary loan policies, procedures, and statistics
- ❏ Telephone in library media center
- ❏ School and system web site
- ❏ School Improvement Plan
- ❏ Evidence of professional development for library media specialists on a variety of education and library media issues (e.g. teaching strategies, management and organization of library media centers, information literacy, technology, leadership)
- ❏ Schedules of professional development by library media specialists for teachers
- ❏ Samples of promotional materials, newsletters, questionnaires, surveys, etc.
- ❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏	❏	❏	❏
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Targets for Improvement are noted below as a result of the self-evaluation.

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- • _____
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6.0 Facilities

A well-designed school library media center is conveniently located and barrier-free, providing library media services that promote and support student learning.

■ **Indicators** *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*

The library media center:

_____ 6.01 includes five areas based on the roles and responsibilities of the library media specialist (teacher, instructional partner, information specialist, and program administrator). All areas should be fully wired and contain an adequate number of computer workstations.

_____ 6.01.01 Study and Research Area — space for information desk, catalogs, online stations, study and research tables, reference materials, professional library materials, basic collection, and stacks.

_____ 6.01.02 Informal Reading Area — space for books and periodicals that encourage literacy, lifelong learning, and reading for pleasure, story area (elementary) and browsing and independent reading area (secondary).

_____ 6.01.03 Instructional Area — space for formal seating for small, large group, and whole class instruction, "teaching wall" with appropriate instructional technology, and display space.

_____ 6.01.04 Production and Group Project Area — space for functional work and meetings for individuals, teams, and classes as well as facilities for media production.

_____ 6.01.05 Administrative Area — space for circulation desk, office area including space for collaborative planning and processing of library media materials, communications distribution room, audiovisual equipment storage, and storage space for supplies and materials.

_____ 6.02 is designed to accommodate furniture that is sturdy, durable, and functional as well as meets the specific space, activity, and user requirements of the library media center.

_____ 6.03 is designed or arranged to accommodate the special requirements of the school's population in the least restrictive manner.

_____ 6.04 is designed to accommodate changes in the library media program, the school's instructional program, and emerging voice, video, and data technologies.

_____ 6.05 is designed to enable proper use, care, and security of furnishings, equipment, supplies, and materials.

_____ 6.06 is arranged and managed to provide equitable and timely access to an organized and diverse collection of resources.

_____ 6.07 is arranged and managed so it is aesthetically appealing to the user and conducive to learning.

Facilities 6.0

■ **Examples of Documentation That Support Achievement of the Standard** *(Check all that apply.)*

❏ Policies describing access to library media center

❏ Architectural drawings

❏ Floor plan

❏ Photographs

❏ Furniture inventory

❏ Defined design requirements for use such as space for the easy picture book collection in elementary library media areas, adaptive shelving for special education centers, space for computers and other information technologies, etc.

❏ Signs and labels for direction and explanation

❏ Maps of library media center for orientation

❏ Flexible scheduling, open access to the library media center

❏ A schedule indicating time for collaborative planning within the school structure to ensure that library media is the center of learning for the whole school

❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏	❏	❏	❏
I = Implemented:	**W = Working Toward:**	**O = Not Started:**	**NA = Not Applicable:**
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Targets for Improvement are noted below as a result of the self-evaluation.

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7.0 Program Evaluation

Each local school system and school shall have a formally adopted comprehensive plan for evaluating all levels and aspects of school library media programs. This plan shall include both outcomes and assessment measures.

■ **Indicators** *(Mark Y for "Yes," N for "No," and NA for "not applicable.")*
This plan:

_____ 7.01 uses a process developed by the local school system which reflects the philosophy and direction of the state and national standards.

_____ 7.02 emphasizes the extent to which school and library media goals and objectives have been met.

_____ 7.03 is a continuous process involving school staff in data collection and analysis activities carried on throughout the year, focusing on the extent to which learning outcomes have been met.

_____ 7.04 uses results of the evaluations to determine learning outcomes and planning for program modification, budgeting, staff deployment, collection development, and communicating to various groups, e.g., administrators, clients, and the public.

■ **Examples of Documentation That Support Achievement of the Standard** *(Check all that apply.)*

❏ Written plan for evaluation that incorporates outcomes assessment
❏ Evaluation instruments
❏ State annual report
❏ Data collection instruments
❏ School improvement plan
❏ Implementation plan
❏ Written reports
❏ Other: _____

Evaluation *(Check the results of your self-evaluation according to the following instructions.)*

❏	❏	❏	❏
I = Implemented:	**W = Working Toward:**	**O = Not Started:**	**NA = Not Applicable:**
All indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	Some indicators of Standard 1.0 are marked "yes" because they are observed in the school library media program.	All indicators of Standard 1.0 are marked "no" because they are not observed in the school library media program.	Criteria statements are viewed as irrelevant or not applicable.

Targets for Improvement are noted below as a result of the self-evaluation.

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Review Process for School Library Media Programs in Maryland

The review process for implementation of the school library media program standards is designed to support the growth and development of school library media programs in each local school system. School Library Media Services staff members of the Maryland State Department of Education work with local school system personnel in conducting periodic reviews of library media programs to promote continuous program improvement in support of student learning. Other benefits of the review process include the following:

- Maryland State Department of Education staff are able to collect data and assess first-hand the statewide school library media program and professional development needs.

- Local school systems in Maryland have a process that they can use to conduct a self-assessment of their school library media programs.

- School staff, central office staff, and Maryland State Department of Education staff have opportunities for dialog concerning the local school library media program.

- Local school systems receive objective feedback related to their school library media programs on a regular basis.

- Local school system personnel receive professional development by participating in on-site reviews in other school systems.

The review process consists of the following steps:

- Local school systems will use the instrument entitled *Standards for School Library Media Programs in Maryland* as well as state annual library media reports to conduct a self-assessment of their school library media program. Six different local school system reviews will be scheduled each year (see attached schedule). Additional reviews may be scheduled on a voluntary basis.

- The Maryland State Department of Education school library media staff in conjunction with the local school library media administrator will coordinate the reviews.

- Every school in every system will complete the standards review instrument according to a timeline established by each system.

- A Standards Review Team will be established for each review. The team will consist of Maryland State Department of Education school library media services staff, school library media administrators from other school systems, and additional staff as deemed appropriate.

- The review team will study system-wide data based on the standards review instrument as completed in each school.

- For each review, at least one elementary, middle/junior, or high school will be mutually selected by the Maryland State Department of Education's School Library Media Services Branch and the local school library media administrator for a visit. The review team will visit only one of these schools. The other library media specialists selected will also present an overview of their self-assessments supported by appropriate documentation to the standards review team.

- The self-assessment data of selected schools and a compilation of system data should be forwarded to the Maryland State Department of Education's School Library Media Services Branch three weeks prior to the scheduled review date. Supportive evidence should be made available during the on-site review.

- During each review, the team should compare its assessment with the self-evaluation submitted by the selected schools and the system.

- Each review team will report its findings to the local school superintendent, in a written report, within three weeks after the scheduled on-site review.

Chart Showing Review Process Responsibilities

	Maryland State Department of Education	Local School System	School
Formulate specifics of state review process and distribute to contact persons in local school system	X		
Complete local school system plan and distribute to schools		X	
Select schools for onsite evaluation	X	X	
Finalize timeline and notify local school system contacts	X		
Provide assessment and reporting forms	X		
Complete school assessment		X	X
Complete local school system data/report and send to MSDE		X	
Review local school data/report	X		
Conduct onsite review	X	X	X
Write report of review	X		
Respond as necessary to implement recommendations		X	X

Review Schedule

2000-2001 and Every Four Years Thereafter
Baltimore County
Cecil County
Garrett County
Queen Anne's County
Somerset County
Worcester County

2001-2002 and Every Four Years Thereafter
Baltimore City
Carroll County
Frederick County
Kent County
St. Mary's County
Wicomico County

2002-2003 and Every Four Years Thereafter
Anne Arundel County
Caroline County
Dorchester County
Howard County
Prince George's County
Washington County

2003-2004 and Every Four Years Thereafter
Allegany County
Calvert County
Charles County
Harford County
Montgomery County
Talbot County

Access - The ability and freedom to obtain and use resources and services.

Basic Collection - The collection of materials and technology that every school should have in order to operate effectively.

Certified Library Media Specialist - Skilled professional who possesses the competencies identified in Maryland state certification requirements for *Library Media Specialist*.

Collection Development Plan - A systematic plan identifying the needs of a collection and outlining the steps and budget necessary to acquire the materials and technology.

Curriculum Development - The selection, plan, and sequence of instructional goals, objectives, activities and assessments for a specific body of knowledge.

Emerging Technology - Technology that is newly formed, in development, innovative, and/or cutting edge.

Implementation Plan - A plan developed by the local school system outlining the goals and objectives for the school library media program according to the *Standards for School Library Media Programs in Maryland* and the strategies, activities, timeline, budget, responsibilities, and evaluation used to achieve them. The implementation plan is used to provide direction in and improvement of the county and individual school library media programs.

Information Literacy - The ability to find and use information.

Information Technology - The technology used to access information. Examples include CD-ROM, Internet, World Wide Web, online databases, computers and computer software, distance learning, and educational television.

Initial Collection - The collection of materials, equipment, and technology in each school when it opens. This collection serves as the minimum upon which to build a more adequate collection as the instructional program develops.

Item - A book, periodical, map, globe, art print or original, chart, transparency, computer software, CD-ROM, multimedia software, diorama, game, microscope slide, model, realia, cassette recording, pamphlet, paperback, videotape, laser disk, or other communication format. (Definitions for specific terms are located in *AACR2, 6th ed., 1995.*)

Learning Outcomes - Outcomes that define what students should know, be able to do, and how they should act as a result of their educational experiences.

Library Media - A wide variety of communications and information formats and their accompanying technologies appropriate to learning and instruction.

Library Media Center - An area in a school where a full range of materials, technology, and services from library media staff are accessible to students and school personnel.

Library Media Clerical Aide - A staff member with clerical or secretarial competencies.

Library Media Technician - A staff member serving in a support role who has special competencies in one or more of the following fields: AV equipment operation and simple maintenance, computers, computer networks, distance learning, television production, and telecommunications.

Networks - A system of computers, wiring and telecommunications technology that facilitates communication and information access.

Periodic Review - A schedule outlining when local school systems are expected to report on their success in achieving the *Standards for School Library Media Programs in Maryland* and provide appropriate documentation. This generally occurs once every four years.

Weeding - A systematic method for re-evaluating a basic collection to repair, replace, or remove materials.

Collections of Materials, Technology and Equipment

Basic Collections

The term "basic collection" refers to a quality collection of up-to-date materials, information technology resources and equipment that every school should have to operate effectively in support of student learning. The basic collection represents a minimum upon which to build a more adequate collection. Below are guidelines to use in establishing this collection in each school.

- A quality collection includes a variety of formats, fully catalogued and processed, that are up-to-date and in good condition.

- Access to information technology ensures equity and currency of available resources. Integrated into the curriculum with traditional resources, it provides a rich information environment.

- Analyzing the special needs and interests of the school population and the curriculum determines the composition of the collection.

- Funds for initial collections are often included in capital budgets. If not, funds especially designated for equipping new buildings with adequate library media resources should be provided.

Recommended Guidelines for the Size of the Basic Collection

- *Elementary Schools* – A minimum collection of 12,000 library media items.
- *Junior High/Middle Schools* – A minimum collection of 15,000 library media items.
- *Senior High Schools* – A minimum collection of 18,000 library media items.

Information Technology Resources

In addition to the items that are classified and catalogued, every school library media center requires information technology resources that are critical to its role as an information center and learning hub of the school. These include, but are not limited to, the following: circulation system; public access catalog; CD-ROM; online database services; connection to the Internet; cable television; distance learning; off-air antenna access; school closed circuit; and satellite dish.

Recommended Guidelines for Technology and Equipment

The types of technology and equipment available through the library media program for use in the classroom and library media center should be reviewed in terms of the instructional program. Kinds and quantities should be based on numbers of students and staff; curriculum goals, objectives, and content; students' learning styles, instructional needs; teaching styles; format of materials in the collection; facilities; and instructional time allocations. Audiovisual and computer equipment should be located in every library media center. Examples include television, videotape recorder/player and monitor, overhead projector, LCD panel, video/data projector, Internet, multimedia computer workstations, printers, scanner, digital camera, video camera and copier. An effective maintenance plan may include standardization of certain types of equipment throughout the school system. Contact the Maryland State Department of Education for examples.

Special Consideration for Small Schools (200 pupils or less)

Special consideration needs to be given to smaller schools. Regular per pupil allocations may not accommodate equitable access to information resources in these schools; therefore, supplementary funding should be considered in these instances.

School System Level Support

The individual school collections are supported and enhanced by a system level professional library media center that offers resource services the school might not provide. These resources and services can also be made available to the faculty, administrators, and professionals in the community who are lifelong learners. System level support provides materials, technology, equipment, and production services otherwise inaccessible.

Facilities Guidelines for School Library Media Centers

Space Allocation

The school library media center requires approximately six square feet for each student enrolled in the school. The number may be slightly larger, seven to eight square feet, in small schools with enrollment below 600 and slightly smaller, five square feet, in large schools with enrollment above 1200. Six square feet is a general guideline - a starting point for planning and evaluation.

Design Considerations

A well-designed school library media center provides areas for four major student activities - study/research, instruction, production/projects, and informal reading, and is supported by one major administrative area. Networked computers should be available in every area. The school library media center should have a capacity of approximately eight-percent of the total school enrollment. There should be approximately one computer station for every four students and additional stations for peripherals.

To assess the adequacy of the facility to support the education program consider:
- Students - levels, special needs
- Staffing
- Instructional Resources
- Programs/Activities
- Space - size, configuration
- Displays
- Furnishings/Equipment
- Lighting
- Mechanical/Electrical systems
- Spatial relationships

Each school should have a designated space for the school library media program even where local systems do not yet fully meet collection or staffing standards. In situations where collection size and staffing are low, at least one large room should be provided to house the collections and serve as a combination reference and instructional area. It should include a workstation for a school library media specialist that may double as a circulation desk, voice and video outlets, at least four data outlets, and seating for at least one class of 30 students.

For Additional Information

Please refer to the MSDE publication, *Facilities Guidelines for Library Media Programs,* dated May 1998. Local school system library media administrators and facilities planners have copies of this document. Technical assistance is also available from the MSDE **School Facilities Branch.**

Staff Assignments

Recommended Staff Assignments of Certified Library Media Personnel

Enrollment	Number in Elementary Library	Number in Secondary Library
Under 200	0.5	0.5
200 – 299	1.0	1.0
300 – 399	1.0	1.0
400 – 499	1.0	1.0
500 – 599	1.0	1.0
600 – 699	1.0	1.0
700 – 799	1.0	1.0
800 – 899	1.5	1.5
900 – 999	1.5	1.5
1000 – 1099	1.5	1.5
1100 – 1199	1.5	1.5
1200 + *(Elementary)*	2.0	
1200 – 1299 *(Secondary)*		2.0
1300 – 1399		2.0
1400 – 1499		2.0
1500 – 1599		2.0
1600 – 1699		2.5
1700 – 1799		2.5
1800 – 1899		2.5
1900 – 1999		2.5
2000 and over		3.0

Recommended Staff Assignments of Clerical/Technical Personnel

Enrollment	Number in Elementary Library	Number in Secondary Library
Under 200	0.5	0.5
200 – 299	1.0	1.0
300 – 399	1.0	1.0
400 – 499	1.0	1.0
500 – 599	1.0	1.0
600 – 699	1.0	1.0
700 – 799	1.0	1.0
800 – 899	1.5	1.5
900 – 999	1.5	1.5
1000 – 1099	1.5	1.5
1100 – 1199	1.5	1.5
1200 + *(Elementary)*	2.0	
1200 – 1299 *(Secondary)*		2.0
1300 – 1399		2.0
1400 – 1499		2.0
1500 – 1599		2.0
1600 – 1699		2.5
1700 – 1799		2.5
1800 – 1899		2.5
1900 – 1999		2.5
2000 and over		3.0

The School Library Media Specialist and the Reading Program

The school library media specialist provides essential services for students and teachers in promoting reading for personal and academic success. The library media specialist as teacher, instructional partner, information specialist, and program administrator is invaluable in developing and implementing an instructional program that includes the following:

Teacher

As a teacher, the library media specialist knows and uses effective instructional strategies to improve students' reading skills. In this capacity, the library media specialist recognizes student reading levels and uses authentic texts of interest to motivate and meet their informational and recreational needs in all content areas. This is especially critical in working with reluctant learners to encourage reading and to promote successful achievement of standards in reading and writing. The library media specialist guides students' comprehension through an understanding of the organization of information and provides numerous opportunities for student response to reading in print, graphic, and electronic formats.

Instructional Partner

As an instructional partner, the library media specialist initiates collaborations with classroom teachers to design and implement lessons planned around themes to achieve specific learner outcomes. Frequently, these lessons involve research projects. Library media specialists and teachers cooperatively select and evaluate a wide-range of materials to support these activities. These materials comprise a collection that contains both easily decodable and challenging books and graphic and electronic formats. From this collection, students and teachers can also create classroom libraries to support the curricular units being taught.

Information Specialist

As an information specialist, the library media specialist ensures access to information for students and teachers in a variety of formats and, by integrating information literacy skills into the curricular areas, facilitates a better understanding of content. The library media specialist also works with teachers and technology coordinators to facilitate access to and the effective use of print, multimedia, and electronic resources. Establishing networks with local public and academic libraries provides access to additional resources and learning experiences for students and teachers. Assignment alerts to these agencies and institutions facilitate the effective use of these outside resources and enhance students' understanding of how to become independent learners. Students and teachers can also seek and receive reading guidance from the library media specialist to find "just the right" book to meet an informational or recreational need.

Program Administrator

By administering an effective program, the library media specialist supports reading in a number of ways. One of these is by providing an environment conducive to learning to read. This environment must be rich in materials that meet students at their reading ability levels and stimulate them to further develop their reading skills. Students can find a quiet place or join groups to explore and discuss their reading experiences. Another way the library media specialist supports reading is through school-wide reading programs developed and implemented in cooperation with teachers, schools and/or the public library. In addition, communicating with parents and other community members about the library media program and its reading initiatives, sharing the resources, and inviting their participation will enhance student reading. These activities encourage students to read independently.

Assessing the Instructional Role of the School Library Media Program

The following rubric has been developed to assist library media specialists, administrators, and teachers in measuring the degree to which their library media program is integrated into the instructional program to impact student learning.

Distinguished

- Provides access to the resources and services on a regular basis.

- Collaborates with other teachers to develop, instruct, and evaluate interdisciplinary units and projects.

- Engages students in authentic problem-solving research that incorporates models of cognition and learning.

- Encourages students to construct meaning from new information by building on previous learning.

- Enables students to identify their own information needs and to select and evaluate materials.

- Directs students to apply information to solve problems.

- Teaches information literacy skills through information problem-solving process models fully integrated with content-area outcomes and core learning goals.

- Integrates technology into instruction, information access, and program management processes and procedures.

- Provides professional development to teachers and other staff members on the integration of technology into the curriculum.

- Promotes reading for personal and academic success with direct instruction and provides appropriate materials in a variety of formats.

Recognized

- Implements a modified schedule to provide students with access to library media materials on a daily basis and to schedule classes for teacher developed activities which require a variety of information.

- Plans formally with teachers to provide library resources, materials, and activities for cooperatively planned units.

- Assists teachers and students in using information resources and incorporating information skills into content outcomes.

- Teaches library information skills in a curricula context without using an information problem-solving model.

- Facilitates the use of technology and telecommunications for accessing, retrieving and using information.

- Supports reading through the selection and evaluation of appropriate materials correlated with the curriculum.

Basic

- Attends grade level meetings.

- Plans information literacy lessons to correlate with units that students are studying in the content areas.

- Teaches information literacy lessons and facilitates book selection.

- Adheres to a fixed schedule without open access to library media center resources for students and teachers.

- Provides reference assistance to students and teachers, insuring individuals receive information or materials to meet specific needs.

- Accepts classes or small groups on spontaneous need with no prior planning and minimal information gathering.

- Introduces students and teachers to the use of technology as a tool for accessing, gathering, and using information.

- Provides reading guidance to students and teachers on a limited basis.

Below Standard

- Meets classes primarily on a fixed schedule.

- Teaches traditional and minimal information literacy skills in isolation from content curriculum outcomes and core learning goals.

- Uses traditional teaching strategies with lectures and worksheets.

- Does not have the opportunity to plan cooperatively with other teachers.

- Promotes the use of library media materials and technologies only by organizing these resources for library media patrons.

- Uses minimal level of technology in accessing and gathering information.

- Promotes reading only through book exchange.

Notes:

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