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INTRODUCTION

The purpose of the Mississippi School Library Guide is to provide guidelines and establish uniformity of policies and procedures for school library programs in Mississippi’s schools. This guide was developed by library professionals who believe that the educational integrity of a school is strengthened by the quality of the services provided by the school library program.

The school library program, led by a highly qualified librarian, plays an integral part in a student’s total educational experience. The role of the librarian is one of master teacher, information specialist, and curriculum partner. It is the responsibility of the librarian to prepare students and teachers to use the vast technological resources available to 21st century learners and to preserve traditional programs that encourage a love of reading.

The Mississippi School Library Guide includes state and national standards and guidelines that focus on the roles of the school library program and the school librarian as integral components in the teaching and learning process. It is the hope of the committee that this guide will provide the information needed to create outstanding school library programs in all schools in Mississippi.

The Mississippi Department of Education advocates exemplary school library programs and well trained, highly qualified, and certified librarians in all school systems in the state.

“What a school thinks about its library is a measure of what it thinks about education.”
Harold Howe, former U.S. Commissioner of Education
Research studies show that an active school library program run by a highly qualified and certified librarian with flexible open access to the library makes a significant difference in student learning outcomes. A list of available research showing the impact of school library programs on student achievement is found in the Appendix. (See Appendix A)

Some of the studies included in Appendix A are:

- 4th Colorado Study, 2012
- School Library Research Summarized: A Graduate Class Project edited by Debra E. Katchel, 2011
- 3rd Colorado Study, 2010
- Scholastic’s School Libraries Work, 3rd ed., 2008

“Researchers have proven that a quality school library program with a certified school librarian who teaches information literacy skills to students improves academic achievement.”

www.psla.org/publications/research-findings-national/

NOTE: Many of these resources are web resources. While this document will be reviewed/updated regularly, links may (and often do) change. If you try to access a link that is no longer viable, please ‘Google’ or ‘Bing’ the resource listed to see if the resource now resides at a different web-location.
School Libraries & Student Achievement

School Librarians are Linked to Improved Standardized Reading Test Scores

Studies conducted over the past two decades, both in Colorado and nationwide, show that students in schools with endorsed librarians score better on standardized achievement tests in reading, compared with students in schools without endorsed librarians.

This increase in scores exists regardless of:

Student Poverty Level

In a Colorado study, the presence of school librarians positively impacted students' standardized reading scores even when controlling for student poverty (free and reduced-cost meal status).

Overall Staffing Losses

In a national study, even if schools had overall staff declines between 2004 and 2008, students' standardized reading scores were better in schools that maintained or gained a librarian during this time period.

What other school library characteristics are associated with better test scores?

School Librarians Teaching Information Literacy Skills to Students

Staffed by Endorsed Librarian

Collaborative Planning Between School Librarians & Teachers

Extended Library & Staff Hours

School Librarians Providing In-Service Training to Teachers

Larger & Newer Collections

More Student Visits

Flexible Scheduling

Higher Expenditures

See www.lrs.org/data-tools/school-libraries/impact-studies/ for a list of school library impact studies.


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www.lrs.org
SECTION 1

Vision, Mission,

Standards, Philosophy
1.1 Vision Statement

In collaboration with the school’s learning community, Mississippi’s 21st century school library programs should be the center of teaching and learning by providing access to quality collections and technologies, and by extending services beyond the school library’s four walls and the traditional school day.

1.2 Mission Statement

The mission of Mississippi’s school library programs is to assist in providing a quality education for every child by:

- Encouraging lifelong information literacy and learning through reading and inquiry.
- Providing an inviting, dynamic environment in which students and staff become learners capable of accessing, evaluating, applying, and sharing information independently.
- Providing real and virtual access to appropriate, high-quality resources (print/non-print and digital formats) and services that support and enhance teaching, literacy, and learning during and outside the school day.
- Participating in curriculum development and design of learning activities.
- Facilitating professional development for the learning community.

“Librarians of the future will be knowledge navigators. They will understand digital resources as well as printed books and other formats. Their services will not be restricted by physical location, either of the materials or of themselves.”

*American Libraries, July/August, 2012*
1.3 AASL Standards for the 21st Century Learner

The American Association of School Librarians’ (AASL) Standards for the 21st Century Learner offer a vision for teaching and learning to guide our profession. The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The standards describe how learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, and apply knowledge to new situations and to create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

http://www.ala.org/aasl/standards-guidelines (See Appendix C)
1.4 Intellectual Freedom

“Intellectual freedom accords to all library users the right to seek and receive information on all subjects from all points of view without restriction and without having the subject of one’s interest examined or scrutinized by others.”


Intellectual freedom is a prerequisite to effective and responsible citizenship in a democracy and is one of the core values of the library profession. The American Library Association’s Library Bill of Rights (LBOR) serves as the library profession’s interpretation of the First Amendment of the U.S. Constitution.

A school library program is founded on a commitment to the right of intellectual freedom. By providing access to information and ideas essential for 21st century learners, a librarian empowers learners who acquire skills to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to a pluralistic society. The librarian is a leader in meeting a school’s responsibility to provide resources on all points of view and to make these ideas and opinions available to the school community. It is the responsibility of the school librarian to ensure that the collection is age and content appropriate, is relevant to the curriculum, and represents the diversity of the school and community served.

1.5 Freedom to Read

The Freedom to Read statement is the best known of the American Library Association’s documents supporting the principles of intellectual freedom. In addition to providing a foundation for selection and/or collection development policies, The Freedom to Read statement provides a reminder that open communication is necessary in a free society and creative culture. Librarians help ensure that students have access to information covering a wide range of issues and viewpoints.

www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement
SECTION 2

An Administrative View
2.1 Characteristics of a 21st Century School Library Program

The Program

- The library is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library resources and services.
- Library resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized using the Dewey Decimal Classification System or other standard library classification system and they are available in an automated format, i.e. electronic circulation and cataloging.
- 21st century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- Library services are implemented according to a written plan based on data analysis, needs assessment, and an annual evaluation, consistent with the goals of the school and the school system.
- A comprehensive library program is provided that includes skills instruction, information access, program management, and library management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and use social media responsibly and safely.

The Library Professional

- The librarian is highly qualified and certified, evaluated annually by appropriate criteria, and has a plan for professional development.
- The librarian collaborates with the learning community to determine collection needs, and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library is physically attractive and accessible to all students.
- The library is adequately lighted and contains furnishing appropriate in size to the student population.
- The library has the infrastructure needed to sustain existing and emerging technologies.
Principals and school administrators have the responsibility of ensuring a successful school library program and also maintaining a safe and well equipped library. Their active engagement and support is a vital element to the success of the school library program.

2.2 Administrator Responsibilities – Principals/School Administrators

Administrator responsibilities include:

- Hiring highly qualified and certified librarians.
- Understanding and protecting the role of the librarian in the educational setting. (See Section 2.4 and Section 6.5)
- Supporting the work of a Library Advisory Committee.
- Ensuring that funds are expended to maintain an organized collection of materials and equipment representing a broad range of current learning media/technology that will ensure a systematic program of services to students and staff. (See Appendix J, Instructional Practices)
- Supporting efforts to keep the collection current, which include print, non-print, and electronic resources, ensuring that funds are sufficient.
- Utilizing discretionary funds to enhance the library’s resources and programs.
- Ensuring the appropriate maintenance of the library, including the physical space, furnishings, and technology infrastructure. (See Section 6.9)
- Participating in and encouraging students and teachers to make recommendations to the librarian for possible inclusion in the library’s collection.
- Encouraging teachers to plan differentiated learning activities collaboratively with the librarian.
- Supporting the establishment and maintenance of an automated catalog system.
- Ensuring that technology resources are sufficient for teacher and student use.
- Providing resources for the maintenance and upgrade of technology.
- Including the librarian in the development of the school technology plan.
- Ensuring that the librarian provides instruction in the ethical and safe use of technology and the Internet.
- Collaborating with the librarian to develop schedules that facilitate open and flexible access. (See section 6.9)
- Ensuring that the librarian and the library staff follow job descriptions as developed by local school board policy and according to certification requirements. (See Appendix I)
- Ensuring that the librarian and teachers have time to collaborate in planning curriculum activities which integrate inquiry, 21st century learning standards, and technology into the school curriculum. (See Section 3.5 and Appendix C)
- Including librarians in analysis of state and school-wide tests results.
- Communicating the scheduling policy to the staff, ensuring that the librarian has 25% of the instructional week reserved for management responsibilities. (See Appendix J)
- Planning periodic assessment of the library and the library program, using district and/or state approved evaluations. (See Appendix P)
- Encouraging participation by securing financial support for the librarian to participate in local, state, regional, and national professional development.
- Ensuring that the librarian provides professional development opportunities for teachers.
2.3 Teacher Responsibilities

The active participation of teachers is essential to a successful school library program.

Responsibilities of the teacher include:

- Communicating the value of the school library program and respect for the library to students.
- Collaborating with the librarian to plan and schedule library research units.
- Collaborating with the librarian to design and co-teach instructional units.
- Collaborating with the librarian to provide opportunities for students to have equitable and frequent access to the library and to its resources at the point of need.
- Collaborating with the librarian to develop and implement school-wide reading initiatives.
- Serving on the Library Advisory Committee.
- Providing information to help align the collection to the classroom curriculum.
- Requesting materials related to specific units and areas of the curriculum.
- Sharing the needs and interests of the students.
- Sharing student work for display in the library.
- Collaborating with the librarian to establish high quality websites for student use.
- Using the library’s resources effectively.
- Collaborating with the librarian to ensure student participation in special programs in the library, such as book fairs and author visits.
- Co-teaching the ethical and safe use of technology with the librarian.
- Participating in professional development opportunities offered by the librarian.
2.4 Librarian Responsibilities

A librarian has a very important role in the school setting. Responsibilities of the librarian include:

- Providing a welcoming and respectful climate in the school library.
- Developing a vision, a mission, and long and short term goals* for the school library program with input from administrators, teachers, and students. (*See Appendix N)
- Developing a scheduling policy which provides open and flexible access for all students and teachers.
- Providing orientation and instruction for students and faculty in the use of the library’s materials and equipment.
- Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum.
- Providing instruction and resources to reach diverse student needs.
- Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry.
- Encouraging reading by maintaining an awareness of students’ reading interests and by providing guidance in the selection of appropriate materials.
- Developing and implementing reading initiatives to motivate and engage each student in independent reading. (See Section 3.3)
- Staying current on the latest technologies and their use for teaching and learning.
- Collaborating with teachers to integrate inquiry, 21st century learning standards, and technology skills into the school curriculum.
- Working with the technology coordinator to implement the technology plan for the school.
- Working with technology personnel to maintain working and up-to-date computers, Internet access and other technology peripherals.
- Implementing the use of technology in the school library program management and instruction.
- Providing access to a balanced, up-to-date collection of both print/non-print and digital format materials, including technology, that meet the needs of students and teachers.
- Communicating regularly with administrators, teachers, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, web page).
- Participating in school curriculum planning meetings.
• Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library advisory committee, and industry trends.

• Submitting in a timely manner a proposed annual budget to the building administrator to assure inclusion in school/district’s budget planning.

• Maintaining budget and expenditure records proficiently.

• Establishing, maintaining, and updating an automated catalog and organizing the collection.

• Maintaining fair and consistent circulation and use policies.

• Developing a policies and procedures manual for the library that is approved by the local board of education, including a selection policy. (See Appendix G)

• Documenting, reporting, and maintaining records showing the use of library resources including (but not limited to) budget requests/justification, collection statistics and short/long range goals.

• Arranging the library for a variety of uses by large groups, small groups, and individuals.

• Managing the library staff and volunteers.

• Providing professional development for teachers and administrators based on assessed needs to demonstrate how new and emerging technology and information skills can be used to support the curriculum and instruction.

• Providing access to professional materials/information for faculty and staff.

• Promoting use of the library to students, teachers, and parents to ensure that the library is a vital and active center of learning for the entire school community.

• Developing an ongoing advocacy program for the library.

• Working collaboratively with parent organizations and community partners in planning and implementing special projects and seeking outside funding.

• Attending local, state, and national professional development workshops and meetings specifically geared to school librarians.

• Having knowledge of state and school-wide test results with respect to proficiency in library and information literacy skills.

• Reading professional library journals to stay abreast of outstanding print/non-print materials and current trends in school library programs.
2.5 Professional Development

To be effective, librarians must stay abreast of and incorporate the rapidly changing information environment into the school library program. In order to accomplish this goal, librarians must connect and share expertise within the professional learning community.

Professional Development Opportunities and Associations

Educational agencies and associations offer many professional development opportunities for librarians throughout the year. Librarians are encouraged to take advantage of these offerings and to join professional organizations and attend conferences. Some of the educational agencies and professional organizations that offer support and professional development for school librarians are:

- American Association for School Librarians (AASL) – [www.al.org/aasl/](http://www.al.org/aasl/)
- American Library Association (ALA) – [www.al.org](http://www.al.org)
- e-COLLAB – [www.al.org/aasl/ecollab](http://www.al.org/aasl/ecollab)
- International Reading Association (IRA) – [www.reading.org/](http://www.reading.org/)
- Mega Resources School Librarian Workshop – [library.msstate.edu/li/mega](http://library.msstate.edu/li/mega)
- Mississippi Education Computing Association (MECA) – [www.ms-meca.org](http://www.ms-meca.org)
- Mississippi Library and Media Professionals (MS LAMP) – [www.lampworkshop.org](http://www.lampworkshop.org)
- University of Southern Mississippi School of Library and Information Science* – [www.usm.edu/library-information-science](http://www.usm.edu/library-information-science)

Professional Journals

To keep current on happenings in the 21st century library, the librarian must read professional journals regularly. Some examples are: School Library Journal, Booklist, Book Links, Voice of Youth Advocates, Library Media Connection (LMC), School Library Media Activities Monthly, Teacher Librarian.

*A complete list of ALA accredited library programs in the United States is found in the Appendix. (See Appendix D)
“Research is consistently positive about the impact of National Board Certification on improvements to teacher practice, professional development, and areas of school improvement that are critical to raising student achievement.”

NBPTS President and CEO Joseph A. Aguerrebere

2.6 National Board for Professional Teaching Standards

National Board Certification is an additional, voluntary certification that is administered by the National Board of Professional Teaching Standards (NBPTS). NBPTS states that it “advances the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do.” National Board prerequisites for eligibility state that the candidate must:

- Hold a bachelor’s degree.
- Have completed three full years of teaching/school counseling.
- Possess a valid state teaching/school counseling license, or if teaching where a license is not required, have taught in schools recognized and approved to operate by the state.

This standards-based teaching certification is available for librarians who teach students ages 3-18+. Revised standards for this certificate were implemented with the 2012-2013 assessment cycle. For the latest information on national board certification, check the NBPTS website at www.nbpts.org or call NBPTS customer service at 1-800-22TEACH.

The library standards for National Board Certification require a strong commitment on the part of the librarian to actively participate in the instructional process.

Program Overview

Mississippi has a strong history of support for National Board Certification dating back to the 1990s. Examples of this support include:

1. National Board Certified Teacher Bonus
   MS Code 37-19-7 provides for an annual salary supplement of $6,000 for the life of the certificate to eligible Mississippi teachers who hold a valid certificate from the National Board for Professional Teaching Standards.

2. Fee Support
   State Support – Mississippi teachers who apply for National Board Certification may receive low-interest loans from designated banks in the state and be reimbursed by the state upon completion of the National Board certification process.
   Local Support – a number of school districts provide local support for their teachers seeking certification. Check with your school district for local offerings.
SECTION 3

The Library
Learning Environment
3.1 Establishing a School Library Learning Environment

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.” Laura Bush

A student-centered, outcome-based school library learning environment includes these components:

- The library program provides a curriculum-based learning environment which accommodates all learners, using diverse resources.
- The library program supports the mission and goals of the school and promotes the development of a curriculum-rich environment that provides the foundation for life-long learning.
- The library program incorporates collaborative planning and teaching by the librarian and teachers, and integrates information literacy and technology instruction into the curriculum.
- The librarian provides opportunities for staff development and professional growth for the library staff, teachers, administrators, and other members of the learning community.
- The librarian provides technology access and instruction for students, teachers, administrators, and staff.

3.2 Understanding the Librarian’s Role in Reading and Common Core

Reading

The responsibility for successful implementation of reading development is shared by the entire school community – teachers, librarian, and administrators working together.

Reading is a foundational skill for 21st century learners. Guiding learners to become engaged and effective users of ideas and information and to appreciate literature requires that they develop as strategic readers who can comprehend, analyze, and evaluate text in both print and digital formats. Learners must also have opportunities to read for enjoyment as well as for information. With their extensive knowledge of the wide variety of reading materials available in the school library and beyond, and their expertise in matching books to readers, the school librarian provides a crucial supportive role in the total reading program.

The American Association of School Librarians has developed a position statement on the school librarian’s role in reading. To access this document go to: www.ala.org/aasl/advocacy/resources/position-statements (choose “School Librarian’s Role in Reading”)
Common Core

Reading within the content area is at the center of the Common Core State Standards Initiative (CCSS). Significant numbers of the standards also address the building of informational skills to ready students for 21st-century learning. These skills present wonderful opportunities for librarians to share their expertise and to be seen as valuable assets in and to offer curriculum support for the integration of CCSS in our schools.

Fortunately for librarians, there are many resources to help them become leaders in the integration of these standards. In many cases the CCSS and the AASL Standards for the 21st-century learner align, giving the librarians invaluable support in their efforts.

The foundational resources for CCSS may be found at: www.corestandards.org

Library-specific sources include, but are not limited to:

Websites
Standards for the 21st Century Learner
(Downloadable for free at: www.ala.org/aasl/standards)

AASL’s Cross Walk of the Common Core Standards shows the alignment of CCSS and the AASL Standards for the 21st century learner www.ala.org/aasl/standards-guidelines/crosswalk

LIVEBINDERS (a bookmarking/digital portfolio tool functions as a 3-ring binder allowing users to collect and organize links and media quickly and easily). The “School Librarians and the Common Core State Standards: Resources Live Binder” www.livebinders.com/play/play?id=84777

Articles


Common Core Standards compiled by Kristin Fontichiaro from School Library Monthly, Volume XXVIII, Number 1/September-October, 2011.
Effective Reading Program

The librarian should be knowledgeable about the instructional reading program in order to provide resources and activities in the library that correlate with the reading program. Greater access to books increases students’ reading enjoyment which leads to improvement in reading fluency, vocabulary, and comprehension. The following elements are integral to an effective reading program:

- The school library is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and school librarians cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and school librarians share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Continual staff development is critical to reading instruction.

[www.ala.org/aasl/advocacy/resources/position-statements](http://www.ala.org/aasl/advocacy/resources/position-statements)
(choose “Resource Based Instruction: Role of the School Librarian in Reading Development”)

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3.3 Creating a Reading Environment

The library should be the heart of the school where frequent and flexible access is encouraged. It should be aesthetically pleasing and have a barrier-free learning environment that encourages the enjoyment and excitement of reading. A vibrant program will encourage students to visit the library, to become life-long library users, and to love books and reading.

**Suggested Reading Activities and Incentives**

- Author Displays
- Author Studies
- Author Visits
- Battle of the Books
- Blogs
- Book Buddies (different grade levels read to each other)
- Book Character Parades
- Book Clubs
- Book Covers (student design covers)
- Book Fairs
- Book talks
- Bulletin Boards
- Drop Everything and Read (DEAR)
- Guest Readers
- Library Club
- Literacy Circle
- Podcasts
- Principals/Teachers Challenge (challenge students to read a certain number of pages, etc.)
- Read Alouds (listening to good readers)
- Reader’s Theatre
• Reading Bowl
• Reading Environment (atmosphere/environment conducive to reading)
• Silent Sustained Reading (SSR)
• Summer Reading Lists
• Treasure Hunts/Scavenger Hunts
• Web Pages
• Wikis

“There is more treasure in books than in all the pirates’ loot on Treasure Island.”
Walt Disney

3.4 National/State Reading Programs

National reading programs provide a catalyst for collaboration with the learning community. Each year professional organizations and state reading programs provide opportunities to enhance the library program and promote the joy of reading. Librarians should seek out age-appropriate venues for the learning community and make them available. Some of these national and state-wide programs are listed in the Appendix. (See Appendix B)

“There reading is to the mind what exercise is to the body.”
Sir Richard Steel
3.5 Understanding Collaboration

Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. It is imperative that the librarian and the grade and subject area teachers work together to create a quality learning environment.

**Facts to Remember in Collaboration:**

- Planning between the teacher(s) and the librarian is the first step in collaboration. Together they should agree on the objectives to be addressed, the process for teaching the unit, what products, if any, will be created, what assessment will be used for evaluation, the timeline for the unit of study, and how the teaching responsibilities will be divided.

- Developing shared goals and visions and an atmosphere of trust and respect is essential. Different strengths and viewpoint contribute to the teaching process.

- Each educator has his/her area of expertise. The librarian has knowledge of information and technology skills and the methods needed to integrate them into the unit of study. The librarian also has the knowledge for teaching these skills and an understanding of the research process. The classroom teacher has an understanding of the strengths, weaknesses, attitudes, and interests of the students, and of the curriculum content to be taught.

- Each educator has equal input and contributions to the planning process which involves a shared responsibility for implementation and evaluation.

- Communication between the librarian and the classroom teacher is essential to success.

- Curriculum mapping is important so that the librarian has knowledge of the curriculum content being taught in the classrooms.

- A planning template is essential to the success of the unit of study.

- The time to plan for collaboration is sometimes difficult to find. Educators have to be creative!

- Collaborative lessons may occur in the library and continue in the classroom setting or vice versa.

- At the end of the collaborative unit of study, there is reflection for possible revision by collaborative partners.

“School librarians are uniquely qualified to work with classroom teachers to facilitate student learning and achievement. When the school librarian works with fellow educators to plan, teach, and assess curriculum based instruction, students will become more ‘effective users of ideas and information’ (AASL and AECT, 1998). Through the coteaching of a standards-based curriculum, ongoing collaboration, and effective communication, you and your classroom teachers can help to ensure that your students are truly Learning4Life.” [www.alash.org/aasl/learning4life](http://www.alash.org/aasl/learning4life)

3.6 Planning for Instruction

Librarians of the 21st century are educators in every sense of the word. Whether instruction is a collaborative effort with other teachers or on an as-needed basis, librarians – like their classroom counterparts – must be prepared to develop instructional plans that meet the needs of the learning community they serve. These lesson plans must be framed according to current best practices in teaching and learning and should include the use of technology in teaching as a necessary element in meeting the needs of the 21st century digital learner.

The basic constructs of a good lesson plan help insure the success of any instructional endeavor and should include, but are not limited to, the following components:

- Understanding of the students - What are their interests and learning preferences and what prior knowledge do they have?
- Knowledge of the content - How familiar is the librarian with the subject area/key content of the assignment?
- Resources - What materials will help the librarian teach the lesson?
- Goals/outcomes - What knowledge or skill does the librarian want the students to know?
- Objective(s) - What measureable task should students be able to do at lesson’s end?
- Opportunity - How will students “practice/apply” what they have learned?
- Comprehension - How will understanding be monitored/checked during the lesson?
- Closure - How will the lesson be concluded?
- Evaluation - How will the librarian measure the students success in achieving the lesson’s objective?

Fortunately for librarians there are many good resources available for the planning and teaching of library and/or information skills. Listed below are some of these ‘helps’.

Standards for the 21st Century Learner Lesson Plan Resource - An excellent tool to support school librarians and other educators in teaching the essential learning skills defined in the AASL Standards for the 21st century learner. Users can search the AASL database for lesson plans by learning standards and indicators, content topic, grade-level resources used, type of lesson or schedule, keyword and much more. All lesson plans published in this archival resource are aligned with AASL’s Standards for the 21st century learner and are crosswalked with the Common Core Standards. For additional information see: www.ala.org/aasl/standards-guidelines/lesson-plan

Elementary Librarian – Library lesson plans and ideas for the elementary librarian. www.elementarylibrarian.com


School Librarian Resources: An Internet Hotlist on School Librarian Resources – An online resource for school librarians. www.kn.att.com/wired/fil/pages/listschoollma1.html
3.7 Promoting Flexible, Open Access

Guidelines for Library Scheduling

In order for the school library to be the core of the educational setting, the librarian, with the assistance of the administrator, must be allowed to schedule the library for its most effective use.

Weekly schedules that list whole-class and small-group instruction, special programs, planning times, and other planned library activities should be available in the library and on-line for documentation of library use throughout the year.

Points to Remember:

- The librarian, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.
- The library should be open for student use at all times. It should not be closed for non-library purposes.
- Twenty-five percent of the librarian’s time should be spent in the administration of the library program and in collaborative planning with teachers. During this time, no classes should be scheduled for instruction by the librarian, although students and teachers, within reason, may still use the library.
- The librarian should have a scheduled lunch time and a planning period.

Teachers and administrators need to understand the difference in flexible scheduling and fixed scheduling.

Flexible Scheduling

Flexible scheduling is a scheduling arrangement that allows for variation in library use. Flexible scheduling allows teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the learning activity planned. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. With flexible scheduling the library is considered an extension of the classroom.

Fixed Scheduling

With fixed scheduling each class is scheduled into the library for a regular, fixed period. Although this type of schedule or some variation of it is more commonly seen in elementary schools, partially flexible scheduling is a preferable alternative.
**Partially Flexible Schedule**

Partially flexible scheduling is often seen in elementary schools where classes are scheduled at regular times to have contact with the librarian for exposure to read aloud stories and instruction in library skills. In this case, classes are normally concentrated into two or three days a week allowing for large blocks of time for other classes to schedule library time as units are developed and to give individuals library access at the point of need.

For additional information on flexible scheduling view The American Association of School Librarians’ (AASL) Position Statement on Flexible Scheduling: [www.ala.org/aasl/advocacy/resources/position-statements](http://www.ala.org/aasl/advocacy/resources/position-statements)

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**Definition of Open Access:** To maximize the benefit of the library, learners must have access to resources and services at their point of need. In addition, the library should have scheduling for individuals, groups or classes to use resources, to check out and return materials, to read for pleasure or information, and to research topics for reports, using a variety of resources.
3.8 Encouraging Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional librarian needs to provide leadership and advocacy in information literacy, technology initiatives, policy creation, instructional design, and professional development.

Advocacy Tools

- The American Association of School Librarians (AASL) provides advocacy tools for school library programs on their website that include brochures, infographs, and toolkits. It can be found at: www.aasl.org.

- Webpage/Website* – A library webpage or website can be the virtual face of the school library program. The information needs to be clear and kept up to date. It should include, but not be limited to, the mission statement, the library schedule, links to websites, database access, library news, book reviews, unit projects, and recommended titles.

- Newsletters* – Newsletters can be an important tool for library promotion. These can be short – one page, a double-sided page, booklet, pamphlet or digital. The focus should be on what is new in the library, events that have happened or will happen, class visits, projects, circulation reports, books added to the collection, pictures of students/projects. The newsletter can be monthly, bi-monthly, or once a semester. Create a “catchy” name for your newsletter and choose a logo.

- Local and School Newspapers* – Local and school newspaper articles with pictures can also be another important promotional tool for the library.

*Receiving parental/guardian permission to use student photos on the website or in any publication of the school library program is a must. Permission is usually requested by the administration at the beginning of the school year and kept on file in the school office. The librarian should check with the office to make sure that permission has been granted.

3.9 Library Promotional Events

The American Library Association and its divisions sponsor nationally recognized events that promote the value of the school library program. State and local events also promote the value of the school library program. A partial listing of these events is located in the Appendix. (See Appendix E)
3.10 Collaborating with Public Libraries

The public library can be a great resource for school librarians and their students. It is important to get to know the public library staff, especially the person responsible for providing service to children and teens. He/she can help in a number of ways. If the local public librarian knows in advance what students need to complete a specific assignment, they can:

- Pull the needed materials far in advance of the assigned due date and make the materials easily available to the students.
- Get the resources that are not available locally from other libraries.
- Offer on-site assistance in searching the MAGNOLIA* databases.
- Visit the school to facilitate book clubs, do book talks, describe the public library’s resources, etc.

In addition, public libraries offer a wide array of other services for students. Some libraries offer access to online, live afterschool tutoring services which are free to students! Many public libraries across the state subscribe to informational databases in addition to those provided through MAGNOLIA. Examples of these are: Ancestry.com; Heritage Quest Online: Oxford African American Studies Center; and World Book online.

E-books and public libraries

Because public libraries provide a wealth of free resources, a strong school-public library relationship can also offer a workable solution to the challenge school librarians face with e-books. While the introduction of e-books into the school library collection presents new possibilities for learning, subsequent limitations in the variety and scope of e-titles, licensing and platform decisions, and limited budgets may make wide spread use of e-books difficult in many schools. Working in collaboration with the public librarian many e-books can be made available to students through the public library and school librarians can limit their purchases to titles that are required reading with common core and the school’s curriculum. This collaboration benefits every patron by making the best use of all available resources. It also encourages joint planning and the responsible stewardship of available monies to meet the needs of both school and community patrons. By working together school and public libraries are better positioned to meet the needs of the 21st century patron thereby strengthening both schools and the community. For information on e-books and school libraries see: Ebooks and the School Library Program: A Practical Guide for School Librarians by Cathy Leverkus and Shannon Acedo, ALA, c2013
MAGNOLIA

(Mississippi Alliance for Gaining New Opportunities through Library Information Access) provides Mississippi residents with access to electronic databases through their local public, school, community college or university libraries.

MAGNOLIA is funded by the Mississippi Legislature and partially funded by the Library Services and Technology Act (LSTA) administered by the Mississippi Library Commission. MAGNOLIA provides library patrons with access to thousands of full-text journals. The MAGNOLIA databases can be used from publicly supported libraries and library patrons can access the databases from home. MAGNOLIA provides training during the annual MLA Conference and on an as-needed basis. magnolia.msstate.edu

For questions or problems connecting to MAGNOLIA, please send an e-mail to systems@library.msstate.edu and report the school and new IP or IP range or use the online form at magnolia.msstate.edu/problem.asp

“A strong partnership between school and public libraries leads to better grades and better outcome for students.”
SECTION 4

Collection
Development
4.1 Understanding Collection Development

Collection development can be defined as the carefully chosen purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population served. Ultimately those purchases determine the impact of the school library’s collections on student success and achievement.

The process of collection development includes 1) selection and deselection (weeding) of current and retrospective materials including donations; 2) a well-defined strategy for purchase of acquisitions; and 3) the evaluation of collections to ascertain how well they serve patron needs. These functions are guided by a district-approved Collection Development Policy, which establishes priorities, supports efforts, and facilitates purchase decisions. The information explosion together with tightening budgets requires the school librarian to look at ways to access resources in formats beyond physical ownership, such as licensed electronic databases.

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy should include guidelines for selection, weeding, and challenged materials. A collection development policy is revised periodically to reflect the changing needs of the school community. Many websites are available to assist in writing this policy. (See Appendix G for a sample policy)

A variety of collection development tools are available, including software and web-based applications through automated library software programs and vendor services. These tools analyze the collection for average copyright dates and numbers of titles in each category, providing recommendations for purchase. Contact your automated circ/catalog software company for information.

“The more you read, the more you know. The more you know, the more places you’ll go.”

Dr. Seuss – I Can Read with My Eyes Shut
4.2 Selection Tools

Selection of new materials is an ongoing process. Given that the school librarian cannot read or preview every purchase selection, tools are critical in the selection process. Some selection tools available to the school librarian include:

- Library Advisory Committee
- Magazines and Journals
  - Booklinks
  - Booklist
  - Horn Book
  - Kirkus Reviews
  - KLIATT
  - Library Media Connection
  - School Library Journal
  - VOYA
- Specialized Reviewing sources
  - Children’s Core Collection (Wilson)
  - Middle and Junior High Core Collection (Wilson)
  - Senior High School Core Collection (Wilson)
- Online Sources
  - Common Sense Media - [www.commonsensemedia.org](http://www.commonsensemedia.org)
  - Good Reads - [www.goodreads.com](http://www.goodreads.com)
  - Novel Guide - [www.novelguide.com](http://www.novelguide.com)
  - Resources for School Librarians - [www.sldirectory.com](http://www.sldirectory.com)
  - Wilson Catalogs online (subscription service)
4.3 Honor/Award and Notable Books

Honor/Award Books

ALEX Award
The Alex Awards are given to ten books written for adults that have special appeal to young adults, ages 12-18. Young Adult Library Services Association (YALSA) www.ala.org/yalsa/booklists/alex/

Caldecott Award
The Caldecott Medal, which honors the best children’s picture book of the year, is awarded annually to the illustrator by the Association for Library Service to Children, a division of the American Library Association. Association for Library Service to Children (ALSC) www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal

Carnegie Medal
The Carnegie Medal is an award given to honor outstanding video productions for children released during the previous year. Association for Library Service to Children (ALSC) www.ala.org/alsc/awardsgrants/bookmedia/carnegiemedal

Coretta Scott King Award
The Coretta Scott King Award is given to honor African American authors and illustrators for outstanding inspirational and educational contributions. Association for Library Service to Children (ALSC) www.ala.org/emiert/cskbookawards

Laura Ingalls Wilder Award
The Wilder Medal honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children. Association for Library Service to Children (ALSC) www.ala.org/alsc/awardsgrants/bookmedia/wildermedal

Margaret A. Edwards Award
The Margaret A. Edwards Award honors an author, as well as a specific body of his or her work, for significant and lasting contributions in helping adolescents become aware of themselves and addressing questions about their role and importance in relationships, society, and in the world. Association for Library Service to Children (ALSC) www.ala.org/yalsa/edwards/
The Michael L. Printz Award for Excellence in Young Adult Literature
The Michael L. Printz Award annually honors the best book written for young adults, based entirely on its literary merit. Young Adult Library Services Association (YALSA)
www.ala.org/yalsa/printz-award

Mississippi Children's Choice Award: Magnolia Award
Children in grades K-8 who are students in Mississippi are eligible to participate. Students read the books and turn their votes in to their teacher, librarian, or other adult at an authorized voting site. Votes are cast electronically. Voting is held each year in February, with winners announced at the Fay B. Kaigler Children's Book Festival. NOTE: A 9-12 division will be added in 2015.
www.usm.edu/childrens-book-festival/magnolia-award

Newbery Medal
The Newbery Medal is an award given to the author of the most distinguished contribution to American literature for children. Association for Library Service to Children (ALSC)
www.ala.org/alsc/awardsgrants/bookmedia/newberyaward/newberyaward

(Theodor Seuss) Geisel Medal
This award honors the author(s) and illustrator(s) of the most distinguished contribution to the body of American children’s literature known as “beginning reader books” published in the United States during the previous year. Association for Library Service to Children (ALSC)
www.ala.org/alsc/awardsgrants/bookmedia/geiselandaward

Robert F. Sibert Informational Book Medal
The Sibert Medal honors the author(s) and illustrator(s) of the most distinguished informational book published during the preceding year. Association for Library Service to Children (ALSC)
www.ala.org/alsc/awardsgrants/bookmedia/sibertaward

Young Readers Choice Awards (YRCA)
The Young Reader’s Choice Award is an annual book award chosen by students from the Pacific Northwest. It is run by the Pacific Northwest Library Association.
www.pnla.org/yrca
Notable Books

ALA Notable Books for Children
The goal of the Notable Books Council has been to make available to the nation’s readers a list of 25 very good, very readable, and at times very important fiction, nonfiction, and poetry books for the adult reader. Association for Library Service to Children (ALSC) www.ala.org/alsc/awardsgrants/notalists/ncb

Booklist Editors’ Choice List
The Booklist Editors’ Choice list provides a broad selection of outstanding fiction, nonfiction and picture books that mixes popular appeal with literary excellence. Association for Library Service to Children (ALSC) www.booklistonline.com/Booklist-Editors-Choice-Books-for-Youth-2013-Gillian-Engberg/pid=6578139

The Children’s Choices List
Each year, thousands of children, young adults, teachers, and librarians around the United States select their favorite recently published books for the “Choices” reading lists. International Reading Association www.reading.org/Resources/Booklists.aspx

Notable Social Studies Trade Books for Young People
After accessing the website, click Resources; then click Notable Trade Books For Young People. National Council for Social Studies www.socialstudies.org/

Outstanding Science Trade Books for Students K-12
After accessing the website, click Books and Resources, then click Online Resources. A joint project of the National Science Teachers of America and the Children’s Book Council www.nsta.org/

School Library Journal’s Best Books List
www.slj.com/category/reviews/best-of/

"It does not matter how many books you may have, but whether they are good or not."
Lucius Annaeus Seneca
(3 B.C.-65 A.D.)
Epistolae Morale
4.4 Collection Guidelines

Collection guidelines are important for the systematic development and maintenance of the library’s print, media, and electronic collections so that the holdings of the school library supplement, enrich, and support the needs of its patrons. Print/digital formats library materials are selected, acquired, maintained, and deselected to serve this purpose. The following guideline addresses all aspects of collection development.
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automated Management System</td>
<td>• Circulation/Cataloging Capacity</td>
<td>• 2 management computers</td>
</tr>
<tr>
<td></td>
<td>• Librarian Management computer</td>
<td>• Online access to materials available in the school library</td>
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<tr>
<td></td>
<td>• Barcode scanner</td>
<td>• Remote circulation and inventory capabilities</td>
</tr>
<tr>
<td></td>
<td>• Online access to materials available in the school library</td>
<td></td>
</tr>
<tr>
<td>General Collection:</td>
<td>• A minimum of 10 books per student that are in good condition and that</td>
<td>• <strong>Goal:</strong> 15 - 20 books per student that are in good condition and that support the</td>
</tr>
<tr>
<td>Fiction, Easy and Non-Fiction titles</td>
<td>support the school’s instructional program and provide titles for pleasure reading</td>
<td>school’s instructional program</td>
</tr>
<tr>
<td></td>
<td>• A <strong>well-balanced</strong> collection that is both <strong>age</strong> and <strong>content</strong></td>
<td>• <strong>Average</strong> copyright of non-fiction (NF) collection (excluding biography) is less</td>
</tr>
<tr>
<td></td>
<td>appropriate</td>
<td>than 10 years old (print and digital formats)</td>
</tr>
<tr>
<td>Reference Materials:</td>
<td>• Needs assessments, professional tools and curriculum objectives are</td>
<td>• Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc.</td>
</tr>
<tr>
<td>Includes, but is not limited to, Encyclopedias, Dictionaries, Almanacs, Thesauruses, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References (print and digital formats)</td>
<td>• School library website available on school home page for classroom, school site and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>used by school librarians to establish a basic reference collection.</td>
<td>remote site access</td>
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<td></td>
<td>Appropriate quantities of materials are determined by:</td>
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<tr>
<td></td>
<td>• Student enrollment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demographic data</td>
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<tr>
<td></td>
<td>• Instructional program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information needs</td>
<td></td>
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<tr>
<td>Internet Resources</td>
<td>• Maintained list of credible and age-appropriate websites that support the curriculum</td>
<td>• E-books available</td>
</tr>
<tr>
<td></td>
<td>• MAGNOLIA Database available, for students and teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School library website available on school home page for classroom and school site access</td>
<td></td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>• CDs/DVDs and emerging formats available to support the curriculum</td>
<td></td>
</tr>
<tr>
<td>Professional Collection</td>
<td>Minimum of:</td>
<td>• 50 - 75 or more professional titles</td>
</tr>
<tr>
<td></td>
<td>• 25 - 50 professional titles (books to support professional growth of teachers)</td>
<td>• 5 + professional periodicals</td>
</tr>
<tr>
<td></td>
<td>• 2 professional periodicals</td>
<td>• Current credible websites for professional development purposes available through the school library website</td>
</tr>
</tbody>
</table>
4.5 Weeding of Collection Resources

In order to maintain a collection that meets the needs of the learning community, deselection (weeding) of materials is essential. School library weeding guidelines should include the rationale and established criteria for weeding as stated in the School Library Selection Policy. (See Appendix G)

Decisions concerning the replacement of individual items are based on the following considerations: 1) demand for the specific item; 2) the number of copies held; 3) the existing coverage of the subject within the collection; 4) the validity of its contents; 5) the availability of the title for reorder; and 6) the cost of mending versus the cost of replacement. Any duplication of materials is governed by popular demand, importance of the material, and budgetary limitations.

The Texas State Library’s Crew method, MUSTIE, has become the benchmark tool for weeding library collections including e-books. MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book’s usefulness and make it a prime candidate for weeding:

The following standards are used to discard an item:

- **M** = Misleading (and/or factually inaccurate)
- **U** = Ugly (worn and beyond mending or rebinding)
- **S** = Superseded (by a truly new edition or by a much better book on the subject)
- **T** = Trivial (of no discernible literary or scientific merit)
- **I** = Irrelevant to the needs and interests of your community
- **E** = The material or information may be obtained expeditiously Elsewhere through interlibrary loan, reciprocal borrowing, or in electronic format

(Source: Texas State Library and Archives Commission)
4.6 Challenged Materials

The business of the school is to educate children to become responsible citizens. Students need to learn about cultures, viewpoints and lifestyles other than their own - not only those of fellow Americans - but also of the other peoples of the world. To this end the school library collection is expected to reflect many viewpoints, including the works of acknowledged experts or leaders.

Interests of the community, the faculty and the students, which vary from school to school, should also be reflected in the collection. As a result, controversial topics, both of a personal and of a societal nature, will be represented. Occasionally, materials in the school library may be challenged as inappropriate. The school librarian prepares for this event with a Board Approved collection development policy (See Appendix G) which addresses challenged materials. The American Association of School Librarians (AASL) has information to aid in the development of a collection development policy addressing challenged materials:

www.ala.org/bbooks/challengedmaterials/preparation

Copies of the American Library Association’s Bill of Rights and Freedom to Read Statement, an interpretation of the Bill of Rights for school library programs, the statement of ethics of the American Library Association Reference and Adult Services Division, and the National Council of Teachers of English (NCTE) Right to Read Statement should all be used to support the school district’s students’ rights policy.
SECTION 5

Technology
5.1 The Role of the School Librarian/School Library in the Local Technology Program

Technology continues to change the role of today’s school librarian. Once the ‘stereotyped librarian’ who dealt primarily with books, the 21st century school librarian now serves as an information specialist and often as the link between library patrons and the unlimited access to information and knowledge available to them. It is the responsibility of the school librarian to provide leadership and expertise in the use of this technology to ensure that students and faculty are effective and responsible users of these vast resources.

Through the use of media and technology, students can acquire and strengthen skills in reading, writing, listening, observing, organizing and communicating ideas. The school librarian should, in collaboration with classroom teachers, teach students the skills necessary to evaluate the information, to determine its accuracy, its usefulness, and its relevance to their search topic. The students’ ability to access and use information effectively prepares them for the information-rich technological world.

The library should be the center for the innovative and responsible use and adoption of new technology. Consequently, the school librarian must be an active participant in technology curriculum integration. The school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of current and emerging technologies to enrich the curriculum and enhance learning.

The School Librarian:

• Possesses technology competencies which are evaluated by an approved evaluation instrument.

• Serves as a technological leader by taking a leadership role in the technology planning for the school.

• Provides professional development training for teachers and administrators who are not yet comfortable using computers and technology or with locating information resources.

• Provides and participates in professional development instruction for teachers and administrators on the use of technology and integration of technology into the curriculum.

• Embraces, promotes, seeks, and shares technologies that assist faculty and administration in understanding how to effectively and appropriately utilize technology and integrate information resources in the learning environment.
• Provides professional development training for faculty to assist in the use and integration of MAGNOLIA (www.magnolia.msstate.edu) resources, free online databases, and journal articles made available to all publicly supported schools into the curriculum.

• Collaborates with faculty by conducting instructional sessions for students in the use of the school library and its online resources, to properly cite resources to avoid plagiarism, to appropriately search for and evaluate materials online and to protect their privacy in an increasingly online world.

• Provides information about and adheres to copyright laws.

• Models and instructs students and teachers on conduct, ethics, and integrity in the use of the Internet and other electronic resources.

• Models the information problem-solving processes in providing instruction using technology references and research techniques.

• Uses existing and emerging technologies to assist the students and teachers with learning and teaching activities.

• Seeks funding to provide students with technologies that assist them in learning and engagement.

• Works cooperatively with the district technology coordinator.

• Collaborates with the learning community to empower students to acquire technology information literacy skills that enable them to be life-long learners and critical thinkers.

The School Library should:

• Have an automated circulation system with an online catalog that assists students in locating materials purchased by the library (to include print, e-books, websites, etc.) that students can utilize in their research.

• Have a library website that provides students with easy access to the library’s online catalog, links to other libraries in the area, online research databases including MAGNOLIA, and appropriate websites that assist in locating and citing resources and online tutorials.

• Have an up-to-date multi-media computer lab (when space permits) that provides students with access to the library’s automated catalog/circulation system, various software applications necessary for research, and for the creation of presentations that include audio, video, and the Internet.

• Provide students with access to a variety of technology including (but not limited to) scanners, cameras, video cameras, iPads, e-readers, etc.
5.2 Creating a Technology-Rich Environment

The 21st century school librarian designs the library program with a new and improved concept of the school library’s space and its resources. The school librarian has a unique opportunity to offer customized, 24/7, relevant, and authentic service and instruction.

A school librarian knows he/she is a 21st Century Librarian if:

- Learners and teachers can access age and content appropriate and relevant databases, portals and websites.
- He/she organizes the web for learners by organizing electronic resources to meet the information needs of the learners.
- In addition to print materials, the collection now includes e-books, audio books, blogs, streaming media and more.
- Interactive library services are provided on-line (book reviews, reference services, library calendar).
- Partnering with classroom teachers is used to consider new interactive, collaborative, and engaging communication tools for student projects (digital storytelling, podcasts, streaming video and user-generated content, gamebooks, etc.).
- As the knowledge management center of the school, he/she collects the learning tools that the learning community is most likely to need and shares them in effective media formats.
- Experts, scholars, authors, and other classrooms visit the library via telecommunication tools (Skype, Internet 2, FaceTime).
- Reading is promoted through digital book talks, iPod e-books, and virtual literature circles.
- Respect for intellectual property is modeled by using appropriate documentation for media in all formats and explaining new licensing concepts to all learners.
- Students are empowered to create learning materials and provide instruction utilizing the latest technology tools.

Adapted from Valenza, Joyce Kasman. “You know you’re a 21st-Century teacher-librarian if …”
www.teacherlibrarian.com/2011/05/01/manifesto-for-21st-century-teacher-librarians/
5.3 Suggested Technology-Related Activities

Clay animation
Digital imaging
Digital photography
Global positioning systems
In-hand (hand-held) devices
Interactive classroom components
Mixing media
Movie making
Podcasts
RSS feeds
Skype
Social networking
Streaming media
Student web pages
Teen Tech Week
Video editing
Virtual tours/field trips
Virtual Worlds
Webquests
Wikis/Blogs

“In the nonstop tsunami of global information, librarians provide us with floaties and teach us to swim.”
Linton Weeks
The Washington Post
5.4 Technology Resources and Training Opportunities

Technology resources are available for school librarians to meet emerging 21st century skills. Examples of these resources are:

- **American Association of School Librarians – Learning Standards and Program Guidelines.**  
  [www.alan/aasl/standards-guidelines](http://www.alan/aasl/standards-guidelines)

- **American Association of School Librarians (AASL) – Best Apps for Teaching & Learning**  

- **American Association of School Librarians (AASL) – Best Websites for Teaching & Learning**  

- **Automating Libraries: A Selected Annotated Bibliography**  
  [www.alan/tools/libfactsheets/alalibraryfactsheet21](http://www.alan/tools/libfactsheets/alalibraryfactsheet21)

- **Digital Public Library of America** – provides free online access to primary resources from libraries and cultural heritage centers around the United States.  
  [www.dp.la/](http://www.dp.la/)

- **Horizon Report** – produced by the New Media Consortium, the Consortium for School Networking (CoSN), and the International Society for Technology in Education (ISTE), the report examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry within the environment of pre-college education.  
  [www.nmc.org/publications](http://www.nmc.org/publications)

- **Information Power: Building Partnerships for Learning** – book prepared by AASL (American Association of School Librarians) and AECT (Association for Educational Communications and Technology), the goals and principles for the school librarian include “developing strategies that will help students access, evaluate, and use information from a variety of sources; in providing appropriate and effective resources and instructions; and in evaluating students’ needs, interests, and achievements.”

- **International Society for Technology in Education (ISTE)** – a “source for professional development, knowledge generation, advocacy, and leadership for innovation.”  
  [www.iste.org/](http://www.iste.org/)

- **MAGNOLIA** provides Mississippi residents with free access to electronic databases through their local public, school, community college, or university libraries.  
  [www.magnolia.msstate.edu/](http://www.magnolia.msstate.edu/)

- **MegaResources School Librarian Workshop** – hosted by Mississippi State University Libraries, this School Librarian Workshop provides professional development opportunities for school librarians.  
  [guides.library.msstate.edu/megaresources](http://guides.library.msstate.edu/megaresources)

- **Mississippi Department of Education**, Management Information System - provides the Education Community with timely and accurate information through the implementation and support of state-of-the-art technologies, giving students, teachers and administrators the necessary tools to achieve their goals.  
  [www.mde.k12.ms.us/management-information-systems](http://www.mde.k12.ms.us/management-information-systems)
• Mississippi Public Broadcasting: Educator Resources
  www.mpbonline.org/Education/educator_resources

• Pew Internet: Pew Internet and American Life Project – provides a variety of research publications and white papers on various technology-related topics including libraries. libraries.pewinternet.org/

5.5 State and National Technology Professional Associations / Conferences

A school librarian’s participation in professional technology associations and attendance at technology-related conferences cannot be understated. Below is a list of associations/conferences available to school librarians.

ASIS&T: The Association for Information Science & Technology – www.asis.org

AECT: Association for Educational Communications and Technology – aect.site-ym.com


EDUCAUSE Annual Conference – www.educause.edu/conferences-events

Internet@Schools Annual Conference – infotoday.com/Internet@Schools/

LAMP (Mississippi Library & Media Professionals) – www.lampworkshop.org/

Library Information Technology Association (LITA) – www.ala.org/lita/

MegaResources School Librarian Workshop – guides.library.msstate.edu/magnolia

Mississippi Library Association School Librarian Section – www.misslib.org/

Mississippi Education Computing Association (MECA) – www.ms-meca.org/

Southeastern Librarian Association – selaonline.org/
SECTION 6
Administration of the School Library
6.1 Personnel

A well-trained and highly qualified school librarian should be the leader and administrator of the school library program. As the administrator of the library program, the school librarian should use collaboration, leadership, and technology skills to manage a 21st century library program that is comprehensive and fully integrated into the school curriculum.

An effective school library program should have sufficient staff to operate the library and conduct its day-to-day services. The number of professional personnel and support staff should be determined by the school’s instructional program and the number of students and teachers served. Some larger districts may employ library coordinators to assure the smooth operation of all its libraries. The Mississippi Code 37-17-6(3)(a-e) provides the current minimum standard for library personnel:

Standard 2.3 The school district employs in each school a licensed librarian or media specialist* who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities.

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

*In January 2010 AASL officially adopted the title of school librarian, as well as school library and school library program. See: http://www.ala.org.news/news/pressreleases2010/january2010/adopt_aasl

"The most important asset of any library goes home at night--the library staff."

Father Timothy Healy, former president, NY Public Library
Process (input) Standards address accepted educational principles and practices that are believed to promote educational quality. Library staffing is addressed in MDE’s accreditation process standards as follows:

1. The Mississippi Department of Education Process Standards for Accreditation states the school district MUST employ in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4 or 25%) of the workday to library/media administrative activities.

2. The school librarian or library media specialist must have a degree in Library Science or have a state teaching license with a library media endorsement (MS Endorsement 440).

3. Large districts may employ a library coordinator to assure the smooth operation of all its media centers. The library media coordinator develops, implements, and evaluates library objectives, policies, programs, and services. A library coordinator must hold a Master’s degree in Library or Information Science or Instructional Technology and have experience as a school librarian.

4. Library assistants/paraprofessionals with some university or community college experience should be employed to assist the school librarian in schools with 500 or more students. Adult volunteers and student assistants can provide additional assistance.

(See also Appendix I - Library Personnel Job Descriptions and Appendix J - The Mississippi Code / Accreditation Process Standards)

"We cannot have good libraries until we first have good librarians properly educated, professionally recognized, and fairly rewarded."
Herbert S. White
6.2 Budget and Funding

School librarians should collaborate with their individual school and district administrators to ensure that funds are budgeted to maintain the library program.

For a school library to have a collection that is balanced, diverse, and updated and that meets the needs of its patrons and the school’s curriculum, school librarians must have adequate, consistent, sustained funding. Budgetary funds should be provided for books, reference materials, magazines and periodicals, newspapers, electronic resources, equipment, and other emerging technologies.

**NOTE: A proposed budget with justifications should be submitted annually to the building administrator in a timely manner to assure inclusion in the school/district budget planning sessions.**

An inadequately funded library program can lead to a collection with outdated books and technology resulting in a collection that will not meet the curriculum needs of its patrons and may lead to loss of state accreditation and library standards set forth by SACS and other accrediting agencies. Budgets should be planned for and allocated with the following criteria in mind:

- The library program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development and facilities to meet the 21st century learning needs of the students in the school community.
- The budget process of the school library includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the school library and the community it serves.
- The school librarian must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for 5 years.
- Data collected from the assessment of the school library’s collection, school curriculum, and instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
• The school librarian must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.

• The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 5 years.

• The school librarian must administer the school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school’s learning community.

• State, national, and regional (SACS) accreditation standards should be considered in the acquisition and budgeting process of the school library.

  NOTE: A sample budget and budget codes can be found in the Appendix. *(See Appendix H)*

**Other Areas of Funding:**

If school librarians are to be proactive in obtaining funds for their libraries, other areas of funding must be investigated. There are many grant opportunities available to school libraries including local businesses and industries. Some possible funding opportunities include:

Dollar General Youth Literacy Grants
Donors Choose
Jordan Fundamentals
Laura Bush Foundation
Lowe’s
Mississippi Power Foundation
Target
The Hardin Foundation
Toolbox for Education
Walmart

“Research shows the highest achieving students attend schools with well-staffed and well-funded library media centers.”

American Library Association
6.3 Library Advisory Committee

A library advisory committee is a highly recommended component of the school library program. The committee is headed by the school librarian and is comprised of at least one of each of the following:

- Administrator or administrative representative
- Department/grade representative
- Student
- Parent
- Community member

6.4 Copyright Information

"Watch the little things. A small leak will sink a great ship!"

Ben Franklin

The information age has made the knowledge of copyright and fair use laws a critical issue for school librarians. The possible ethical and legal ramifications that exist for the misuse of information by users of the school library make providing training on copyright information an important aspect of the role of the school librarian. (See Appendix G)

A copyright chart and fair use guideline as well as information regarding use of videos/movies in the educational setting can be found at the links below:

- [www.halldavidson.net/copyright_chart.pdf](http://www.halldavidson.net/copyright_chart.pdf) Copyright/Fair Use Chart
- [www.mplc.org/page/about-copyright-law](http://www.mplc.org/page/about-copyright-law) Motion Picture Copyright Law
6.5 Information Access

I. The library program provides intellectual access to information and ideas for 21st century learning.

II. The library program provides physical access to information and resources for learning.

Standard 18 of the Mississippi Process Standards for Accreditation states:

18 Each school has a library media center. Refer to the current edition of the Mississippi School Library Guide. (MS Code 37-17-6(3)(a-e))

18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

• The school library should be considered a learning resource that extends classroom learning, NOT a substitute classroom where students are placed for a designated period of time without the classroom teacher present as a collaborator.

III. The school library consistently provides flexible access to archived, current, and new resources to meet the learning needs of the school community.
6.6 Assessment

School library services are evaluated annually by the district in two areas: 1) the performance of the school librarian in his/her duties and 2) and the scope and implementation of the school library’s services. (See Appendix P and Appendix Q)

- The school librarian is certified, has a plan for professional development, and is evaluated periodically by appropriate, predetermined criteria as determined by the state/district. (See Section 2.4 and Appendix I)

- The school library uses an approved electronic library management system to support the efficient and effective access of information for students/teachers, to promote the ease of assessment for circulation of resources, and to provide accuracy of required recordkeeping.

- Pertinent policies (Circulation, Acceptable Use Policy, Copyright, Collection Development, and Challenged Materials) are accessible for public information.

- 25% of management time is allotted for the school librarian to manage responsibilities and collaborate with teachers.

- The school library collection should be exemplary in content, quality, quantity, age and grade appropriateness, curriculum support, condition, diversity of format and subject matter, and adequacy to meet the many and varied information needs of the entire school community.

- An online public access catalog of the school library collection is made available with multiple search stations.

- The library program is routinely assessed involving input from all segments of the learning community.

- New and emerging technologies are assessed routinely to determine feasibility, cost-effectiveness, and relativity to teaching and learning prior to purchasing additions to the school library collection.

- The school librarian insures that all library records are confidential. A position statement regarding patron confidentiality by the American Library Association (ALA) can be found at: www.ala.org/aasl/advocacy/resources/position-statements/library-records
6.7 Acceptable Use Policy (AUP)

The school librarian educates the learning community about the acceptable use policy adopted by the school district which outlines the terms and conditions of Internet use, rules of online behavior, and access privileges. The school librarian will adhere - and lead the learning community in adherence - to the AUP* set by the school district.

*For sample AUP policies see: www.bascom.com/legislation/internet-acceptable-use-policy
6.8 The Evaluation of the School Library Program and Facility.

An effective school library program does not happen in a vacuum. Program success depends on the careful evaluation of pivotal aspects of the program and must be approached with the access to and the provision of the informational/instructional needs of the patrons being served. The careful collection of data and subsequent review of the information this evaluation provides is foundational to the continued improvement of the school library program. To that end, the information in this section is provided to help districts, schools and librarians comply with accreditation process standards that directly relate to school library programs and facilities.
### RESOURCE TYPE

<table>
<thead>
<tr>
<th>A certified school librarian is assigned to the school library. MS Code 37-17-6(3)(a-e)</th>
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</thead>
<tbody>
<tr>
<td><strong>MINIMUM</strong></td>
</tr>
<tr>
<td>• A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more).</td>
</tr>
<tr>
<td>• The school librarian does not serve as a substitute teacher.</td>
</tr>
<tr>
<td><strong>PROGRESSIVE (Minimum +)</strong></td>
</tr>
<tr>
<td>• 1 + school librarian is assigned to the library full time.</td>
</tr>
<tr>
<td>• Library support staff is <strong>strongly</strong> recommended for school libraries with populations in excess of 500.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School districts provide sufficient funding for the purchase and maintenance of the current resources for the school library.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MINIMUM</strong></td>
</tr>
<tr>
<td>• The school library meets the minimum basic collection requirements as stated in the guidelines for school library collection development section of this document.</td>
</tr>
<tr>
<td>• Funding is recommended for basic maintenance and upgrades for technology and equipment.</td>
</tr>
<tr>
<td><strong>PROGRESSIVE (Minimum +)</strong></td>
</tr>
<tr>
<td>• The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.</td>
</tr>
</tbody>
</table>

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<tr>
<th>The school librarian manages the financial, staff, and physical resources for the school library.</th>
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<tr>
<td><strong>MINIMUM</strong></td>
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<tr>
<td>• There is a district-approved policy used for selection of materials.</td>
</tr>
<tr>
<td>• Budget policies as mandated by the state are used for expenditures of state funds.</td>
</tr>
<tr>
<td>• The school librarian must submit an annual budget request to the school principal/administrator.</td>
</tr>
<tr>
<td>• The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school’s learning community.</td>
</tr>
<tr>
<td>• The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of five years.</td>
</tr>
<tr>
<td>• No more than 25 % of the designated school day is spent in the management of the school library (planning, weeding, shelving, ordering, etc.).</td>
</tr>
<tr>
<td>• Time is allotted at the beginning and end of the school year for necessary library maintenance tasks.</td>
</tr>
<tr>
<td>• Cataloging, processing, and shelving of resources according to the Dewey Decimal System or another recognized library classification system.</td>
</tr>
<tr>
<td>• Standard procedures set by the district are used to circulate, maintain, do inventory, and weed the collection.</td>
</tr>
<tr>
<td>• Written district-approved policies on challenges to materials, copyrights, donated materials, and Internet use are standards in the school library’s collection development policy.</td>
</tr>
<tr>
<td>• Flexible scheduling/Open access is incorporated into the school library schedule.</td>
</tr>
<tr>
<td>• Duties of support staff and volunteers are arranged to optimize student/teacher services and the efficiency of the school library operations.</td>
</tr>
<tr>
<td><strong>PROGRESSIVE (Minimum +)</strong></td>
</tr>
<tr>
<td>• The district or school provides some additional funding to purchase library resources to support federally or state-mandated initiatives, information access, and student achievement.</td>
</tr>
<tr>
<td>• Fund raising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement.</td>
</tr>
</tbody>
</table>
The school library program participates in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.

- Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students.
- The school librarian sets annual goals which are presented to the administration.

The school library program has an established advocacy committee for the school library program within the school and beyond.

- The advocacy committee includes
  - Library staff
  - Principal/administrator
  - Teachers
  - Parents
  - Students (when age appropriate)
- The advocacy committee meets as needed for program planning and discussion of procedural issues.

There may be a designated Library Program Supervisor at the district level.

- Large districts may employ a designated Library Program Supervisor at the district level.

The school librarian uses a public relations plan to promote advocacy for the school library program.

- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services.
- The school librarian partners with school and community groups to sponsor events that promote the school library program.
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
</table>
| The school library is arranged to: | - The school library is neat and well organized.  
- The atmosphere is one of welcome and productivity.  
- Shelving and furniture are age appropriate.  
- The arrangement of the school librarian supports use by a minimum of one (1) class and individual students.  
- In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:  
  - Circulation  
  - Large group use/instruction  
  - Small group use  
  - Individual research  
  - Storytelling area for elementary students  
  - Leisure reading  
  - Library management/office  
  - Use of technology  
  - Storage of equipment  
  - Displays  
- The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990.  
- The school library is equipped with temperature control.  
- Lighting and electrical accommodations have been integrated effectively. | - Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity.  
- Shelving accommodates growth.  
- Arrangement of the school library supports use by a minimum of one (1) class, small groups and individual students.  
- The school library goes beyond minimum guidelines providing larger spaces than required OR additional support areas for viewing, production, communication activities, displays, wiring/network.  
- The school library is equipped with temperature/humidity control.  
- Lighting/electrical accommodations have been integrated effectively. |
6.9 SCHOOL LIBRARY FACILITY RECOMMENDATIONS

The school library facility is more than just a space. In fact, the arrangement of library space is pivotal to the success of a school library program. Proper arrangement not only maximizes library services, but also helps assure that a warm and welcoming environment awaits students and faculty. No matter how good a collection, if a library is not arranged for optimal access to resources and is not welcoming in its’ environment, the school library program will suffer.

Whether addressing an existing space or given the exciting prospect of remodeling or building a new library facility, design and infrastructure considerations should be driven by the library program and services. The recommendations found in this section of the guide are given to help school librarians evaluate their current space and to provide guidelines when considering the remodeling or building of a new library facility.
## 6.9 SCHOOL LIBRARY FACILITY RECOMMENDATIONS

<table>
<thead>
<tr>
<th>AREA</th>
<th>SERVICES</th>
<th>DESIGN CONSIDERATIONS</th>
<th>TECHNOLOGY INFRASTRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCULATION*</td>
<td>- Information specialists who:</td>
<td>- Welcoming and attractive spaces</td>
<td>- Adequate electrical outlets</td>
</tr>
<tr>
<td></td>
<td>- Answers general information questions</td>
<td>- Temperature and humidity controlled</td>
<td>- Master light switch</td>
</tr>
<tr>
<td></td>
<td>- Checks materials in/out</td>
<td>- Near main entrance, workroom and office</td>
<td>- Network access</td>
</tr>
<tr>
<td></td>
<td>- Supervises student seating areas</td>
<td>- Online catalog/circulation terminal</td>
<td>- Sufficient bandwidth for data, voice and video network</td>
</tr>
<tr>
<td></td>
<td>- Assists students in book selection, research and technology, etc.</td>
<td>- Desk and staff work area</td>
<td>- Connection to school and district local area network (LAN)</td>
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<tr>
<td></td>
<td></td>
<td>- Circulation desk appropriate height for students</td>
<td>- Barcode reader</td>
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<tr>
<td></td>
<td></td>
<td>- Sound absorbent floor covering</td>
<td>- Networked printer</td>
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<tr>
<td></td>
<td></td>
<td>- Adequate non-glare lighting</td>
<td>- Copier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Book drop</td>
<td>- Sufficient data ports or wireless accessibility</td>
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<tr>
<td></td>
<td></td>
<td>- Book carts/trucks</td>
<td>- Surge protectors/APC power converter</td>
</tr>
<tr>
<td>REFERENCE*</td>
<td>- Information available in various formats (print and digital formats) which includes emerging technologies</td>
<td>- Adequate non-glare lighting</td>
<td>- Sufficient data ports or wireless accessibility</td>
</tr>
<tr>
<td></td>
<td>- Provide online references/services</td>
<td>- Sound absorbent floor covering</td>
<td>- Adequate electrical outlets</td>
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<tr>
<td></td>
<td>- Word processing</td>
<td>- Accessible from administrative and circulation areas</td>
<td>- Sufficient reference multimedia computers to accommodate student/faculty population</td>
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<tr>
<td></td>
<td>- Listening capabilities</td>
<td>- Shelving for general and special reference collections</td>
<td>- Multimedia computer-related equipment: DVD players, MP3 players, iPods</td>
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<tr>
<td></td>
<td>- Photocopying/printing capabilities</td>
<td>- Computer workstations that meet accessibility standards for all patrons</td>
<td>- Scanner</td>
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<tr>
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<td></td>
<td>- Appropriate seating for computers</td>
<td>- Copier</td>
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<td></td>
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<td></td>
<td>- Sufficient data ports or wireless accessibility</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Surge protectors</td>
</tr>
<tr>
<td>COLLECTION*</td>
<td>- Up-to-date resource collections consisting of print, non-print and electronic materials</td>
<td>- Shelving: sturdy with adjustable shelves</td>
<td>- Adequate electrical outlets</td>
</tr>
<tr>
<td></td>
<td>- Use a recognized library classification system (i.e., Dewey Decimal System) to organize library materials</td>
<td>- Special shelving for periodicals, audiovisual software, displays and equipment</td>
<td>- Adequate lighting</td>
</tr>
<tr>
<td></td>
<td>- Align with the local curriculum and supports content standards</td>
<td>- Shelves should be no more than 2/3s full</td>
<td>- Search computers conveniently located</td>
</tr>
<tr>
<td></td>
<td>- Establish a collection development plan which identifies policies and procedures for the selection,</td>
<td>- Shelves have backstops and tops</td>
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<tr>
<td></td>
<td></td>
<td>- Size of materials, collections, and anticipated growth of the collection determine depth of shelving. *Recommendation is 12”</td>
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</tbody>
</table>
### 6.9 SCHOOL LIBRARY FACILITY RECOMMENDATIONS continued

<table>
<thead>
<tr>
<th>AREA</th>
<th>SERVICES</th>
<th>DESIGN CONSIDERATIONS</th>
<th>TECHNOLOGY INFRASTRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLECTION*</td>
<td>evaluation, acquisition and maintenance of materials</td>
<td>Freestanding double-faced stacks placed in rows of 4-6 sections is the most preferred arrangement. *Mobile shelving is recommended to allow for maximum flexibility in usage of school library space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide procedures for reconsideration of materials</td>
<td>Maximum heights:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide assistance to faculty in collection evaluation, library-based technology and acquisition, and utilization of the library collection</td>
<td>Perimeter Shelving:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organize and display media areas separated by types of resources and activities</td>
<td>- Elementary 42”-48”</td>
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<td></td>
<td></td>
<td>- Middle 60”-66”</td>
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<td></td>
<td></td>
<td>- High School 72”-84”</td>
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<tr>
<td></td>
<td></td>
<td>Freestanding Shelving:</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- Elementary 42”-48”</td>
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<tr>
<td></td>
<td></td>
<td>- Middle 42”-48”</td>
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<tr>
<td></td>
<td></td>
<td>- High School 48”-60”</td>
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<td>Shelving should accommodate the current collection with room for 30% growth.</td>
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<td></td>
<td></td>
<td>Formula for calculating shelving needs: Linear feet of storage = number of items to be stored ÷ (divided by) the number of items per 1 foot of shelving(2/3s full).</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Or use the following: Picture books - 20 books per foot / 60 books per shelf length;</td>
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<tr>
<td></td>
<td></td>
<td>Standard size - 10 books per foot / 30 books per shelf length; Reference books - 6 books per foot / 18 books per shelf length</td>
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<tr>
<td></td>
<td></td>
<td>The American with Disabilities Act recommends 42” between shelving units; 36” in the legal minimum.</td>
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</tr>
<tr>
<td>INSTRUCTIONAL*</td>
<td>Instructional Services Include:</td>
<td>Minimum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Whole class instruction, small group instruction, one-on-one instruction, study, reference, viewing, listening, reading, browsing, production and communication activities, professional development programs, meetings, and presentations</td>
<td>• Accommodates a minimum of 10-15% of the student population.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaboration with classroom teachers</td>
<td>• Corridor access</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Easy flow of traffic</td>
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<tr>
<td></td>
<td></td>
<td>• Sound absorbent floor coverings</td>
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<tr>
<td></td>
<td></td>
<td>• Appropriate chairs/tables are provided for various age groups.</td>
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<tr>
<td></td>
<td></td>
<td>• Storytelling areas are provided in elementary school libraries.</td>
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<tr>
<td></td>
<td></td>
<td>• Age appropriate leisure reading areas are provided.</td>
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<tr>
<td></td>
<td></td>
<td>• Instructional multimedia computer</td>
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<tr>
<td></td>
<td></td>
<td>• Audiovisual and networked multimedia computer-related equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Smart Board, White Board, Promethean Board, DVD recorder, LCD projector</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Data/video projection capabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Viewing screens</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Networked printer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adequate electrical outlets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lightening/darkening capabilities</td>
<td></td>
</tr>
</tbody>
</table>
### 6.9 SCHOOL LIBRARY FACILITY RECOMMENDATIONS

#### AREA SERVICES DESIGN CONSIDERATIONS TECHNOLOGY INFRASTRUCTURE

**INSTRUCTIONAL***
- Instruction of library media skills integrated into academic content areas
- Selection and evaluation of materials and resources
- Development, administration, and scrutiny of standards-based assessment
- Instructing students to locate, process, evaluate, and utilize information
- Fostering appreciation for literature and reading for pleasure
- The school library is arranged to accommodate flexible access by students.
- The arrangement of furniture and equipment encourages simultaneous use by class(es), small groups, and individuals.
- Bring Your Own Device (BYOD) area
- Control of lighting in addition to some natural is recommended.
- Welcoming environment is designed to include different displays, furniture selections and room treatments.
- The school library is easily accessible by persons with disabilities.

**PRODUCTION**
- Area for design, development and production of multimedia projects
- Table work space
- Accessible by groups without disrupting activities in the library
- Sound absorbent wall and floor coverings
- Environment designed to include different displays, furniture selections, and room treatments
- The school library is easily accessible by persons with disabilities.
- Network access
- Data capabilities or wireless accessibility
- Multimedia computer
- Audiovisual and networked multimedia computer-related equipment
- Audio/video recording equipment
- Software/equipment for graphics production
- Video/Digital Cameras
- Scanner
- Networked printer
- Adequate electrical outlets
- Dimmer/darkening capabilities

**WORKROOM***
- Area for minor repairs
- Supplies storage
- Maintenance/repair of hardware and software
- Glass panel for ease of supervision
- Work counter and storage cabinets
- Counter space for computer
- Processing supplies storage area for delivery of materials and equipment
- Repair tools
- Shelves
- Sink with hot/cold water and a raised faucet
- Network access
- Sufficient data ports
- Networked printer
- Adequate electrical outlets
- Surge protectors/APC power converter
- Adequate lighting
6.9 SCHOOL LIBRARY FACILITY RECOMMENDATIONS continued

<table>
<thead>
<tr>
<th>AREA</th>
<th>SERVICES</th>
<th>DESIGN CONSIDERATIONS</th>
<th>TECHNOLOGY INFRASTRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTIONAL EQUIPMENT STORAGE*</td>
<td>• Storage and distribution of A/V materials and equipment used to support student/teacher use</td>
<td>• Secured room • Shelves/Cabinets • Carts • Storage racks/bins</td>
<td>• Adequate electrical outlets • Adequate lighting • Near entrance • School library/corridor access</td>
</tr>
<tr>
<td>CONFERENCE ROOM / PROFESSIONAL COLLECTION**</td>
<td>• Conference/planning area • Professional Collection area</td>
<td>• Glass panel for ease of supervision • Shelves/Cabinets • Table/chairs</td>
<td>• Adequate electrical outlets • Adequate lighting • Phone • Data capabilities or wireless accessibility • Wall Screen</td>
</tr>
<tr>
<td>OFFICE*</td>
<td>• Library program management • Storage of administrative records • Collaboration with teachers • Meetings/Conferences • Cataloging/materials processing in absence of adequate workroom</td>
<td>• Secured/locked room • Glass wall/panel for unobstructed view of library • Desk • Shelves/Cabinets (to include filing) • Proximity to circulation desk • Restroom</td>
<td>• Adequate electrical outlets • Adequate lighting • Copier • Networked printer/computer • Data ports or wireless capabilities • Phone</td>
</tr>
<tr>
<td>NETWORK CENTER**</td>
<td>• Video Satellite Connections • Audio/Video Systems</td>
<td>• Adequate ventilation • Shelving • Desk for technician</td>
<td>• Data capabilities or wireless accessibility</td>
</tr>
<tr>
<td>COMPUTER LAB**</td>
<td>• If space permits, a general purpose lab should be adjacent to the school library</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES:

- Area Considerations:
  * Necessary - areas considered to be minimum standards for 21st century libraries/facilities
  ** Optional

- Placement of components within areas (i.e., network printers, scanners, copiers, telephones) should be at the school librarian’s discretion based upon his/her knowledge of the usage/activities of the school library and the school learning community.

- School librarians should have input in planning stages for new construction or renovations that includes the school library.
6.10 Policies and Procedures Handbook

Each school system is expected to have a board-approved policies and procedures handbook for their school libraries. The goal of a school library is to support the educational goals and aspirations of the district in which they are located. To that end, the purpose of this handbook is to provide a guide for the effective management and operations of the school district’s libraries. The following list provides a guideline of the standard information found in a school library policies and procedures handbook.

SUGGESTED SCHOOL LIBRARY POLICIES and PROCEDURES HANDBOOK CHECKLIST

- Mission Statement
- Vision Statement
- Statement of Philosophy
- Goals and Objectives
- Library Bill of Rights
- Literacy Standards
- Challenged Materials
- Copyright/Fair Use
- Library Media Program
- Collection Development
  - Selection
  - Acquisitions
  - Processing
  - Weeding
- Cataloging
- Acceptable Use Policy for Internet
- Open/Flexible Scheduling for Library Access
- Budgeting procedures
- Job Descriptions/Responsibilities
- Storage/Maintenance of Equipment
- Record/Reports Keeping
- Donations and Gifts
- Public Relations
- Advocacy
- Services/Activities Offered
- Disaster Preparedness
- Evaluations/Assessments
- Other Policies or Procedures unique to the school
- Circulation
6.11 Important Links for School Librarians

In an effort to “stay atop” of the ever-changing needs and methods of information retrieval of the 21st century, the school librarian should have a list of important documents and links at his/her disposal for ready reference and use. This list should be checked and updated as new ideas and information are made available. Included in the Appendices is a list of important documents and links that provide the school librarians with resources. (See Appendix K)
APPENDIX A
RESEARCH STUDIES


School Library Research Summarized: A Graduate Class Project edited by Debra E. Katchel, 2011


APPENDIX B
NATIONAL AND STATE READING PROGRAMS

NATIONAL READING PROGRAMS

Banned Book Week – Celebrating the Freedom to Read
American Library Association
50 E. Huron
Chicago, IL 60611
*Celebrated annually, the fourth week in September

BOOKIT! Program
P.O. Bo 2999
Wichita, KS 67201
1.800.426.6548
www.bookitprogram.com/

National Children’s Book Week
The Children’s Book Council, Inc.
12 W. 37th Street, 2nd Floor
New York, NY 10018-7480
www.cbcbooks.org/
*Celebrated annually, the third week in November

National Library Week
American Library Association
50 E. Huron, Chicago, IL 60611
*Celebrated annually, the third week in April

Read Across America
National Education Association
1201 16th Street, NW
Washington, DC 20036-3290
www.readacrossamerica.org/
www.nea.org/readacross/index.html

Teen Read Week
American Library Association
Young Adult Library Services Association (YALSA)
50 E. Huron, Chicago, IL 60611
*Celebrated annually, the third week in October

STATE READING PROGRAMS

America Reads - Mississippi (ARM)
Institutions of Higher Learning
3825 Ridgewood Road, St. 334
Jackson, MS 39211
www.americareadsms.org

Letters About Literature
The Center for the Book in the Library of Congress
Mississippi Center for the Book and Friends of Mississippi Libraries
Mississippi Library Commission
3881 Eastwood Drive
Jackson, MS 39211
read.gov/letters/

Mississippi Children’s Choice Award: Magnolia Award
The University of Southern Mississippi
118 College Drive, #5146
Hattiesburg, MS 39406
www.usm.edu/childrens-book-festival/magnolia-award
*Annual voting takes place electronically in February

Mississippi Reading Fair
Mississippi Department of Education
Office of Curriculum and Instruction
359 North West Street
P.O. Box 771
Jackson, MS 39205-0771
www.mde.k12.ms.us/curriculum-and-instruction/library-media/reading-fair
APPENDIX C

STANDARDS FOR THE 21st CENTURY LEARNER

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Inquiry provides a framework for learning.

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught.

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs.

Today’s students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.
The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.
Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills.
School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

Inquire, think critically, and gain knowledge.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Share knowledge and participate ethically and productively as members of our democratic society.

Pursue personal and aesthetic growth.
APPENDIX C

STANDARDS FOR THE 21st CENTURY LEARNER

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1. Inquire, think critically, and gain knowledge.

1.1 Skills
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
1.1.2 Use prior and background knowledge as context for new learning.
1.1.3 Develop and refine a range of questions to frame the search for new understanding.
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.2 Dispositions in Action
1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.3 Responsibilities
1.3.1 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.3.2 Demonstrate creativity by using multiple resources and formats.
1.3.3 Maintain a critical stance by questioning the validity and accuracy of all information.
1.3.4 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
1.3.5 Display emotional resilience by persisting in information searching despite challenges.
1.3.6 Display persistence by continuing to pursue information to gain a broad perspective.

1.4 Self-Assessment Strategies
1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
1.4.4 Seek appropriate help when it is needed.
APPENDIX C
STANDARDS FOR THE 21st CENTURY LEARNER

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills
2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.1.2 Organize knowledge so that it is useful.
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4 Use technology and other information tools to analyze and organize information.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.2 Dispositions in Action
2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.3 Responsibilities
2.3.1 Connect understanding to the real world.
2.3.2 Consider diverse and global perspectives in drawing conclusions.
2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies
2.4.1 Determine how to act on information (accept, reject, modify).
2.4.2 Reflect on systematic process, and assess for completeness of investigation.
2.4.3 Recognize new knowledge and understanding.
2.4.4 Develop directions for future investigations.
APPENDIX C
STANDARDS FOR THE 21st CENTURY LEARNER

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills
3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.3 Participate and collaborate as members of a social and intellectual network of learners.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3.1.5 Connect learning to community issues.
3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions In Action
3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.
3.2.4 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.2.5 Create products that apply to authentic, real-world contexts.
3.2.6 Contribute to the exchange of ideas within and beyond the learning community.
3.2.7 Use information and knowledge in the service of democratic values.
3.2.8 Respect the principles of intellectual freedom.

3.3 Responsibilities
3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.4 Self-Assessment Strategies
3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.2 Assess the quality and effectiveness of the learning product.
3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
APPENDIX C
STANDARDS FOR THE 21st CENTURY LEARNER

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

4. Pursue personal and aesthetic growth.

4.1 Skills
4.1.1 Read, view, and listen for pleasure and personal growth.
4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4 Seek information for personal learning in a variety of formats and genres.
4.1.5 Connect ideas to own interests and previous knowledge and experience.
4.1.6 Organize personal knowledge in a way that can be called upon easily.
4.1.7 Use social networks and information tools to gather and share information.
4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action
4.2.1 Display curiosity by pursuing interests through multiple resources.
4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.3 Responsibilities
4.3.1 Participate in the social exchange of ideas, both electronically and in person.
4.3.2 Recognize that resources are created for a variety of purposes.
4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies
4.4.1 Identify own areas of interest.
4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.
4.4.4 Interpret new information based on cultural and social context.
4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
APPENDIX C
STANDARDS FOR THE 21st CENTURY LEARNER

American Association of School Libraries 50
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www.ala.org/aasl/standards.

Multiple copies may be purchased from the ALA
store at www.ala.org or by calling 866-SHOP ALA.

21st CENTURY LEARNERS

Skills
Key abilities needed for understanding,
learning, thinking, and mastering
subjects.

Dispositions in Action
Ongoing beliefs and attitudes that
guide thinking and
intellectual behavior
that can be measured
through actions taken.

key question
Does the student have
the right proficiencies
to explore a topic or
subject further?

key question
Is the student disposed
to higher-level thinking
and actively engaged in
critical thinking to gain
and share knowledge?

Responsibilities
Common behaviors
used by independent
learners in researching,
investigating, and
problem solving.

key question
Is the student aware that
the foundational traits for
21st-century learning require
self-accountability that extends
beyond skills and dispositions?

Self-Assessment Strategies
Reflections on one’s
own learning to
determine that the
skills, dispositions,
and responsibilities
are effective.

key question
Can the student recognize
personal strengths and
weaknesses over time and
become a stronger, more
independent learner?
APPENDIX D
DIRECTORY OF ALA ACCREDITED LIBRARY PROGRAMS
IN THE UNITED STATES

Alabama, University of
www.slis.ua.edu

Albany, State University of New York
www.albany.edu/cci/informationstudies/index.shtml

Arizona, University of
srls.arizona.edu/

Buffalo, State University of New York
gse.buffalo.edu/lis

California - Los Angeles, University of
is.gseis.ucla.edu/

Catholic University of America
slis.cua.edu

Clarion University of Pennsylvania
www.clarion.edu/libsci

Denver, University of
www.du.edu/LIS

Dominican University
www.dom.edu/gslis

Drexel University
www.ischool.drexel.edu

Emporia State University
slim.emporia.edu

Florida State University
slis.fsu.edu/

Hawaii, University of
www.hawaii.edu/lis

Illinois, University of
www.lis.uiuc.edu

Indiana University
www.slis.iu.edu

Iowa, University of
slis.grad.uiowa.edu

Kent State University
www.slis.kent.edu

Kentucky, University of
www.uky.edu/CIS/SLIS

Long Island University
www.liu.edu/palmer

Louisiana State University
slis.lsu.edu

Maryland, University of
ischool.umd.edu

Michigan, University of
www.si.umich.edu

Missouri-Columbia, University of
sislt.missouri.edu

North Carolina - Chapel Hill, University of
slis.unc.edu

North Carolina - Greensboro, University of
lis.uncg.edu

North Carolina Central University
www.nccuslis.org

North Texas, University of
www.lis.unt.edu

Oklahoma, University of
www.ou.edu/cas/slis

Pittsburgh, University of
www.ischool.pitt.edu/

Pratt Institute
www.pratt.edu/sils

Queens College, City University of New York
qcpages.qc.cuny.edu/GSLIS

Rhode Island, University of
www.uri.edu/artsci/lsc/
Rutgers University
www.scils.rutgers.edu

St. Catherine University
http://www.stkate.edu/academic/mlis/

St. John's University
www.stjohns.edu/dlis

San Jose State University
slisweb.sjsu.edu

Simmons College
www.simmons.edu/gslis

South Carolina, University of
www.libsci.sc.edu

South Florida, University of
www.cas.usf.edu/lis

Southern Connecticut State University
www.southernct.edu/ils

Southern Mississippi, University of
www.usm.edu/slis

Syracuse University
ischool.syr.edu

Tennessee, University of
www.sis.utk.edu

Texas - Austin, University of
www.ischool.utexas.edu

Texas Woman's University
www.twu.edu/library-studies/

Valdosta State University
www.valdosta.edu/mlis/

Washington, University of
www.ischool.washington.edu

Wayne State University
www.slis.wayne.edu/

Wisconsin - Madison, University of
www.slis.wisc.edu

Wisconsin - Milwaukee, University of
www.uwm.edu/Dept/SOIS/
Appendix E

Library Promotional Events

ALA and its divisions, as well as other organizations, sponsor nationally recognized promotional events.

Some of these events are listed below in chronological order.

Library Card Sign-up Month (ALA)
Celebrated in September
www.ala.org/librarycardsignup

Banned Books Week (ALA)
Observed last week in September
www.ala.org/bbooks

Read for the Record
Celebrated in October
www.jstart.org/campaigns/read-record

Teen Read Week (YALSA)
Celebrated the third full week of October
teenreadweek.ning.com

Picture Book Month (AASL)
Celebrated in November
picturebookmonth.com

Digital Learning Day
Celebrated in February
digitallearningday.org

Teen Tech Week
Celebrated the second week of March
teentechweek.ning.com

Freedom of Information Day (ALA)
Celebrated on or near March 16
www.firstamendmentcenter.org/national-foi-day

School Library Month (AASL)
Celebrated annually in April
www.al.org/aasl/slm

National D.E.A.R Day – National Drop Everything and Read Day
Official event date – April 12th.
www.dropeverythingandread.com/NationalDEARday.html

National Library Week (ALA)
Celebrated annually in April
www.ala.org/nlw

Celebrate Teen Literature Day (YALSA)
Celebrated Thursday of National Library Week in April
www.ala.org/yalsa/index.php/Celebrate_Teen_Literature_Day

Children’s Day/Book Day - El dia de los ninos/El dia de los libros (ALSC)
Celebrated annually on April 30
dia.ala.org

Children’s Book Week
Celebrated in May
www.bookweekonline.com

National Library Legislative Day (ALA)
Held annually in May in Washington, D.C.
www.ala.org/nlld
The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


APPENDIX G
SAMPLE SCHOOL LIBRARY SELECTION POLICY

LIBRARY MATERIALS

ADOPTED: ___________
REVISION: ___________

Philosophy

The library in each school is an integral part of the school curriculum. Existing primarily for education purposes, the library offers enrichment and resource materials for students and faculty. Materials are selected from all forms of media available for interest, vocabulary, maturity, and ability levels of all students within the school, and it supports all departments of the school curriculum.

The school library provides additional materials to attract students to reading, viewing, and listening as sources of pleasure and recreation over and above needed subject content. It attempts to foster reading as a lifelong activity through pleasurable exposure to print and non-print material.

Objectives:

1. To provide and maintain a collection of book and non-print materials designed to compliment and enrich the school curriculum.

2. To provide resource materials for students and faculty.

3. To make available varied materials of use and interest to both students and faculty.

4. To provide a wide selection of books for leisure reading and to promote a varied selection by students.

5. To provide a well-balanced collection of materials on opposing sides of controversial issues so that students may develop the practice of critical reading and thinking.

6. To provide material representative of many religious, ethnic, and cultural groups and their contribution to our American heritage.

7. To consider the needs, interests, and abilities of individual students.

8. To provide instruction and guidance in the use of the library and research materials.

9. To keep the collection up-to-date and relevant to the learning community served.
Responsibility for Selection of Materials

The Board of Trustees is legally responsible for the selection of instructional materials. The authority is delegated to the professional personnel of the district for the selection of these materials.

Library materials at each school are selected cooperatively by the librarian in consultation with the administration, faculty, students, parents, and other community members. Selection is a cooperative, continuing process. Final recommendations for purchase rest with the librarian with the approval of the school principal and district superintendent.

Criteria for Selection

Educational goals, curriculum needs, faculty needs, students’ reading level, maturity level, background, needs and interests, and existing materials will be taken into consideration in developing the library collection.

Recommendations by the administrators, faculty members, students, parents, and other community members will be considered. Material selected should be favorably reviewed in one or more current or retrospective professional reviewing tools. Some examples of industry-recognized review sources include, but are not limited to:

H.W. Wilson Company’s Core Collections:

- Children’s Core Collection
- Fiction Core Collection
- Graphic Novel Core Collection
- Middle and Junior High Core Collection
- Senior High School Core Collection

Journals:

- Booklist
- The Book Report
- Library Talk
- Media and Methods
- School Library Journal
- Voice of Youth Advocates
- Wilson Library Bullet
APPENDIX G
SAMPLE SCHOOL LIBRARY SELECTION POLICY

All materials selected will have been judged on the basis of relevance or permanent value, accuracy, authoritiveness, clear presentation and/or readability, and format. Insofar as it is practical, materials will be provided which present all points of view. Materials will not be excluded because of race, nationality, religion, or political views of the writer. When doubt arises about one of the possible selections whether print or non-print, approval copies will be examined by the librarian and at least two other members of the faculty.

The following procedures will be followed when a citizen challenges the appropriateness of an item in the library collection:

1. When a complaint is received which specifically relates to any materials in the library, an informal discussion will be held to determine the nature of the complaint.

2. When necessary, a Request for Reconsideration of Library Resources form will be provided to the complainant to fill out and return to the building principal.

3. The Request for Reconsideration will be forwarded to an ad-hoc library review committee, appointed by the superintendent, which will consist of the librarian, a reading specialist and/or teacher from the school, the building principal, the director of library media services (if applicable), and a parent member of the school management team.

4. A meeting of this library review committee will be scheduled within two weeks of the receipt of the Request for Reconsideration.

5. Material will be judged by the committee as to its conformance with the criteria for selection listed.

6. The written decision of the committee will be forwarded to the superintendent, who will inform the Board of Trustees and the complainant of the committee’s decision.

7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent requesting the Board of Trustees or a sub-committee of the Board of Trustees to review all of the proceedings. The Board of Trustees will then render a final decision as to the appropriateness of the materials in question.

8. Challenged materials may remain in circulation until the process is completed.
SAMPLE WEEDING POLICY

Weeding is a process by which materials no longer useful are removed from the library collection, usually during inventory. However, weeding should be carried out continuously if the library collection is to be kept up to date. Types of materials which should be regularly weeded from the school library are:

1. Items in such poor physical condition that the readers cannot use them.
2. Materials whose leaves have become yellowed and brittle with age.
3. Sources which contain material that is outdated or no longer true. This applies particularly to materials in science, or social studies, especially about other lands and people. The copyright date is a great help in evaluating this type of materials, though not the only factor to be considered.
4. Book which have been replaced by new and revised editions.
5. Materials which are not suitable for the readers using the collection.
6. Items which are duplicated of books once popular, but seldom used.
7. Dates audiovisual materials and equipment.

Weeded materials should be completely removed so that they will not find their way back to the library. Old editions should be replaced by newer editions and discarded unless there is a special reason for keep the old one. Material unsuitable to the collection (both print and digital formats) may be offered to other areas of the school, other libraries in the school system, or to a public library.

For additional information: See (Section 4.5) in the School Library Guide. Also see www.ala.org/tools. Choose ALA Library Fact Sheet 15 – “Weeding Library Collections: A Selected annotated bibliography for Library Collection Evaluation”.
SAMPLE LETTER TO COMPLAINANT
(Source: American Library Association)

Dear

We appreciate your concern of the use of _________________ in our school district. The district has developed procedures for selection materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district’s:

1. Instructional goals and objectives
2. Materials Selection Policy
3. Policy statement: Procedure for handling challenged materials

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to our request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal
APPENDIX G
SAMPLE SCHOOL LIBRARY SELECTION POLICY

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES

Title ____________________________________________________________
Author __________________________________ Publisher __________________
Request Initiated by ____________________________ Phone __________________
Address _________________________________________________________
Complainant represents: ______ Self ______ Organization/Group
   Name of Organization/Group _______________________________________
1. Did you read/hear/view the entire work? _____ Yes _____ No
2. If not, which part did you read, hear, or view? ________________________
3. Specifically, what part of the information did you find objectionable, and why? (Please cite pages, frames, sections, CD-ROMS, etc.)
4. Would you like to recommend this work for another age group? _____ Yes _____ No
5. If so, for what age group would you recommend this work? ________________
6. How do you perceive students would be affected by exposure to this work?
   ___________________________________________________________________
7. What would you like for the school to do about this work?
   _____ Withdraw it from all students.
   _____ Withdraw it for re-consideration.
   _____ Do not assign it to my child or allow my child access to this work.
   _____ Place it on a closed shelf for special use under a specific teacher’s guidance.

Print Name _______________________________________________________
Signature __________________________________ Date _______________________

Please list and attach supporting evidence
NOTE: A separate sheet including a brief, written rationale and justifications for each line item that ties to the school’s academic goals supported by the library should be included with the yearly proposed budget request. In your Annual Library Report you should have a copy of the yearly proposed budget request and an end of the year budget expenditure report with amended justifications. These annual reports documenting how each source of funding for the library program was spent, should be retained a minimum of 5 years.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Item</th>
<th>Description</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>652</td>
<td>Books and Periodicals</td>
<td>Fiction – new titles, replacement titles Non-fiction – replacement titles, new titles, reference titles, E-books, playaways, etc.</td>
<td></td>
</tr>
<tr>
<td>735</td>
<td>Furniture &amp; Equipment</td>
<td>Digital cameras DVD players, jam boxes, presentation projectors, etc.</td>
<td></td>
</tr>
<tr>
<td>740</td>
<td>Non-Capitalized (Technology and Audio)</td>
<td>DVDs and other audiovisual materials, On-line subscriptions, i.e. databases, United Streaming, digital collections, etc.</td>
<td></td>
</tr>
<tr>
<td>610</td>
<td>Supplies (for library use only)</td>
<td>Barcodes, security strips, spine labels, book tape, and other book repair items, book marks, markers construction paper, projector bulbs, toner cartridges, newspapers, magazines, including professional subscriptions, etc.</td>
<td></td>
</tr>
<tr>
<td>580</td>
<td>Travel</td>
<td>LAMP, MLA, MegaResource, and AASL conferences and other professional meetings</td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>Repairs</td>
<td>Equipment repair</td>
<td></td>
</tr>
<tr>
<td>District Funds</td>
<td>Special Funds</td>
<td>Common Core resources New units of study Events and promotions</td>
<td></td>
</tr>
<tr>
<td>District Funds</td>
<td>Membership Dues</td>
<td>MLA – Mississippi Library Association ALA – American Library Association AASL – American Association of School Librarians</td>
<td></td>
</tr>
</tbody>
</table>
A librarian’s job description includes:

**Management**
- Providing a welcoming and respectful climate in the school library.
- Developing a vision, a mission, and goals (both long and short range) for the school library program with input from administrators, teachers, and students.
- Developing a scheduling policy which provides open and flexible access for all students and teachers.
- Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry.
- Working with the technology coordinator to implement the technology plan for the school.
- Working with technology personnel to maintain working and up-to-date computers, Internet access, and other technology peripherals.
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library advisory committee, and industry trends.
- Maintaining budget and expenditure records proficiently.
- Maintaining fair and consistent circulation and use policies.
- Developing a policies and procedures manual for the library that is approved by the local board of education. *(See Appendix G)*
- Documenting, reporting, and maintaining records showing the use of library resources.

**Organization and Maintenance**
- Providing access to a balanced, up-to-date collection of both print/non-print and digital formats materials, including technology, that meet the needs of students and teachers.
- Establishing, maintaining, and updating an automated catalog and organizing the collection using the Dewey Decimal System or other standard library classification system.
- Arranging the library for a variety of uses by large groups, small groups, and individuals.
- Managing the library staff and volunteers.
- Providing professional development for teachers and administrators based on assessed needs to demonstrate how technology and information skills can be used to support the curriculum and instruction.

**Instructional Consultant**
- Providing orientation and instruction for students and faculty in the use of the library’s materials and equipment.
- Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum.
- Providing instruction and resources to reach diverse student needs.
- Encouraging reading by maintaining an awareness of students’ reading interests and by providing guidance in the selection of appropriate materials.
- Developing and implementing reading initiatives to motivate and engage each student in independent reading. *(See Section 3.3)*
- Collaborating with teachers to integrate inquiry, 21st Century Learning Standards, and technology skills into the school curriculum.
- Having knowledge of state and school-wide test results with respect to proficiency in library and Information literacy skills.
Implementing the use of technology into the school library program management and instruction.
• Participating in school curriculum planning meetings.
• Providing professional development to faculty/staff on the use of new and emerging technologies and instructional resources to enhance teaching and learning.

Communication
• Communicating regularly with administrators, teachers, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, webpage).
• Promoting use of the library to students, teachers, and parents to ensure that the library is a vital and active center of learning for the entire school community.
• Developing an ongoing advocacy program for the library.
• Working collaboratively with parent organizations and community partners in planning and implementing special projects and seeking outside funding.

Professional Growth
• Attending local, state, and national professional development workshops and meetings geared to school librarians.
• Reading professional library journals to stay abreast of outstanding print and digital formatted materials and current trends in school library programs.
• Staying current on the latest technologies and their use for teaching and learning.

A library assistant’s job description includes:
• Helping to promote a positive relationship with library patrons.
• Helping maintain an attractive and inviting environment.
• Performing routine clerical and technical tasks as needed such as processing new materials, preparing overdue notices, maintaining circulation statistics.
• Assisting in the management and circulation of library materials.
• Assisting in the preparation of instructional materials, exhibits, and other displays.
• Helping students and teachers locate materials.
• Sorting books, publications and other items according to procedure and returning them to shelves or other designated storage areas.
• Assisting with the library’s annual inventory.
• Helping train and supervise student assistants and adult volunteers as requested by the librarian.
• Reporting directly to the librarian.

A student assistant and adult volunteer’s job description includes:
• Assisting the librarian and library assistant in providing service to patrons.
• Assisting in the preparation of instructional materials, exhibits, and other displays.
• Helping students and teachers locate materials.
• Sorting books, publications, and other items according to procedure and returning them to shelves or other designated storage areas.
• Assisting with the library’s annual inventory.
• Reporting directly to the librarian.
APPENDIX J
THE MISSISSIPPI CODE AND ACCOUNTABILITY PROCESS STANDARDS

MS Code 37-17-6
Establishment and implementation of permanent performance-based accreditation system; particular accreditation requirements; accreditation audits and reviews; development programs for school failing to meet standards; establishment of a Mississippi Recovery School District; declaration of state of emergency in school district
(3) (a) Beginning with the 1994-95 school year the State Board of Education, acting though the Commission on School Accreditation, shall require that school districts employ certified school librarians according to the following formula:
Number of Students Number of Certified School Librarians Per School Library
0-499 ½ - Full-time Equivalent Certified Librarian
500 or More Students 1 Full-time Certified Librarian
(b) The State Board of Education, however, may increase the number of positions beyond the above requirements.
(c) The assignment of certified school librarians to the particular schools shall be at the discretion of the local school district. No individual shall be employed as a certified school librarian without appropriate training and certification as a school librarian by the State Department of Education.
(d) School librarians in the district shall spend at least fifty percent (50%) of direct work time in a school library and shall devote no more than one-fourth (1/4) of the workday to administrative activities that are library related.
(e) Nothing in this subsection shall prohibit any school district from employing more certified school librarians than are provided for in this section.

Mississippi Public Schools Accountability Standards for School Library Media, 2014

ADMINISTRATION AND PERSONNEL

2.3. The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. (MS Code 37-17-6(3)(a-e))

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

INSTRUCTIONAL PRACTICES

18. Each school has a library media center. (MS Code 37-17-6(3)(a-e))

18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.
Mississippi Non-Public School Accountability Standards, 2004

LIBRARY MEDIA SERVICES

The school meets the following requirements for library-media services.

30.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

30.2 Each library-media center is staffed by either a licensed library media specialist or paraprofessional under the leadership of a licensed library media specialist. A school with a student enrollment of 499 or less may have a half-time position.

30.3 The library staff offers an organized program of service to students and staff by providing access to the materials and equipment, by providing training/instruction in the use of materials/equipment, and by working with teachers and other staff members to design/provide learning activities for the students.

Special Purpose School Exemption: Each special purpose school provides either a resource center or a library/media center that contains up-to-date materials appropriate for the ages and functional levels of the students enrolled and in conformity with the mission and curriculum of the school. Library-media services are provided as indicated on each student’s individualized education plan (IEP).
It is important that school librarians have a ‘treasure chest’ of resources to support the many aspects of their role as instructional leaders in the school.

Below is a list of just a few of the many wonderful resources available to librarians:

**MDE Website**


**Books**

The American Library Association’s Store (ALA Store) has a wonderful compilation of ‘help’ books related to the various roles of the school librarian. [www.alastore.ala.org](http://www.alastore.ala.org)

Suggested Book Titles


**Book Selection/Review Sources**


**Book Verdict** (*requires subscription. Free access is available to print subscribers to Library Journal or School Library Journal*) – over 300,000 reviews of books and media from the most relied-upon sources in the library community. [www.bookverdict.com](http://www.bookverdict.com)

**Common Sense Media** – a non-partisan, not-for-profit organization providing reviews of books, movies, games and apps to help educators and parents make informed decisions. [www.commonsensemedia.org](http://www.commonsensemedia.org)

**Goodreads** – provides insightful reviews and critiques on books and maintains a list of Goodreads Choice Awards (for best books). [www.goodreads.com](http://www.goodreads.com)

**IMDB (Internet Movie Database)** – the world's most popular and authoritative source for movie, TV, and celebrity content. [www.imdb.com](http://www.imdb.com)

**NovelGuide** - premier source for literary analysis. Including study guides, book and literature notes, summaries, and content insight. It is also great for reviewing books! [www.novelguide.com](http://www.novelguide.com)

*See also list of longtime industry standards listed in Section 4.2*
APPENDIX K

IMPORTANT RESOURCES AND LINKS FOR LIBRARIANS

Common Core

AASL's Cross Walk of the Common Core Standards – shows the alignment of CCSS and the AASL Standards for the 21st Century Learner. www.alala.org/aasl/standards-guidelines/crosswalk

AASL Standards for the 21st-Century Learner Lesson Plan Database aasljesandco.org

Common Core Standards www.corestandards.org

LiveBinders - allows users to organize online educational resources into a virtual 3-ring binder as well as use a search feature to access the binders of other users. www.livebinders.com

Curriculum and Library Instruction

AASL’s Best Websites for Teaching & Learning – free, web-based sites that are user friendly and encourage a community of learners to explore and discover. www.alala.org/aasl/standards-guidelines/best-websites

AASL’s Best Apps for Teaching & Learning – great website that includes apps for books, STEM, Organization and Management, Social Sciences and Content Creation. www.alala.org/aasl/standards-guidelines/best-apps

Edublogs – the world’s most popular education blogging service (requires subscription). edublogs.com

Lexile Framework for Reading – matches readers with texts by providing Lexile levels (designed to measure reading ability and a book’s reading difficulty) for books being used in the classroom or pleasure reading. www.lexile.com

Mississippi Digital Library - These collections represent more than 150 years of history and culture from Mississippi’s Delta to the Gulf Coast. From photographs to oral histories, the treasures contributed to the Mississippi Digital Library exhibit the incredible diversity of resources that can be found in the state. www.msdl.org/activities/cdm4/collections.php

General ‘Helps’

100 Helpful Blogs for School Librarians (and Teachers) – Amazing blogs written by librarians at all kinds of institutions. www.edudemic.com/librarian-blogs/

Elementary Librarian – Library lesson plans and ideas for the elementary librarian. elementarylibrarian.com/

Resources for School Librarians – an index of library-related resources in the areas of learning and teaching, information access, program management, technology, education and employment, and continuing education. Also includes a Virtual Middle School Library which is ‘open’ 24 hours a day! www.sldirectory.com

School Library Websites: Examples of Effective Practice – a wiki clearinghouse of effective practice for elementary, middle, and high schools. schoollibrarywebsites.wikispaces.com

Technology


Kathy Schrock’s Guide to Everything – Popular educational technologist www.schrockguide.net

Mississippi Public Broadcasting – An online delivery model that provides effective professional development for educators www.mpbonline.org/Education (Then click on Education, then Educator Resources)

*See also Section 5.4 of the Mississippi School Library Guide

NOTE: Many of these resources are web resources. While this document will be reviewed/updated regularly, links may (and often do) change. If you try to access a link that is no longer viable, please ‘Google’ or ‘Bing’ the resource listed to see if the resource now abides at a different web-location.
APPENDIX L
Helpful Hints in Preparing Annual LIBRARY Report(s)

Environment and Facility Maintenance

_____ Students and staff feel welcome in the library.
_____ The library is pleasing to the eye.
_____ The library is clean and clutter free.
_____ Displays invite students and staff to use resources.
_____ Materials are appropriately shelved.
_____ Signs assist students and staff in locating desired resources.

Faculty Involvement and Improvement

_____ The faculty understands the scope of available information and how it continues to expand.
_____ The faculty understands that information technology is costly, but essential to ensure students equal access to learning.
_____ The faculty understands flexible scheduling increases student access to library resources.
_____ The faculty and administration receive routine communication regarding the library program’s services, expenditures, and new resources.
_____ Administrators and teachers are involved in recommending policies, priorities, needed services, and collection needs, both formally and informally.

Program Planning and Implementation

_____ There is a written program plan for library services.
_____ The plan is based on assessed needs and input from the school community.
_____ The plan is consistent with school, district, and state goals/requirements.
_____ The plan supports the school’s mission statement.
_____ Effectiveness of the plan is assessed annually and adjusted as needed.
_____ The librarian connects with the learning community to link students with learning opportunities, to increase available resources, and to secure community support.
_____ The librarian consults with others in the school community in developing and promoting a student-centered library program.
_____ The librarian aligns the 21st century standards for student learning with the school’s goals, priorities, and curriculum.
_____ Administration, faculty, and the librarian agree on program priorities.
_____ Use of the library facility allows flexible and equitable access to information and resources.
_____ Routine reports are provided to the school community to show the impact of library services on student learning, literacy, and test results.
APPENDIX L
Helpful Hints in Preparing Annual LIBRARY Report(s)

Budget Preparation and Reporting

_____ Funding is sufficient to provide students with information in various formats.
_____ Each spring, a proposed budget is prepared to present to the school principal and/or budget committee.
_____ The librarian consults with the school principal and/or budget committee regarding the proposed budget.
_____ The librarian prepares a list of specific titles or items that meet the areas of collection need identified by the librarian and the library committee.
_____ The librarian teams with the principal to obtain sufficient and stable funding.
_____ The librarian is proficient in managing the collection budget and preparing reports.

Personnel

_____ There is at least one full-time or part-time, certified librarian depending on student population.
_____ There is paraprofessional help according to the school’s population and program.
_____ The librarian helps integrate technology into the school program.
_____ The librarian plans collaboratively with teachers to ensure students make use of library resources and develop information literacy skills.
_____ The librarian is involved in curriculum and school improvement activities.
_____ The librarian has a plan for continuous professional growth and stays abreast of current trends by reading professional literature, attending workshops, and coursework.
_____ The librarian offers ongoing staff development programs, based on assessed needs for administrators, teachers, and parents, in the use of instructional resources and new information technologies.
_____ The librarian organizes staff, funds, equipment, technology, time, and a full range of resources.
_____ The librarian acquires up-to-date materials and emerging technologies to meet the needs of students and teachers.
_____ The librarian works collaboratively with parent organizations and community partners in planning and implementing special projects.

Collection Preparation and Maintenance

_____ Adequacy of the collection is assessed annually, and results are reported to the administration and faculty.
_____ Out-of-date and damaged materials are weeded, and associated records deleted from the catalog.
_____ Equipment circulated from the library is clean and in good repair.

(Source: Alabama State Department of Education)
MLA Awards

The Carroon Apple Award – The School Libraries Section of the Mississippi Library Association awards the Carroon Apple Award annually to a school librarian in recognition of outstanding accomplishment in the area of school library media services. Nominations may be submitted by MLA members to the school library section chair of MLA. The nomination form and further information can be found on the MLA website. www.misslib.org

The Edward Ransdell Instructional Television Award – The School Libraries Section of the Mississippi Library Association presents the Edward Ransdell Instructional Television Award annually in recognition of outstanding accomplishment in the field of instructional television with the purpose of encouraging effective use of instructional television in Mississippi. Nominations may be submitted by MLA members to the school library section chair of MLA. The nomination form and further information can be found on the MLA website. www.misslib.org/index.php/awards-scholarships/mla-awards-scholarships/edward-ransdell-instructional-television-award/

The Kaigler-Lamont Award – The Kaigler-Lamont Award is awarded each year to a children’s or school librarian for distinguished accomplishment in promoting children’s reading in Mississippi schools and public libraries. The award is presented annually at the University of Southern Mississippi School of Library and Information Science’s Fay B. Kaigler Children’s Book Festival. www.usm.edu/childrens-book-festival/fay-b-kaigler-ruth-lamont-award

The Peggy May/MLA Scholarship Award – The Peggy May/MLA Scholarship provides financial assistance for individuals seeking to be professional librarians, information specialists, or media specialists in academic, public, school, or special libraries. $1000 will be awarded each spring to a qualifying graduate student enrolled in or officially admitted to the School of Library and Information Science at the University of Southern Mississippi. Full-time and part-time students are eligible. Applications are due by April 1st of each year. Leadership capabilities, academic excellence, and commitment to a career in library and information science in the state of Mississippi are part of the criteria for the scholarship. The application and further information can be found on the MLA website. www.misslib.org

The Virgia Brocks-Shedd Scholarship Award – The Black Caucus Roundtable of MLA awards the Virgia Brocks-Shedd Scholarship annually in honor of the late Virgia Brocks-Shedd to a minority student attending the School of Library and Information Science at the University of Southern Mississippi. It is a one-time, non-renewable award paid directly to the recipient. The winner is announced during the annual MLA conference at the Black Caucus Roundtable Luncheon. The application and further information can be found on the MLA website. www.misslib.org
APPENDIX M

MLA AND ALA AWARDS AND GRANTS

ALA Awards/Grants

The Collaborative School Library Award – The Collaborative School Library Award recognizes and encourages collaboration and partnerships between school librarians and teachers in meeting goals outlined in Empowering Learners: Guidelines for School Library Programs through joint planning of a program, unit, or event in support of the curriculum and using school library resources. www.ala.org/aasl/aaslawards/aaslawards

The Distinguished School Administrators Award – The Distinguished School Administrators Award honors a school administrator who has made worthy contributions to the operations of an exemplary school library and to advancing the role of the school library in the education program. www.ala.org/aasl/aaslawards/aaslawards

Distinguished Service Award – The Distinguished Service Award recognizes an individual member of the library profession who has, over a significant period of time, made an outstanding national contribution to school librarianship and school library development. www.ala.org/aasl/aaslawards/aaslawards

Frances Henne Award – The Frances Henne Award recognizes a school librarian with five years or less experience who demonstrates leadership qualities with students, teachers, and administrators, to attend an AASL Conference or ALA Annual Conference for the first time. www.ala.org/aasl/aaslawards/aaslawards

Information Technology Pathfinder Award – The Information Technology Pathfinder Award recognizes and honors school librarians demonstrating vision and leadership through the use of information technology to build lifelong learners. www.ala.org/aasl/aaslawards/aaslawards

Innovative Reading Grant – The AASL Innovative Reading Grant supports the planning and implementation of a unique and innovative program for children which motivates and encourages reading, especially with struggling readers. Applicant must be a personal member of AASL. www.ala.org/aasl/awards/innovative

Intellectual Freedom Award – The Intellectual Freedom Award is given for upholding the principles of intellectual freedom as set forth by the American Association of School Librarians and the American Library Association. www.ala.org/aasl/aaslawards/aaslawards

National School Library Program of the Year Award – Established in 1983, the National School Library Program of the Year (NSLPY) Award honors school library programs practicing their commitment to ensure that students and staff are effective users of ideas and information, as well as exemplifying implementation of AASL’s learning standards and program guidelines. The award recognizes exemplary school library programs that are fully integrated into the school’s curriculum. www.ala.org/aasl/awards
APPENDIX N

LONG AND SHORT TERM GOALS

Long term goals are broad statements describing desirable end results toward which the library will work over the long term. Short term goals are to be achieved within the school year.

There are three parts to a sensible, well-stated goal:

- What is your goal?
- When (by what date) do you want to accomplish that goal?
- How are you going to do it?

Examples of Long Term Goals:

1. Increase library funding and incorporate new technology and materials through grant writing
2. Continue to create opportunities to plan/co-teach various lessons and units with faculty which utilize library resources
3. Continue to purchase current standards-based material for the professional collection
4. Promote instructional use of online resources (OPAC, library website, research sites)
5. Introduce current library resources like e-books, Kindles, etc.

Examples of Short Term Goals:

1. Clean, reorganize, and purge the library with a special emphasis on making the media resources more accessible to the faculty for instruction
2. Update collection by purchasing new fiction and nonfiction titles
3. Collaborate with teachers to purchase new standards-based materials to enhance their instruction
4. Promote and advertise new materials to both faculty and students
5. Update magazine collection to incorporate more student interest

Source: gchslibrary.weebly.com/short-and-long-term-goals.html
APPENDIX O
GLOSSARY OF LIBRARY TERMS

AASL (American Association of School Librarians) – The AASL is a division of the American Library Association. It is the only national professional membership organization focused on the needs of school librarians and the school library community. The AASL advocates for the highest quality school library professional and school library program through learning standards, program guidelines, and standards for professional preparation.

Acceptable Use Policy (AUP) – An AUP is a school or organization’s official policy statement regarding the use of the Internet or other computer networks.

Access – Access is the ability and freedom to obtain and use resources and services.

ALA (American Library Association) – ALA is the voice of America’s libraries and the people who depend on them. It is the oldest and largest library association in the world with members in academic, public, school, government, and special libraries.

Attachment – An attachment is a document or file appended or “attached” to an e-mail message. An attachment retains the formatting of the original document provided the receiver has the same or compatible software on his/her computer as the one that created the attachment.

Audio books – Audio books are taped oral readings or recordings of books and magazines.

Automated Circulation – Automated circulation is a computerized system for checking materials in and out of the library.

Basic Collection – A basic collection is a collection of materials and technology that every school should have in order to operate effectively.

Bibliography – A bibliography is a list of works such as books, articles, media resources, etc. on a particular subject, usually arranged in alphabetical order.

Blog – A blog is a website on which an individual or group of users records opinions, information, etc. on a regular basis.

Boolean search – A Boolean search is a search that allows users to combine words and phrases using the words AND, OR, and NOT (which are Boolean operators) to limit, widen, or define a search to produce more relevant results.

Boot – Boot is a term used for turning on a computer and having it automatically load a set of software that the computer requires to do all of its basic operations. It is sometimes referred to as “booting up” a computer.

Browser – A browser is a software program used to view World Wide Web pages, also called a web browser (i.e., Microsoft’s Internet Explorer, Netscape, etc.).

BYOD (Bring Your Own Device) – BYOD allows students or employees to bring their personally owned mobile devices such as laptops, tablets, IPads, smartphones, etc. to school or the workplace to use in those settings.

Call Number – A call number is a letter/number combination assigned to each book or media resource in a library used to identify its location on the shelves.

Citation – A citation is a reference or a note referring to a document or file from which text is quoted.

Classification – Classification is the process of arranging and assigning codes or numbers to print, non-print, or electronic materials according to their subject or format. (Most school libraries in the United States use the Dewey Decimal classification system.) NOTE: A classification system is not a reading program, nor is it based on reading levels.

Cloud Storage – Cloud storage is a model of networked enterprise storage where data is stored not only in the user’s computer, but in virtualized pools of storage which are generally hosted by third parties.

Collaborative Planning – Collaborative planning is the planning for, involvement with, and supporting of students by two or more concerned groups, (i.e., administrators, teachers, library media specialists, resource teachers, parents, community representatives.)

Collection Development – Collection Development is a systematic process for evaluating, selecting, acquiring, and maintaining materials, resources, and information services to support and enrich the school’s educational process.

Common Core Standards – Common Core Standards is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform. The initiative is sponsored by the National Governors’ Association (NGA) and the Council of Chief State School Officers (CCSSO). The intent of the standards is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be relevant to the real world, reflecting the knowledge and skills that students will need for success in college and careers.

Copy, Cut, and Paste – These terms are a set of computer commands that allow sections of documents or graphics to be moved from one place to another within a document or from one document to another.

Copyright – Copyright is a property right granted by a gov-
ernment to the author of an intellectual property to reproduce, copy, print, duplicate, publish, sell, and distribute any section or part of an existing original work (e.g., book, article, video program).

Core Collection – Core collection is a selected list of fiction and non-fiction titles that are recommended by collection development specialists for libraries. Core collection guides should be impartial, authoritative, and help librarians build and maintain a well-rounded collection of the most highly recommended reference, non-fiction, and fiction books.

CPU (Central Processing Unit) – CPU is a name given to a computer. It usually denotes the box that contains the microprocessor, power supply, and disk drives.

Cyberspace – Cyberspace refers to a collection of computers located on multiple networks that communicate with other computers across the Internet.

Database – A database is a collection of data that is organized so that its contents can be easily accessed, managed, and updated. For example, an electronic library catalog is a database that can be searched by author, title, or subject.

Desktop – The desktop is the view on a computer screen that contains icons (small symbols or pictures) representing files, programs, and other features of the computer.

Dewey Decimal System – The Dewey Decimal System is a widely used classification system, devised by Melvin Dewey, that classifies non-fiction books and other works into ten main classes of knowledge with further subdivision in these classes by use of the numbers of a decimal.

Digital Camera – A digital camera is a camera that produces digital images that can be stored in a computer, displayed on a screen, and printed.

Digital Collection – Digital collections are collections of documents in organized electronic form which may enable the user to access magazine articles, books, papers, images, sound files, and videos.

Digital Divide – The digital divide refers to the gap between people with effective access to digital and information technology, and those with very little or no access to those technologies.

Digital Literacy – Digital literacy is another form of literacy that focuses on the end-user being able to successfully identify, evaluate, and re-assimilate information in new formats using a variety of tools.

Download – Download refers to the electronic transferring or copying of a file from one computer to another. Files may be downloaded from another connected individual computer, from a computer network, a commercial on-line service, or from the Internet.

Dropbox – Dropbox is a personal cloud service (sometimes referred to as an online backup service) that is frequently used for file sharing and collaboration. The Dropbox application is available for Windows, Macintosh and Linux desktop operating systems. There are also apps for iPhone, iPad, Android, and BlackBerry devices.

DVD (Digital Video Disk) – A DVD is a digital storage medium the same physical size as a disk that can store massive amounts of data including graphics and full motion videos.

E-Books – E-books are electronic books that are book-length productions in digital forms. E-books have text, images, or both, and are produced on, published through, and readable on computers or other electronic hand held devices, such as smartphones and eBook readers.

E-COLLAB - E-COLLAB is an eLearning Laboratory available to AASL members and E-COLLAB subscribers. It contains a repository of AASL professional development opportunities and resources that are very helpful to a school librarian.

E-Learning – E-learning is education via the Internet, networks, or stand-alone computers. It is essentially the network-enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms, and digital collaborations.

E-Mail (Electronic Mail) – E-mail is a message that is sent electronically from the computer of one person to the computer of another person.

Fair Use – Fair use refers to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

File – A file is information, often a document or an application, saved on an electronic storage medium.

File Servers – File servers are computers with large storage devices on a network that store files and software that can be shared by users on the network.

Flash Drive – A flash drive, often called a thumb drive, is a very small, portable, solid-state hard drive that can be inserted into a USB port for storage and retrieval of data.

Flexible Scheduling – Flexible scheduling is a scheduling arrangement that allows for variation in library use. Flexible scheduling allows teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the learning activity planned. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. With flexible scheduling the library is considered an extension of the classroom.

Graphic Novels – Graphic novels are novels in comic strip format published as books.

Guided Reading – Guided reading is a strategy that helps students become proficient readers. By using this strategy, the teacher can provide support for small groups of readers as they learn to use various reading strategies such as context clues, letter and sound relationships, word structure, etc. This strategy allows students to be taught in a way that is more focused on their specific needs, accelerating their progress.

Hardware – Hardware refers to the physical parts of a com-
puter system. Some basic computer hardware includes the motherboard, CPU, RAM, hard drive, etc.

**High Interest/Low Reading Level Books** – Referred to as Hi-Lo books, these books are used to encourage the reluctant reader. Although the books are written at a lower reading level, they still appeal to the readers’ high interest level even though the books might not match their grade level. These books are geared toward the reluctant reader who is not reading on grade level and who is not interested in books at his/her reading level.

**Home Page** – The home page is the first or introductory page that appears when accessing a World Wide Web site. The home page often provides the table of contents to a specific website.

**Hub** – Hub refers to an equipment piece that connects two or more devices together in order for them to communicate on a network.

**ILS (Integrated Learning System)** – ILS is a complete software, hardware, and network system used for instruction.

**Information Literacy** – Information literacy is the ability to recognize the extent and nature of an information need and to apply a systematic approach to locate, evaluate, and effectively and efficiently use the needed information.

**Information Text** – Information text is defined as a text with the primary purpose of expressing information about the arts, sciences, or social studies. This text ranges from newspaper and magazine articles to digital information to nonfiction trade books to textbooks and reference materials. The Common Core State Standards identify four types of informational texts: literary nonfiction, expository, argument or persuasion, and procedural. Literary Nonfiction includes shorter texts, such as “personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.” Autobiographies, biographies, other narrative nonfiction, informational picture books, and informational poetry often fit into this category. Narrative informational text typically communicates accurate information and has a well-defined beginning, middle, and end. Informational poetry weaves facts into poems, and informational alphabet and counting books allow authors to use a creative format to share factual information. Expository Texts contain tables of contents, indexes, or other navigational devices so that readers may read only the portions of the books that interest them, making it unnecessary to read the books cover to cover. Expository texts utilize various text structures, such as description, cause and effect, comparison and contrast, problem and solution, question and answer, and temporal sequence. **Argument or Persuasion Texts** provides evidence with the intent of influencing the beliefs or actions of the target audience. These texts typically include claims, evidence, and warrants to explain how the evidence is linked to the claims. Writers of persuasion or argument also make appeals – appeals to the author’s credibility, to the audience’s needs, or to reason and evidence. **Procedural Texts** provide step-by-step guidelines that describe how to complete a task. They often include a materials-needed section and graphics that illustrate the process.

**Interactive Books** – Interactive books are books that require participation and interaction by the reader. Interactive books may incorporate modern technology or be computerized books. Interactive books can range from books with texture to those with special devices to help teach students certain tools.

**Interlibrary Loan** – Interlibrary loan is a service provided by many libraries and other information agencies that enables a user to obtain copies of articles and borrow books and other materials from other libraries and information centers.

**Internet** – The Internet is a huge world-wide network of government, business, university, and personal computers.

**ISBN (International Standard Book Number)** – The ISBN identifies the title or other book-like product (such as an audiobook) to which it is assigned, and it also identifies the publisher to be contacted for ordering purposes. For more than 30 years, ISBNs were in a 10 digit format until 2007 when they were switched to a 13 digit format. An ISBN is a number, not a bar code. One agency per country is designated to assign ISBNs for publishers and self-publishers located in that country.

**Journal** – A journal is a periodical publication that contains scholarly articles written by professionals, researchers, and other experts in a particular field.

**Keyword Searching** – Keyword searching is a type of search that looks for matching documents that contain one or more words specified by the user.

**LAN (Local Area Network)** – LAN refers to a number of computers and other peripheral devices connected to a file server for the purpose of sharing resources, such as software applications, files, peripherals, and services. A LAN usually refers to a network in one room or building.

**LCD/Data Projector** – These projectors are a type of video projector used for displaying videos, images, or computer data on a screen or other flat surface.

**Learning4Life or L4L** – L4L is a national implementation plan for the Standards for 21st-Century Learners and Empowering Learners: Guidelines for School Library Programs. The ability to think, create, share, and grow in school and beyond is called Learning4Life.

**Lexile Levels** – Lexile levels are designed to provide a common scale for measuring text difficulty and student reading ability. Lexiles are the most widely adopted reading measure in use today and they offer a scientific approach that facilitates learning and instruction by improving interpretability and informing educational decisions and instructional strategies. By using Lexiles, teachers can match students with appropriate texts and track student reading ability.
over time using a common scale. Lexiles can be used to measure the difficulty of a text or a student’s reading ability level.

Library Media — Library media refers to a wide variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.

LSTA (Library Services and Technology Act) — LSTA is the only federal program exclusively earmarked for libraries. It is administered by the Institute of Museum and Library Services (IMLS). State libraries use the funds to support statewide initiatives and also distribute the funds through subgrants or cooperative agreements to public, school, academic, research, and special libraries.

MAGNOLIA (Mississippi Alliance for Gaining New Opportunities Library Information Access) — MAGNOLIA is funded by the Mississippi Legislature and partially funded by the Library Services and Technology Act (LSTA) administered by the Mississippi Library Commission. It provides Mississippi residents with free access to electronic databases through their local public, school, community college, or university libraries.

MARC (Machine-Readable Cataloging) — MARC refers to the standards for a set of digital formats for the description of items cataloged by libraries, such as books. MARC was developed to create records that can be used by computers and to share those records among libraries.

Media — Media refers to materials in all formats and all channels of communication that serve as carriers of information.

Plagiarism — Plagiarism is an act or instance of using or closely imitating the language and thoughts of another author without authorization or the representation of that author’s work as one’s own.

Playaway — Playaway is the name of a portable all-in-one prerecorded audio book player.

PLC (Professional Learning Communities) — PLC refers to learning opportunities designed to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. A PLC is also an ongoing process. By using PLCs, teachers and administrators establish a school wide culture that develops teacher leadership that focuses on building and sustaining school improvement efforts.

RDA (Resource Description and Access) — RDA is a standard for cataloging print and online materials. RDA was introduced in 2012 as the successor to the Anglo-American Cataloging Rules, Second Edition (AACR2).

SACS (Southern Association of Colleges and Schools) — SACS is one of the six regional accreditation organizations recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. The main mission of SACS is the improvement of education in the South through accreditation using standards and indicators. Now known as AdvanceED.

Scanner — A scanner is a device for converting text or graphics displayed on a sheet of paper into a digital image that can be displayed on the computer screen and used with certain applications.

School Librarian — A school librarian is a person with appropriate certification and professional preparation, both in education and library and information science, responsible for operating the school library program.

School Library — The school library is an area in the school where a full range of materials, equipment, and services from library media are accessible to students and school personnel.

School Library Assistant — A school library assistant is a staff member with clerical or secretarial competencies who assists the school librarian.

School Library Program — The school library program is a planned program that provides resources and services and facilitates instruction to meet the needs of the school learning community. A school library program should support the school’s educational goals and objectives.

Search Engine — Search engine refers to a program that searches documents for specified keywords and returns a list of the documents where the keywords were found, (i.e., Excite, Google, GoTo, Altavista, Lycos, Dogpile).

Server — A server is a computer that provides shared, centralized resources (such as files, e-mail, data-bases, modems, and printers) to other computers on the network.

Smart Board/Promethean Board — These devices are interactive projection displays that enable teachers and business leaders to combine a variety of learning tools, such as websites, images, and videos into a compelling lesson. These interactive boards are developed by SMART Technologies and Promethean Company.

Social Media — Social media refers to electronic communication that includes websites for social networking and micro-blogging through which users create online communities to share information, ideas, personal messages, and other content. These interactions among people in which they create, share, and exchange information and ideas are usually done in virtual communities and networks. Facebook, Twitter and Instagram are examples of social media.

STEM (Science, Technology, Engineering, and Mathematics) — STEM is an educational interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons. With STEM students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the 21st century economy.

Streaming Media — Streaming media is multimedia that is constantly received by and presented to an end-user while being delivered by a provider. Its verb form “to stream” refers to the process of delivering media in this manner.
The term refers to the delivery method of the medium rather than the medium itself. Discovery Education (United Streaming) and Chalkboard are examples of streaming media.

Text Complexity – Text complexity is defined by Common Core State Standards as a three-part model consisting of quantitative and qualitative dimensions as well as reader and task considerations. Quantitative dimensions of text complexity include analysis of word frequency and sentence length, which are typically best measured by computer software. Qualitative factors include levels of meaning, structure, language conventionality, clarity, and knowledge demands. Reader and Task Considerations are best made by the teacher and include students’ motivation, knowledge, and background interests.

Twitter – Twitter is a very popular instant messaging system that lets a person send brief text messages up to 140 characters in length to a list of followers. Launched in 2006, Twitter was designed as a social network to keep friends and colleagues informed throughout the day.

USB Port – A USB port is a standard cable connection interface on personal computers and consumer electronics. USB stands for Universal Serial Bus, an industry standard for short distance digital data communications. USB ports allow stand-alone electronic devices to be connected via cables to a computer (or to each other). USB allows data to be transferred between devices. USB ports can also supply electric power across the cable to devices without their own power source. Both wired and wireless versions of the USB standard exist, although only the wired version involves USB ports and cables.

Virtual Field Trip – A virtual field trip is a guided exploration through the World Wide Web that organizes a collection of pre-screened, thematically based web pages into a structured online learning experience.

Virus – Virus refers to a program that infects and replicates itself in computer files, spreading from computer to computer. Some viruses can be extremely damaging, crashing the hard drives and resulting in the loss of all data.

Website – A site or location on the World Wide Web.

Web or WWW (World Wide Web) – The web is a global hypertext network that is part of the Internet. It is normally viewed through a browser.

Weeding – Weeding is the removing of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development and is a planned and thoughtful action that will ensure library materials are current and enticing.

Wireless Capability – The two most common types of wireless capabilities computers have are Wi-Fi and Bluetooth. Wi-Fi is the technology used for wireless networking. If your computer has a wireless card, it is most likely Wi-Fi compatible. The wireless card transmits to a wireless router, which is also based on the Wi-Fi standard. Wireless routers are often connected to a network, cable modem, or DSL modem, which provides Internet access to anyone connected to the wireless network. Bluetooth is the technology often used for wireless keyboards and mice, wireless printing, and wireless cell phone headsets. In order to use a device such as a Bluetooth keyboard or mouse, your computer must be Bluetooth-enabled or have a Bluetooth adapter installed.
Mississippi Library Monitoring Rubric (2014)

This Rubric is a monitoring document for the following

ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 18, 18.1, and 18.2.

Instructions: Place a check in the box beside each indicator that you find present in the Library/media center. Each box checked must be based upon documentary evidence and/or interview evidence. Be sure to check the appropriate box for evidence used or explain if answer based on other evidence. Note any pertinent comments in the space provided. Refer to the 2014 Mississippi School Library Guide for more complete information about the expectations for meeting the standards.

ADMINISTRATION AND PERSONNEL
2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-e)}
   2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
   2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

INSTRUCTIONAL PRACTICES
18. Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {MS Code 37-17-6(3)(a-e)}
   18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
   18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automated Management System</td>
<td>□ Circulation/Cataloging Capacity</td>
<td>□ 2 management computers</td>
</tr>
<tr>
<td></td>
<td>□ Librarian Management computer</td>
<td>□ Online access to materials available in the school library and throughout the school</td>
</tr>
<tr>
<td></td>
<td>□ Barcode scanner</td>
<td>facility/ remote sites</td>
</tr>
<tr>
<td></td>
<td>□ Online access to materials available in the school library</td>
<td>□ Remote circulation and inventory capabilities</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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</tr>
</tbody>
</table>

| General Collection: Fiction, Easy and Non-Fiction titles | □ A minimum of 10 books per student that are in good condition and that support the school’s instructional program and provide titles for pleasure reading |
|                                                          | □ A well-balanced collection that is both age and content appropriate      | □ Goal: 15 - 20 books per student that are in good condition and that support the school’s instructional program |
|                                                          |                                                                          | □ Average copyright of non-fiction (NF) collection (excluding biography) is less than 10 years old (print and digital formats) |
| Comments:                                               |                                                                          |                                                                                        |
## Focus: Collection Development

<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Materials: Includes, but is not limited to: Encyclopedias, Dictionaries, Almanacs, Thesauruses, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References (print and digital formats)</td>
<td>☐ Needs assessments, professional tools and curriculum objectives are used by school librarians to establish a basic reference collection. Appropriate quantities of materials are determined by: ☐ Student enrollment ☐ Demographic data ☐ Instructional program ☐ Information needs</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Resources</td>
<td>□ Maintained list of credible and age-appropriate websites that support the curriculum</td>
<td>□ Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc.</td>
</tr>
<tr>
<td></td>
<td>□ MAGNOLIA Database available, for students and teachers</td>
<td>□ School library website available on school home page for classroom, school site and remote site access</td>
</tr>
<tr>
<td></td>
<td>□ School library website available on school home page for classroom and school site access</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>□ CDs/DVDs and emerging formats available to support the curriculum</td>
<td>□ E-books available</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Collection</td>
<td>Minimum of:</td>
<td>□ 50 - 75 or more professional titles</td>
</tr>
<tr>
<td></td>
<td>□ 25 - 50 professional titles (books to support professional growth of teachers)</td>
<td>□ 5 + professional periodicals</td>
</tr>
<tr>
<td></td>
<td>□ 2 professional periodicals</td>
<td>□ Current credible websites for professional development purposes available through the school library website</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Focus: School Library Program

<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A certified school librarian is assigned to the school library.</td>
<td>☐ A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more).  ☐ The school librarian does not serve as a substitute teacher.</td>
<td>☐ 1 + school librarian is assigned to the library full time.  ☐ Library support staff is <strong>strongly</strong> recommended for school libraries with populations in excess of 500.</td>
</tr>
<tr>
<td>MS Code 37-17-6(3)(a-e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School districts provide sufficient funding for the purchase and maintenance of current resources for the school library.</td>
<td>☐ The school library meets the minimum basic collection requirements as stated in the guidelines for school library collection development section of this document.  ☐ Funding is recommended for basic maintenance and upgrades for technology and equipment.</td>
<td>☐ The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

112
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school librarian manages the financial, staff, and physical resources for the school library.</td>
<td>□ There is a district-approved policy used for selection of materials. □ Budget policies as mandated by the state are used for expenditures of state funds. □ The school librarian must submit an annual budget request to the school principal/administrator. □ The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school’s learning community. □ The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 5 years. □ No more than 25% of the designated school day is spent in the management of the school library (planning, weeding, shelving, ordering, etc.). □ Time is allotted at the beginning and end of the school year for necessary library maintenance tasks. □ Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System or another recognized library classification system.</td>
<td>□ The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement. □ Fund raising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement.</td>
</tr>
</tbody>
</table>
### Focus: School Library Program

<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Standard procedures set by the district are used to circulate, maintain, do inventory, and weed the collection. □ Written district-approved policies on challenges to materials, copyrights, donated materials, and Internet use are standards in the school library’s collection development policy. □ Flexible scheduling/Open access is incorporated into the school library schedule. □ Duties of support staff and volunteers are arranged to optimize student/teacher services and the efficiency of the school library operations.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school library program participates in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</td>
<td>☐ Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students. ☐ The school librarian sets annual goals which are reported to the administration.</td>
<td>☐ The school librarian uses program assessments, inventories, and input from administrators, faculty, students, school committees, and other members of the learning community to set short and long range goals for improvement.</td>
</tr>
</tbody>
</table>

Comments:

The school library program has an established advocacy committee for the school library program within the school and beyond.

☐ The advocacy committee includes:
- Library staff
- Principal/administrator
- Teachers
- Parents
- Students (when age appropriate)

☐ The advocacy committee meets as needed for program planning and discussion of procedural issues.

Comments:
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>There may be a designated Library Program Supervisor at the district level.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

The school librarian uses a public relations plan to promote advocacy for the school library program. □ The school librarian uses a variety of communications and methods to publicize the school library and its resources and services. □ The school librarian partners with school and community groups to sponsor events that promote the school library program.

**Comments:**
<table>
<thead>
<tr>
<th>RESOURCE TYPE</th>
<th>MINIMUM</th>
<th>PROGRESSIVE (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodate flexible access by classes and individual students.</td>
<td>The school library is neat and well organized.</td>
<td>Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity.</td>
</tr>
<tr>
<td>Perform basic functions of a curriculum integrated school library program.</td>
<td>The atmosphere is one of welcome and productivity.</td>
<td>The shelving accommodates growth.</td>
</tr>
<tr>
<td>Provide a climate conducive to learning and student achievement.</td>
<td>Shelving and furniture are age appropriate.</td>
<td>Arrangement of the school library supports use by a minimum of one (1) class, small groups and individual students.</td>
</tr>
<tr>
<td>Provide equitable access to information and resources within the school, community, and global networks.</td>
<td>The arrangement of the school library supports use by a minimum of one (1) class and individual students.</td>
<td>The school library goes beyond minimum guidelines providing larger spaces than required OR additional support areas for viewing, production, communication activities, displays, wiring/network.</td>
</tr>
<tr>
<td>In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:</td>
<td>In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:</td>
<td>The school library is equipped with temperature/humidity control.</td>
</tr>
<tr>
<td>Circulation</td>
<td></td>
<td>Lighting/electrical accommodations have been integrated effectively.</td>
</tr>
<tr>
<td>Large group use/instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storytelling area for elementary students</td>
<td></td>
<td></td>
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<tr>
<td>Leisure reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library management/office</td>
<td></td>
<td></td>
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<tr>
<td>Use of technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage of equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990.</td>
<td>The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990.</td>
<td>The school library is equipped with temperature control.</td>
</tr>
<tr>
<td>The school library is equipped with temperature control.</td>
<td>Lighting and electrical accommodations have been integrated effectively.</td>
<td>Lighting and electrical accommodations have been integrated effectively.</td>
</tr>
</tbody>
</table>

Comments:
**Mississippi School Librarian Evaluation Appraisal Rubric**

*Self-Assessment*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Distinguished (4 points)</th>
<th>Effective (3 points)</th>
<th>Emerging (2 points)</th>
<th>Unsatisfactory (1 point)</th>
<th>Score</th>
</tr>
</thead>
</table>

**Domain I: Planning**

1. Plans long-range and short-range goals for the library.

2. Develops and implements library policies and procedures (e.g. material selection, copyright, technology, and circulation).

3. Plans for and provides necessary resources, technology, and instructional services to support library and institution’s goals.

4. Develops and communicates to administrators goals, objectives, and budgetary needs for the library program.

5. Plans or collaborates instruction that meets the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.

6. Plans or collaborates instruction that aligns with AASL standards.

7. Collaborates with individual school and/or district administrators to ensure that funds are budgeted to maintain the library program.

---

**Domain II: Management**

8. Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program.

9. Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility.

10. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.

11. Maintains accurate library records and statistics on the use of its’ materials.

12. Trains and supervises library clerical staff, volunteers, and student helpers.

---

Domain score (average of standard scores under domain)
<table>
<thead>
<tr>
<th>Standards</th>
<th>Distinguished (4 points)</th>
<th>Effective (3 points)</th>
<th>Emerging (2 points)</th>
<th>Unsatisfactory (1 point)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain III: Collaboration &amp; Services</strong></td>
<td></td>
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<tr>
<td>13. Actively seeks positive rapport with students, encourages respect, and consideration of others.</td>
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<tr>
<td>14. Determines instructional needs within the library program by consulting with teachers and administrators.</td>
<td></td>
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<tr>
<td>15. Assists students and teachers in locating information and resources for research.</td>
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<tr>
<td>16. Teaches information and digital literacy as an integral part of the curriculum.</td>
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<tr>
<td>17. Provides training to students and staff in the use of resources, technology, and equipment.</td>
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<tr>
<td>18. Maintains effective communication with staff and students informing them of new acquisitions and library services.</td>
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<tr>
<td>19. Encourages reading by maintaining an awareness of students’ reading interests and providing guidance in the selection of appropriate materials.</td>
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<tr>
<td>20. Promotes appreciation of various forms of literature.</td>
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<tr>
<td><strong>Domain IV: Library Environment</strong></td>
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<tr>
<td>21. Organizes the library for optimal use by students and faculty.</td>
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<tr>
<td>22. Maintains an attractive and orderly library with an atmosphere conducive to learning.</td>
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<tr>
<td>23. Demonstrates high expectations for all students and maintains positive library environment.</td>
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<td>24. Provides productive learning opportunities and maintains a climate of safety, respect, and support for all students and staff.</td>
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<tr>
<td><strong>Domain score (average of standards under domain)</strong></td>
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<tr>
<td>Standards</td>
<td>Distinguished (4 points)</td>
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<td>Emerging (2 points)</td>
<td>Unsatisfactory (1 point)</td>
<td>Score</td>
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<tr>
<td>Domain V: Professional Responsibilities</td>
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<tr>
<td>25. Serves as an advocate for the library program in the school and community.</td>
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<tr>
<td>26. Attends local staff development meetings for professional growth.</td>
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<tr>
<td>27. Belongs to professional library organizations and/or attends local, state, or national professional development workshops and meetings specifically geared to school librarians and applies new information learned.</td>
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<tr>
<td>29. Demonstrates a professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.</td>
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<tr>
<td>30. Uses appropriate written and oral communication.</td>
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</table>

<table>
<thead>
<tr>
<th>Domain score (average of standards under domain)</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Overall teacher performance score (average of domain scores)</th>
<th>120</th>
</tr>
</thead>
</table>

**Areas of strength:**

**Areas for growth:**

**Next steps:**

This form is for personal use only. (Self-Assessment)
Mississippi School Librarian Evaluation
Walk-through Observation Record

Librarian: ______________________________   Date: __________________________________
School:   ______________________________________                    School District:  __________________________
Evaluator: ______________________________
         Position: _______________________________
Date: ________________________________

Informal Observation Number: ______

Observation Type:
_____ Individual Instruction     _____ Small Group Instruction     _____ Whole Group Instruction     _____ Library Management

<table>
<thead>
<tr>
<th>Domains</th>
<th>Observed</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I: Planning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>_____ Yes</td>
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<td></td>
<td>_____ No</td>
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<tr>
<td>Doman II: Management</td>
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<td></td>
<td>_____ Yes</td>
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<td></td>
<td>_____ No</td>
<td></td>
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<tr>
<td>Domain III: Collaboration &amp; Services</td>
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<td>------------------------------------</td>
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<tr>
<td>_____ Yes</td>
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<tr>
<td>_____ No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain IV: Library Environment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>_____ Yes</td>
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<td></td>
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<tr>
<td>_____ No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain V: Professional Responsibilities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Areas of strength:**

**Areas of growth:**
Mississippi School Librarian Evaluation Appraisal Rubric

<table>
<thead>
<tr>
<th>Source of Information, Strategies, Artifacts, and Examples</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain I: Planning</strong> (assessed via evidence review, library observation, pre-observation conferences, and post-observation conferences)</td>
<td></td>
</tr>
</tbody>
</table>
| **Standard 1:** Plans long-range and short-range goals for the library. | Collection development goals  
Circulation goals  
Budget planning based upon library goals according to curriculum objectives and collection needs  
List of short and long term goals  
Purchase requisitions  
Budget expenditures  
Library flyer(s)  
Newspaper articles  
District technology plan  
Wish list  
School/Library Collaboration  
**MSLG Reference:** 3.1, 3.6, 3.9-10, 4.1-6, 6.2, 6.8, Appendix N | |
| **Standard 2:** Develops and implements library policies and procedures (e.g. material selection, copyright, technology, and circulation). | Library rules posted  
Library policy and procedure manual  
Availability of district policies  
Posted copyright policies | |
| **Standard 3:** Plans for and provides necessary resources, technology, and instructional services to support library and institution’s goals. | Technology plan  
Collection development planning  
Substitute plans  
Resource list  
Current record of library inventory  
Photos  
Library online presence (OPAC, Webpage, Databases)  
Student/Staff interest surveys  
Collection analysis  
Library oriented staff development  
Grant applications  
Staff memos  
**MSLG Reference:** 2.4, 4.4, 4.6, 6.7, 6.10, Appendix G |
| **Standard 4:** Develops and communicates to administrators goals, objectives, and budgetary needs for the library program. | Yearly budget request  
Post-conference with administrator  
Pre-conference with administrator  
Written Library Request  
Purchase requisitions  
Email correspondence (copies)  
Written correspondence (copies)  
Establishment of a school library committee  
Collection/Circulation statistics  
AASL supported goals and objectives  
**MSLG Reference:** 3.5, 3.10, 4.1-6, 5.1-3, 6.1-3, 6.8-9 |
| **Standard 5:** Plans or collaborates instruction that meets the diversity of students’ backgrounds, cultures, | Student body statistical reports  
Cross-curricular collaboration |
| skills, learning levels, language proficiencies, interests, and special needs. | Emails documenting collaboration  
Library schedule & calendar  
Computer lab/Technology checkout documentation  
Student interest survey  
Student wish list  
Orientation  
Information literacy lesson  
Digital information and safety lessons  
Collaboration notes (General Ed., Special Ed., Interventionist, etc.)  
Library online presence (OPAC, Webpage, Databases, Blogs, etc.)  
Staff wish list  
Accommodations list  
Documentation of provision (ELL/SPED/504)  
High interest-Low level literature  
Audiobooks  
Usage of assessment and screening reports for planning  
**MSLG Reference:** 2.4, 3.5, 3.6, 4.1, 4.4 |
| --- | --- |
| **Standard 6:** Plans or collaborates instruction that aligns with AASL standards. | Promotion and utilization of AASL Standards  
Staff introduction to AASL Standards  
Orientation  
Information literacy lessons  
Digital information lessons  
Library skill lessons  
**Utilizing AASL references for professional growth:**  
- 21st Century Approach To School Librarian Evaluation  
- Standards for the 21st Century Learner In Action, and AASL Standards  
**MSLG Reference:** 1.1-5, 2.1-5, 3.2, 3.5-6, 5.1-2, Appendix C |

125
| **Standard 7:** Collaborates with individual school and/or district administrators to ensure that funds are budgeted to maintain the library program. | Yearly budget request  
Post-observation conference  
Pre-observation conference  
Conference with administrators on budgetary needs  
Written budget request  
Purchase requisitions  
Email documentation  
Teacher/Student request documentation  
**MSLG Reference:** 2.2-3, 6.2, Appendix H, J, & L |  
--- |  
| **Domain Total** |  
| **Domain Average**  
(divide by 7 indicators) |
### Source of Information, Strategies, Artifacts, and Examples

*(NOTE: Examples may include but are not limited to the ones listed below. There is no set limit on the number of items; it is left to the discretion of the District.)*

<table>
<thead>
<tr>
<th>Domain II: Management (assessed via evidence review, library observation, pre-observation conferences, and post-observation conferences)</th>
<th>Rating</th>
</tr>
</thead>
</table>
| **Standard 8:** Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program. | Professional collection  
Collection analysis reports  
Inventory reports  
Weeding reports  
Staff material and resource list  
Student material and resource list  
Purchase requisitions  
Notes from collaborative meetings  
Online databases  
Library reports  
**MSLG Reference:** 2.4, 3.6, 4.1-5, 6.8 |
| **Standard 9:** Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility. | Online catalog,  
Map of library layout  
Dewey Decimal System  
Catalog management  
Collection development documentation  
Access to district/school policies  
Use of a Standard Classification System  
Photo documentation  
**MSLG Reference:** 2.1, 6.8-9, Appendix I |
| **Standard 10:** Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items. | Collection management plan  
Collection analysis  
Review of collection age reports  
Weeding reports  
Weeding  
Disposal of weeded books (Ex. free book shelf)  
Communication of collection status with administrators  
**MSLG Reference:** 4.4, 4.5, Appendix G |
| **Standard 11:** Maintains accurate library records and | Library orientation for staff and students |
**Standard 12:** Trains and supervises library clerical staff, volunteers, and student helpers.

| List of staff duties |  |
| Training schedule |  |
| Pathfinders (Helpful resource handouts) |  |
| Reference materials |  |
| Research manuals (HS) |  |
| Training sessions |  |
| List of student helper/volunteer duties |  |
| Communication documentation (flyers, lists, handouts, logs, etc.) |  |

**MSLG Reference:** 2.4, 6.1, Appendix I

<p>| Domain Total |  |
| Domain Average | (divide by 5 indicators) |</p>
<table>
<thead>
<tr>
<th>Domain III: Collaboration &amp; Services (assessed via evidence review, library observation, pre-observation conferences, and post-observation conferences)</th>
<th>Source of Information, Strategies, Artifacts, and Examples</th>
<th>Rating</th>
</tr>
</thead>
</table>
| **Standard 13:** Actively seeks positive rapport with students, encourages respect, and consideration of others. | Rules posted  
Observation  
Library notices  
Displays  
Consequences posted (positive and negative)  
Student use agreements/contracts  
**MSLG Reference:** 2.4, 3.3, 6.8 |  |
| **Standard 14:** Determines instructional needs within the library program by consulting with teachers and administrators. | Standing lessons (Topic specific library lessons that can be customized)  
Collaboration notes  
Collaboration logs  
School survey data  
School test data  
Library survey data  
General familiarity with teachers’ state and national curriculum standards  
Communication documentation  
**MSLG Reference:** 2.4, 3.1, 3.2, 3.5, 3.6 |  |
| **Standard 15:** Assists students and teachers in locating information and resources for research. | Pathfinders (Helpful resource handouts)  
Reference and research manuals  
Library web page  
Online Catalog or Library Management System  
Signage  
Standing lessons for reference  
Lesson topic list for sharing  
**MSLG Reference:** 2.4, 3.2, 6.5 |  |
| **Standard 16:** Teaches information and digital literacy as an integral part of the curriculum. | Digital responsibility lesson according to grade/age (flyer)  
Digital literacy presentation/lesson/flyer  
Information literacy presentation/lesson/flyer  
Implementation of reading and technology programs  
Standing Lessons |  |
| Reference material (handouts, links, library website, etc.) | **MSLG Reference**: 1.3-5, 2.1, 2.4, 3.1, 5.1

| **Standard 17**: Provides training to students and staff in the use of resources, technology, and equipment. | Newsletters  
Communication  
Orientation lessons  
Orientation presentation  
Research presentation  
Digital literacy presentation/lesson  
Information literacy presentation/lesson  
Library usage calendar  
Standing or adaptive lessons  
Staff development documentation/schedule  
**MSLG Reference**: 2.4, 3.1, 3.6, 5.1-4

| **Standard 18**: Maintains effective communication with staff and students informing them of new acquisitions and library services. | Newsletters  
Displays  
Announcements  
Up-to-date Website  
Email documentation  
Flyers/Handouts  
Use of safe online communication tools (Remind 101, closed monitored district communication avenues, blog, etc.)  
**MSLG Reference**: 2.4, 3.8-9, 5.1, 6.3

| **Standard 19**: Encourages reading by maintaining an awareness of students’ reading interests and providing guidance in the selection of appropriate materials. | Themed book displays  
Literacy promoting displays  
Book clubs (Book club discussion questions/Book club resource information)  
Book talks  
Professional reviews  
Literary/Library/Book-related field trips  
Book reviewer for professional journal  
Themed book displays  
Implementation of reading and technology programs  
Reading circles  
Read-alikes  
Recommended reading lists |
| Standard 20: Promotes appreciation of various forms of literature. | Use of safe online communication tools (Remind 101, closed monitored district communication avenues, blog, etc.)  
**MSLG Reference:** 2.4, 3.2-3,3.7-8 |
<table>
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<tbody>
<tr>
<td><strong>MSLG Reference:</strong> 3.3, 3.7-8, 4.3, Appendix K</td>
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<table>
<thead>
<tr>
<th>Domain Total</th>
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</table>

| Domain Average  
(divide by 8 indicators) | 131 |

| Domain Average  
(divide by 8 indicators) | 131 |
<table>
<thead>
<tr>
<th>Domain IV: Library Environment (assessed via library observation)</th>
<th>Source of Information, Strategies, Artifacts, and Examples</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain IV: Library Environment (assessed via library observation)</strong></td>
<td><strong>Source of Information, Strategies, Artifacts, and Examples</strong>&lt;br&gt;(<strong>NOTE:</strong> Examples may include but are not limited to the ones listed below. There is no set limit on the number of items; it is left to the discretion of the District.)</td>
<td></td>
</tr>
</tbody>
</table>
| **Standard 21:** Organizes the library for optimal use by students and faculty. | Meets “Minimum” on standards listed in 6.8 and 6.9 of the MS School Library Guide Evaluations (If not, document budget request)  
Clean and Clutter-free library  
Appropriately shelved materials  
Library procedures  
Library procedures posted, as needed  
Collection management plan  
Dewey Decimal System  
Photo documentation  
Library signage (directs patron to desired location/resource)  
Library map  
**MSLG Reference:** 3.1-3, 6.9-10, Appendix O |  |
| **Standard 22:** Maintains an attractive and orderly library with an atmosphere conducive to learning. | Meets “Minimum” on standards listed in 6.8 and 6.9 of the MS School Library Guide Evaluations (If not, document budget request)  
Displays invite students and staff to use resource  
Reading area  
Appropriate shelving which allows for growth  
Photo documentation of organized/clean library  
Inviting displays  
Directive displays/signage  
Exhibits  
Bulletin boards  
Book repair center  
Library layout documentation  
**MSLG Reference:** 3.1-3, 6.9-10, Appendix O |  |
| **Standard 23:** Demonstrates high expectations for all students and maintains positive library environment. | Meets “Minimum” on standards listed in 6.8 and 6.9 MS of the School Library Guide Evaluations (If not, document budget request)  
Access to internet (wireless/non-wireless)  
Space for individual and group work for students and teachers  
Available accommodations |  |
| Grant submissions |  |
| Access to college and career prep resources (Middle/High) |  |
| Age appropriate college and career information |  |
| Inspirational biography display |  |
| Motivational book display |  |
| Rules, goals, and mission statements posted |  |

**MSLG Reference:** 1.3-5, 2.1, 2.5-6, 3.8, 6.8, Appendix M

| **Standard 24:** Provides productive learning opportunities and maintains a climate of safety, respect, and support for all students and staff. |  |
| Flexible schedule |  |
| Safety information posted (Fire/Weather) |  |
| Library rules |  |
| Library overdue notices |  |
| Access to library policy and procedures |  |
| Classroom rules |  |
| Discipline record |  |
| Observation |  |

**MSLG Reference:** 1.1-5, 2.1, 5.1, 6.1

<p>| Domain Total |  |
| Domain Average | (divide by 4 indicators) |</p>
<table>
<thead>
<tr>
<th>Domain V: Professional Responsibilities (assessed via evidence review, library observation, pre-observation conference, and post-observation conference)</th>
<th>Source of Information, Strategies, Artifacts, and Examples</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 25:</strong> Serves as an advocate for the library program in the school and community.</td>
<td>Newspaper articles, Flyers, Webpage, Library events/programs, Photos, Develops promotional library material and opportunities, Networking with local libraries, Grant writing, Parent night documentation, Open House documentation</td>
<td>MSLG Reference: 3.8-10</td>
</tr>
<tr>
<td><strong>Standard 26:</strong> Attends local staff development meetings for professional growth.</td>
<td>Professional development documentation, PLC, Committee membership, Faculty meeting sign-in sheet/agenda, Local workshop attendance, District sponsored staff development involvement</td>
<td>MSLG Reference: 2.5-6, 6.11, Appendix C, D, &amp; K</td>
</tr>
<tr>
<td><strong>Standard 27:</strong> Belongs to professional library organizations and/or attends local, state, or national professional development workshops and meetings specifically geared to school librarians and applies new information learned.</td>
<td>Awards, Agendas/Memos, Certificates (Workshops/NBCT/etc.), License, CEU’s, Posted Diploma, Leadership role in a professional organization, Conference presenter, Conference/meeting/workshop program agenda/flyer/documentation, Evidence of implemented “learning” from professional development (ex. new trend, new books, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
| Standard 28: Promotes the Library Bill of Rights and Intellectual Freedom. | Photo, program, lesson, library professional development resources, journal articles, etc.  
Membership documentation  
District support of library specific professional development  
**MSLG Reference:** 2.5-6, 6.11, Appendix C, D, & K |
|---|---|
| Standard 29: Demonstrates a professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics. | Familiar with Miss. Code of Ethics  
Follows Miss. Code of Ethics  
Miss. Code of Ethics posted  
Observed behavior  
Posted degrees  
Posted licensure, awards, & certificates  
**MSLG Reference:** 1.4-5, 4.4, 6.5,6.10, Appendix F |
| Standard 30: Uses appropriate written and oral communication. | Presentations  
Emails  
Flyers  
Newsletters  
Newspaper articles  
Professional journal article  
Book reviews  
Observation  
Grant writing |
<table>
<thead>
<tr>
<th>MSLG Reference: 3.8</th>
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<table>
<thead>
<tr>
<th>Domain Total</th>
<th>Domain Average</th>
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<td>(divide by 6 indicators)</td>
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</table>

**Overall average score for all 5 domains**

Signatures:

Librarian _____________________________ Date __________________________

Evaluator _____________________________ Date __________________________

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Mississippi School Librarian Evaluation

Pre-Observation and Post-Observation Conference Form

Librarian__________________________________ School: ________________________________

Evaluator: ________________________________ School District: ____________________________

Observation: _______ Formative (fall) _______ Summative (spring)

Directions: The Librarian should complete question 1 – 5 and bring this form to the pre-observation or post-observation conference. A new form should be completed each time. The evaluator will add their comments to this form.

Domain I: How have you planned to meet your students’ needs?

Domain II: How do you develop and provide a comprehensive library program?

Domain III: What services are you providing to teachers and students?

Domain IV: How does the library environment demonstrate high expectations?

Domain V: How have you incorporated your professional development within the school community?
Areas of strength:

Areas of growth:

Professional Growth Goals:

1.

2.

Librarian comments (optional):

Evaluator comments (optional):

Librarian’s signature: _____________________________ Date: _______________________

Evaluator’s signature: _____________________________ Date: _______________________

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Mississippi School Librarian Evaluation Appraisal Rubric

**Summary Score**

| Librarian: ______________________________ | School: ______________________________ |
| Educator ID: ___________________________ | School District: _____________________ |
| Formal Observation: ___Fall ___Spring | Evaluator: ___________________________ |

<table>
<thead>
<tr>
<th>Standards</th>
<th>Distinguished (4 points)</th>
<th>Effective (3 points)</th>
<th>Emerging (2 points)</th>
<th>Unsatisfactory (1 point)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain I: Planning</strong></td>
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<tr>
<td>1. Plans long-range and short-range goals for the library.</td>
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<tr>
<td>2. Develops and implements library policies and procedures (e.g. material selection, copyright, technology, and circulation).</td>
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<tr>
<td>3. Plans for and provides necessary resources, technology, and instructional services to support library and institution’s goals.</td>
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<tr>
<td>4. Develops and communicates to administrators goals, objectives, and budgetary needs for the library program.</td>
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<tr>
<td>5. Plans or collaborates instruction that meets the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.</td>
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<td>6. Plans or collaborates instruction that aligns with AASL standards.</td>
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<td>7. Collaborates with individual school and/or district administrators to ensure that funds are budgeted to maintain the library program.</td>
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</table>

Domain score (average of standard scores under domain)
<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>Domain II: Management</strong></td>
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<tr>
<td>8. Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school’s instructional program.</td>
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<tr>
<td>9. Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility.</td>
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<td>10. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.</td>
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<tr>
<td>11. Maintains accurate library records and statistics on the use of its’ materials.</td>
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<tr>
<td>12. Trains and supervises library clerical staff, volunteers, and student helpers.</td>
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</tbody>
</table>

Domain score (average of standards under domain)

| **Domain III: Collaboration & Services** | | | | | |
| 13. Actively seeks positive rapport with students, encourages respect, and consideration of others. | | | | | |
| 14. Determines instructional needs within the library program by consulting with teachers and administrators. | | | | | |
| 15. Assists students and teachers in locating information and resources for research. | | | | | |
| 16. Teaches information and digital literacy as an integral part of the curriculum. | | | | | |
| 17. Provides training to students and staff in the use of resources, technology, and equipment. | | | | | |
| 18. Maintains effective communication with staff and students informing them of new acquisitions and library services. | | | | | |
| 19. Encourages reading by maintaining an awareness of students’ reading interests and providing guidance in the selection of appropriate materials. | | | | | |
| 20. Promotes appreciation of various forms of literature. | | | | | |

Domain score (average of standards under domain)
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<tr>
<td><strong>Domain IV: Library Environment</strong></td>
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<tr>
<td>21. Organizes the library for optimal use by students and faculty.</td>
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<td>24. Provides productive learning opportunities and maintains a climate of safety, respect, and support for all students and staff.</td>
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<td><strong>Domain score (average of standards under domain)</strong></td>
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<tr>
<td><strong>Domain V: Professional Responsibilities</strong></td>
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<td>25. Serves as an advocate for the library program in the school and community.</td>
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<td>26. Attends local staff development meetings for professional growth.</td>
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<td>27. Belongs to professional library organizations and/or attends local, state, or national professional development workshops and meetings specifically geared to school librarians and applies new information learned.</td>
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<td>29. Demonstrates a professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.</td>
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<td>30. Uses appropriate written and oral communication.</td>
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<tr>
<td><strong>Domain score (average of standards under domain)</strong></td>
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<tr>
<td><strong>Overall teacher performance score (average of domain scores)</strong></td>
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<td>141</td>
</tr>
</tbody>
</table>
Additional Information

Areas of strength:

Areas for growth:

Next steps:

This form is for district or school level documentation. It should not be submitted to MDE.
This page is intentionally left blank.
For more information, please contact Limeul L. Eubanks in the Office of Elementary Education.

601-359-2586

MSchoollibrary@mde.k12.ms.us