



Library Information Center Program Evaluation Rubrics

**School Library Information Services
South Carolina Department of Education**

**Inez M. Tenenbaum
State Superintendent of Education**

<http://www.myschools.com>

Catalyst:
through

An exemplary library information program supports a school's instructional program, extends and enhances the students' learning experiences, and serves as the information center of the **school community**. The **library information center** has an integral role in of the curriculum and provides a place where students are encouraged and motivated to seek, explore, and practice those information-seeking skills that are exhibited by lifelong learners. The goal of the No Child Left Behind legislation is for every child to be performing at the proficient level of academic achievement on state assessments by 2014. The **library information center** is central to the reform efforts made by schools and districts in order to fulfill this federal mandate.

National research has shown the importance of quality library information programs in higher levels of student learning and the educational process as a whole. Recent studies have shown a direct correlation between student achievement and quality library information programs (see the September 1, 2000, issue of the newsletter *Fast Facts: Recent Statistics from the Library Research Service*, online at <<http://www.lrs.org/documents/fastfacts/169crisis.pdf>>).

Research shows that student achievement is increased when

- (a) the **library information specialist** and the classroom teacher actively collaborate to plan and deliver instruction,
- (b) the **library information center resource collection** is current and aligned with the school's curriculum,
- (c) the **library information center** funding is sufficient to meet the program goals and objectives, and
- (d) the **library information center** has a sufficient number of staff members to meet the program goals and objectives.

It is imperative that every school in South Carolina determines how well its library information program is functioning to meet the new education accountability requirements. Surveys yield valuable information about the daily services provided by the **library information center**, but that information does not address how well the library information program aligns with state and national standards and program recommendations. A properly handled evaluation of a school library information program will determine

- (a) how well the program goals and objectives are being met,
- (b) how well the program is meeting the information and recreational reading needs of students and professional staff,
- (c) how well funding allocations are supporting and enhancing the library information program, and
- (d) how effectively the school library information program is impacting student learning.

The program evaluation rubrics in this document, which provide a broad perspective on school library information programs, are based on the recommendations set forth by the State

Department of Education (SDE) in *Catalyst: Setting the Standards for Student Learning through School **Library Information Centers*** and on the best practices outlined in *Information Power: Building Partnerships for Learning*, a joint publication by the American Association of School Librarians and the Association for Educational Communications and Technology to foster improvement in school library information programs.

Superintendents, principals, school **library information specialists**, district media supervisors, and building-level library information advisory committees should use these rubrics to evaluate all aspects of the current school library information programs in their schools or districts. With the results in hand, educators can establish long- and short-range plans to achieve the full integration of their library information programs into the curriculum and to accomplish the purpose of the **library information center** as a central force in efforts to raise academic achievement levels.

For assistance in using these evaluation rubrics, for additional information concerning school **library information centers**, or for assistance with building-level or district library information programs, contact

Martha Alewine,
Consultant, School Library information Services
South Carolina Department of Education
513-C Rutledge Building
1429 Senate Street
Columbia, South Carolina
Phone: 803-734-6293
E-mail: malewine@sde.state.sc.us

Achieving Exemplary School Libraries

Special thanks are extended to the following individuals for their work in developing these **library information center** program evaluation rubrics.

Chuck Baker
Information Specialist
Richland County School District Two

Sherrill Blankenship-Brown
Library information specialist
Orangeburg County School District Five

Paula Bordner
Library information specialist
Kershaw County School District

Mary Boyd
Library information specialist
Anderson County School District One

Kerry Dwyer
Library information specialist
Berkeley County School District

Sherwin Johnson
Principal
Abbeville County School District

Beverly Leslie
Library information specialist
Newberry County School District

Joe Myers
District Media Coordinator
Berkeley County School District

Dr. Donna Shannon
Associate Professor
School of Library and Information Science
University of South Carolina

Ida Thompson
Director, Instructional Technology Services
Richland County School District One

Peggy Watson
Library information specialist
Lexington County School District One

Paula Yohe
District Technology Director
Dillon County School District Two

FACILITATORS

Martha Alewine, Consultant
School Library information Services
South Carolina Department of Education

Mary Lou Benton
Consultant, Instructional Technology Services
Richland County School District One

Janet Boltjes
Library information specialist
Lexington County School District One

Mark Bounds
Education Associate
South Carolina Department of Education

Maria Cahill
Library information specialist
Beaufort County School District

Peggy Harrison
Library information specialist
Greenwood County School District Fifty

Lyn King
Library information specialist
Richland County School District Two

Dr. James Littlefield
Superintendent
Spartanburg County School District One

Jan Sarratt
Library information specialist
Cherokee County School District

Kathy Sutusky
Information Technology Specialist
Richland County School District One

Candi Vaughn
Library information specialist
Spartanburg County School District Five

Deborah Wimberly
District Technology Director
Marlboro County School District

Amanda LeBlanc
Library information specialist
Lexington County School District One

Dr. Paul Horne
Education Oversight Committee

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Note: Terms that appear in boldface type in the text are defined in the glossary in the back of this document.

Objective 1

The school has a **library information advisory committee (LIAC)** with diverse membership, that works regularly and consistently with the **library information specialist** to develop plans for the **library information program**, to enhance student learning through implementation of *IMPACT (Improving Media Programs and Connecting with Teachers)*, to integrate the library information resources and services into the school's total instructional program, to assess programming needs and requests (e.g., budget, staffing, schedule), and to advocate for the library information program.

Evidence

- Examine the **LIAC** membership roster for evidence of a diverse membership.
- Review minutes from the **LIAC** meetings, reports to the administration, and long- and short-range program plans for evidence of attendance, advocacy, program assessment, budget requests, and curriculum integration through implementation of *IMPACT*.
- Examine the **library information center policy and procedures manual** for such items as the **collection development** policy, public relations/advocacy plan, and assessment plans.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. For example: <ul style="list-style-type: none"> <input type="checkbox"/> The library information advisory committee extends advocacy beyond the school. <input type="checkbox"/> The library information advisory committee is involved in all stages of program planning and implementation. 	<input type="checkbox"/> The above objective is fulfilled.	<input type="checkbox"/> The above objective is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The school has a library information advisory committee. However, it does not participate in library information programming and implementation <input type="checkbox"/> The school has a library information advisory committee. However, it does not participate in the implementation of <i>IMPACT</i>. 	<input type="checkbox"/> The above objective is not fulfilled.

Recommendations:

- The school leadership and **library information specialist** should take immediate steps to establish a **library information advisory committee**.
- The school leadership and **library information specialist** should take immediate steps to ensure that the **library information advisory committee** is involved in program development and implementation.
- The school leadership and **library information specialist** should take immediate steps to implement *IMPACT* and to ensure that the **library information advisory committee** is involved in implementation.

Comments: (Use the back of this page if additional space is required.)

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Objective 2

The district has a **library information advisory committee (LIAC)** with diverse membership, that works regularly and consistently with the **district library information supervisor** and other district personnel to develop plans for the library information program, to enhance student learning through implementation of **IMPACT** (*Improving Media Programs and Connecting with Teachers*), to integrate the library information resources and services into the district's total instructional program, to assess programming needs/requests (e.g., budget, staffing, schedule), and to advocate for the library information programs.

Evidence

- Review the district leadership structure for evidence that the district has a **district library information supervisor**.
- Examine the district library information advisory committee's membership roster for evidence of a diverse membership.
- Review minutes from the district library information advisory committee meetings, reports to district administration, and long and short range program plans for evidence of attendance, advocacy, program assessment, budget requests, and curriculum integration through implementation of **IMPACT**.
- Examine the district library information **policy and procedures manual** for such items as the collection development policy, public relations/ advocacy plan, and assessment plans.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. For example: <ul style="list-style-type: none"> <input type="checkbox"/> The district library information advisory committee extends advocacy into the community. <input type="checkbox"/> The district library information advisory committee is involved in all stages of program planning and implementation throughout the district. 	<input type="checkbox"/> The above objective is fulfilled.	<input type="checkbox"/> The above objective is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The district does not have a district library information supervisor. <input type="checkbox"/> The district has a district library information supervisor; however, the district does not have a library information advisory committee <input type="checkbox"/> The district has a district library information supervisor and a library information advisory committee. However, the LIAC does not participate in library information program planning and implementation.. <input type="checkbox"/> The district has a district library information supervisor and a library information advisory committee. However, the LIAC does not participate in the implementation of IMPACT. 	<input type="checkbox"/> The above objective is not fulfilled.

Recommendations:

- The district leadership must take immediate steps to employ, or designate, a **district library information supervisor** who has qualifications as outlined in Objective 7 and in the Director of Information Services job description.
- The district leadership and **district library information supervisor** must take immediate steps to establish a **district library information advisory committee**.
- The district leadership and **district library information supervisor** must take immediate steps to ensure that the **district library information advisory committee** is involved in library information program planning and implementation.
- The district leadership and **district library information supervisor** must take immediate steps to implement **IMPACT** and to ensure that the **district library information advisory committee** is involved in the implementation.

Comments (Use the back of this page if necessary):

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Objective 3

Collaborative planning exists between the classroom teachers and **library information specialist(s)**. At least 25% of the classroom teachers actively work in partnership with the **library information specialist(s)** to plan, deliver, and evaluate lessons that link information literacy, technology education, and content and to assess student learning.

Evidence

- Review teacher and **library information specialist** lesson plans, **collaborative planning forms**, and the **library information center** calendar for evidence that the teachers and the **library information specialist(s)** jointly plan and deliver instruction.
- Conduct interviews with, and observations of, the teachers and **library information specialist(s)** for evidence of **collaborative planning**, delivery of instruction, and assessment of student learning.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. <input type="checkbox"/> Collaboration exists between at least 50% of the teachers and library information specialist(s) .	<input type="checkbox"/> The above objective is fulfilled.	<input type="checkbox"/> The above objective is partially fulfilled. <input type="checkbox"/> Collaboration exists between at least 10% of the teachers and library information specialist(s) .	<input type="checkbox"/> The above objective is not fulfilled. <input type="checkbox"/> No collaboration exists between the classroom teachers and the library information specialist(s) .

Recommendations:

- The school leadership should take immediate steps to ensure that **collaborative partnerships** involving the planning, delivery, and evaluation of lessons linking information literacy, technology education, and content exist between at least 25% of the classroom teachers and the **library information specialist(s)**.

Comments

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Objective 4

The **library information center professional staff** is involved in key decision-making committees (e.g. curriculum, technology, strategic planning, facilities planning, staff development) in the school.

Evidence

- Review committee membership rosters for evidence that the **library information specialist** is a member of key decision-making committees in the school.
- Examine attendance sign-in sheets, minutes, email messages, and memos for evidence that the **library information specialist** is a **contributing** member of key committees.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. <input type="checkbox"/> The library information center professional staff take active roles in multiple key decision-making committees and assume leadership roles when appropriate.	<input type="checkbox"/> The above objective is fulfilled. <input type="checkbox"/> The library information center professional staff take an active role in at least one key decision making committee	<input type="checkbox"/> The above objective is partially fulfilled. <input type="checkbox"/> The library information center professional staff responds to requests from key decision-making committees. Recommendation: <input type="checkbox"/> The school leadership should take immediate steps to expand the involvement of the library information center professional staff in all the key decision-making committees in the school.	<input type="checkbox"/> The above objective is not fulfilled. <input type="checkbox"/> The library information center professional staff is not involved with any key decision-making committee. Recommendation: <input type="checkbox"/> The school leadership should take immediate steps to include the library information center staff as a member of at least one key-decision making committee (e.g. curriculum, technology, strategic planning, facilities planning, staff development) in the school.

Comments (Use the back of this sheet if additional space is required.)

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Objective 5

The **library information center professional staff** collects and correlates data annually to demonstrate the impact of the **library information program** on student learning and achievement and formally reports the results to the school leadership.

Evidence

- Examine the **library information center** long and short-range plans as developed by the **LIAC**, **collaborative planning forms**, and the **library information center policy and procedures manual** for evidence of plans for data collection and use.
- Examine reports from **library information specialist** and **LIAC** to school leadership showing aggregation of data (e.g. evaluation rubrics, MAP test results, Benchmark test results, PACT scores, student/teacher surveys, student interviews) that demonstrate the impact of the library information program on student learning and achievement.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. <ul style="list-style-type: none"> <input type="checkbox"/> The library information center professional staff formally collects data from a variety of sources and reports findings to school leadership at least twice a year. <input type="checkbox"/> The library information center professional staff uses data to enhance collaborative planning and for program improvement. 	<input type="checkbox"/> The above objective is fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The library information center professional staff formally collects data from a variety of sources and reports findings to school leadership annually. 	<input type="checkbox"/> The above objective is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The library information center professional staff informally collects data. <input type="checkbox"/> The library information center professional staff informally provides information to the school leadership concerning student performance. 	<input type="checkbox"/> The above objective is not fulfilled.

Recommendations:

- The **library information center professional staff** should take immediate steps to develop a formal system for collecting and analyzing data to demonstrate the impact of the library information program on student learning and achievement, and to report the results to the school leadership
- The **library information center professional staff** should take immediate steps to collect data relative to the media center that demonstrates student learning and achievement.
- The **library information center professional staff** should take immediate steps to use aggregated data to improve student learning, collaborative partnerships, and library programming.

Comments

Achieving Exemplary School Libraries

Objective 6

Implementation of a fully **flexible schedule** provides access to the **library information center** at all times during the instructional day.

Evidence

- Review the school's master schedule for evidence that the **library information center** is not scheduled by the administration.
- Review the **library information center** calendar, **collaborative planning forms**, teacher and media specialist lesson plans for evidence that classes are scheduled into the **library information center** at the point of instructional need and as determined by **collaborative planning** between the teachers and the **library information specialist(s)**.
- Conduct interviews with the teachers and the **library information specialist(s)** for evidence that are both involved in instructional delivery and jointly schedule classes to use the **library information center**.
- Conduct interviews with students for evidence that they can use the **library information center** when necessary for school work or for personal information.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. <input type="checkbox"/> The library information center operates on a fully flexible schedule and is available beyond the normal school day.	<input type="checkbox"/> The above objective is fulfilled.	<input type="checkbox"/> The above objective is partially fulfilled. <input type="checkbox"/> The library information center schedule is flexibly scheduled at least 50 percent of the time but does include some regularly scheduled classes.	<input type="checkbox"/> The above objective is not fulfilled. <input type="checkbox"/> The library information center does not operate on a flexible schedule . <input type="checkbox"/> The library information center does have limited flexible time; however, classes have a regular library time as set by the administration. <input type="checkbox"/> The library information center does have limited flexible time; however, teachers sign up for a regular weekly library time.

Recommendations:

- The school leadership should take immediate steps to implement a **flexible schedule** in the **library information center** to provide student and teacher access to information and other materials and resources at the point of instructional need.

Comments (Use the back of this page if additional space is required.)

Achieving Exemplary School Libraries

Objective 7

The **library information center resource collection** is current and of sufficient quantity and quality to meet the information needs of the **school community**.

Evidence

- Examine statistics from such sources as the automated circulation system, **LMS Annual Survey**, **collection analysis** for evidence of size and age of the resource collection.
- Review the **library information center policy and procedures manual** for evidence of a collection development plan (including acquisitions and weeding) and a challenged materials policy.
- Review the school's **curriculum map** and the **library information center collection map** for evidence of a correlation between the school's implemented curriculum and the **library information center resource collection**. (Sample comparisons may be made by searching the OPAC for resources available for selected topics.)
- Review results of teacher and student surveys and **collaborative planning** guide for evidence that the collection supports the instructional program and provides materials for class assignments, projects, recreational reading, and personal information needs.
- Conduct interviews with the **library information center professional staff** and teachers for evidence of the availability of instructional resources, productivity software, response to teacher requests for materials, and collection support of the curriculum.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded, by reflecting the following SDE program recommendations as reflected in Catalyst . <ul style="list-style-type: none"> <input type="checkbox"/> Elementary, K–12, and special purpose schools should have a minimum of 15 volumes per student or 3,000 volumes, whichever is greater. <input type="checkbox"/> Middle and high schools with enrollments of fewer than 200 students should have a minimum of 2,500 volumes. <input type="checkbox"/> Middle and high schools with enrollments equal to or greater than 200 students should have a minimum of 10 volumes per student, up to 12,500 volumes. <input type="checkbox"/> The collection meets the SACS recommended age: <ul style="list-style-type: none"> - Non-fiction – no more than 11 years from current calendar date - 500s – no more than 7 years from current calendar date - 600s – 7 years from current date - 900s (Geography) – no more than 7 years from current calendar date 	<input type="checkbox"/> The above objective is fulfilled, by meeting the minimum recommended standard. <ul style="list-style-type: none"> <input type="checkbox"/> The collection reflects the minimum standard of 10 useable books per student. The non-fiction print collection is no more than 15 years from the current calendar date. 	<input type="checkbox"/> The above objective is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The library information center resource collection meets the recommended minimum of 10 useable books per student; however, the collection is outdated and does not match the school's curriculum. <input type="checkbox"/> The library information center resource collection does not meet the recommended minimum of 10 useable books per student; however, the collection is current and matches the school's curriculum. <input type="checkbox"/> The library information center resource collection does meet the recommended minimum of 10 useable books per student; however the collection is current but does not match the school's curriculum. <input type="checkbox"/> The non-fiction print collection is no more than 20 years from the current calendar date. 	<input type="checkbox"/> The above objective is not fulfilled.

Recommendations:

- ❑ The school leadership should review and revise its existing funding procedures to ensure appropriate allocation to the **library information center** for **collection development**.
- ❑ The school leadership and the **library information center professional staff** should take immediate steps to establish and implement a collection development plan to address updating the resource collection, increasing the size of the collection, and matching the collection to the school's curriculum.

Comments

Achieving Exemplary School Libraries

Objective 8

The library information program supports the school's reading plan by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state reading programs.

Evidence

- Examine the library information center calendar for evidence of activities (e.g. author visits, book talks, visiting readers family reading night, book fairs, book clubs, literature circles, storytelling) that promote reading.
- Examine the school calendar for evidence of activities that include the library information center in the promotion of reading.
- Conduct a walk-through of the school, particularly the media center, for evidence of displays of books, student work, and photographs that promote and encourage reading.
- View randomly selected student-produced news shows for evidence of reading promotion.
- Review randomly selected written announcements for evidence of reading promotion.
- Request samples of communications (e.g., e-mail, memos) for evidence of reading promotion.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded. <ul style="list-style-type: none"> <input type="checkbox"/> The library information professional staff is actively involved with the planning and implementation of the school's reading program. <input type="checkbox"/> The library information professional staff reports regularly to the school and district leadership about the impact of the reading program on student reading attitudes and achievement. 	<input type="checkbox"/> The above objective is fulfilled.	<input type="checkbox"/> The above objective is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The library information program encourages students' participation in various state reading programs (e.g. SC Children's Book Award Program, SC Junior Book Award Program, or the SC Young Adult Book Award program) but the library information center is not part of the school reading program. <input type="checkbox"/> The library information program offers a variety of reading materials but there is no participation in any formal state reading program. 	<input type="checkbox"/> The above objective is not fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The library information program does not support the school's reading plan by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state reading programs.

Recommendations:

- The library information center professional staff must take immediate steps to identify state reading programs and develop a plan for participation.
- The school leadership must take immediate steps to include the library information program as part of the school-wide reading plan beyond managing the school's computerized reading management program and provide resources to implement this program.
- The library information center professional staff must take immediate steps to support the school's reading plan by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state reading programs.

Comments

Achieving Exemplary School Libraries

Objective 9

The school **library information center** has adequate staff, appropriate funding, and facilities to meet the information needs of all members of the school community.

Evidence

- Examine the school staff listing, the school's latest **SACS** report, or the most recent **LMS Annual Survey** to determine the number of **library information center** professional and paraprofessional staff.
- Review the employment contracts for the **library information center** staff members to determine the length of the contracts (e.g. 195 days, 200 days, 210 days).
- Review the school's duty roster, **library information center** calendar, and library-planning book for evidence that **library information center** staff members are not assigned duties that are unrelated to the **library information center** (e.g. bus duty, cafeteria/lunch duty, substitute teacher).
- Review the school's substitute records, or **library information center** calendar for evidence that a substitute is provided when the **library information specialist** is absent.
- Determine the square footage in the **library information center** by examining the floor plans or by measuring the actual facility and then compare the results to the State Department of Education's (SDE) space requirements (see *Catalyst*, appendix H).
- Conduct a walk-through observation of the **library information center** for evidence that
 - space is available for different activities and simultaneous uses by groups of various sizes,
 - library furniture is appropriate for students, teachers, and others,
 - the **library information center** is centrally located,
 - the library information center is in use by classes, individual students, and teachers, and
 - a professional room and collection, a secured audio-visual room, office space, and a wired workroom space are available.
- Conduct a technology audit for evidence that networked resources, including the **OPAC**, are available within and beyond the **library information center**.
- Examine the **library information center** budget, needs assessments, teacher and student surveys, curriculum/collection maps for evidence that the budget is sufficient to effectively support all areas of the **library information center** operations.

Exemplary	Proficient	Emerging <small>*See Recommendations</small>	Deficient <small>*See Recommendations</small>
<input type="checkbox"/> The above objective is fulfilled and exceeded, by meeting the SDE staffing, funding, and facilities recommendations found in <i>Catalyst</i> *	<input type="checkbox"/> The above objective is fulfilled, by providing the requested level of funding and by meeting the SACS minimum staffing and facilities recommendations. **	<input type="checkbox"/> The above objective is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> One or more of the staffing, facilities, and/or funding requirements have been met, but none are at the proficient level. 	<input type="checkbox"/> The above objective is not fulfilled.

Recommendations:

- The school and district leadership should take immediate steps to bring the **library information center** staffing to the proficient standard.
- The school leadership should take immediate steps to ensure that funding for the library is sufficient to meet the instructional and information needs of the school community.
- The district and school leadership should take immediate steps to design or renovate facilities to meet the SDE standards for a **library information center** facility.

Comments:

Achieving Exemplary School Libraries

Catalyst: Setting the Standard for Student Learning through School Libraries

*** Exemplary Level**

Staffing	Funding	Facilities
<ul style="list-style-type: none"> <input type="checkbox"/> Library information center staff meets the applicable SDE recommendations: <ul style="list-style-type: none"> <input type="checkbox"/> 0–499 ADM: one LMS and one full-time aide <input type="checkbox"/> 500–999 ADM: one LMS and two full-time aides <input type="checkbox"/> 1,000–1,499 ADM: two LMS and two full-time aides <input type="checkbox"/> 1,500–1,999 ADM: two LMS and three full-time aides <input type="checkbox"/> 2,000+ ADM: three LMS and three full-time aides <input type="checkbox"/> The library information center staff members work the equivalent of a teacher contract plus a minimum of twenty days. <input type="checkbox"/> Members of the library information center support staff work the equivalent of a teacher contract plus a minimum of ten days. <input type="checkbox"/> District-level support for school library information programs includes a full-time school library information supervisor who is a certified and experienced school library information specialist. Staffing is based on the number of school library information centers in the district: <ul style="list-style-type: none"> • 1–20: one district media supervisor with other district duties • 21–40: one district media supervisor • 41–80: one district media supervisor and one technical services certified library information specialist • 81+: one secondary -level district media supervisor, one elementary-level district media supervisor, and two technical services certified library information specialists <input type="checkbox"/> A substitute who is trained and familiar with the daily operations of the library information center is provided every day that a library information specialist is absent <input type="checkbox"/> Library information center professional and paraprofessional staff members are not required to carry out responsibilities that are unrelated to the media center (e.g., bus duty, hall duty, cafeteria duties, substitute teaching duties, testing coordinator duties). 	<ul style="list-style-type: none"> <input type="checkbox"/> The library information center program receives sufficient funds—not less than 20 percent of the total instructional budget annually—to acquire library materials, equipment, and supplies for the library information program. 	<ul style="list-style-type: none"> <input type="checkbox"/> The library information center has space for a professional collection, a secured audiovisual room, office space for the library professional, separate office space for the support staff, and wired workroom space with areas for materials processing. <input type="checkbox"/> The library information center is automated, with access to the OPAC and other network resources being available in every classroom, office, and workroom and beyond the school via remote access. <input type="checkbox"/> The library facility exceeds the SDE’s minimum-space recommendations. <input type="checkbox"/> The library information center has space is appropriate for the school community to pursue multiple learning experiences, classroom space for group instruction, conference space, and space for technology (i.e. computers and information resources). <input type="checkbox"/> The library information center furniture is appropriate for all members of the school community.

Achieving Exemplary School Libraries

Catalyst: Setting the Standard for Student Learning through School Libraries

****Proficient Level**

Staffing	Funding	Facilities
<ul style="list-style-type: none"> <input type="checkbox"/> The library information center staff members work the equivalent of a teacher contract plus a minimum of ten days. <input type="checkbox"/> Members of the library information center support staff work the equivalent of a teacher contract plus a minimum of five days. <input type="checkbox"/> District-level support for school library information programs includes a full-time school library information supervisor who is a certified and experienced school library information specialist. Staffing is based on the number of school library information centers in the district: <ul style="list-style-type: none"> • 1–40: one district media supervisor with other district duties • 41–80: one district media supervisor • 81+: one district media supervisor and one technical services certified library information specialist <input type="checkbox"/> A substitute is provided every day that a library information specialist is absent. <input type="checkbox"/> Library information center professional and paraprofessional staff members are not required to carry out responsibilities that are unrelated to the media center (e.g., bus duty, hall duty, cafeteria duties, substitute teaching duties, testing coordinator duties). 	<ul style="list-style-type: none"> <input type="checkbox"/> The library information center program receives sufficient funds - not less than 10 percent of the total instructional budget annually- to acquire library materials, equipment, and supplies for the library information program. 	<ul style="list-style-type: none"> <input type="checkbox"/> The library information center has some space for a professional collection, an audiovisual area, office space for the library staff, and wired workroom space. <input type="checkbox"/> The library information center is automated, with access to the OPAC and other network resources being available in every classroom, office, and workroom. <input type="checkbox"/> The library facility meets the SDE minimum space requirements. <input type="checkbox"/> The library information center has space for the school community to access, use, and communicate information from internal and external sources as well as space for direct instruction. <input type="checkbox"/> The library information center furniture is appropriate for a majority of the members of the school community.

Glossary

ADM. Average daily membership. The aggregate number of days for which students are enrolled in school, divided by the number of days in the reporting period. The ADM is computed for all public schools and districts at the end of 45 days and 135 days of school. The latter count is considered official for funding purposes.

automated circulation system. A computerized system used to support basic library functions such as circulation, cataloging, and acquisitions.

collaborative planning. The joint working of two or more individuals (e.g., teachers, **library information specialists**, reading teachers, itinerant teachers, resource teachers, parents, community representatives) to plan lesson and unit content, the delivery of instruction, and the assessment of student achievement.

collaborative planning forms. Forms for use by collaborating educators (e.g., classroom teachers, **library information specialists**, reading teachers, itinerant teachers, resource teachers) to outline a proposed lesson. Use of this form gives the collaborating educators space to note individual responsibilities for the lesson, include the focus question for the unit or lesson being planned, identify the appropriate information literacy and technology skill(s), list needed resources beyond the textbook, and evaluate how well the **library information center collection** supported the lesson or unit. The form is available online at http://www.myschools.com/offices/technology/ms/lms/Collaborative_Planning_Guide.doc

collection. The instructional, reference, research, and recreational reading materials (print and non-print) housed in the **library information center** for use by teachers, students, administrators, and others.

collection analysis. The process of evaluating the library resource collection for size, age, and connection and correlation to the school's curriculum.

collection development plan. The systematic process for selecting, acquiring, evaluating, maintaining, and renewing the library information **print resources**, **non-print resources**, and equipment to support and enhance the school's instructional program. The SDE recommends a renewal rate of 5 percent annually.

collection map. A visual representation of how the **library information center resource collection** directly supports the school's curriculum. The **collection map** is based on a school's **curriculum map**, facilitates the aligning of the media center resource collection with the curriculum, and shows the number of resources available for each instructional unit in a school and the age of these resources. A **collection map** is an essential component of a media center **collection development policy**.

curriculum map. A visual representation of the curriculum implemented in a school. Organized on a time continuum by teacher, by grade, and by subject area, a **curriculum map** shows overlapping instructional units as well as gaps in the curriculum and facilitates the aligning of a school's instructional program with state academic standards.

district library information advisory committee. A representative group of library information specialists, teachers, administrators (district-level and building-level), other district personnel, parents, and community members who work with the **district library information supervisor** to set district **library information program** policies and goals. The district **library information supervisor** chairs the committee, whose members act as advocates for the **library information center** within the broader community beyond the schools. This committee serves the **district library information supervisor** and the district **library information program** in much the same way as the superintendent's cabinet serves the district superintendent.

district library information supervisor. A district-level person who "...coordinates the operation of a district-wide library information program that encompasses all aspects of instructional resources. The major goal is to provide access to information through a variety of sources at each building and throughout the district. The supervisor serves as a member of curriculum development teams, and as a planner and implementer of the K-12 instructional program." ("Position Paper on the School Library information Supervisor." American Association of School Librarians. <http://www.ala.org/aaslTemplate.cfm?Section=positionstatements&template=/ContentManagement/ContentDisplay.cfm&ContentID=31957>)

flexible access. See **flexible schedule**.

flexible schedule. A **library information center** schedule that allows use of the center at the point of need by individuals, small groups, or classes. The schedule is determined by the **library information specialist** and classroom teachers working in close collaboration to facilitate the integration of **information literacy** skills, technology skills, and the appreciation of reading into the classroom curriculum.

I.M.P.A.C.T. Improving Media Programs and Connecting [with] Teachers: Teaching and Learning for the 21st Century. The SDE's model for integrating information literacy and technology skills within the curriculum using inquiry-based instruction within the Big6™ problem-solving model. See the document ***IMPACT: Teaching and Learning for the 21st Century*** online at <http://www.myscschools.com/offices/techn/ms/lms/>.

information literacy. The ability to identify, locate, and effectively use information on the issue or problem at hand.

Library information Advisory Committee (LIAC). A representative group of teachers, students, administrators, parents, and community members who work with the **library information specialist** to set **library information program** policies and goals. The **library**

information specialist chairs the committee, whose members act as advocates for the **library information center** within the **school community** and in the broader community beyond the school. This committee serves the **library information specialist** and the **library information program** in much the same way as the school improvement council serves the principal.

library information center. The area of the school where a broad range of resources and activities under the direction of a professional, certified **library information specialist** are available to support and enrich the instructional program of the school.

library information program. The planned library-related activities originating in and through the **library information center** to provide resources, services, and facilities to support and enrich the school's curriculum and facilitate the achievement of the goals of the school and the district. The library information program is administered and managed by a professional, certified **library information specialist**.

library information specialist. An individual with appropriate certification and professional preparation both in education and in library and information science who has the responsibility for administering and managing the **library information program**.

LMS Annual Survey. The online survey conducted each year by the SDE's School Library information Services to collect data from South Carolina school **library information centers**.

nonprint resources. Library materials other than printed works; sources of information such as videotapes, audiocassettes, computer software, CD-ROMs, DVDs, and Web sites.

OPAC. Online public access catalog. The computerized index to materials housed in the **library information center**; the computerized card catalog.

performance matrix. A part of the **South Carolina K–12 information literacy and technology education integration plans**. The matrix shows by grade level the **information literacy** and technology skills that students should master and be able to perform independently. Available online at http://www.myscschools.com/offices/technology/ms/lms/Performance_Matrix_web.doc

policy and procedures manual. The document that outlines how the **library information center** is managed. Each school **library information center** should have an up-to-date **policy and procedures manual**. Each district should have a district library information **policy and procedures manual**. A template for creating or updating a **policy and procedures manual** is available on the School Library information Services Web site at <http://www.myscschools.com/offices/technology/ms/lms/>.

print resources. Library materials available as books, magazines, professional journals, and other materials in tangible printed format.

productivity tools. Any software and related technologies that can be used for personal, professional, or classroom work to increase efficiency and facilitate use of information literacy and technology skills (e.g. Microsoft Office).

professional collection. The books, periodicals, videotapes, and other resources that are housed in the **library information center** to encourage and facilitate the professional development of the school's certified staff.

resource collection. See **collection**.

SACS. Southern Association of Colleges and Schools, the accrediting agency for K-12 schools and higher ed institutions.. The home page of the Association's Web site is at <http://www.SACS.org>.

school community. All persons having direct ties to the local school—students, teachers, support staff, administrators, and parents.

South Carolina K–12 information literacy and technology education integration plans. See *I.M.P.A.C.T.*

usable books. Books in the library information center collection that are current, matched to the school's curriculum and that age and developmentally appropriate for the students.

weeding. The systematic removal of old, obsolete, worn, irreparable materials from the **library information center resource collection**. Materials deemed too old for the **library information center resource collection** are too old for classroom libraries and other school uses and should be discarded. The **library information center professional staff** should follow district procedures when discarding items from the **library information center**.

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