

Library Audits

Deep Dive into the Library Monitoring Rubric



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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2023-2024





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6




VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Reading is an
active,
imaginative act;
it takes work.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.

Overview

Library Monitoring Rubric

No. 1

Library audits only occur during a FULL district audit

No. 2

COMPLETE rubric is located on MDE library website

No. 3

CONNECTED to AASL National School Library Standards

No. 4

Serves to OPEN communication between librarian and administration



2.3: The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth ($\frac{1}{4}$) of the workday to library/media administrative activities. {Miss. Code Ann. § 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.



3: The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance.
{Miss. Code Ann. § 37-3-46(b)}



3.6: Administrators who rate as school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.



18: Each school has a library media center. Refer to the current edition of the Mississippi Public and Nonpublic School Library Guide. {Miss. Code Ann. § 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.



MS School Library Guide and Resources



Monitoring Rubric

DOMAIN I: LIBRARY COLLECTION		
1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.		
Evidence: Collection Statistics; Training Documents; OPAC Lessons		
Minimum Requirements		Progressive (Minimum +)
<input type="checkbox"/> Circulation/Cataloging Capacity	<input type="checkbox"/> 2 management computers	
<input type="checkbox"/> Librarian Management computer	<input type="checkbox"/> Online access to materials available in the school library throughout the school facility/remote sites	
<input type="checkbox"/> Barcode scanner	<input type="checkbox"/> Remote circulation and inventory capabilities	
<input type="checkbox"/> Online access to materials available in the school library		
<input type="checkbox"/> All equipment and materials cataloged		
<input type="checkbox"/> Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System		
<input type="checkbox"/> Teacher and student OPAC (Online Public Access Catalog) training		
<input type="checkbox"/> Inventory capabilities		
Library Guide	Evidence	Notes
<input type="checkbox"/> Section 4.7: Cataloging and Processing	<input type="checkbox"/> Collection Statistics <input type="checkbox"/> Training Documents <input type="checkbox"/> OPAC Lessons	

Source: Miss. Code Ann. § 37-17-6 (Adopt 6/2018) » 2

DOMAIN I: LIBRARY COLLECTION

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.

Evidence: *Collection Statistics; Training Documents; OPAC Lessons*

Minimum Requirements

- Circulation/Cataloging Capacity
- Librarian Management computer
- Barcode scanner
- Online access to materials available in the school library
- All equipment and materials cataloged
- Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System
- Teacher and student OPAC (Online Public Access Catalog) training
- Inventory capabilities

Progressive (Minimum +)

- 2 management computers
- Online access to materials available in the school library throughout the school facility/remote sites
- Remote circulation and inventory capabilities

Organized by **3 DOMAINS**


Includes **12 STANDARDS**

Examples of **EVIDENCE**


Contains **REQUIREMENTS**

Organization


Monitoring Rubric Data




DO NOT collect items in a box throughout the year.




Pictures or photo albums are **NOT** required as evidence.



Using computer files or cloud storage is a great way to organize and store digital documents.



A binder or folder is a great way to collect and organize reports and other information.



Use whatever type of organization process the helps locate information quickly.

Library Policies and Procedures	
Library Monitoring Rubric	2.3 School Library Policies and Procedures: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.
Librarian Growth Rubric	Domain III Library Culture and Learning Environment Standard 7: Resources are selected according to the principles of the <i>School Library Bill of Rights</i> and <i>Intellectual Freedom</i> and provides access to information in consideration to students' needs, abilities, and diversity.
School Library Guide	Section 1.4: Intellectual Freedom; Section 1.5: Freedom to Read; Section 4.1: Understanding Collection Development; Section 4.5: Weeding of Collection Resources; Section 4.6: Challenged Materials; Section 4.7: Cataloging and Processing; Section 6.5: Librarian Evaluation; Section 6.9: Policies and Procedures Handbook
Examples of Evidence	<ul style="list-style-type: none">o Cataloging and Processing Policieso Circulation Policyo District Policieso <i>Library Bill of Rights and Intellectual Freedom</i> Policies and Procedures Manual

Organized by **7 CATEGORIES**

Includes **AUDIT** connections

Includes **PGS** connections

Includes **GUIDE** sections

Examples of **EVIDENCE**

Category 1

Library Collection



All library collections **shall** be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and ebooks. The school library **shall** barcode and place correct spine labels on the physical item and add all record information in the automated system.



- Circulation/Cataloging Capacity
- Librarian Management computer
- Barcode scanner
- Online access to materials available in the school library
- All equipment and materials cataloged
- Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System
- Teacher and student OPAC (Online Public Access Catalog) training
- Inventory capabilities



Evidence

- ✓ Collection Statistics
- ✓ Training Documents
- ✓ OPAC Lessons



Pontotoc High School Library
123 N Main Street Pontotoc, MS 38863
09/06/2017 01:16 PM

Holdings By Item Report Class

Category / Class	Have	Lost	Out	In	Reserve	Cost	Cost Average	Copyright Average
000	86	7	0	86	0	\$657.43	\$25.29	1995
100	61	15	1	60	0	\$676.84	\$18.80	1992
200	88	12	0	88	0	\$718.38	\$16.71	1982
300	722	45	31	691	0	\$9,455.03	\$22.30	1995
400	70	17	0	70	0	\$376.96	\$17.13	1983
500	319	36	1	318	0	\$3,806.91	\$23.27	1988
600	470	31	2	468	0	\$4,984.14	\$21.96	1992
700	429	32	5	424	0	\$4,760.95	\$23.45	1988
800	376	25	0	376	0	\$2,451.24	\$20.95	1982
900	650	46	0	650	0	\$4,051.30	\$20.78	1983
Audiocassettes	1	0	0	1	0	\$10.00	\$10.00	1994
Biography	718	35	50	668	0	\$5,666.47	\$19.95	1984
CD	3	0	0	3	0	\$35.00	\$11.67	2000
CD ROM	1	0	0	1	0	\$25.00	\$25.00	2011
DVD	212	3	18	194	0	\$3,794.07	\$18.80	2005
eBook	6	0	0	6	0	\$75.00	\$15.00	2012
Fiction	1,610	182	58	1,552	1	\$20,601.49	\$15.82	2001
Kits	1	0	0	1	0	\$0.00	\$0.00	2010
Mississippi Writers	9	0	0	9	0	\$213.00	\$26.63	1994
Reference	366	0	1	365	0	\$12,304.83	\$73.24	1984
Short Story HS	55	14	0	55	0	\$345.66	\$10.17	1984
Teacher Resource	55	9	0	55	0	\$371.18	\$23.20	2005
Total:	6,308	510	167	6,141	1	\$75,180.88	\$21.64	1991

LESSON 1 INTRODUCTION (Library)

Objective

- Identify parts of a book: spine, publisher, and call number.

Duration

- 1 class period (includes time for students to check out books if necessary)

Materials

- Online review game site or slideshow presentation
- Poster or handout of the parts of a book

TASKS

- Describe the parts of the book – spine, publisher, and call number.
- Model how to play the interactive quiz game so that students understand how to be respectful while having fun with the game.
- Play the game where students will select the correct answer after the part of the book has been shown.
- Teach this lesson using either a slideshow presentation or an online review game site (e.g., Kahoot, FlipQuiz, or Quizziz).

Lesson Plans for School Libraries > 18



Collection **shall** include nonfiction, fiction, and easy titles. The collection **shall** be consistently weeded, and assessments shall be used to guide selection of materials. Collection **can** also include ebooks that can be circulated or tracked through the library's automated system.



- A goal 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, diverse collection that is both age and content appropriate



Evidence



- ✓ Historical Collection Report
- ✓ Weeding Report
- ✓ Requisitions
- ✓ Collection Development Plan

WEEDING OVERVIEW

Audit Rubric: Section 1 | PDS Rubric: Standards 2 & 3 | Guide: Section 4.5

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

RULES TO LIVE BY

- ✓ Do not throw everything out because copyright dates. It is the average of the collection.
- ✓ Work with your subject area teachers to weed their areas. Ex: English teachers can assist in weeding 800s.
- ✓ A collection development plan helps create a timeline and backs up the reason for weeding.
- ✓ Use reports from your automated system to help with making decisions about weeding.
- ✓ Never underestimate the power of a fresh, attractive copy.

SCAN to learn more about Rebecca Vink's Weeding Handbook

COLLECTION DEVELOPMENT PLAN

A collection development plan serves a dual purpose. It is the librarian's guide to what to buy and what to weed. The collection development plan informs the school administrator how and why the librarian selects the books to purchase and the books to weed.

WEEDING SCHEDULE EXAMPLE

Call Number	Goal to Meet	SY 23	SY 24	SY 25	SY 26	SY 27	SY 28
000	5 years	WEED				WEED	
100	5 years	WEED				WEED	
200	5 years	WEED				WEED	
300	3 years		WEED				WEED
400	5 years			WEED			
500	3 years			WEED			
600	3 years		WEED	WEED			WEED
700	5 years				WEED		
800	5 years				WEED	WEED	
900	3 years		WEED				WEED
Professional	3 years			WEED			
Fiction	5 years	WEED				WEED	

Weeding Overview > 1

Library Weeding Log

From: 10/1/2013 To: 10/31/2013

10/30/2013 - Copies Removed: 105

Alex and the ironic gentleman : a novel (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
FIC KRESS	52504162	\$15.00	10/23/2010	elizabeth simmons
Was Available -- Weeded				

AN OCEAN APART, A WORLD AWAY (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
FIC NAMOKA	525005308	\$15.00	1/8/2011	elizabeth simmons
Was Available -- Weeded				

ARIES RISING : STAR CROSSED (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
FIC HILL	52503389	\$10.00	10/26/2010	elizabeth simmons
Was Available -- Weeded				

BACK TO THE DIVIDE (Removed: 2)

Call Number	Barcode	Price	Acquired	Removed By
FIC KAY	5250005173	\$25.00	1/7/2011	elizabeth simmons
Was Available -- Weeded				
FIC KAY	5250005174	\$25.00	1/7/2011	elizabeth simmons
Was Available -- Weeded				

Beautiful creatures (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
FIC GARCIA	52503191	\$35.00	11/29/2010	elizabeth simmons
Was Available -- Weeded				

BOYS ARE DOGS (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
FIC MARGOLIS	52504865	\$10.00	12/6/2010	elizabeth simmons
Was Available -- Weeded				

Boys are dogs (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
FIC MARGOLIS	52504869	\$10.00	12/6/2010	elizabeth simmons
Was Available -- Weeded				

Breakout squad (Removed: 2)

Call Number	Barcode	Price	Acquired	Removed By
FIC LUCAS	52503375	\$10.00	10/12/2010	elizabeth simmons
Was Available -- Weeded				

Report generated on 10/31/2013 at 10:28 AM Page: 1 Total pages: 38



HINT: Age and Use is more important than the number of books.



Collection **shall** include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines **shall** be included in this collection.



- A core reference collection that is in good condition that supports the school's current instructional program
- A well-balanced collection that is both age and content appropriate



Evidence

- ✓ Reference Lessons
- ✓ Weeding Report Requisitions
- ✓ Collection Development Plan



LESSON 1: INTRODUCTION (MS STUDIES)

Objective

- Students will demonstrate an ability to show understanding of how the cultural and historical context influenced the blues and use search skills and technology tools to find and share information.

Duration

- 2 class periods

Materials

- Computers with internet access
- "Depot Blues"
- Reading materials from the *Library of Congress*

Tasks

1. Provide students with articles from *Library of Congress* to read independently and student will listen to the music links embedded in the articles.
2. Once they have read the articles, students will post comments or questions on a online discussion board platform. The discussion board will lead into a broader discussion of the birth of the blues in Mississippi.
 - a. Students will also answer specific questions regarding the reading and listening samples. Questions may include: (1) When and where did the blues originate? Or (2) What subjects were used in the blues?
3. **Optional:** Students can create a pathfinder containing other available resources that can be added to the school library's online system through the "resource list" function.

LESSON 2: RESEARCH (LIBRARY)

Objective


- Students will improve their database and web search skills and create online playlist of musical selection.

Duration

- 2 class periods

Materials

- Computers with internet access
- List of Mississippi blues musicians
- Pathfinder created by school librarian
- YouTube Playlist instructions



Deskins, L.C. Content-Area Collaborators for Secondary Grades, ALA Editions, 2020. 3

Resource	Elementary (Prek-5)	
Encyclopedia, General	<ul style="list-style-type: none"> • At least 1 or more online general, grade-level appropriate encyclopedia (MAGNOLIA) AND • 1 current set of print, not older than 5 years 	<ul style="list-style-type: none"> • At least 1 or more online general, grade-level appropriate encyclopedia (MAGNOLIA)
Dictionaries	<ul style="list-style-type: none"> • Electronic access to online dictionary AND • Up to 5 copies of recent, appropriate dictionary AND • Foreign language dictionaries available for languages taught or spoken in the school and represented by the community 	<ul style="list-style-type: none"> • Electronic access to online dictionary AND • Up to 5 copies of recent, appropriate dictionary AND • Foreign language dictionaries available for languages taught or spoken in the school and represented by the community
Atlases	<ul style="list-style-type: none"> • 1 Globe AND • 1 US Atlas AND • 1 World Atlas AND • Electronic access to online atlas and map resources (MAGNOLIA) 	<ul style="list-style-type: none"> • 1 Globe AND • 1 US Atlas AND • 1 World Atlas AND • Electronic access to online atlas and map resources (MAGNOLIA)
Almanacs	<ul style="list-style-type: none"> • 1 general, appropriate almanac AND • 1 state almanac, latest edition available 	<ul style="list-style-type: none"> • 1 general, appropriate almanac AND • 1 state almanac, latest edition available
Thesaurus	<ul style="list-style-type: none"> • Electronic access to online thesaurus AND • Up to 5 copies of a standard thesaurus 	<ul style="list-style-type: none"> • Electronic access to online thesaurus AND • Up to 5 copies of a standard thesaurus
Biographical Resources	<p>A print or digital biographical reference source of each of the following groups: (MAGNOLIA)</p> <ul style="list-style-type: none"> • Americans of current and historical interest, 	<p>A print or digital biographical reference source of each of the following groups: (MAGNOLIA)</p> <ul style="list-style-type: none"> • Americans of current and historical interest,



HINT: Age and Use is more important than the number of books.



Collection **shall** include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.



- School library website available on school home page for classroom and school site access which includes librarian's name, schedule, and email
- Maintain a list of credible and age-appropriate websites that support the current curriculum
- MAGNOLIA Database available for students and teachers with links on library computers/website and advertised in the library
- Emerging formats available to support the current curriculum
- Training on non-print resources



Evidence

- ✓ Websites
- ✓ Trainings and Lesson Plans
- ✓ CD/DVD Curriculum Connection



5.3 DIGITAL RESOURCES

Technology resources are available for school librarians to meet emerging 21st-century skills. The role of the librarian continues to evolve, and technology is the driver behind the evolution of research skills.

Purchasing Ebooks

Ebooks should work alongside informational print resources to add interactive content such as videos, read-aloud support, and maps. Ebooks can offer an alternative for students that are reading below grade level.

Purchasing Options

- Single user vs multi-user
- Reading devices
- Length of checkout (school year or calendar year)
- Circulation policies
- Pricing
- Digital content portal/application requirements

School Library Monitoring Rubric: 1.2 General Collection

- Ebooks that are purchased from book vendors and incorporated through the library's automated system can count towards the goal of 10 books per student.
- Ebooks should be included in circulation reports.

School Library Monitoring Rubric: 1.4 Non-Print Resources

- Not all Ebook subscriptions have MARC records that can be tracked in the library's automated system.
- Ebook subscriptions can add or remove titles in the collection without notification prompting the librarian to constantly updating the records.
- Some Ebook subscriptions are part of a downloadable application in which no tracking can be accomplished.

Website Components

The primary audience, teachers, and students should use the website as a place for credible, reliable, current information. The school library website should help students become capable learners and assist teachers in providing quality educational experiences. The website should be user-centered.

School Library Monitoring Rubric Requirements

- School library website is available on the school home page for classroom and school site access and includes librarian's name, basic schedule, and email address.
- The website should include a list of credible and age-appropriate websites that support the current curriculum

School Library Guide 9 55

<p>FICTION</p> <p>Access: Multi-User Format: Circulation MARC: Yes Price: 3X as Print Review: Yearly</p>
<p>NONFICTION</p> <p>Access: Single-User Format: Circulation MARC: Yes Price: Same as Print Review: Yearly</p>
<p>FICTION</p> <p>Access: Multi-User Format: App MARC: No Price: per student Review: Yearly</p>

LET YOUR KNOWLEDGE Blossom

MAGNOLIA
magnolia.msstate.edu



Resources **shall** support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.



- A goal of 20 print and/or digital current professional titles
- Access to print and/or electronic professional periodicals
- Current credible websites for professional development purposes available through the school library website



Evidence

- ✓ Promotion of Professional Development Resources



MAGNOLIA Guide and Resources
PROFESSIONAL JOURNAL ALERTS

Journal Alerts save valuable research time and can be set up to provide automatic email notification whenever a new issue of a particular journal becomes available in the EBSCO interface you are using.

STEP-BY-STEP DIRECTIONS

- Select **ACADEMIC SEARCH PREMIER** from the **HIGH SCHOOL** Database collection
- Create an EBSCOhost account by clicking **SIGN IN** with school email or Google account
- Click **PUBLICATIONS** at the top left of the search screen
- Search journals alphabetically or by subject
- Click on **JOURNAL TITLE** to open **PUBLICATION DETAILS** page
- Click **SHARE** on the right and click **EMAIL ALERT**
- Type your email in the **EMAIL TO** box

VIEWING A JOURNAL ALERT

EBSCO alerts are set to display the first 100 results. If your alert produces more than 100 results, and you want to view the remaining results, there are two ways to view all results from your alerts. Click on the persistent link in the alert email to view all available results.

DELETING A JOURNAL ALERT

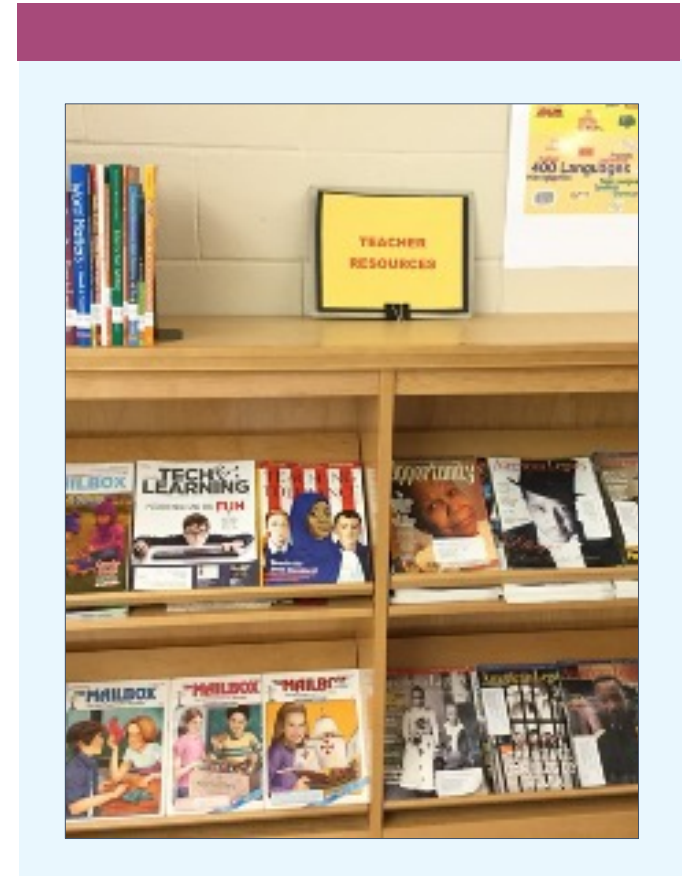
You can delete your Alert by logging into your **MY EBSCOhost** personal folder.

- Click the **SIGN IN** link in the upper left corner of the screen
- Click the **FOLDER** link and your folder contents display, with a menu located on the left-hand column
- Click **JOURNAL ALERTS** and mark the checkbox for each alert you would like to delete
- Click the **DELETE ITEMS** button and the selected items are removed from the folder

EBSCOhost publications give teachers, administrators, and librarians access to professional periodicals

School Library Marketing Plan
1.5 Professional Collection

MAGNOLIA Resources > 27



Category 2

Library Management



A certified school librarian **shall** be assigned to the school library Miss. Code Ann. § 37-17-6(3)(a-e). The librarian **shall** offer an organized program of service to students and staff. The librarian **shall** function 100% in the library position, either ½ or full time, depending on the school population. The librarian **shall** not serve as a substitute teacher.



- 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)
- Flexible scheduling/Open access is incorporated into the school library schedule especially during a nontraditional school day
- Time is allotted at the beginning and end of the school year for necessary library maintenance tasks including inventory
- Ample time (at least 25% half-or full-time) is allotted throughout the school week to complete and management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian's schedule



Evidence

- ✓ Library Schedule (Standard 2.3)
- ✓ Job Description
- ✓ Other Assigned Duties
- ✓ Inventory Report



2.4 LIBRARIAN RESPONSIBILITIES

School librarians work with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use the information and the technology needed in this process and introduce children and young adults to literature and other resources to broaden their horizons.

Library Environment

- Providing a welcoming and respectful climate in the school library
- Arranging the library for a variety of uses by large groups, small groups, and individuals

Library Program

- Developing a vision, a mission, and short- and long-term goals for the school library program with input from administrators, teachers, and students
- Providing orientation and instruction for students and faculty in the use of the library's materials and equipment
- Encouraging reading by maintaining an awareness of students' reading interests and by guiding the selection of appropriate materials
- Developing and implementing reading initiatives to motivate and engage each student in independent reading

Collaboration

- Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum
- Providing instruction and support to reach diverse student needs
- Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry
- Participating in school curriculum planning meetings
- Knowing state and school-wide test results concerning proficiency in the library and information literacy skills



SCAN to learn more about how to build partnerships.

School Library Guide ▶ 14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ADVISORY	7:15 8:04 Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students	Scheduling Communication/Email Varied Tasks (Supplemental Duties) from Administrators Early Circulation for students
1st BLOCK A DAY	8:05 8:20 8:35 8:50 Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library
& 5th BLOCK B DAY	9:05 9:20 9:35 Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library
9:39 ▶ 9:43					
2nd BLOCK A DAY	9:45 10:00 Review CAP/Checklist for Compliance	Review CAP/Checklist for Compliance Open Library	Library Resource Management Open Library	Personal Development: self directed enrichment (librarian job role)	Website Sponsor
& 6th BLOCK B DAY	10:15 10:30 10:45 11:00 11:15 Library Resource Management Open Library	Library Resource Management Open Library	Library Resource Management Open Library	Personal Development: self directed enrichment (librarian job role)	Website Sponsor
11:17 ▶ 11:21					
3rd BLOCK A DAY	11:25 11:40 11:55 12:10 Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library	Varied Tasks (Supplemental Duties) from Administrators Open Library
& 7th BLOCK B DAY	12:25 12:30 1:00 1:15 PLANNING Email	PLANNING Email	PLANNING Email	PLANNING Email	PLANNING Email
1:17 ▶ 1:21					
4th BLOCK A DAY	1:25 1:40 2:05 Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library
& 8th BLOCK B DAY	2:20 2:35 2:50 3:00 Library Resource Management Committee Work Open Library Varied Tasks (Supplemental Duties) from Administrators	Library Resource Management Committee Work Open Library Varied Tasks (Supplemental Duties) from Administrators	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library	Library Resource Management Committee Work Open Library





The school library program **shall** participate 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 (MDE Librarian Growth Rubric)
- The school librarian sets annual goals which are reported to the administration no later than September of the current school year
- Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals



Evidence



- ✓ SMART Goals
- ✓ Teacher and Student Surveys
- ✓ Teacher Request Completed
- ✓ Evaluation
- ✓ PGS Training

STUDENT LEARNING OUTCOME

Library Monitoring Rubric - Section 2.2
 Librarian Growth Rubric - Standard 1
 School Library Guide - Section 3.6

SCHOOL YEAR _____ GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What is the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
	Objective Statement	
PRIORITY OF CONTENT	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
	Target(s)	
RIGOR OF TARGET	Rationale for Target(s)	
	Evidence Source(s)	
QUALITY OF EVIDENCE	Supporting Data	

Student Learning Outcome 1

LIBRARY PROGRAM GROWTH PLAN

Library Monitoring Rubric - Section 2.2
 Librarian Growth Rubric - Standard 1
 School Library Guide - Section 6.8

SCHOOL YEAR _____ GRADE LEVEL(S) _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable library program progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Library Program Growth Plan is due to administrators by the end of September of each school year.

SETTING
Describe the population and any special circumstances

STUDENT LEARNING
Describe how this will improve student learning

BASELINE DATA
Describe what data is being used and how it helps with the goal

SMART GOAL
Describe what you want learners to accomplish using SMART elements

RESOURCES/SUPPORT NEEDED
Describe any resources, support, and/or training that is needed to accomplish goal

Library Program Growth Plan 1





A library handbook of library policies and procedures **shall** be developed, adopted, and used in each library. The handbook **shall** include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.



- There is a district-approved policy used for selection of materials, challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy



Evidence




- ✓ School Library Handbook
- ✓ District-Approved Policies (Selection, Gifts, Weeding, and Challenged Materials)
- ✓ Circulation Policy

LIBRARY HANDBOOK COVER SHEET
Library Monitoring Rubric - Section 2.3
School Library Guide - Section 6.9


The goal of the school library is to support the educational goals and aspirations of set forth by the Mississippi Department of Education. The purpose of the library handbook is to provide a guide for the effective management and operations of the school library. The following is a guideline of the information that should be found included in the library handbook. District-approved policies must have School Board Policy Number on document.

STATEMENTS AND BUDGET <ul style="list-style-type: none">• Mission Statement• Vision Statement• Statement of Philosophy• Demographics• Goals and Objectives• Budgeting Procedures• Needs Assessments	TECHNOLOGY <ul style="list-style-type: none">• Acceptable Use Policy - District• Copyright/Fair Use• Storage/Maintenance of Equipment
OPERATIONAL PROCEDURES <ul style="list-style-type: none">• Open/Flexible Scheduling for Library• Non-Traditional School Day Policy• Circulation Policy	MANAGEMENT AND FACILITIES <ul style="list-style-type: none">• Job Descriptions/Responsibilities - District• Record/Reports Keeping• Advocacy and Public Relations• Opening and Closing Duties• Inventory Procedure• Duties of Support Staff and Volunteers• Facility Map• Disaster Preparedness
COLLECTION DEVELOPMENT <ul style="list-style-type: none">• Selection Policy - District• Challenged Materials - District• Evaluation and Weeding - District• Donations and Gifts - District• Cataloging and Processing• Requests	LIBRARY PROGRAM <ul style="list-style-type: none">• Services/Activities Offered• Library Bill of Rights

School Librarian Signature _____ Date _____
School Principal Signature _____ Date _____

 MISSISSIPPI DEPARTMENT OF EDUCATION
MS Department of Education
SCHOOL LIBRARY PROGRAM

COLLECTION DEVELOPMENT POLICY
Audit Rubric: Section 2.3 | PSS Rubric: Standard 8 | Guide: Section 4.1

 MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

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.

Selection decisions are usually made on the basis of reviews and standard collection development tools by school librarians and may also be done by teachers and students to help create a well-rounded collection that connects to both the curriculum and interests. 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. The collection development policy can cite the different tools used to make educated-selection decisions. The tools can include recommendations by the library advisory committee or school library publications.

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. The handling of gifts or donations to the school library should be included in the policy. A collection development policy is revised periodically to reflect the changing needs of the school community. Set collection goals and prioritize development based on biggest gaps and greatest needs. One goal of the collection policy is to add at least 1 new book per student each year.

Collection Development Policy | 1



HINT: Should have a policy number and/or date when approved by the board



School districts **shall** provide sufficient funding for the purchase and maintenance of current resources for the school library.




- The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection
- The school district is required to provide consistent, sustained library funding to maintain and upgrade library collections, equipment, and facilities
- 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 must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year
- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent



Evidence



- ✓ Budget Expenditures
- ✓ Current Budget Plan
- ✓ Current Operating Budget
- ✓ Additional Funding

 MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL MATERIALS & LIBRARY MEDIA

LIBRARY BUDGET JUSTIFICATION

Audit Rubric: Section 2.4 | Guide: Section 6.2


MISSION STATEMENT

PROBLEM STATEMENT (What issues/deficits/learning programs/school goals are you addressing with this budget? Include size, age, and condition of existing materials if applicable.)

COLLECTION GOALS (What materials do you plan to buy? Address of existing materials if not addressed in problem statement, expected use of materials, or other clarification.)

YEARLY BUDGET PRIORITIES

Budget Guidelines | 1

 **AASL AWARDS AND GRANTS**

Name	Description	Due Date	Amount
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 <i>Empowering Learners: Guidelines for School Library Programs</i> through joint planning of a program, unit or event in support of the curriculum and using the school library resources.	February 1	\$2,500
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 national conference or ALA Annual Conference for the first time.	February 1	\$1,250
National School Library Program of the Year Award	Established in 1963, the National School Library Program of the Year 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.	January 1	\$10,000
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.	February 1	\$2,500
Inspire Collection Development Grant	The AASL Inspire Collection Development Grant can extend, update, and diversify the book, online, subscription and/or software collections in a library in order to realize sustainable improvement in student achievement at their school.	February 1	\$5,000
Inspire Special Event Grant	The AASL Inspire Special Event Grant supports special events that an existing public middle or high school library can create new or enhance its extracurricular activities in order to increase student academic achievement at the school.	February 1	\$2,000

Grants and Awards Manual | 5



The school library program **shall** establish an 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



Evidence



- ✓ Library Advocacy Committee Documents: members, meeting schedule, agendas
- ✓ Library Advocacy Committee Goals and Objectives

ADVOCACY COMMITTEE MEETING AGENDA
Library Monitoring Rubric - Section 2.5
Librarian Growth Rubric - Standard 1
School Library Guide - Section 3.8

Date _____
Objective _____


SIGN-IN

- _____
- _____
- _____
- _____
- _____
- _____
- _____

MEETING MINUTES



MISSISSIPPI
DEPARTMENT OF
EDUCATION
MS Department of Education
SCHOOL LIBRARY PROGRAM


Inverness Elementary School
1101 Oak Street
Inverness, MS 38753

Library Advocacy Meeting Minutes
Thursday, November 9, 2017

Mrs. Glenda Beverly welcomed everyone to the meeting. She informed us of her goals and objectives for the Inverness Elementary School library. Her goals are listed below:
#1- To foster a love of reading, #2- To ensure students and staff can effectively access, evaluate and use information, #3- To provide expertise in the use of and acquisition of instructional technology, and #4- To participate in partnerships that support reading and enhance access to resources outside of school.

Mrs. Beverly asked Mrs. Griffin from the Seymour Public Library to do a Magnolia training with the staff at IES. She also said that she is looking for grants to improve technology at the school. Mrs. Griffin informed us that the Seymour Public Library goal is to provide assistance for the communities. One of the ways they can assist our schools is by sharing eBooks that students can use. Parents/Students would have to download a free app called **axis360** on any device. They would need a four digit pin number, which they can get when they sign up for a library card. Parents can go to any library to sign up for a library card. They only need a copy of a photo ID and another document with their mailing address on it. Mrs. Griffin can demonstrate to the students/teachers how to do a virtual tour of the Seymour Library. Mrs. Griffin has done training at Merritt. She has also worked with Carver. The public libraries do programs after school. The programs usually center around food. Mrs. Griffin can do workshops at our school. If students owe library fines, they can volunteer or read to pay off any fines.

Mrs. Winters informed the committee that the district's goal is to increase library circulation. We are asking staff and students to utilize the resources in the library. Mrs. Reynolds talked about having an Atrium training in January for a professional development training. She also informed the committee that the OrganWise Curriculum will be implemented in grades PreK-2nd. The librarians will be teaching this curriculum to the students starting on Monday, Nov. 13th. Mrs. Gilmore informed Mrs. Griffin that she plans to schedule parent trainings, where parents can come and sign their child up for a library card. Mrs. Gilmore informed her that they have used volunteers to take students to the public library. Ms Betty Quon is going to start scheduling Santa visits to the schools. Parents and teachers can look on their website, to see what is being offered at the Public library. Mrs. Griffin wants to work on a grant to bring an author to their libraries to do storytelling. The public library has a Book Club that meets the 2nd Tuesday every month at the Blue Biscuit. They are presently reading, **"The Fall of the House of Zeus"** Mrs. Griffin informed the committee that they offer summer reading programs. They also have an early Learning Literacy Station for children ages 4 to 6. Mrs. Quon would like to get more children to come to the library. Mrs. Shelia Rushing, a retired teacher, informed us of how she has volunteered at Inverness in the library. She has also served on the Seymour Public Library board. Dr. Simpson expressed how the libraries are improving by forming those partnerships. We are actually meeting goal #4.

Mrs. Black thanked everyone for attending and concluded the meeting. Refreshments were served.



The school librarian **shall** use 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



Evidence



- ✓ School Library Public Relations Plan
- ✓ Public Relation Examples


PUBLIC RELATIONS PLAN
Library Monitoring Rubric - Section 2.6
Librarian Growth Rubric - Standard 4
School Library Guide - Section 3.8


Goals/ Objectives: (What are your plans this year to promote the library's programs and resources?)

Target Audience: (Who do you want to reach?)


Outlets: (How do you want to reach your Target Audience?)

* This should be created with the help of your Library Advocacy Committee and the Public Relations contact for your school or school district. Find more information regarding Public Relations by visiting www.ala.org/aasl/advocacy/tools/toolkits/promoting.


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SCHOOL LIBRARY PROGRAM


TRANSFORMING LEARNING
THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

TOOLKIT
FOR PROMOTING SCHOOL LIBRARY PROGRAMS
Messages, ideas, and strategies for communicating the value of school library programs and school librarians in the 21st century



AASL Library Promoting Toolkit.pdf

Category 3

Library Facilities



The school library shall be arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; and (4) provide equitable access to information and resources within the school, community, and global networks.



- 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 library supports use by a minimum of one (1) class and individual students
- 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
- All books are shelved from left to right on the shelf, read from top to bottom, and should accommodate for growth





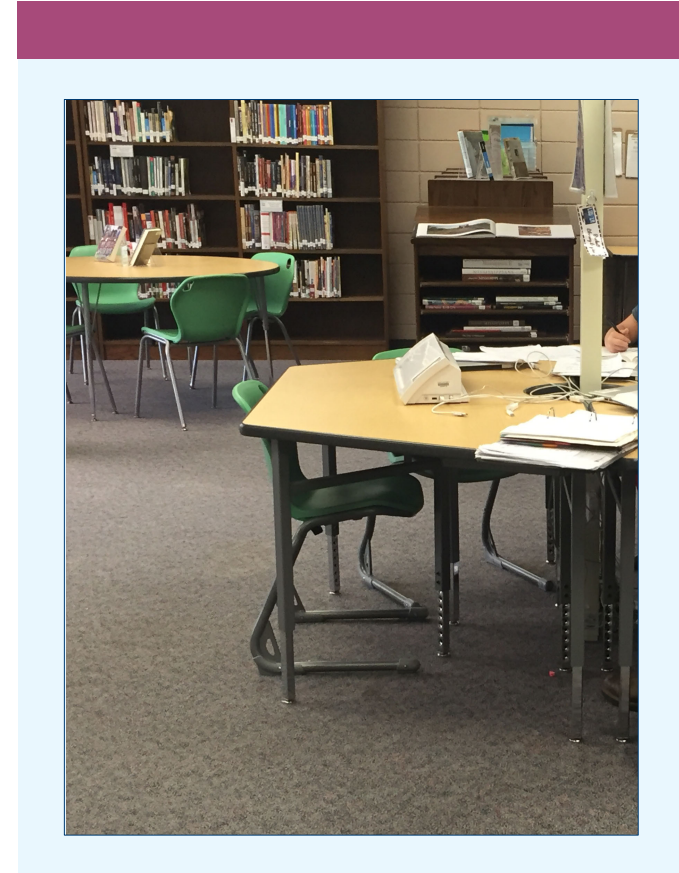
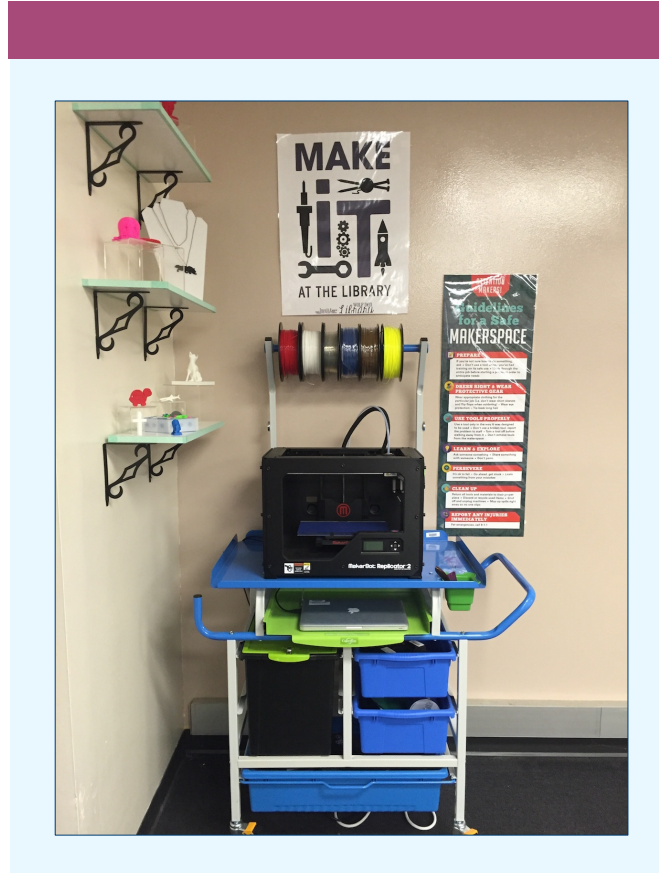
- In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:
 - Circulation
 - Large group use/instruction
 - Small group use or individual use
 - Storytelling area for elementary students
 - Leisure reading area (soft surfaces)
 - Library management area
 - Use of technology
 - Secure storage of library resources and materials
 - Displays/quality signage



Pictures



- ✓ Overall Library Facility
- ✓ Circulation Area
- ✓ Library Collection
- ✓ Instructional/Computer Area
- ✓ Workroom/Storage Area



To subscribe, send a message to esimmons@mdek12.org with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.



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