LIBRARY AUDITS

2019 Monitoring Rubric Training

Madison County School District | July 2019

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Office of Elementary Education and Reading
School Library Specialist
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
State Board of Education Goals  
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.
“We cannot have good libraries until we first have good librarians properly educated, professionally recognized, and fairly rewarded.”

- Herbert S. White, Dean Emeritus and Distinguished Professor Emeritus at the School of Library & Information Science at Indiana University
AASL Standards Overview

The AASL National School Library Standards encourage learners to:

**INQUIRE**
- Formulate questions
- Seek knowledge
- Use evidence
- Share knowledge
- Provide feedback
- Make informed decisions
- Plan an investigation
- Connect to prior knowledge

**INCLUDE**
- Interact with others
- Engage in discussion and debate
- Consider multiple viewpoints
- Analyze point of view
- Reflect on own perspective
- Recognize contributions of others

**COLLABORATE**
- Involve diverse perspectives
- Solicit feedback from others
- Participate in discussions
- Solve problems as a group
- Learn from others
- Connect to shared knowledge

**CURATE**
- Gather information
- Determine need for information
- Choose sources carefully
- Use a variety of sources
- Question accuracy of info
- Organize information

**EXPLORE**
- Read, write, and curate
- Reflect and ask questions
- Express curiosity
- Engage in self-reflection
- Be open to feedback
- Persist in discovery
- Strategically solve problems

**ENGAGE**
- Apply info and resources to learning
- Use information ethically
- Evaluate information
- Avoid plagiarism
- Share information
- Practice internet safety
ADMINISTRATION AND PERSONNEL

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {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.
ADMINISTRATION AND PERSONNEL

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.

Standard is being created to ensure that all librarians are evaluated using the correct PGS
INSTRUCTIONAL PRACTICES

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.
There is an update guide on the MDE website.

https://www.mdek12.org/Library
Monitoring Rubric Format

Main Section ➔

Subsection ➔

1. Library Collection

1.5 Professional Collection: 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

Minimum and/or Progressive ➔

MINIMUM
- 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

Required Evidence ➔

REQUIRED EVIDENCE
- Promotion of Professional Development resources

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE
Section 2.5 - Professional Development; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources
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.
1.1 Automated System {minimum}

- 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
1.1 Automated System {evidence}

REQUIRED EVIDENCE

☐ Collection Statistics - Summary (current circulation, age, and value)
☐ Training documents
☐ OPAC Lessons

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE
Section 4.7 - Cataloging and Processing
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.

**Connects with Growth Rubric**

**Domain II: Management | Standard 6**
1.2 General Collection {minimum}

- A **goal** of 10 books per student that are in good condition, supports the school’s instructional program, and provide titles for pleasure reading

- A **well-balanced, diverse** collection that is **both age and content** appropriate

**HINT:** Age and Use is more important than the number of books.
1.2 General Collection {evidence}

REQUIRED EVIDENCE

☐ Historical Collection Report (statistics for a particular time frame)
☐ Weeding Report
☐ Requisitions
☐ Collection Development Plan

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 4.2 - Selection Tools; Section 4.4 - Collection Guidelines;
Section 4.5 - Weeding of Collection Resources
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.
1.3 Reference Materials {minimum}

- 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

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Elementary School (Grades Pre-K - 5)</th>
<th>Middle School (Grades 6 - 8)</th>
<th>High School (Grades 9 - 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedia, General</td>
<td>• At least 1 or more online general, grade-level appropriate encyclopedia AND &lt;br&gt;• 1 current set of print, not older than 5 years</td>
<td>• At least 1 or more online general, grade-level appropriate encyclopedia</td>
<td>• At least 1 or more online general, grade-level appropriate encyclopedia</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>• Electronic access to online dictionary AND &lt;br&gt;• Up to 5 copies of recent, appropriate dictionary AND &lt;br&gt;• Foreign language dictionaries available for</td>
<td>• Electronic access to online dictionary AND &lt;br&gt;• Up to 5 copies of recent, appropriate dictionary AND &lt;br&gt;• Foreign language dictionaries available for</td>
<td>• Electronic access to online dictionary AND &lt;br&gt;• Foreign language dictionaries available for languages taught or spoken in the school and represented by the</td>
</tr>
</tbody>
</table>
1.3 Reference Materials {evidence}

REQUIRED EVIDENCE

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

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE
Section 3.6 - Planning for Instruction; Section 4.4 - Collection Guidelines;
Section 4.5 - Weeding of Collection Resources
1.4 Non-Print Resources {description}

Collection **shall** include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.
1.4 Non-Print Resources \{minimum\}

- 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

**HINT:** School Library Website Section 5.3 Digital Resources gives example of digital resources
1.4 Non-Print Resources {evidence}

REQUIRED EVIDENCE

- List of credible and age-appropriate websites
- Lesson plans or training using non-print resources
- A/V curriculum connection (if there are videos that are questionable)

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 3.11 - MAGNOLIA Database; Section 4.4 - Collection Guidelines;
Section 5.3 - Digital Resources
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.
1.5 Professional Collection {minimum}

- 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

HINT: School Library Website Section 5.3 Digital Resources gives example of digital resources
1.5 Professional Collection {evidence}

REQUIRED EVIDENCE

☐ Promotion of Professional Development resources

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 2.5 - Professional Development;
Section 4.4 - Collection Guidelines;
Section 4.5 - Weeding of Collection Resources
CATEGORY 2
LIBRARY MANAGEMENT
2.1 Certified Staff {description}

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.

STANDARD 2.3: CERTIFIED STAFF
2.1 Certified Staff {minimum}

- 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 non-traditional school day (i.e. testing, school programs, and professional development meetings)

- 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 management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian’s schedule
2.1 Certified Staff {evidence}

**REQUIRED EVIDENCE**

- Detailed Library Schedule
- Board-approved Job Description
- Other Assigned Duties
- Yearly Inventory Report

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE**

Section 3.7 - Promotion Flexible, Open Access;
Section 6.1 - Personnel
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.
2.2 Needs Assessment {minimum}

- 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

Connects with Growth Rubric
Domain I: Planning | Standard 1
2.2 Needs Assessment {evidence}

REQUIRED EVIDENCE

- Library short-and long-term goals for improvement for the last 2 years
- Teacher and students surveys (responses)
- Teacher Requests
- Evaluation using the MDE Librarian Growth Rubric
- Student Learning Outcomes

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 6.5 - Librarian Evaluation; Section 6.8 - Short-and Long-Term Goals
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.

**HINT:** Must have Policy No. and Date.
2.3 Policies and Procedures {evidence}

**REQUIRED EVIDENCE**

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

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE**

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 6.9 - Policies and Procedures Handbook
School districts **shall** provide sufficient funding for the purchase and maintenance of current resources for the school library.
2.4 Funding {minimum}

- 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

Connects with Growth Rubric

**Domain I: Planning | Standard 5**
2.4 Funding {evidence}

REQUIRED EVIDENCE

☐ Budget expenditures

☐ Current budget plan and operating budget

☐ Additional Funding

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 6.2 - Budget and Funding
The school library program shall establish an advocacy committee for the school library program within the school and beyond.
2.5 Library Advocacy {minimum}

- 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
2.5 Library Advocacy {evidence}

REQUIRED EVIDENCE

- Library Advocacy Committee members, meeting schedule, and meeting agendas
- Library Advocacy Committee goals and objectives

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 3.8 - Encouraging Advocacy
The school librarian **shall** use a public relations plan to promote advocacy for the school library program.

**2.6 Public Relations {minimum}**

- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services

Connects with Growth Rubric
Domain III: Collaboration | Standard 11
2.6 Public Relations {evidence}

REQUIRED EVIDENCE

- School Library Public Relations Plan
- Public Relations examples

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE

Section 3.8 - Encouraging Advocacy;
Section 3.9 Library Promotional Events
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.
3 Library Arrangement {minimum}

- 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
In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:

- Circulation
- Large group use/instruction
- Small group use
- Individual research
- Storytelling area for elementary students
- Leisure reading
- Library management area
- Use of technology
- Secure storage of library resources and materials
- Displays/Quality Signage
3 Library Arrangement {minimum}

- 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.

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE**
Section 6.7 - School Library Facility Recommendations
What do you need to create and promote an effective school library program?
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.
Contact Information

Elizabeth Simmons, Staff Officer III
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www.mdek12.org/Library