Library Audits
Deep Dive into the Library Monitoring Rubric

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2021-2022
State Board of Education  STRATEGIC PLAN GOALS

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 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

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

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.
The AASL National School Library Standards encourage learners to:

**INQUIRE**
- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**INCLUDE**
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**COLLABORATE**
- Work effectively with others to broaden perspectives and work toward common goals.

**CURATE**
- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**EXPLORE**
- Discover and innovate in a growth mindset developed through experience and reflection.

**ENGAGE**
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Importance of Reading

- Children without basic literacy skills when they enter school are **3-4 times** more likely to drop out later.
- Reading to a child in an interactive style raises his or her IQ by over **6 points**.
- **15 minutes** per day of independent reading can equals **1 million+ words in a year**.
- Daily reading to children puts them almost **1 year** ahead of those who are not being read to.
- Children who read 3,000 words per day will be in the **top 2%** of standardized tests.
What do you need to know about the school library monitoring rubric (audit)?
Overview

School Library Audits
Library audits only occur during a **FULL** district audit.
Accreditation Standards: Administration and Personnel

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

Resources

MS School Library Guide and Resources

Monitoring Rubric

Website www.mdek12.org/Library
Overview

Rubric Format

Domain

Section

Evidence

Requirements

**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

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Progressive (Minimum +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Circulation/Cataloging Capacity</td>
<td></td>
</tr>
<tr>
<td>□ Librarian Management computer</td>
<td></td>
</tr>
<tr>
<td>□ Barcode scanner</td>
<td></td>
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<tr>
<td>□ Online access to materials available in the school library</td>
<td></td>
</tr>
<tr>
<td>□ All equipment and materials cataloged</td>
<td></td>
</tr>
<tr>
<td>□ Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System</td>
<td></td>
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<tr>
<td>□ Teacher and student OPAC (Online Public Access Catalog) training</td>
<td></td>
</tr>
<tr>
<td>□ Inventory capabilities</td>
<td></td>
</tr>
<tr>
<td>□ 2 management computers</td>
<td></td>
</tr>
<tr>
<td>□ Online access to materials available in the school library throughout the school facility/remote sites</td>
<td></td>
</tr>
<tr>
<td>□ Remote circulation and inventory capabilities</td>
<td></td>
</tr>
</tbody>
</table>
Organization

Library Data Binder
Managing Data

Best Ways to Collect 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 that helps you locate information quickly.
Library Data Binder Categories

Library Collections

Library Monitoring Rubrics

Library Budget

Evidence

Library Character Education

Library Growth Rubrics

Library Resources
### Library Policies and Procedures

<table>
<thead>
<tr>
<th>Main Category ➔</th>
<th>Library Monitoring Rubric Connection ➔</th>
<th>Librarian Professional Growth Rubric Connection ➔</th>
<th>School Library Guide Connection ➔</th>
<th>Evidence ➔</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.3 School Library Policies and Procedures</strong>: 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.</td>
<td><strong>Domain III Library Culture and Learning Environment Standard 8</strong>: Resources are selected according to the principles of the <em>School Library Bill of Rights and Intellectual Freedom</em> and provides access to information in consideration to students’ needs, abilities, and diversity.</td>
<td><strong>Section 1.4</strong>: Intellectual Freedom; <strong>Section 1.5</strong>: Freedom to Read; <strong>Section 4.1</strong>: Understanding Collection Development; <strong>Section 4.5</strong>: Weeding of Collection Resources; <strong>Section 4.6</strong>: Challenged Materials; <strong>Section 4.7</strong>: Cataloging and Processing; <strong>Section 6.5</strong>: Librarian Evaluation; <strong>Section 6.9</strong>: Policies and Procedures Handbook</td>
<td>Cataloging and Processing Policies; Circulation Policy; District Policies; <em>Library Bill of Rights</em>; Policies and Procedures Manual</td>
<td></td>
</tr>
</tbody>
</table>
Templates have been created to help librarians collect and organize data.

- Each template has a header with the name of the document and connections to resources.

**Example**

- **Title:** Teacher Request Form
- **Library Monitoring Rubric:** Section 2.2
- **Librarian Growth Rubric:** Standards 2 and 3
- **School Library Guide:** Section 3.5
Category 1

Library Collection
1.1 Automated System

Description

• 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.
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
1.1 Automated System

Required Evidence

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

MS School Library Guide

- Section 4.7 – Cataloging and Processing
1.2 General Collection

Description

• 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.
1.2 General Collection

Minimum Requirements

□ 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

Required Evidence

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

MS School Library Guide

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

Description

• 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 Requirements

- 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</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></td>
<td>• 1 current set of print, not older than 5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td>• Electronic access to online dictionary AND</td>
<td>• Electronic access to online dictionary AND</td>
<td>• Electronic access to online dictionary AND</td>
</tr>
<tr>
<td></td>
<td>• Up to 5 copies of recent, appropriate dictionary AND</td>
<td>• Up to 5 copies of recent, appropriate dictionary AND</td>
<td>• Foreign language dictionaries available for languages taught or spoken in the school and represented by the</td>
</tr>
<tr>
<td></td>
<td>• Foreign language dictionaries available for</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HINT: Age and Use is more important than the number of books.
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
- "Hit parades"
- 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 an online playlist of musical selections.

Duration
- 2 class periods

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

1.3 Reference Materials

Required Evidence

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

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 and Minimum Requirements

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

- School library website available on school home page for student 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 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 Section 5.3 Digital Resources has examples of digital resources
1.4 Non-Print Resources

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)

MS School Library Guide

- Section 3.11 - MAGNOLIA Database;
- Section 4.4 - Collection Guidelines;
- Section 5.3 - Digital Resources
1.5 Professional Collection

Description

• 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 Requirements

- 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: Section 5.3 Digital Resources gives example of digital professional resources.
1.5 Professional Collection

Required Evidence

☐ Promotion of Professional Development resources

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.
Minimum Requirements

- 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

Required Evidence

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

MS School Library Guide
- Section 3.7 - Promotion Flexible, Open Access;
- Section 6.1 - Personnel

<table>
<thead>
<tr>
<th>Block/Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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<tbody>
<tr>
<td>7:30-7:45</td>
<td>Open Library Time 2nd Grade</td>
<td>Open Library Time 2nd Grade</td>
<td>Open Library Time 2nd Grade</td>
<td>Open Library Time 4th Grade</td>
<td>Open Library Time 4th Grade</td>
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<tr>
<td>7:45-8:00</td>
<td>Open Library Time 3rd Grade</td>
<td>Open Library Time 5th Grade</td>
<td>Open Library Time 5th Grade</td>
<td>Open Library Time 4th Grade</td>
<td>Open Library Time 3rd Grade</td>
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<tr>
<td>8:00-8:40</td>
<td>Reading Intervention</td>
<td>5th Grade Class</td>
<td>5th Grade Class</td>
<td>Reading Intervention</td>
<td>Library Administration</td>
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<td>8:40-9:20</td>
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<td>Reading Intervention</td>
<td>Reading Intervention</td>
<td>Reading Intervention</td>
<td>Library Administration</td>
</tr>
<tr>
<td>9:30-10:00</td>
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<td>Library Administration</td>
<td>Reading Intervention</td>
<td>Library Administration</td>
<td>Library Administration</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>2nd Grade</td>
<td>2nd Grade</td>
<td>Library Administration</td>
<td>2nd Grade</td>
<td>Open Library Time</td>
</tr>
<tr>
<td>10:40-11:20</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>Reading Intervention</td>
<td>LUNCH</td>
</tr>
<tr>
<td>11:20-11:50</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
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</tr>
<tr>
<td>11:50-12:20</td>
<td>4th Grade</td>
<td>4th Grade</td>
<td>4th Grade</td>
<td>Library Administration</td>
<td>Library Administration</td>
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<tr>
<td>12:30-1:10</td>
<td>3rd Grade</td>
<td>Reading Intervention</td>
<td>3rd Grade</td>
<td>3rd Grade</td>
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<td>1:10-1:50</td>
<td>Library Administration</td>
<td>Kindergarten</td>
<td>Kindergarten</td>
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<td></td>
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<tr>
<td>1:50-2:15</td>
<td>Silent Reading</td>
<td>Silent Reading</td>
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<tr>
<td>2:15-2:30</td>
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</tr>
<tr>
<td>2:30-3:30</td>
<td>Faculty Meeting</td>
<td>PLC Meeting</td>
<td>Professional Training</td>
<td>Library Advisory Meeting</td>
<td>Reading Meeting</td>
</tr>
</tbody>
</table>
2.2 Needs Assessment

Description and Minimum Requirements

• 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 SMART 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
2.2 Needs Assessment

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
☐ SMART Goals (Student Learning and Library Program)

MS School Library Guide

• Section 6.5 - Librarian Evaluation;
• Section 6.8 – SMART Goals
2.3 Policies and Procedures

Description and Minimum Requirements

• 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: Should have a policy number and/or date when approved by the board*
2.3 Policies and Procedures

Required Evidence

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

MS School Library Guide

• Section 4.1 - Understanding Collection Development;
• Section 4.5 - Weeding of Collection;
• 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.

- 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
2.4 Funding

Required Evidence

- Budget expenditures
- Current budget plan and operating budget
- Additional Funding

MS School Library Guide
- Section 6.2 - Budget and Funding
2.5 Library Advocacy

Description and Minimum Requirements

- 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
2.5 Library Advocacy

Required Evidence

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

MS School Library Guide
- Section 3.8 - Encouraging Advocacy
2.6 Public Relations

Description and Minimum Requirements

• 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
2.6 Public Relations

Required Evidence

- School Library Public Relations Plan
- Public Relations examples

MS School Library Guide
- Section 3.8 - Encouraging Advocacy;
- Section 3.9 Library Promotional Events
Category 3

Library Facilities
3 Library Arrangement

Description

• 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 Requirements

- 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
- 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
Wrap-Up Talk

What other resources do you need to feel secure about the audit?
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.
Elizabeth Simmons
School Library Specialist
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