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MISSISSIPPI

PUBLIC AND NONPUBLIC

School Library Guide and Resources

MISSISSIPPI
DEPARTMENT OF
EDUCATION

MS Department of Education

SCHOOL LIBRARY PROGRAM

MISSISSIPPI DEPARTMENT OF EDUCATION

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MISSISSIPPI DEPARTMENT OF EDUCATION

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INTRODUCTION

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

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

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

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

"What a school thinks about its library is a measure
of what it thinks about education."
Harold Howe, former U.S. Commissioner of Education

RESEARCH

Research studies show that an active school library program run by a highly qualified and certified librarian with flexible open access to the library makes a significant difference in student learning outcomes.

Some of the studies included are:

- ○ "Why School Librarians Matter: What Years of Research Tell Us" - Keith Curry Lance and Debra E. Kachel, 2018

- ○ "Building Success Beyond High School with Career-and College-Ready Literacies" - Carolyn Foote, 2016

- ○ "Washington State School Library Impact Study" - Elizabeth Coker, 2015

- ○ "Communicating the Emerging Roles of Librarians to Teachers Through a Collaborative K-12 and Higher Education Partnership" - Eileen Schroeder, 2015

- ○ "School Libraries Matter: Views from the Research" - Mirah J. Dow, 2013

- ○ "The Impact of School Libraries and Student Achievement and Success" - Katherine Parr, 2012

- ○ "School Libraries Count: National Longitudinal Survey of School Library Programs" - 2012

- ○ "School Library Research Summarized: A Graduate Class Project" - Debra E. Katchel, 2011

- ○ "Something to Shout About: New Research Shows that More Librarians Means Higher Reading Scores" - Keith Curry Lance and Linda Hofschire, 2011

- ○ "School Librarians Continue to Help Students Achieve Standards" - Briana Francis, 2010

- ○ "The Graduation Project: Research in Action" - Kaye Dotson, 2010

"Researchers have proven that a quality school library program with a certified school librarian who teaches information literacy skills to students improves academic achievement."
Pennsylvania School Librarians Association

1.1 VISION STATEMENT

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 information literacy gap.

1.2 MISSION STATEMENT

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

- o Encouraging lifelong information literacy and learning through reading and inquiry.

- o Providing an inviting, dynamic environment in which students and staff become learners capable of accessing, evaluating, applying, and sharing information independently.

- o Providing real and virtual access to appropriate, high-quality resources (print/non-print and digital formats) and services that support and enhance teaching, literacy, and learning during and outside the school day.

- o Participating in curriculum development and design of learning activities

- o Facilitating professional development for the learning community

1.3 NATIONAL SCHOOL LIBRARY STANDARDS

The *National School Library Standards for Learners, School Librarians, and School Libraries* reflect an evolution of AASL Standards, building on philosophical foundations and familiar elements of previous standards while featuring the streamlined AASL Standards Integrated Framework for learners, school librarians, and school libraries. The standards are not a curriculum; instead, they provide school librarians with guidance and structure as librarians develop a curriculum tailored to the school community. The AASL Standards frameworks are composed of Shared Foundations, explanatory Key Commitments, competency Domains, Competencies, and Alignments. The core components are divided into three areas: learners, school librarians, and school libraries.

The learning standards begin by defining six foundational common beliefs

1. The school library is a unique and essential part of a learning community.

2. Qualified school librarians lead effective school libraries.

3. Learners should be prepared for college, career, and life.

4. Reading is the core of personal and academic competency.

5. Intellectual freedom is every learner's right.

6. Information technologies must be appropriately integrated and equitably available.

The learning standards begin by defining six foundational common beliefs

Shared Foundation and Key Commitments

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.

AASL: National School Library Standards https://www.mdek12.org/VMSP

1.4 INTELLECTUAL FREEDOM

Intellectual freedom is a prerequisite to active and responsible citizenship in a democracy and one of the library profession's core values.

The American Library Association's *Library Bill of Rights* serves as the library profession's interpretation of the First Amendment of the U.S. Constitution. A school library program is founded on a commitment to the right of intellectual freedom.

It is the responsibility of the school librarian to ensure that the collection is age and content appropriate, is relevant to the curriculum, and represents the diversity of the school and community served.

ALA: Intellectual Freedom Manual https://www.mdek12.org/VMSP

ALSC: Intellectual Freedom Programming Toolkit https://www.mdek12.org/VMSP

1.5 FREEDOM TO READ

In addition to providing a foundation for selection and collection development policies, *The Freedom to Read Statement* offers a reminder that open communication is necessary for a free society and a creative culture. Librarians help ensure that students have access to information covering a wide range of issues and viewpoints.

ALA: The Freedom to Read Statement https://www.mdek12.org/VMSP

ALA: Interpretations of the Library Bill of Rights www.ala.org/advocacy/intfreedom/librarybill/interpretations

SECTION TWO
AN ADMINISTRATIVE VIEW

2.1 21ST CENTURY SCHOOL LIBRARY PROGRAM

Information literacy is the keystone of lifelong learning. Creating a foundation for lifelong learning is at the heart of the school library program.

Characteristics of Effective School Library Program

- o A library is a place where individuals and groups of students use it to extend classroom studies and further personal interests.

- o Students have open, flexible access to library resources and services.

- o Library resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.

- o Resources are organized using the Dewey Decimal Classification System, and they are available in an electronic format (e.g., electronic circulation and cataloging).

- o Library and research skills are integrated with all subjects and developed in a curriculum context to provide a foundation for lifelong learning.

- o Library services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the school and school system's goals.

- o A comprehensive library program is provided that includes skills instruction, information access, program management, and library management.

- o Learners are taught to seek diverse perspectives, gather and use information ethically, and use social media responsibly and safely.

AASL: Definition of an Effective School Library https://www.mdek12.org/adminview

Characteristics of the Librarian

- o The librarian is highly qualified and certified, evaluated annually by appropriate criteria, and has a professional development plan.

- o The librarian collaborates with the learning community to determine collection needs and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

Characteristics of the Facility

- o   The library is physically attractive and accessible to all students and teachers.

- o   The library is adequately lighted and contains furnishing appropriate in size to the student population.

- o   The library has the infrastructure needed to sustain existing and emerging technologies.

2.2 ADMINISTRATOR RESPONSIBILITIES

Principals and school administrators have the responsibility of ensuring a successful school library program and also maintaining a safe and well-equipped library. Their active engagement and support are a vital element to the success of the school library program.

Personnel

- o   Hiring highly qualified and certified librarians

- o   Understanding and protecting the role of the librarian in the educational setting

- o   Ensuring that the librarian and the library staff follow job descriptions developed by local school board policy and according to certification requirements

Funding

- o   Ensuring that funds are expended to maintain an organized collection of materials and equipment representing a broad range of current learning media/technology that will provide a systematic program of services to students and staff

- o   Supporting efforts to keep the collection current, which include print, non-print, and electronic resources, ensuring that funds are sufficient

- o   Utilizing discretionary funds to enhance the library's resources and programs

- o   Providing the appropriate maintenance of the library, including the physical space, furnishings, and technology infrastructure

Collection

- o   Participating in and encouraging students and teachers to make recommendations to the librarian for possible inclusion in the library's collection

- o   Helping teachers to plan differentiated learning activities collaboratively with the librarian

- o   Including librarians in the analysis of state and school-wide test results

Technology

- Supporting the establishment and maintenance of an automated catalog system

- Including the librarian in the development of the school technology plan

- Ensuring that the librarian provides instruction in the ethical and safe use of technology and the Internet

Scheduling

- Ensuring that the librarian and teachers have time to collaborate in planning curriculum activities that integrate inquiry, library and research skills, and technology into the school curriculum

- Working with the librarian to develop schedules that facilitate open and flexible access

- Communicating the scheduling policy to the staff ensures that the librarian has ample time reserved for management responsibilities

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

Laura Bush,
Former First Lady of the United States
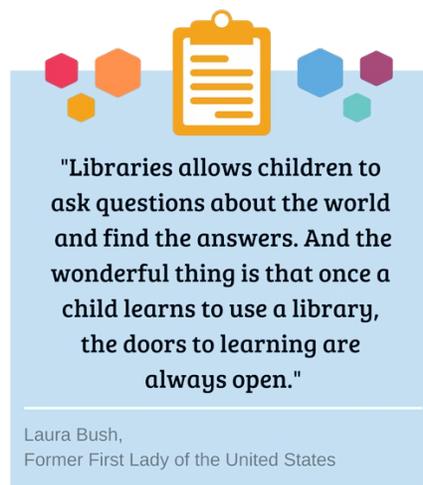
Evaluation and Professional Development

- Planning periodic assessment of the library and the library program, using district and state-approved evaluations

- Encouraging participation by securing financial support for the librarian to participate in local, state, regional, and national professional development

- Ensuring that the librarian provides professional development opportunities for teachers

AASL: Pre-Service Toolkit for Principals https://www.mdek12.org/adminview
AASL: School Library Programs Improve Student Learning https://www.mdek12.org/adminview

2.3 TEACHER RESPONSIBILITIES

The active participation of teachers is essential to a successful school library program. Collaboration between teachers and school librarians is the key to creating dynamic library programs.

- o Communicating the value of the school library program and respect for the library to students

- o Serving on the Library Advocacy Committee to help librarians use resources to help support the subject area standards

- o Providing information to help align the collection to the classroom curriculum to help make recommendations to students.

- o Requesting materials related to specific units and areas of the curriculum

- o Sharing the needs and interests of the students

- o Sharing student work for display in the library

- o Using the library's resources effectively

- o Co-teaching the ethical and safe use of technology with the librarian

- o Participating in professional development opportunities offered by the librarian

- o Collaborating with the librarian to establish high-quality websites for student use

- o Collaborating with the librarian to ensure student participation in special programs in the library, such as book fairs and author visits

Classroom Collaboration

- o Collaborating with the librarian to plan and schedule library research units

- o Working with the librarian to design and co-teach instructional units

- o Working with the librarian to provide opportunities for students to have equitable and frequent access to the library and its resources at the point of need

- o Working with the librarian to develop and implement school-wide reading initiatives

AASL: Library Programs Improve Student Learning https://www.mdek12.org/adminview
AASL: Pre-Service Toolkit for Teachers https://www.mdek12.org/adminview

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.

AASL: School Librarians as Learning Leaders https://www.mdek12.org/adminview

Library Environment

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

Library Program

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

Collaboration

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

Technology

- o Staying current on the latest technologies and their use for teaching and learning

- o Collaborating with teachers to integrate inquiry, library and research skills, and technology skills into the school curriculum

- o Working with technical personnel to maintain working and up-to-date computers, Internet access, and other technology peripherals

- o Implementing the use of technology in the school library program management and instruction

"Effective school libraries have up-to-date digital and print materials and technology, including curation of openly licensed education resources."

American Association of School Librarians, Definition of an Effective School Library (2018)
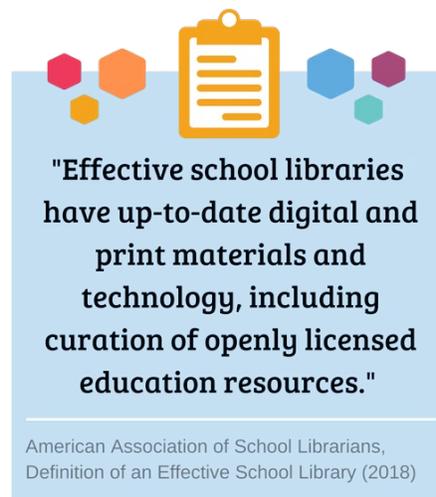
Collection Development

- o Providing access to a balanced, up-to-date collection of both print/non-print and digital format materials, including technology, that meets the needs of students and teachers

- o Establishing, maintaining, and updating an automated catalog and organizing the collection

Advocacy

- o Communicating regularly with administrators, teachers, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, the student newspapers, displays, web page)

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

- o Developing an ongoing advocacy program for the library

Budget

- o Establishing budget priorities based on an assessment of needs, the status of the library collection, the technology needed, library plan for improvement, input from the library advisory committee, and industry trends

- o Submitting a proposed annual budget promptly to the building administrator to assure inclusion in school/district's budget planning

- o Maintaining budget and expenditure records proficiently

Policies

o   Maintaining fair and consistent circulation and use policies

o   Developing a scheduling policy which provides open and flexible access for all students and teachers

o   Developing a policies and procedures manual for the library approved by the local board of education

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

o   Managing the library staff and volunteers

Professional Development

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

o   Providing access to professional materials/information for faculty and staff

o   Attending local, state, and national professional development workshops and meetings geared explicitly to school librarians

o   Reading professional library journals to stay abreast of outstanding print/non-print materials and current trends in school library programs

Resource: https://www.sla.org.uk/article/richard-leveridge/a-school-library-is-powerful/2053#:~:text=We%20are%20delighted%20to%20launch,equating%20to%20academic%20attainment%3B%20successful

2.5 PROFESSIONAL DEVELOPMENT

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

Professional Development Opportunities

- o   American Association for School Librarians http://www.ala.org/aasl

- o   Fay B. Kaigler Children's Book Festival www.usm.edu/childrens-book-festival/index.php

- o   MegaResource School Librarian Workshop http://lib.msstate.edu/megaresource

- o   Mississippi Association for School Librarians http://www.misslib.org/

MDE: Professional Development Plan Template https://mdek12.org/adminview
MDE: Professional Development Topics https://mdek12.org/adminview

Professional Journals

To keep current on happenings in the 21st-century library, the librarian must read professional journals regularly.

- o   *School Library Journal*

- o   *Booklist*

- o   *Knowledge Quest*

- o   *Teacher Librarian*

EBSCOhost 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. *Professional Development Collection* provides a high-quality collection of educational journals and periodicals on everything from children's health and development to pedagogical theory and practice.

MAGNOLIA: Journal Alert Directions https://mdek12.org/adminview

2.6 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

National Board Certification is an additional, voluntary certification administered by the National Board of Professional Teaching Standards (NBPTS). National Board prerequisites for eligibility state that the candidate must:

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

This standards-based teaching certification is available for librarians who teach students ages 3-18+. For the latest information on national board certification, check the Website or call customer service at 1-800-22TEACH.

State Program Overview

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

- o Mississippi teachers who apply for National Board Certification may receive low-interest loans from designated banks and be reimbursed by the state upon completion of the National Board certification process. Several school districts provide local support for their teachers seeking certification.

NBPTS: Library Media Standards https://mdek12.org/adminview

SECTION THREE
THE LIBRARY LEARNING ENVIRONMENT

3.1 ESTABLISHING A SCHOOL LIBRARY LEARNING ENVIRONMENT

The school library should be exciting and welcoming and identifiably different from classrooms. As a multimedia interactive learning environment, it motivates pupils to explore resources for curriculum-related work and their personal interests and stimulates creativity.

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

- o The library program provides a curriculum-based learning environment that accommodates all learners, using diverse resources.

- o The library program supports the mission and goals of the school and promotes the development of a curriculum-rich environment that provides the foundation for lifelong learning.

- o The library program incorporates collaborative planning and teaching by the librarian and teachers and integrates information literacy and technology instruction into the curriculum.

- o The librarian provides opportunities for staff development and professional growth for the library staff, teachers, administrators, and other members of the learning community.

- o The librarian provides technology access and instruction for students, teachers, administrators, and staff.

AASL: Resource Guide for Underserved Student Populations https://www.mdek12.org/LLE
YASLA: Transforming Library Services for and with Teens https://www.mdek12.org/LLE

3.2 UNDERSTANDING THE LIBRARIAN'S ROLE IN READING AND CCRS

Reading within the content area is at the center of the College- and Career-Readiness Standards Initiative. Significant numbers of the standards also address the building of informational skills to ready students for 21st-century learning. The responsibility for the successful implementation of reading development is shared by the entire school community – teachers, librarians, and administrators working together.

AASL Position on the School Librarian's Role in Reading

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

AASL: Position Statement https://www.mdek12.org/LLE

AASL Position on the School Librarian's Role in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading, and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for lifelong learning. Acquisition, organization, and dissemination of resources to support the reading program through the school library is cost-effective for the entire school district.

Strong Readers = Strong Leaders

Mississippi is committed to improving literacy among all school children, particularly students in pre-kindergarten through 3rd grade. Strong Readers = Strong Leaders incorporates Mississippi's Literacy-Based Promotion Act requiring all 3rd graders to demonstrate they read well enough to be promoted to 4th grade. Parents, educators, and community members are all encouraged to be involved in equipping students to be strong readers.

Strong Readers = Strong Leaders http://strongreadersms.com

Effective Reading Program

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

- o The school library is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.

- o Students choose from a varied, non-graded collection of materials that reflect their personal interests.

- o Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.

- o Multidisciplinary approaches to teaching and learning are encouraged.

- o Teachers and school librarians cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.

- o Teachers and school librarians share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.

- o Continual staff development is critical to reading instruction.

3.3 CREATING A READING ENVIRONMENT

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

Suggested Reading Activities and Incentives

- Author displays, studies, and visits
- Book challenges
- Face-to-Face or virtual book clubs
- Book talks
- Summer reading

RIF Read-Aloud Guide https://www.mdek12.org/LLE

"Reading should not be presented to children as a chore, a duty. It should be offered as a gift."

Kate DiCamillo,
Children's author of *The Tale of Despereaux*
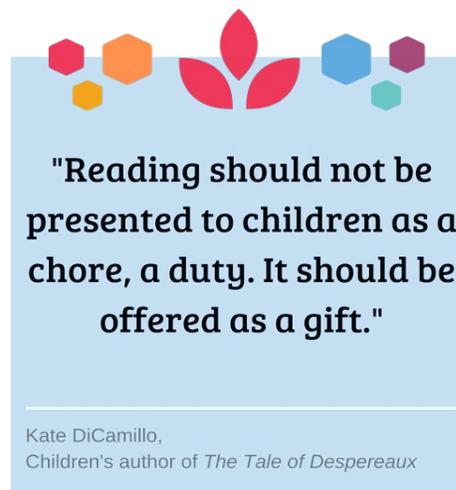
3.4 USING DATA IN THE SCHOOL LIBRARY

Reading or text levels are used to help guide students in choosing books that are right for them by not being too easy or too hard. Adding reading or text levels to library records allows teachers and students to find resources that connect to classroom learning.

Lexile Measure

The Lexile measure is the difficulty level at which the student can easily understand about 75 percent of the text. Lexile measures are based on semantic difficulty (word frequency) and syntactic complexity (sentence length). Lexile measures do not address reader interests, age-appropriateness of the topic for the reader, or the actual quality of the story so finding the appropriate book for the student is very important.

Finding the Right Books

Students, teachers, and librarians can easily build custom reading lists using the free "Find a Book" tool. Books can be chosen based on subject and reading ability, then the title searched using the school library's automated system.

- Go to **https://hub.lexile.com/find-a-book/search**
- Enter the student's Lexile measure or grade level
- Select the student's interest categories
- View and add books the reading list

Collection Development

Compare students' Lexile measures with the Lexile measures of the print and nonprint in the library helps to analyze and develop the collection to more fully meet the needs of all students. Most book vendors have the ability to search by reading levels or reading programs. Select databases in MAGNOLIA allow students and teachers to limit articles based on Lexile measures.

Organizing Books

School libraries are to be organized using a standard classification system that enables students, teachers, and librarians to find resources in the school library. Non-standard shelving practices do not promote free access for students and aids in restricting their library materials.

AASL Position Statement on Labeling Books with Reading Levels

Librarians use spine labels to organize and identify library resources by call number to help patrons locate general subject areas or specific fiction, non-fiction, reference, audiovisual, or other items. Viewpoint-neutral directional labeling in libraries increases students' access to information and supports their First Amendment right to read. Best practice in school libraries includes books and other resources being shelved using a standard classification system that also enables students to find resources in other libraries, such as a public library, from which they may borrow materials. Labeling and shelving a book with an assigned grade level on its spine allows other students to observe the reading level of peers, thus threatening the confidentiality of students' reading levels.

AASL Position Statement https://www.mdek12.org/LLE

THE POWER OF THE SCHOOL LIBRARIAN

TEACHER-LIBRARIAN COLLABORATION
70-100% of students met or exceed the highest expectations for learning experience co-taught by the teacher and the librarian.

LIBRARIANS GIVE THE BEST IDEAS
40% of students ages 9-11, 30% of those ages 12-14, and 19% of ages 14-16 say that the school librarian gives the best ideas about books to read.

ABOVE AVERAGE STUDENT SCORES
2x as many schools with above average scores had a full-time librarian. 68% of those schools had above average reading scores.
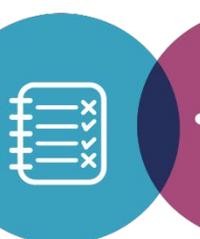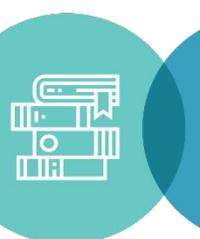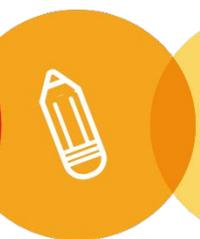
HIGHER WRITING PERFORMANCE
Elementary and middle schools that spend more on their libraries average among 10-13% higher writing performance.

STRONG LIBRARY PROGRAMS
Data from more than 34 statewide studies suggest that students tend to earn better standardized test scores in schools that have strong programs.

STUDENT ACADEMIC SUCCESS
More than 60 education studies have produced clear evidence that school libraries staffed by qualified librarians have a positive impact on student academic success.

RESOURCE: https://www.capstonepub.com/librarians/we-love-librarians

3.5 UNDERSTANDING OF COLLABORATION

The school library is the heart of a learning community. Through it, the school librarian connects resources, programs, learning opportunities, and support for academic and personal interests of learnings at the point of need.[1] Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. It is imperative that the librarian and the grade and subject area teachers work together to create a quality learning environment.

Facts to Remember in Collaboration[2]

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

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

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

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

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

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

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

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

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

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

Collaborative Lesson Plan https://mdek12.org/LLE
Teacher Request Form https://mdek12.org/LLE

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[1] "Guidelines for Pennsylvania School Library Programs", Commonwealth of Pennsylvania Department of Education, 2019, p. 18.
[2] Gavigan, Karen. "Coteaching the Standards Through L4L and the Three Cs: Curriculum, Collaboration, & Communication", Knowledge Quest, March/April 2012, p. 76.

Levels of Librarian and Teacher Collaboration[3]

Level		Planning	Service	Subtype	Examples
COLLABORATION	6	**Coplanning Required** Coplanning occurs when equal partners work together to design instruction. Educators begin with the end in mind – students' performance of the learning objectives. During coplanning, educators codesign assessment instruments and align students' learning tasks with objectives and assessments.	**Collaboration** The school librarian and the classroom teacher schedule formal planning time to design a lesson or unit of instruction to achieve shared goals and specific student learning outcomes. They complement the lesson or unit using one or more co-teaching approaches. Collaborators co-monitor student progress and share responsibility for assessing and analyzing student learning outcomes.	**Team Teaching**	After collaborative planning, educators co-teach by assuming different roles during instruction.
COLLABORATION	5			**Parallel Teaching**	Each educator works with a portion of the class to teach the same or similar content using the same or different modalities. Groups may switch or reconvene as a whole class to share, debrief, and/or reflect.
COLLABORATION				**Station Teaching**	After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers, while in other centers, students work independently.
COLLABORATION	4			**Alternative Teaching**	One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group.
COORDINATION	3	**Coplanning Required** (see above)	**Coordination** Coordination requires more communication than cooperation. It includes a shared mission and may include planning and can be supported over a longer time period. Often the classroom teacher will take the lead in coordination activities and the school librarian will follow along in a supporting role.		The school librarian aligns library instruction with the topic or learning objectives the classroom teacher is addressing in the classroom. **OR** The school librarian may support classroom teachers by helping them implement a new strategy, tool, or resources.
COORDINATION	2	A brief conversation about a lesson topic or objective.			
COOPERATION	1	A brief conversation about a lesson topic or objective.	**Cooperation** Compared with collaboration, cooperation tends to be more informal, short term, and often lacks a focused planning effort. The classroom teacher and school librarian may not have a shared mission, but rather provide supporting resources or materials to help student achievement.		The school librarian provides print, digital, or technical resources for students' and classroom teacher's use in the classroom or in the library. The school librarian is not involved in the instruction.

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[3] Berg, K., Kramer, J., & Werle, M. (2019). Implementing & Evaluating Instructional Partnerships. Knowledge Quest, 47(3), 32–38.

Virtual Collaboration[4]

School librarians, like classroom teachers, wear many different hats on a day-to-day basis which makes it hard to schedule face-to-face collaborative teaching meetings. School librarians can create open and flexible lines of communication between other librarians, teachers, and even students using online communication tools. Because teachers and librarians do not always have the same planning block, this type of technology can be used to help facilitate aspects of co-taught lessons. With the implementation of the College-and Career-Readiness ELA Standards, research and in-depth writing projects require students and teachers to seek help from school librarians. Using Web 2.0 tools allow students to share documents and presentations with teachers and school librarians. By virtually sharing assignments, students can receive timely feedback to help throughout the writing or researching process which can result in better quality assignments and improve scores.

"Collegiality and teamwork are non-negotiable requirements for faculty in schools that seeks to become schools that learn."

Judi Morellion,
Collegiality and Teamwork (2019)

Providing Resources to Early Childhood Classrooms[5]

According to the *Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children and Kindergarten Guidelines*, all pre-kindergarten and kindergarten classrooms should have a minimum of four different learning centers which include a library center. As well as having a library or book center, each learning center should provide children with access to a wide range of interesting, developmentally appropriate reading materials from all genres including fiction and non-fiction books, poetry, magazines, and newspapers.

Early Childhood Classroom Library Center Guide https://mdek12.org/LLE

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[4] Jones, S. A., & Green, L. S. (2012). Transforming collaboration. Teacher Librarian, 40(2), 26-31.
Oremland, S. (2013). Collaboration and Technology for Authentic Research Projects. Knowledge Quest, 41(4), 60-68.
[5] *2018 Mississippi Department of Education Kindergarten Guidelines*

3.6 PLANNING FOR INSTRUCTION

Librarians of the 21st century are educators in every sense of the word. Whether instruction is a collaborative effort with other teachers or on an as-needed basis, librarians – like their classroom counterparts – must be prepared to develop instructional plans that meet the needs of the learning community they serve.

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

- o **Understanding of the students** What are their interests and learning preferences and what prior knowledge do they have?

- o **Knowledge of the content** How familiar is the librarian with the subject area/key content of the assignment?

- o **Resources** What materials will help the librarian teach the lesson?

- o **Goals/outcomes** What knowledge or skill does the librarian want the students to know?

- o **Objective(s)** What measurable task should students be able to do at the lesson's end?

- o **Opportunity** How will students "practice/apply" what they have learned?

- o **Comprehension** How will understanding be monitored/checked during the lesson?

- o **Evaluation** How will the librarian measure the student's success in achieving the lesson's objective?

Learning Skills Implementation

The purpose of the *Mississippi College-and Career-Readiness Learning Standards for Libraries* is to showcase what students should know and be able to do at each grade band to ensure success in school, higher education, and the workforce. The standards are organized around four main strands: Library Media, Reading Engagement, Research and Information, and Digital Literacy and are followed by overarching skills that continue across all grade bands.

Learning Standards https://mdek12.org/LLE
Lesson Plans https://mdek12.org/LLE

Pathfinders[6]

Alignment with the AASL *National School Library Standards*, pathfinders model and provide multiple ways for students and teachers to locate, evaluate, and ethically use library resources for specific purposes. Title the pathfinder so that it includes the title, purpose, scope, and grade level as well as contains print materials, electronic resources, image resources, and additional materials.

Pathfinder Template https://mdek12.org/LLE

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[6] *An Introduction to Collection Development for School Librarians*, second edition, 2019

3.7 PROMOTING FLEXIBLE, OPEN ACCESS

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

Guidelines for Library Scheduling

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

- o The librarian, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.

- o The library should be open for student use at all times. It should not be closed for non-library purposes this includes testing and teacher meetings without a non-traditional school day policy. See *Non-Traditional School Day Policy* on page 29 for more information.

- o Twenty-five percent of the librarian's time should be spent in the administration of the library program and planning library lessons that support curriculum taught in the classroom. During this time, students and teachers, within reason, may still use the library. This constitutes the school librarian's "planning period."

- o The librarian should have scheduled lunchtime whether that is with or without a class.

Library Schedule Template https://mdek12.org/LLE
AASL Position Statement https://tinyurl.com/ybmdxc24

Flexible Scheduling

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

Partially Flexible Schedule

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

Fixed Scheduling

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

Open Access

School Library Monitoring Rubric 2.1 Flexible scheduling/Open access is incorporated into the school library schedule especially during a non-traditional school day. A non-traditional school day includes but not limited to standardized testing, school programs, book fairs, professional development meetings, etc. Students and teachers should have access to the school library's resources and materials at all times. That can become difficult when the library/librarian is used for different purposes. Establishing open access policies can enable students and teachers to have the ability to use all of the library's print and non-print resources and materials.

Non-Traditional School Day Policy

When the library facility or the librarian is used for other purposes, a policy should be in place to ensure that students and faculty still have access to resources.

Example 1 The school librarian can spend time visiting classrooms with a book truck and a wireless check-out system. Students can check-out or return books to the cart during that time. A schedule can be made so that the librarian can visit classrooms as necessary. This should not replace students' access to the school library.

Example 2 If the library is being used for another purpose, the librarian can set up a makeshift library in a classroom or another part of the school building. The location should be made known so that students and teachers have access to materials and resources. Students can check-out/check-in books at this time. This option can be used when the library is closed due to meetings or testing.

Extended "Open" Library Times

"Open" library time allows all students access to the library during a particular time and allows for student-choice instead of teacher-choice book selection. In elementary schools, the librarian can schedule different grades each day during an "open" library time to be able to help students. Middle and high school libraries should be open to all students throughout the day. Extending "open" library time on a non-traditional school day will allow students to have access to the school library's resources and materials.

Self-Check-out/Check-in Station

Creating self-check-out/check-in stations can increase open access for students and teachers. Having the station in an open area will allow the librarian to keep an eye on it even when working with other students. Printed directions with pictures can help students and teachers use the station.

3.8 ENCOURAGING ADVOCACY

Leadership and advocacy require stepping out of comfortable behind-the-scenes roles and becoming a proactive leader. The school librarian needs to provide leadership and advocacy in information literacy, technology initiatives, policy creation, instructional design, and professional development. The AASL provides advocacy tools for school library programs on their website that include brochures, infographics, and toolkits.

Advocacy Tools

- o **Webpage/Website** can be the virtual face of the school library program and needs to be clear and kept up to date. It should include schedule, website links, database access, library news, and book reviews.

- o **Newsletters** should focus on what is new in the library, events that have happened or will happen, books added to the collection, and/or pictures of students/projects.

- o **Local and School Newspaper Articles** with pictures can also be another important promotional tool for the library.

- o **Social Media** is a quick way to get information out to teachers, students, and parents.

NOTE Receiving parental/guardian permission to use student photos is a must. The librarian should check with the office to make sure that permission has been granted.

Library Public Relations Plan https://mdek12.org/LLE

Library Advocacy Committee

The library advocacy committee communicates effectively with teachers, students, and the school community about the library program and available resources. The committee advocates for the library program in the school and community.

- o **Advocacy Committee:** Library, Administrators, Teachers, Parents, and Student (be appropriate)

- o **Advocacy Documents:** List of Members, Goals and Objectives, Meeting Agenda

3.9 Library Promotional Events

The American Library Association sponsors nationally recognized events that promote the value of the school library program. The Mississippi Library Commission promotes local events throughout the year in public and school libraries. National reading programs provide a catalyst for collaboration with the learning community. Each year professional organizations and state reading programs provide opportunities to enhance the library program and promote the joy of reading. Librarians should seek out age-appropriate venues for the learning community and make them available.

ALA Programs

- **Banned Books Week** brings together the entire book community; librarians, booksellers, publishers, journalists, teachers, and readers of all types, in shared support of the freedom to seek and to express ideas, even those some consider unorthodox or unpopular.

- **Digital Learning Day** was started as a way to actively spread innovative practices and ensure that all youth have access to high-quality digital learning opportunities no matter where they live.

- **School Library Month** encourages librarians to create activities to help their school and local community celebrate the essential role that strong school library programs play in transforming learning.

National Reading Programs

- **BOOKIT! Program** motivates children to read by rewarding their reading accomplishments with praise, recognition, and pizza sponsored by Pizza Hut.

- **Read for the Record** is Jumpstart's national campaign that was launched over a decade ago to address the educational inequities that leave too many children unprepared for kindergarten.

- **World Read Aloud Day** created by the nonprofit organization LitWorld is all about bringing people together through stories and that will be more important than ever this year when the shared experience and connection of reading aloud is so needed in all of our communities.

State Reading Programs

- **The Magnolia Book Awards** are given annually to the book voted by the children and teens of Mississippi and voting takes place every February.

- **Poetry Out Loud** is created by the National Endowment for the Arts and the Poetry Foundation, teachers and librarians can guide students to a deeper understanding of the power of language and literature.

3.10 COLLABORATING WITH PUBLIC LIBRARIES

The public library can be a great resource for school librarians and their students. It is important to get to know the public library staff, especially the person responsible for providing service to children and teens. In addition, public libraries offer a wide array of other services for students. Some libraries offer access to online, live after school tutoring services which are free to students! Many public libraries across the state subscribe to informational databases in addition to those provided through MAGNOLIA.

ALSC School-Public Library Partnerships https://mdek12.org/LLE

Mississippi Library Commission Resources

o **Talking Book Services** provides services for eligible Mississippi residents who are unable to read standard print due to a visual, physical or organic reading disability and for institutions that serve these eligible individuals (schools, hospitals, living facilities, etc.).

o **Sensory Story and Storytime Kits** contain one print/Braille book and a number of items related to the book. Each book contains printed words, illustrations, and Braille making them accessible to readers with and without visual impairments.

o **Technology Kits** allow public schools to different types of technology such as 3D printers, Little Bits Coding Kit, LEGO Mindstorm Kits, and 3Doodler Kit.

o **Book Club in a Box** contains ten copies of the same book along with discussion questions ready for schools and libraries to check out for their book club groups. Kits are available for a three-month period (time to receive, distribute, read, and discuss).

MLC Special Collections https://mlc.lib.ms.us/ms-libraries/special-collections

3.11 MAGNOLIA

Mississippi Alliance for Gaining New Opportunities through Library Information Access provides Mississippi residents with access to electronic databases through their local public, school, community college, or university libraries. MAGNOLIA is funded by the Mississippi Legislature and partially funded by the Library Services and Technology Act (LSTA) administered by the Mississippi Library Commission and the Mississippi Department of Education. *Resources for K12 Libraries and Teachers* offers information regarding the MAGNOLIA resources for K-12 school librarians, teachers, and students.

Resources for K12 Libraries and Teachers https://mdek12.org/LLE

4.1 UNDERSTANDING COLLECTION DEVELOPMENT

Collection development can be defined as the carefully chosen purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population served. Ultimately these 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 the purchase of acquisitions; and 3) the evaluation of collections to ascertain how well they serve patron needs. These functions are guided by a district-approved collection development policy, which establishes priorities, supports efforts, and facilitates purchase decisions. The information explosion, together with tightening budgets, requires the school librarian to look at ways to access resources in formats beyond physical ownership, such as licensed electronic databases or high-quality open educational resources.

There are four responsibilities that librarians need to accomplish to create a quality collection[7] development plan: 1) knowing the standards, 2) understanding the students, 3) knowing the curriculum, and 4) identifying the selection criteria. When creating a quality collection development plan, consider a three-year plan; even a seven-year plan is reasonable.

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 the most significant gaps and greatest needs.

NOTE One goal of the collection policy is to add at least one new book per student each year.

ALA Policy Toolkit https://www.ala.org/tools/challengesupport/selectionpolicytoolkit
District Approved Collection Development Policy https://mdek12.org/LC

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[7] *An Introduction to Collection Development for School Librarians,* second edition, 2019

Preparing a Strategic Learner-Centered Equitable Access Collection Goals

The following collection goals chart will help create goals that promote a Learner-Centered Equitable Access Collection.[8] What this means is that all collection development goals are informed by the student's prior experiences, multiple identifies, interests, needs, and abilities. To go one step further, the school librarian should create an inclusive library collection and provide equitable access to all students.

My vision for the library is:

My three goals for achieving this vision through collection development are:

1.

2.

3.

The collection objectives for each of my goals are:

1.

2.

3.

Collection Policy Critique

- o **Include the following components:**
  - o Introduction
  - o Goals and objectives
  - o Selection (who, what, how)
  - o Collection description (subject and format analysis)
  - o Maintenance (why, when, criteria applied, how performed)
  - o Cooperative (partnerships, resource sharing)
  - o Intellectual Freedom Statement
  - o Appendixes (reconsideration, confidentiality, ALA council policies as appropriate)

- o **Think about the following when amending a policy:**
  - o What three people do you need to talk to?
  - o What information needs to be added to correspond with state or nationally suggested essential components?

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[8] *Collection Management for Youth* by Sandra Hughes-Hassell (2020)

4.2 SELECTION TOOLS

Selection decisions are usually made based on 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 student interests.

The selection of new materials is an ongoing process. Given that the school librarian cannot read or preview every purchase selection, tools are critical in the selection process. Some selection tools available to the school librarian include library advocacy committee and professional journals.

Decision-Making Model for Selecting Resources[9]

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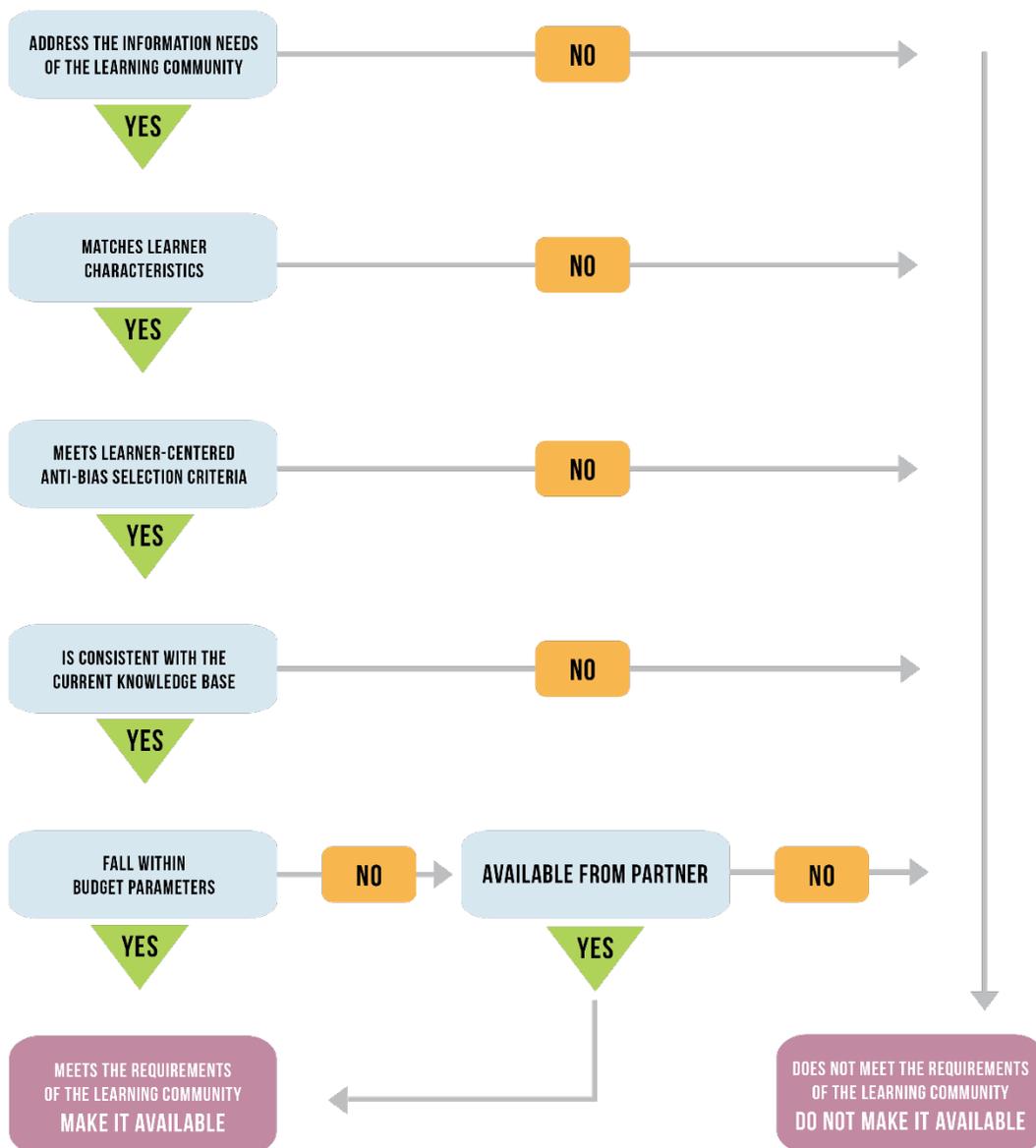
[9] *Collection Management for Youth* by Sandra Hughes-Hassell (2020)

4.3 HONOR/AWARD AND NOTABLE BOOKS

Book awards and honors are given to publications and the authors, illustrators, and publishers who use their talent and love for reading to create these works of art.

Honor/Award Books

- o **Caldecott Award** honors the best children's picture book of the year is awarded annually to the illustrator by the Association for Library Service to Children, a division of the American Library Association.

- o **Coretta Scott King Award** is given to honor African American authors and illustrators for outstanding inspirational and educational contributions.

- o **Michael L. Printz Award** is an award for a book that exemplifies literary excellence in young adult literature. It is named for a Topeka, Kansas school librarian who was a long-time active member of the Young Adult Library Services Association.

- o **Magnolia Book Awards** allow Mississippi students in grades K-12 to participate. Students read the books and turn their votes into their teacher, librarian, or another adult at an authorized voting site. Votes are cast electronically and are held each year in February, with winners announced at the Fay B. Kaigler Children's Book Festival in April.

- o **Newbery Medal** is an award given to the author of the most distinguished contribution to American literature for children.

- o **Pura Belpré Award**, established in 1996, is presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

Notable Books

- o **ALA Notable Books for Children's** goal has been to make available to the nation's readers a list of 25 very good, very readable, and at times critical fiction, non-fiction, and poetry books for the adult reader.

- o **Young Adult Library Services Association Best of the Best** finds the best books and media for youth each year through YALSA's Best of the Best.

4.4 COLLECTION GUIDELINES

Collection guidelines are essential for the systematic development and maintenance of the library's print, media, and electronic collections so that the holdings of the school library supplement, enrich, and support the needs of its patrons. Print/digital library materials are selected, acquired, maintained, and deselected to serve this purpose.

Collection standards are based on the belief that a collection of diverse resources assembled to match the school curriculum and the developmental, learning, and cultural needs and interests of students will contribute positively to the learning environment.

To ensure the library collection reflects the school curricula, librarians should collaborate with faculty and staff. They should consider what texts and additional resources teachers and students will need to support the implementation of the curricula. Since independent student reading is an essential goal of education, it is crucial to align resources to student interests and reading levels. Librarians should also consider how best to incorporate teaching literacy skills into the various school curricula and identify and gather resources that support those efforts.

The following information breaks down the three features of a collection development plan: *plan, policies,* and *procedures.*[10] The purpose of the *plan* is the ongoing cycle of improvement for the collection and curation of resources that drive student success. The principle behind the collection development policies is a statement of intent that support collecting and curating practices to guide student success. Finally, the procedures' process is the management of access to collected and curated resources to sustain student learning and achievement.

PLAN
* Needs Assessments
* Goals
* Curricular Connections
* Professional Practices
* Action Steps
* Budget

POLICIES
* Mission Statements
* Resource Selection
* Resource Maintenance
* Intellectual Freedom
* Reconsideration
* Responsible & Ethical Use of Resources

PROCEDURES
* Purchasing
* Cataloging
* Circulating
* Library Schedule
* Virtual Presence
* Library Handbook

Plan

- **Needs Assessments** Identifying gaps between the collection and the resource wants of the students, staff, and curriculum. Formal and informal needs assessments can provide valuable information about what currently exists within the collection as well as the direction for future acquisitions.

- **Goals** Priorities to meet the ever-changing needs identified in the need's assessment of students, staff, and curriculum.

- **Curricular Connections** Resources available in the library collections to support classroom instruction in all content areas.

- **Action Steps** Tasks to be completed over the projected timeline to reach the goal.

- **Budget** Funding available to carry out goals.

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[10] South Dakota State Library: School Library Collection Development Framework

Policies

- **Resource Selection** Criteria for including items in the collection.

- **Resource Maintenance** Organizing, tracking, repairing, replacing, reviewing, and weeding collection resources for relevance and usability.

- **Intellectual Freedom** Access to information and ideas from many points of view.

- **Confidentiality of Records** Student and staff confidentiality is maintained through the policies and procedures of the library per district policy, state statute, and federal law.

- **Responsible and Ethical Use of Resources** Students and staff follow all district responsible use policies and adhere to applicable copyright law and fair use interpretation as they pertain to all formats and devices.

- **Reconsideration of Resources** An individual's right to question the inclusion or exclusion of resources within the collection.

Procedures

- **Purchasing** School or district ownership of resources within the collection as well as access to subscription services.

- **Cataloging** Classification of resources in an organized web-based automated system for users' access.

- **Circulation** The loaning of resources to users.

- **Resources** Resources that are missing/lost or unable to be accessed in their current condition due to damage?

- **Library Schedule** The daily operational hours of the physical place.

- **Virtual Presence** The ability of the library website and online communication to share information.

Steps for Aligning Resources to the School's Curriculum

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

1. Use an evaluation tool to identify areas that need to be strengthened.
   Collection Evaluation Tool https://mdek12.org/LC

2. Identify the diverse needs and interests of the student population.

3. Prepare a collection development plan for needed curriculum resources.

4. Present the plan to appropriate administrators and teachers.

5. Use the alignment to identify areas for weeding.

High-Quality Supplemental Materials

Instructional materials are one of the essential tools educators use in the classroom to enhance student learning. To aid in this endeavor, school library resources must match with the classroom's high-quality instructional materials. School library resources must align with state standards and are of high quality to provide meaningful instructional support.

CCRS Collection Development for School Libraries https://mdek12.org/LC

Fiction Collection Standards[11]

The fiction collection will have an older average copyright date than the nonfiction collection; however, this collection, like the nonfiction collection, should be evaluated and renewed annually to remove items that are outdated, irrelevant, or damaged beyond repair.

- o Address subjects of interest to the students served
- o Age and developmentally appropriate for the students served
- o Diverse and multicultural in scope
- o Reflective of current and classic literature

Nonfiction Collection Standards

The nonfiction collection is evaluated annually to remove items containing glaring factual errors, outdated information, or that no longer meet the current curricular needs, or damaged beyond repairs.

- o Address subjects of interest to the students served
- o Age and developmentally appropriate for the students served
- o Aligned with the school's curriculum

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[11] *Standards for South Carolina School Library Resource Collections*, 2012

Balanced Dewey Recommendations for the School Library Collection[12]

To balance the collection and facilitate collection development, the following percentages for the fiction and nonfiction sections are recommended. However, these percentages may vary depending on an individual school's instructional program. For example, a high school with a strong literacy initiative may need a collection that is 50% fiction and 50% nonfiction.

	Elementary (Prek-5)	Middle (6-8)	High (9-12)
000 Generalities	.5%	1%	1%
100 Philosophy and Psychology	.5%	1%	1%
200 Religion	1%	1%	1%
300 Social Sciences	8%	10%	11%
400 Language	1%	1%	1%
500 Science/ Mathematics	11%	9%	7%
600 Technology	5%	7%	6%
700 The Arts	5%	5%	6%
800 Literature	4%	5%	10%
900 Geography and History	7%	13%	11%
General Fiction	23%	26%	15%
Reference	3%	9%	18%
Biography	6%	10%	9%
Professional	2%	1%	2%
Story Collection	0%	1%	1%
Easy	23%	0%	0%

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[12] *Standards for South Carolina School Library Resource Collections*, 2012

Guidelines for School Library Collection Development[13]

Resource	Elementary (Prek-5)	Middle (6-8)	High (9-12)
Encyclopedia, General	● At least 1 or more online general, grade-level appropriate encyclopedia **(MAGNOLIA) AND** ● 1 current set of print, not older than 5 years	● At least 1 or more online general, grade-level appropriate encyclopedia **(MAGNOLIA)**	● At least 1 or more online general, grade-level appropriate encyclopedia **(MAGNOLIA)**
Dictionaries	● 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	● 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	● Electronic access to online dictionary **AND** ● Foreign language dictionaries available for languages taught or spoken in the school and represented by the community
Atlases	● 1 Globe **AND** ● 1 US Atlas **AND** ● 1 World Atlas **AND** ● Electronic access to online atlas and map resources **(MAGNOLIA)**	● 1 US Atlas **AND** ● 1 World Atlas **AND** ● Electronic access to online atlas and map resources **(MAGNOLIA)**	● Electronic access to online atlas and map resources **(MAGNOLIA)**
Almanacs	● 1 general, appropriate almanac **AND** ● 1 state almanac, latest edition available	● 1 general, appropriate almanac **AND** ● 1 state almanac, latest edition available	● 1 general, appropriate almanac **AND** ● 1 state almanac, latest edition available
Thesaurus	● Electronic access to online thesaurus **AND** ● Up to 5 copies of a standard thesaurus	● Electronic access to online thesaurus **AND** ● Up to 5 copies of a standard thesaurus	● Electronic access to online thesaurus **AND**
Biographical Resources	A print or digital biographical reference source of each of the following groups: **(MAGNOLIA)** ● Americans of current and historical interest,	A print or digital biographical reference source of each of the following groups: **(MAGNOLIA)** ● Americans of current and historical interest,	A print or digital biographical reference source of each of the following groups: **(MAGNOLIA)** ● Americans of current and historical interest,

[13] *Guidelines for Library Media Programs in Louisiana Schools, 2017*

	• Authors, • Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • Current and historical figures of general interest and appeal to a diverse population	• Authors, • Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • Current and historical figures of general interest and appeal to a diverse population	• Authors, • Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • Current and historical figures of general interest and appeal to a diverse population
Magazines	• 2-4 print or digital subscriptions to appropriate periodicals that support the curriculum or of the school's choice	• 2-4 print or digital subscriptions to appropriate periodicals that support the curriculum or of the school's choice	• 2-4 print or digital subscriptions to appropriate periodicals that support the curriculum or of the school's choice
Newspapers	• 1 local or regional newspaper, current subscription (print or digital) **(MAGNOLIA)**	• 1 local or regional newspaper, current subscription (print or digital) **(MAGNOLIA)**	• 1 local or regional newspaper, current subscription (print or digital) **(MAGNOLIA)**
Professional Collection	• A goal of 20 print and/or digital current professional titles **AND** • Access to print and/or digital professional periodicals **(MAGNOLIA)** AND • Current credible websites for professional development purposes available through the school library website	• A goal of 20 print and/or digital current professional titles **AND** • Access to print and/or digital professional periodicals **(MAGNOLIA)** AND • Current credible websites for professional development purposes available through the school library website	• A goal of 20 print and/or digital current professional titles **AND** • Access to print and/or digital professional periodicals **(MAGNOLIA)** AND • Current credible websites for professional development purposes available through the school library website

Collection Mapping[14]

The purpose of the library is to provide information resources in a variety of formats that support the school's curriculum. To ensure a resource collection aligned with the curriculum requires that the librarian know what's being taught in each grade and subject. A curriculum map is a critical tool for librarians to know what the implemented curriculum in the classroom looks like each year. The librarian should be a part of any team assembled to create a curriculum map. If, however, a librarian works in a school that has no curriculum map, then the librarian can create one specifically for use in the library.

ELEMENTARY SCHOOL CURRICULUM MAP*

	ENGLISH LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE	MATHEMATICS	MUSIC	HEALTH	
K	Poems; Storybooks; Adventures; Characters; Retelling	Citizenship; Money; Culture; Landforms; American Culture	Plants; Animals; Life Cycle; States of Matter; Seasons	Whole Numbers; 2-D Shapes; 3-D Shapes; Measurements; Addition and Subtraction	Singing Voice; Timbre; Musical Instruments; Pitch; Rhythm and Beat	Healthy Habits; Behavior; Food Groups; Exercise; Personal Grooming	**K**
1	Poetry and Prose; Key Details; Text Features; Narrative Writing; Informative Writing	Family; Goods and Services; Traditions; Weather; US Historical Figures	Ecology; Light; Sound; Weather; Ecosystems	Addition and Subtraction; Word Problems; Measurements; Telling Time; Money	Musical Instruments; Singing Voice; Dynamics; Music Forms; Duration	Relationships; Hygiene; Nutrition; Exercise; Community	**1**
2	Fables; Folktales; Key Details; Text Features; Opinion Writing	Individual Dignity; Financial Institutions; Tolerance; Human Settlement; Oral Traditions	Classification System; Motion, Force, Energy; Chemical Interactions; Solar System; Earth's Resources	Length; Telling Time; Money; Graphs; Shapes	Silence; Tempo; Movements; Rhythms; Harmony	Prevention of Illness; Respect; Injuries; Medication; Healthy Habits	**2**
3	Fables; Myths; Historical Fiction; Text Features; Narrative Writing	Laws; Taxes; Voting Process; Natural Disasters; Suffrage	Genetics and Traits; Habitats; Magnets; Rock Cycle and Layers; Fossils	Multiplication and Division; Fractions; Volume; Time; Graphs	Octaves; Instruments; Harmony; Scales; Historical Musical Periods	Personal Grooming; Nutrition; Hazardous Products; Feelings; Communication	**3**
4	Drama; Research Writing; Point of View; Primary Source; Theme	Mississippi Government; Civil War; Integration; Natural Resources; Cotton	Human Organ Systems; Forms of Energy; Electricity; Atmosphere; Forms of Energy & Fuels	Patterns; Decimals; Fractions; Conversions; Geometric Shapes	Musical Scales; Tempo Markings; Pentatonic Scale; Major Scales; Minor Scales	Germs; Food and Drug Administration; Disabilities; Substance Abuse	**4**
5	Figurative Language; Point of View; Opinion Writing; Quoting Text; Novels	Bill of Rights; Economy; Native Americans; Landforms; Explorers	Ecosystems; Food Chains; Physical Properties; Astronomy; Green Living	Numerical Expressions; Decimals; Fractions; Conversions; Geometric Measurements	Major or Minor Singing; Rhythm; Intonation; Eighth and Sixteenth Notes; Historical Musical Periods	Immune System; Healthy Eating; Verbal and Non-verbal Communication; Safety	**5**
6	Research Writing; Novels; Theme; Text Evidence; Main Idea	Civil Liberties; Religion; Population and Migration; Weather; Maps	Cells; Ecology; Newton's Law; Solar System; Sun	Ratio; Fractions; Rational Numbers; Algebraic Expressions; Area, Surface Area, Volume	Pitched Instruments; Non-Pitched Instruments; Bass and Treble Clefs; Musical Arrangements; Choreographed Movements	Self-Image; Health Screenings; Conflict; Decision-Making; Substance Abuse	**6**

ART

K-2ND GRADE	3RD GRADE-6TH GRADE
Line; Shape	Form; Texture; Sculpture; Clay; Painting; Pastels; Drawing; Charcoal

PHYSICAL EDUCATION

Basketball; Dance; Jump Rope; Soccer; Rope Climbing; Running; Throwing/Catching; Stretching; Gymnastics

* This is an example of an elementary school curriculum map. This curriculum map is not complete and may not reflect the Mississippi Department of Education's College- and Career Readiness Standards.

Once the librarian has a curriculum map, the next step is to create a collection map. A collection map gives a visual representation of how the library resource collection - fiction, nonfiction, print, and nonprint - is aligned with the school's curriculum, showing the number of items available for each significant curricular theme, unit, or topic, the average of these items by Dewey category, and the number of items per student.

A completed collection map provides valuable data for the librarian to share with decision-makers (e.g., principal and district administration) and stakeholders (e.g., teachers, students, parents, and PTA). The collection map also provides valuable information for the librarian and the library advocacy committee as they collaborate to develop long-range plans for the library program, including collection development, addressing weeding, purchasing, budgetary considerations, and program evaluation and enhancement.

Curriculum Map Evaluation Worksheet https://mdek12.org/LC

LIBRARY COLLECTION HEAT MAP

Legend: NO TEXT | LESS THAN 5 ITEMS | 5-10 ITEMS | 11-19 ITEMS | 20+ ITEMS

Columns: K, 1, 2, 3, 4, 5, 6

TOPICS:
- 200 Religion
- 300 Social Sciences
- 320 Political Science
- 330 Economics
- 500 Natural Sciences
- 520 Astronomy
- 530 Physics
- 540 Chemistry
- 550 Earth Sciences
- 560 Fossils
- 570 Biology
- 580 Plants
- 590 Animals
- 610 Medicine and Health
- 630 Agriculture
- 640 Family
- 910 Geography
- 970 US History

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[14] *Standards for South Carolina School Library Resource Collections*: www.scasl.net/assets/standards_school_library_resource_collections.pdf

Ready Reference

Ready reference areas can be created to help pull information together for projects, teaching units, or research. The ready reference area rotates during the school year, depending on the needs of teachers and students. Ready reference should be designated to a central location in the school library to help students and teachers easily find resources. Quality signage should be made to promote the ready reference collection. Bookmarks, flyers, and other takeaways should act as supporting documents to the ready reference collection.

Example If high school social studies and English teachers are teaching a unit on the Great Depression, then the school librarian can pull all of the library resources that contain information regarding the Great Depression and the 1920/1930s into the ready reference section. This will allow teachers to find information to use in class, and students will be able to find additional resources such as historical fiction to take learning beyond the classroom.

4.5 WEEDING OF COLLECTION RESOURCES

To maintain a collection that meets the needs of the learning community, deselection (weeding) of materials is essential. School library weeding guidelines should include the rationale and established criteria for weeding, as stated in the collection development policy.

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

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

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

S = Superseded (by a genuinely new edition or by a much better book on the subject)

T = Trivial (of no discernible literary or scientific merit)

I = Irrelevant to the needs and interests of your community

E = Elsewhere through interlibrary loans, borrowing or electronic format

Increase Circulation Through Displays

- o   Place books in high traffic areas

- o   Highlight books with quality signage

- o   Reflect student or teacher interests

- o   Cross-promote genres or series

- o   Displays should be fun and creative

Weeding Procedure

- o   Design a plan that includes a schedule and a goal for the weeding process.

- o   Informal is an ongoing process as materials are checked-in and checked-out

- o   Formal is a planned process not to be replaced by informal weeding. A rotation schedule can be established to allow weeding over time.

- o   Schedule regular weeding during an uninterrupted time.

- o   Look at each book and apply your criteria.

Things to Keep

- o   Classics, award winners

- o   Local history

- o   Annuals and school publications

- o   Out of print titles that are still useful

- o   Biographical sources

Weeding Guidelines https://mdek12.org/LC

4.6 CHALLENGED MATERIALS

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

Interests of the community, the faculty, and the students, which vary from school to school, should also be reflected in the collection. Occasionally, materials in the school library may be challenged as inappropriate. The school librarian prepares for this event with a board-approved collection development policy that addresses challenged materials. Copies of the American Library Association's *Bill of Rights* and *Freedom to Read Statement*, and the National Council of Teachers of English (NCTE) *Right to Read Statement* should all be used to support the school district's students' rights policy.

NCTE: Right to Read Statement https://mdek12.org/LC

4.7 CATALOGING AND PROCESSING

A web-based automated library system is needed to establish circulation procedures for easy access to the school library's collection and maintain accurate records and statistics on the use of materials. All library materials' automated records should match the spine label placed on the physical items.

Book Processing

Designate an area dedicated to processing books that include easy access to the circulation system, stamps, labels, and additional supplies. The following should occur as soon as possible to ensure that materials are made available to students and teachers.

- When materials are received in the library, they should be opened, checked, and prepared for processing.

- Check the packing slip against the purchase order and alert your office manager of receipt of materials.

- If materials are pre-labeled by the vendor, then add the record into the circulation system. Double-check the information to ensure that the book and the record match.

- If materials do not have barcodes and spine labels, place the barcode on the book and create a spine label that correctly indicates where the book is located.

- Librarians can add additional information such as a reading program levels or fiction series. Stamp the material with the school library's name and address.

- Shelve the item in the correct location or on a particular display that showcases new arrivals.

Cataloging and Processing Requirements

- Web-based automated library system

- Scheduled inventory

- All library resources cataloged in the automated system

- Training on automated system operations for librarians, students, and teachers

- Standardized system (e.g., Dewey Decimal, Library of Congress, or genrification of fiction collection) of classification and shelving all collections

- Barcodes and spine labels on all physical resources

Cataloging and Processing Guide https://mdek12.org/LC

4.8 BOOK MAINTENANCE AND REPAIR

How an item is handled, processed, and shelved and such environmental factors as sunlight, humidity, and pests do much to affect the physical condition of the collection. The life and value of a school library's collection can be increased by maintaining and repairing materials.

Repair Principles

- **Books to be Repaired** contain torn or loose pages, worn spines, and covers, loose hinges, or detached covers.

- **Books to be Discarded** do not warrant the time or expense to repair. These may include books with yellow, crumbling pages, missing pages, out-of-date information, or lack of relevance to the collection.

- Catch damage early as students check books into the library. Teach student workers or volunteers on how to repair minor damage.

- Sort books by type of damage. It is more efficient and cost-effective to repair similar damage.

- Work systematically to make sure that the books are repaired correctly.

    - Remove the book jacket

    - Mend torn pages or reattach loose pages

    - Repair the cover

    - Clean the book jacket cover or insert jacket into a new cover

Book Repair Suggested Tools

- Transparent repair corners and wings

- 2" and 3" book tape, cloth repair tape, mending tape

- Transparent acid-free mending tissue

- Book repair glue with a syringe, 1/2" and 3/4" glue brush

- Tape and adhesive remover, book cleaner

- H-band assortment, plastic bone folder, book squeegee

- Non-stick scissors, razor blade knife, aluminum edge ruler

Book Maintenance and Repair Guide https://mdek12.org/LC

SECTION FIVE
TECHNOLOGY

5.1 THE ROLE IN THE TECHNOLOGY PROGRAM

Technology continues to change the role of today's school librarian. Once the 'stereotyped librarian' who dealt primarily with books, the 21st-century school librarian now serves as an information specialist and often as the link between library patrons and the unlimited access to information and knowledge available to them.

It is the responsibility of the school librarian to provide leadership and expertise in the use of this technology to ensure that students and faculty are productive and responsible users of these vast resources. Through media and technology, students can acquire and strengthen skills in reading, writing, listening, observing, organizing, and communicating ideas. The school librarian should, in collaboration with classroom teachers, teach students the skills necessary to evaluate the information, to determine its accuracy, its usefulness, and its relevance to their search topic. The students' ability to access and use information effectively prepares them for the information-rich technological world.

"Google can bring you back 100,000 answers, a librarian can bring you back the right one."

Neil Gaiman,
English fiction author

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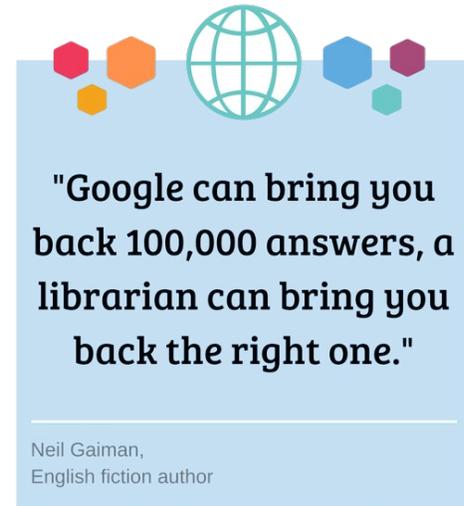
Book Repair Suggested Tools

- o   Possesses technology competencies that are evaluated by an approved evaluation instrument.

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

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

- o   Embraces, promotes, seeks, and shares technologies that assist faculty and administration in understanding how to effectively and appropriately utilize technology and integrate information resources in the learning environment.

o   Provides professional development training for faculty to assist in the use and integration of MAGNOLIA resources, free online databases, and journal articles made available to all publicly supported schools into the curriculum.

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

o   Models and instructs students and teachers on conduct, ethics, and integrity in the use of the Internet and other electronic resources. Provides information about and adheres to copyright laws.

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

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

o   Works cooperatively with the district technology coordinator.

o   Collaborates with the learning community to empower students to acquire technology information literacy skills that enable them to be lifelong learners and critical thinkers.

The School Library

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

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

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

o   Provide students with access to a variety of technology, including (but not limited to) scanners, cameras, video cameras, iPads, e-readers, etc.

5.2 CREATING A TECHNOLOGY-RICH ENVIRONMENT

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

A 21st Century Librarian[15]

- Learners and teachers can access age and content appropriate and relevant databases, portals, and websites.

- Librarian organizes the web for learners by organizing electronic resources to meet the information needs of the learners.

- In addition to print materials, the collection now includes e-books, audiobooks, blogs, streaming media, and more.

- Interactive library services are provided online (book reviews, reference services, library calendar).

- Partnering with classroom teachers is used to consider new interactive, collaborative, and engaging communication tools for student projects (digital storytelling, podcasts, streaming video, and user-generated content, gamebooks, etc.).

- Experts, scholars, authors, and other classrooms visit the library via telecommunication tools.

- Reading is promoted through digital book talks, e-books, and virtual literature circles.

- Respect for intellectual property is modeled using appropriate documentation for media in all formats and explaining new licensing concepts to all learners.

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[15] Adapted from Valenza, Joyce Kasman. "You know you're a 21st-Century teacher-librarian if …"

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.

Digital Resources https://mdek12.org/Tech

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.

User-Centered Library Website
- The ability to interact with the library's OPAC
- Remote access to the library's databases
- Library tutorials or how-tos and a virtual reference section
- The promotion of reading

Web Design
- Keep the website's information and links up to date
- Test website in different browsers and on different devices
- Be sure the content on all web pages is clear, well organized, and well written
- Do not use long, scrolling pages
- Do not forget to have a link to your library's website on the school's homepage

Website Components https://mdek12.org/Tech

5.4 TECHNOLOGY PROFESSIONAL DEVELOPMENT

A school librarian's participation in professional technology associations and attendance at technology-related conferences cannot be understated.

Professional Development Opportunities

- **BER: Bureau of Education and Research** is a provider of professional development and PD training resources for educators in North America.

- **LAMP (Mississippi Library & Media Professionals)** is a workshop designed to increase awareness and understanding of the role of librarians in the state of Mississippi.

- **International Society for Technology in Education** is a source for professional development, knowledge generation, advocacy, and leadership for innovation.

- o **MegaResource School Librarian Workshop** began in 1999 as a series of workshop sessions, developed and presented by Mississippi State University Libraries, for school librarians throughout the state of Mississippi.

- o **Mississippi Library Association School Library Section** provides professional leadership for the development, promotion, and improvement of library and information services and the profession of librarianship to enhance learning and ensure access to information for all.

- o **Mississippi Educational Computing Association (MECA)** provides the sharing and exchanging of ideas, techniques, materials, and procedures for all persons interested in technology in education, including instructional applications, administrative applications, and computer science education.

5.5 MAKERSPACES IN SCHOOL LIBRARIES

Makerspaces are part of a growing movement of hands-on learning environments to make and remake the physical and digital worlds. These spaces promote invention, creation, and STEM learning. The makerspace movement aligns with the *Educate to Innovate Initiative,* which helps students increase math and science scores. Makerspaces will enable mentor-led learning and will introduce students, teachers, and families to technology and equipment that will allow creative hubs can enrich and empower library users' creativity and lives, which is an extension of the library's mission - a place of lifelong learning. Libraries exist to provide access to information and ideas for academic purposes; however, technology has changed the way students and teachers interact, not only with each other but also within our environments. Students and teachers are no longer just users and consumers of information, but they are also becoming creators of information - this information can be uploaded, shared, and blogged. The library, especially school libraries, must continuously evolve and adapt to meet the needs of patrons in the most effective ways possible. The school library is working to move beyond the definition of a warehouse for books to a facilitator of creation and innovation.

Makerspace Guide https://mdek12.org/Tech

SECTION SIX
ADMINISTRATION OF THE SCHOOL LIBRARY

6.1 PERSONNEL

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

An effective school library program should have sufficient staff to operate the library and conduct its day-to-day services. The school's instructional program should determine the number of professional personnel and support staff, and the number of students and teachers served. Some larger districts may employ library coordinators to ensure the smooth operation of all its libraries.

Process (input) standards address accepted educational principles and practices that are believed to promote educational quality. Library staffing is addressed in MDE's accreditation process standards as follows:

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

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

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

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

5. Continuing Education Units (CEUs) and/or semester hours of coursework must be in content or job/skill areas.

MSIS Codes for School Librarians

- o **751011 LIBRARY AIDE** Aide assigned to work in the library.

- o **551014 SUPERVISOR- MEDIA/LIBRARY** Supervises the library/media personnel and programs in the district.

- o **601007 LIBRARIAN/MEDIA SPECIALIST** Responsible for the operation of the library/media center in the assigned school.

- o **902001 NATIONAL BOARD - CERTIFIED TEACHER/COUNSELOR/LIBRARIAN** National Board for Professional Teaching Standards Certification as issued by the NBPTS org.

AASL Position Statement: Appropriate Staffing for School Librarians https://mdek12.org/Library

PRAXIS Information

Mississippi requires that all educators pass a rigorous test on complying with licensure guidelines. The Praxis series offered through Educational Testing Service is the tests approved by the Mississippi State Board of Education for licensure in Library Media.

- o Praxis II Library Test Code 5311 **(Passing Score - 143)**

- o Praxis II Principles of Learning and Teaching 5622, 5623, or 5624 **(Passing Score - 160)**

AASL Position Statement: Preparation for School Librarians https://mdek12.org/Library
MDE: Library Media Licensure https://mdek12.org/ASL

DEFINITION OF A SCHOOL LIBRARIAN

School librarians are certified teachers, instructional partners, informatio specialists, program administrators, and leaders who are essentail to student success.

MISSISSIPPI DEPARTMENT OF EDUCATION

01 TEACHER
- Creates and facilitates student-driven learning experiences
- Designs lessons that promote creative thinking and communication skills
- Fosters a love of reading to encourage academic and personal curiosity

02 INSTRUCTIONAL PARTNER
- Collaborates with classroom teachers to meet the needs of students
- Guides instructional design and promotes the use of critical thinking skills, technology, and information literacy skills
- Leads professional development in content and pedagogy

03 INFORMATION SPECIALIST
- Curates and provides equitable access to appropriate and diverse materials that complement both the curriculum and learners' interests
- Empowers the community to be responsible and ethical users of information
- Implements emerging instructional technology for students and staff

04 PROGRAM ADMINISTRATOR
- Meets learners and stakeholders at their point of need to work toward common goals
- Aligns the library program with the mission and vision of the school and district
- Fosters support for social and emotional needs through culturally responsive teaching

05 LEADER
- Promotes a growth mindset to prepare learners to engage in a global society as responsible and responsive citizens
- Serves in positions of responsibility and builds relationships with the school community and stakeholders

6.2 BUDGET AND FUNDING

For a school library to have a collection that is balanced, diverse, and updated and that meets the needs of its patrons and the school's curriculum, school librarians must have adequate, consistent, and sustained funding.

School librarians should collaborate with their school and district administrators to ensure that funds are budgeted to maintain the library program. Budgetary funds should be provided for books, reference materials, magazines, newspapers, electronic resources, equipment, and other emerging technologies.

NOTE A proposed budget with justifications should be submitted annually to the building administrator on time to assure inclusion in the school/district budget planning sessions.

Funding Information

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

- The library program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st-century learning needs of the students in the school community.

- The budget process of the school library includes operating funds for new resources such as books, reference materials, equipment, and emerging technologies.

- The budget supports the philosophy of the school library and the community it serves.

- The school librarian must maintain accurate budget records to monitor and document the use of available funds. These records should be retained for 3 years.

- Data collected from the assessment of the school library's collection, school curriculum, and instructional changes, as well as the increased cost of materials, should be used in planning the budget for the year.

- The school librarian must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.

- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained for a minimum of 3 years.

- The school librarian must administer the school library budget and monitor acquisitions to meet all of the instructional and informational needs of the school's learning community.

- State, national, and regional accreditation standards should be considered in the acquisition and budgeting process of the school library.

Other Areas of Funding

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

School Library Grants Toolkit https://mdek12.org/ASL

Budget Guidelines

- o The purchase of library media supports is allowable under Title I. If an LEA identifies the need in the comprehensive needs assessment and includes it in their schoolwide plan, the funds can be spent as noted. Purchases using federal funds must follow the EDGAR policies and procedures.

- o Exceptions from bidding requirements (according to 2020 Mississippi State Purchasing Law): Purchases by libraries or for libraries of books and periodicals; processed film, video cassette tapes, filmstrips and slide; record audio tapes, cassettes and diskettes; any such items as would be used for teaching, research, or other information distribution; however, equipment such as projectors, records, or video equipment, and monitor televisions are not exempt under this subparagraph.

- o Include a brief justification for each line item that ties to the school's academic goals supported by the library.

- o Classroom sets of chapter books, novels, or reference materials (atlas, dictionaries, thesaurus) must not be purchased using 652 funds or any other designated library funds. The library can only count 5 copies of 1 title in the collection.

- o Fundraisers, fines, and grant funds must be placed in the designated library account either at the district or school level.

- o Supplies that are used ONLY in the library can be purchased with 610 funds or any other designated library funds.

- o Anything purchased using Title or EEF funds must be kept for 5 years, along with requisitions and/or receipts.

- o New titles or resources (print or digital) should equal to 2-3% of the collection added each year. This does not mean reprints or replacements.

- o A library's collection should only consist of 10-15% of trade paperbacks and mass-market paperbacks due to the books being easily damaged, and they should be weeded regularly. Paperback materials should be fully processed and cataloged to make them available in the automated system.

Sample Library Budget Forms https://mdek12.org/ASL

6.3 COPYRIGHT INFORMATION

The information age has made knowledge of copyright and fair use laws a critical issue for school librarians.

Understanding copyright is an everyday concern for all librarians. The high demand for a digital environment makes it more difficult for librarians to keep abreast of copyright laws, how they evolve, and its implications. Copyright laws strongly impact the nature and extent of how libraries provide information services to their users. Since libraries play an essential role in a well-informed society, librarians try to balance copyrights laws, technology, and access to information. The possible ethical and legal ramifications that exist for the misuse of information by users of the school library make providing training on copyright information a critical aspect of the role of the school librarian.

Copyright and Fair Use Guide https://mdek12.org/ASL

6.4 ACCEPTABLE USE POLICY

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

Sample Acceptable Use Policy https://mdek12.org/ASL

6.5 LIBRARIAN GROWTH RUBRIC

School library services are evaluated using the Librarian Growth Rubric annually by the district in two areas: 1) the performance of the school librarian in his/her duties and 2) and the scope and implementation of the school library's services.

Librarian Growth Rubric and Supporting Documents https://mdek12.org/ASL

6.6 LIBRARY MONITORING RUBRIC

An effective school library program does not happen in a vacuum. Program success depends on the careful evaluation of pivotal aspects of the program and must be approached with the access to and the provision of the informational/instructional needs of the patrons being served.

The careful collection of data and subsequent review of the information this evaluation provides is foundational to the continued improvement of the school library program. To that end, the information in this section is provided to help districts, schools, and librarians comply with accreditation process standards that directly relate to school library programs and facilities.

Library Monitoring Rubric and Supporting Documents https://mdek12.org/ASL

6.7 SCHOOL LIBRARY FACILITY

The school library facility is more than just space. The arrangement of library space is pivotal to the success of a school library program.

A school library plays an integral part in the education process by providing an environment in which students can obtain appropriate, enjoyable reading materials and can learn to find information and use technology to aid in research and study. For the most effective learning to occur, the facility must address the needs of the student, faculty, and library staff. Ease of access to print and non-print resources, easy work, and study spaces for one student or multiple classes of students and sufficient workspaces to meet current and future technology needs are necessary.

Whether a school is retrofitting current facilities or planning new construction, these critical elements should be considered—the following standards address facility and access requirements, which are essential to the school library.

Facility Design

- o **Minimum interior space for the school library with up to 600 students. - 3600 sq. feet.**
  For schools with more than 600 students, the number of students should be multiplied by 6 for interior space footage.

- o Consider traffic flow and plan for security. The facility exists on the school site and provides standard ADA access.

- o The school library should be centrally located, but away from noisy areas such as gymnasiums, band rooms, or playgrounds.

- o Signage must be clear, readable, and strategically placed to encourage efficient and independent use of the facility.

- o Furnishings for students must be durable, comfortable, and of appropriate size and height for intended users.

- o An unobstructed view of the library from the circulation, office area, or workroom is essential for easy supervision.

- o The circulation area should be located near the primary exit of the library to facilitate checking out and returning materials.

- o Windows should be placed so that adequate wall and floor space remains to accommodate the shelving necessary for the library collection size.

- o The library should be ergonomically designed to be free of columns or other visual barriers to facilitate an unobstructed view of the entire area to ensure adequate supervision of the site and the safety of students.

Library Access

- o It should be near an outside entrance to facilitate deliveries and accessibility during non-school hours without the remainder of the school being open.

- o Students and staff have extended access to library facilities, services, and resources during and beyond the instructional day.

- o Librarian maximizes open and flexible access to resources and library services for individuals, small groups, and classes in response to instructional and personal needs.

Universal Design

Universal Design (UD) means that rather than designing the school library for the average student, the school library is designed with a broad range of abilities, disabilities, and other characteristics - such as age, reading ability, learning style, language, culture, and others. Librarians must keep in mind that students, teachers, and other visitors may have learning disabilities or visual, speech, hearing, and mobility impairments.

- o The circulation desk and book returns should be wheelchair accessible.

- o The aisles between tables and shelving should be wide and kept clear of obstructions for the safety of users.

- o Library signage should be high contrast (black text on white background) in a large-print font that is easy to read.

- o Tables should be the adjustable height to assist students who use a wheelchair or are small or large in stature.

Media Center as a Focus (1.3.3) in the current *MS School Design Guidelines*

There has been much talk about the new role of the library over the past few decades and the changing ideas and patterns that have developed out of this new role. A library is no longer just a place for books, but it is a resource center and social gathering place for the school and the community. By understanding the complexity of the new library or media center, it is possible to fulfill its role through a proper location and configuration.

The library or media center must focus on two levels: engage the surrounding elements and community and provide for inter-needs and components. The media center's location is vital due to the multitude of relationships it has to other areas of the school and community. Depending on the idea and program for each specific media center and school, it is up to the designer, planner, librarian, and school administrator to decide which strategies best meet their needs.

The media center or library is arranged with a wide variety of essential spaces that are a part of a student's or teacher's everyday life. Components or inter-needs such as movable shelving; expandable computer room; flexible reference area; multiple study areas for individuals, small groups, or whole classes; reading areas, conference rooms, controlled viewing, and listening rooms; separate librarian's facilities; secure storage; and accessible equipment and repair rooms are needed to create a library or media center that supports the needs of the school and community. When planning a library or media center, it is essential to remember that it should be the heart of the school.

To create a flexible, expandable, and current media center, provide:

- o   LC4 Technology in Every Learning Environment   2.1.4
- o   LC2 Flexible Schools   2.1.2
- o   NL4 Support for Teachers   2.7.4
- o   NL5 A Variety of Designated Storage   2.7.5
- o   NL8 Configurable Furniture and Equipment   2.7.8

To accommodate a variety of activities, use:

- o   IS4   Gathering Places   1.3.4
- o   VS1 A Variety of Learning Spaces   2.4.1
- o   EL3   Generous Reading Spaces   2.5.3
- o   EL4   Creative Spaces   2.5.4

To accommodate community use, consider:

- o   DS4 Network of Shared Spaces   1.2.4
- o   IS6   Adult Spaces in Schools   1.3.6

To accommodate for the welfare and safety of users, consider:

- o   CC4 Convenient Restrooms   2.6.4
- o   CC5 Drinking Water Where You Need It   2.6.5
- o   NL1 Visual Openness   2.7.1

School Library Facility Requirements[16]

The school library offers spaces to enhance all types of learning and to meet the needs of all learners. The placement of each area is based on workflow requirements and on the types of activities to be conducted within the space. Activities that require tailored space in a practical school library include the following:

- o **Entry and Exit** – This space is welcoming and inviting. Upon entering, it is evident that the school library is a dynamic learning center. The entrance area should be spacious to allow for the flow of classes entering and exiting. Display areas allow for the marketing of events, highlighting examples of learning, and promoting literacy.

- o **Collaboration** – The space allows learners to meet, brainstorm, exchange ideas, and work with others on projects and presentations. The arrangement will enable learners access to technological tools that support the creation of projects and presentations. The acoustics allow for discussions and recordings.

- o **Creation and Problem Solving** – The space supports learner-directed, problem-based, and project-based learning. Tools and supplies for experimenting, tinkering, and creating – both high- and low-tech – are available for learners working individually or collaboratively within the space.

- o **Instruction and Presentation** – The space, flexible in the arrangement, allows for individual, small, or large group instruction or presentations. Access to various technological tools is essential. This area should accommodate several classes and small drop-in groups simultaneously.

- o **Study and Research** – The space provides access to resources in various formats. The learner has an opportunity to study and research in a quiet learning environment.

- o **Leisure or Informal Reading** – The space allows the learner to read in a relaxed atmosphere with seating that is comfortable and allows for various postures. Displays in this area promote quality literature.

- o **Specialty Areas** – The age level and the needs of the learners dictate the types of specialty areas to be included. In an elementary school, a dedicated space for storytelling is ideal. Other specialty areas may include but are not limited to gaming, video production, and broadcasting.

- o **Circulation** – The circulation area is visible upon entering the library and is easily accessible from all parts of the room. Proximity to the administrative support area is essential, so support staff and volunteers can assist learners. The circulation area serves as the information/technology help center. From the location of the circulation area, the school librarian should be able to maintain the visual supervision of the entire library. An integral part of the circulation area is the circulation desk. The design and size of the circulation desk are age-appropriate and provide dedicated space for learners to check materials in and out.

- o **Administrative Support** – Space is needed for managing and coordinating the school library. Included in this area is space for collaborative planning and meeting with educators. It also serves as a central location for ordering, receiving, and processing resources. Ample workspace for support staff and volunteers (both K-12 learners and adults) is essential. Access to a sink and running water is not necessary.

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[16] *Guidelines for Pennsylvania School Library Programs*:
www.statelibrary.pa.gov/Documents/For%20Libraries/Library%20Laws%20and%20Regulations/Governors%20Advisory%20Council/GuidelinesforPennsylvaniaSchoolLibraryPrograms.pdf

Facility Type	Design Considerations	Technology Infrastructure
Overall Library Facilities	☐ Adequate non-glare lighting ☐ Control of lighting in addition to some natural is recommended ☐ Sound absorbent floor covering ☐ Welcoming and attractive spaces ☐ Temperature and humidity controlled to preserve collections and protect equipment ☐ Easy flow of traffic ☐ The school library is easily accessible by persons with disabilities	☐ Adequate electrical outlets ☐ Light switches ☐ Network access ☐ Sufficient bandwidth for data, voice and video network ☐ Connection to school and district local area network (LAN) ☐ Networked scanner/ copier/printer ☐ Sufficient data ports or wireless accessibility ☐ Surge protectors/APC power converter ☐ Telephone
Circulation	☐ Near the library entrance ☐ Online catalog/circulation terminal ☐ Desk and staff work area ☐ Circulation desk appropriate height for students ☐ Book drop ☐ Book carts/trucks ☐ Separate climate control for operation during non-school hours (optional)	☐ Barcode reader ☐ Wireless inventory capabilities ☐ Spine label and barcode machine (optional) ☐ Student self-check-in/out capabilities (optional) ☐ Book spine repair machine (optional)

Print Collection	☐ Sturdy with adjustable shelves
	☐ Special shelving for periodicals, audiovisual software, displays, and equipment
	☐ Shelves should be no more than 2/3s full and should accommodate the current collection with room for 30% growth
	☐ Shelves should have backstops and tops
	☐ The size of materials, collections, and anticipated growth of the collection determine the depth of shelving. **The recommendation is 12".**
	☐ Freestanding double-faced stacks placed in rows of 4-6 sections are the most preferred arrangement.
	Mobile shelving is recommended to allow flexibility if the school library is part of another facility (e.g., auditorium).
	☐ Maximum heights
	    ○ Perimeter Shelving: Elementary 42" - 48"; Middle 60" - 66"; High School 72" - 84"
	    ○ Freestanding Shelving: Elementary 42" - 48"; Middle 42" - 48"; High School 48" - 60"
	☐ The American with Disabilities Act recommends 42" between shelving units; 36" in the legal minimum.	

- **The formula for calculating shelving needs**: Linear feet of storage = number of items to be stored ÷ (divided by) the number of items per 1 foot of shelving (2/3s full).
- Or use the following: **Picture books** - 20 books per foot / 60 books per shelf length; **Standard size** - 10 books per foot / 30 books per shelf length; **Reference books** - 6 books per foot / 18 books per shelf length.

Instructional/ Computer	☐ Accommodates a minimum of 10 - 15% of the student population ☐ Computer workstations meet accessibility standards for all patrons ☐ Appropriate seating for computers ☐ Appropriate chairs/tables are provided for various age groups ☐ Storytelling areas are provided in elementary school libraries ☐ Age-appropriate leisure reading areas are provided ☐ The arrangement of furniture and equipment encourages simultaneous use by class(es), small groups, and individuals ☐ Adequate dimming in areas in which projection equipment is used ☐ Bring Your Own Device (BYOD) area (optional) ☐ Group study area/room with mobile whiteboards (optional) ☐ Movable furniture with power capabilities (optional)	☐ Sufficient multimedia computers to accommodate student/faculty population ☐ Data/video projection capabilities ☐ Viewing screens ☐ Interactive board (optional) ☐ Device charging stations (optional)
Workroom/ Storage	☐ Glass panel for ease of supervision ☐ Work counter, storage cabinets, and shelving ☐ Counter space for computer	☐ Processing supplies storage ☐ Area for delivery of materials and equipment ☐ Repair tools ☐ Secured room near the entrance of the library
Makerspace (Optional)	☐ Table workspace ☐ Accessible by groups without disrupting activities in the library ☐ An environment designed to include different displays, furniture selections, and room treatments ☐ Storage	☐ Audio/video recording equipment ☐ Software/equipment for graphics production ☐ Light/sound equipment ☐ Editing equipment ☐ Tinker kits ☐ 3D printer
Conference (Optional)	☐ Glass panel for ease of supervision ☐ Shelves/cabinets ☐ Table/chairs	☐ Interactive Whiteboard
Office (Optional)	☐ Secured/locked room with proximity to the circulation desk ☐ Glass panel for ease of supervision ☐ Desk ☐ Shelves/cabinets (to include filing)	
Server Room (Optional)	☐ Adequate ventilation ☐ Shelving/Desk for technician	

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

    o   School librarians should have input in the planning stages for new construction or renovations that includes the school library.

Actions for Successful Implementation[17]

Administrators

o   Determine that the facility models the educational philosophy of the school meets national guidelines for school library media programs enables inquiry-based learning and is an integral part of the public education technology plan.

o   Determine that there is sufficient staff to handle the multi-use capabilities of the facility space effectively.

o   Plan for the involvement and positive interaction of faculty in the design and growth of the facility.

o   Ensure that the space allotment, scheduling, usage, and staffing reflect the school's commitment to honoring individual learning styles and providing equitable access to resources.

o   Provide leadership in obtaining adequate funding for space, staffing, furnishings, storage, and technological capabilities to support and encourage student achievement as readers, information problem solvers, and technology users.

o   Support policies and procedures that ensure the school's library media center is an open, viable, accessible, resource-based center of learning.

o   Ensure that scheduling priority is given to use of the facility for student learning.

Faculty

o   Collaborate to ensure a library facility that meets students' academic needs, teaching needs, and generates excitement for reading, research, and independent learning.

o   Use the facility as an inquiry-based learning lab to help students meet the objectives of the curriculum frameworks and the school's expectations for student learning.

Librarian

o   Provide evaluative documentation on facility and staffing requirements to meet current and evolving academic needs.

o   Lead to ensure that the facility is designed, equipped, scheduled, and staffed to utilize the best advantage of the learning community.

o   Work to make the facility inviting and educationally stimulating through displays of students' work, books, and thoughtful use of space, color, and design.

o   Provide clear, abundant, attractive signage, and maps that show the layout of materials in critical areas.

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[17] *Massachusetts School Library Program Standards for 21st Century Learning; Standards for New Mexico School Libraries, March 2004; Guidelines for Pennsylvania School Library Programs, 2011*

Examples of Assessment Tools

- o Statistics showing the instructional focus of the facility, including numbers of reading, storytelling, cooperative learning, project-based, and resource-based teaching and learning activities along with any non-instructional uses of the facility.

- o Statistics on individual and small groups of students accommodated and worked with throughout the school day and on the number of large groups, which can be provided simultaneously.

- o Statistics on the number of faculty, students, classes, or small groups unable to be accommodated at point of research, reading, or production need because of lack of facility space and/or sufficient staffing.

- o Floor plan, maps, photographs.

- o Policies describing access to the library media facility.

- o Furniture and technology equipment inventories.

Library Signage

A sign system is a means of making the library easier to use by providing information and simple instructions for the location and use of items in the collection. Signs help people become more independent and will free the media generalist to do more important things.

Purpose
- o **Identification** of reference materials, fiction, biography, and magazines.
- o **Directions** to workroom, restrooms
- o **Instruction** on how to use the equipment, materials
- o **Information** about hours, special events

Elements
- o **Location** place signs where they are visible and at a height where they can be seen and attract attention. Think of the size of the person to whom the sign is directed.
- o **Message** keep it short, use terms that most people will understand and be positive. Try "Please dispose of gum" rather than "No gum chewing allowed in Library."
- o **Symbols** use symbols if they are simple, effective, and easily understood. There are no language barriers to understanding when a good symbol is used.
- o **Color** combinations and contrast affect readability. The following list from *Sign Systems in Libraries* is the most visible color combinations.
  - o Black on yellow   Yellow on blue   Yellow on black   Blue on yellow
  - o Black on white   Green on white   White on blue   White on green
- o **Space** the amount of space between words, also affects readability blank; the area around the edges of the lettering allows the background color to frame the message. This helps to attract attention and to improve readability.
- o **Durability** laminating posters and signs prevents tearing and makes them last longer. With the advent of the computer, almost any sign can be made neatly, cleverly, and attractively.

6.8 SMART GOALS

School librarians will develop and implement two (2) SMART goals per school year. The librarians will collaboratively write the SMART goals with the input of the school library advocacy committee. The first SMART goal will encompass the student learning outcomes for either a particular grade or whole school. The second SMART goal will include a library program short-term goal which improves the resources or services provided to students and teachers. The overall professional growth score will be the average of the two SMART goals.

Student Learning Outcome SMART Goal https://mdek12.org/ASL
Library Program SMART Goal https://mdek12.org/ASL

Example of Student Learning Outcome SMART Goal

○ As a result of implementing collaborative relationships with classroom teachers and promoting high-quality instructional support resources, student reading and writing scores will increase by a **minimum of five (5) percent** as measured by benchmark assessments by the end of the year.

Example of Library Program SMART Goal

○ As a result of implementing open library check-out time and reading promotional programs, the school library circulation will increase by **20 percent** as measured by end-of-the-year circulation reports.

Needs Assessments (Surveys) https://mdek12.org/ASL

6.9 POLICIES AND PROCEDURES HANDBOOK

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

NOTE District-approved policies must have Board Policy number and/or date on the document.
Policies and Procedures Handbook Checklist https://mdek12.org/ASL

APPENDIX A
MISSISSIPPI CODE AND ACCOUNTABILITY PROCESS STANDARDS

School libraries help prepare students to live and learn in a world of information. The mission of school libraries is to ensure that students and teachers can use ideas and information.

MS CODE 37-17-6

Establishment and implementation of permanent performance-based accreditation system; particular accreditation requirements; accreditation audits and reviews; development programs for school failing to meet standards; establishment of a Mississippi Recovery School District; declaration of state of emergency in school district

(3) (a) Beginning with the 1994-95 school year the State Board of Education, acting through the Commission on School Accreditation, shall require that school districts employ certified school librarians according to the following formula:

Number of Students	Number of Certified School Librarians Per School Library
0-499	Half-time Certified Librarian or Media Specialist
500 or More	Full-time Certified Librarian or Media Specialist

(b) The State Board of Education, however, may increase the number of positions beyond the above requirements.

(c) The assignment of certified school librarians to the particular schools shall be at the discretion of the local school district. No individual shall be employed as a certified school librarian without appropriate training and certification as a school librarian by the State Department of Education.

(d) School librarians in the district shall spend at least fifty percent (50%) of direct work time in a school library and shall devote no more than one-fourth (1/4) of the workday to administrative activities that are library-related.

(e) Nothing in this subsection shall prohibit any school district from employing more certified school librarians than are provided for in this section.

MS PUBLIC SCHOOLS ACCOUNTABILITY STANDARDS FOR SCHOOL LIBRARY MEDIA, 2016

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.

- **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)}

Instructional Practices

- **18.** Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {Miss. Code Ann. § § 37-176(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.

Standard 4.0 Recognition and Rewards

The State Board of Education shall provide special recognition and/or rewards to individual schools or school districts meeting the highest levels of accreditation standards (A/B) as defined by the State Board of Education.

- **4.2.1 Exemptions for Schools Meeting the Highest Levels of Performance**
  - Schools Meeting the Highest Levels of Performance may still be audited based on Process Standards 18.1 and 18.2 but will receive an audit report stating, "recommended suggestions" instead of "corrective actions."

MS Nonpublic School Accountability Standards, 2017

Administration and Personnel

- o **2** All professional positions are required to be filled by licensed staff that are properly endorsed as required by state law.
  - o **2.3** The school has access to library/media services.

Instructional Practices

- o **15.** Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide.
  - o **15.1** 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. Special purpose schools provide library/media center services in conformity with the mission and curriculum of the school and as indicated on each student's Individualized Education Plan (IEP).
  - o **15.2** The library offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in use of materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

Special Purpose School Exemption

Each special purpose school provides either a resource center or a library/media center that contains up-to-date materials appropriate for the ages and functional levels of the students enrolled and in conformity with the mission and curriculum of the school. Library-media services are provided as indicated on each student's individualized education plan (IEP).

APPENDIX B
SCHOOL LIBRARY AWARDS

Mississippi Library Association and the American Library Association offers many award opportunities to recognize the greatness and contributions school librarians make to the library profession.

MLA Awards

- o **The Carroon Apple Award** – The School Libraries Section of the Mississippi Library Association awards the Carroon Apple Award annually to a school librarian in recognition of outstanding accomplishments in the area of school library media services. http://www.misslib.org/mlaawards

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

- o **The Peggy May/MLA Scholarship Award** – The Peggy May/MLA Scholarship provides financial assistance for individuals seeking professional librarians, information specialists, or media specialists in academic, public, school, or special libraries. $1000 will be awarded each spring to a qualifying graduate student enrolled in or officially admitted to the School of Library and Information Science at the University of Southern Mississippi. http://www.misslib.org/mlaawards

- o **The Virgia Brocks-Shedd Scholarship Award** – The Black Caucus Roundtable of MLA awards the Virgia Brocks-Shedd Scholarship annually in honor of the late Virgia Brocks-Shedd to a minority student attending the School of Library and Information Science at the University of Southern Mississippi. It is a one-time, non-renewable award paid directly to the recipient. http://www.misslib.org/mlaawards

"It is an awfully sad misconception that librarians
simply check books in and out. The library is the heart of a school,
and without a librarian, it is but an empty shell."
Jarrett J. Krosoczka, author and illustrator

Other Awards/Grants

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

- **The Distinguished School Administrators Award –** The Distinguished School Administrators Award honors a school administrator who has made worthy contributions to the operations of an exemplary school library and to advancing the role of the school library in the education program. http://www.ala.org/awardsgrants/awards/170/apply

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

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

- **Librarian/Teacher Collaboration Award -** The Librarian/Teacher Collaboration Award honors a pair of K–12 educators—a library professional and a teacher—for stellar achievement in engaging students toward fostering curious, lifetime learners. https://www.slj.com/?page=librarian-teacher-collaboration-award

- **I Love My Librarian Award –** The I Love My Librarian Award encourages teachers, students, administrators, and the school community to recognize the accomplishments of exceptional school librarians. http://www.ilovelibraries.org/lovemylibrarian

- **Information Technology Pathfinder Award –** The Information Technology Pathfinder Award acknowledges and honors school librarians demonstrating vision and leadership through the use of information technology to build lifelong learners. http://www.ala.org/awardsgrants/awards/257/apply

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

- **National School Library Program of the Year Award –** Established in 1983, the National School Library Program of the Year (NSLPY) Award honors school library programs practicing their commitment to ensuring that students and staff are productive users of ideas and information, as well as exemplifying implementation of AASL's learning standards and program guidelines. http://www.ala.org/aasl/awards/nsly

APPENDIX C
GLOSSARY OF LIBRARY TERMS

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

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

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

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

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

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

Basic Collection – An essential collection is a collection of materials and technology that every school should have to operate effectively.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Flexible Scheduling – Flexible scheduling is a scheduling arrangement that allows for variation in-library use. Flexible scheduling will enable teachers to schedule their classes

into the library as needed for appropriate lengths of time to suit the learning activity planned. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. With flexible scheduling, the library is considered an extension of the classroom.

Genrefication – The organization of the library into categories, subjects, or genres to help students and teachers locate materials.

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

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

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

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

Information Text – Information text is defined as a text with the primary purpose of expressing information about the arts, sciences, or social studies. This text ranges from newspaper and magazine articles to digital data to non-fiction trade books to textbooks and reference materials.

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

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

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

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

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

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

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

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

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

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

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

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

Playaway – Playaway is the name of a portable all-in-one pre-recorded audiobook player.

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

Scanner – A scanner is a device for converting text or graphics displayed on a sheet of paper into a digital image displayed on the computer screen and used with specific applications.

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

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

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

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

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

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

Weeding – Weeding is the removal of materials from a library collection systematically and deliberately. It is an ongoing part of collection development and is a planned and thoughtful action that will ensure library materials are current and enticing.

For more information, please contact Elizabeth C. Simmons in the Office of Elementary Education and Reading.

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Visit: **www.mdek12.org/Library**