Achieving Exemplary Libraries

Program Standards

for

South Carolina's School Libraries

2012

Contents

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Acknowledgements
Special thanks are extended to the State School Library Supervisors' group for their work in revising this document.

Foreword

Collaboration is a key element in education today. All educators have a responsibility to establish strong partnerships in support of standards-based instructional programs. Quality school library programs[1] should be central to any standards-based instructional program. A quality, effective school library program creates a positive teaching and learning environment for all students and teachers.

The South Carolina State Technology Plan (available online at http://ed.sc.gov/agency/programs-services/188/documents/StateTechPlan2009-13.doc), the South Carolina academic standards, and professional teaching standards as outlined in *The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT),* all emphasize the importance of quality materials, technology resources, and professional collaboration. Central to student achievement during the twenty-first century will be school library programs that can provide these quality materials, technology resources, and collaborative instructional services. The traditional roles of school librarians[2]—providing access to print and non-print resources, reading promotion, and bibliographic instruction—continue as central components of a twenty-first century school library program.

The purpose of this publication, *Achieving Exemplary School Libraries*, is to provide a guide for the educational community in establishing, enhancing, and supporting these information resource centers, or school libraries[3]. This document will guide administrators and school librarians in the process of evaluating their school's Library Program and provide a framework for support and improvement of each district's library programs. ADEPT is the formal evaluation process for school librarians.

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[1] School library media program, library media program, school library program, and library information program are used interchangeably in this document to denote the planned library-related activities originating in and through the school library to provide bibliographic instruction, resources, services, and facilities to support and enrich the school's curriculum and to facilitate the achievement of the instructional goals of the school and the district. The school library program is administered and managed by a professional, certified library media specialist.

[2] School library media specialist, library media specialist, media specialist, school librarian, library information specialist, teacher librarian and library media center professional staff are used interchangeably in this document to identify the individual(s) with appropriate certification and professional preparation both in education and in library and information science who have the responsibility for administering and managing the school library program.

[3] School library media center, school library, media center, library media center, and library information center are used interchangeably in this document to identify the physical facility where a broad range of resources and activities under the direction of a professional, certified school librarian are available to support and enrich the instructional program of a school.

Introduction

An exemplary school library program supports a school's instructional program, extends and enhances the students' learning experiences beyond the textbook, and serves as the information center of the school community. Such a program also encourages students to seek, explore, and practice those information-seeking skills that are exhibited by lifelong learners. The goal of the Common Core State Standards Initiative is to create the new generation of K – 12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. (CCSSI ELA, page 3) The school library is central to the reform efforts made by schools and districts to fulfill this national objective.

National research documents the importance of quality school library programs in achieving higher levels of student learning and in carrying out the educational process as a whole. Research shows a direct correlation between student achievement and exemplary school library programs. Student achievement is increased when:

- The school librarian and the classroom teacher actively collaborate to plan and deliver instruction,
- the school library resource collection—that is, the instructional, reference, research, and recreational reading materials available in various formats (e.g., print, electronic, digital, and Web-based) and housed in the school library and/or available online for use by teachers, students, administrators, and others—is current and aligned with the school's curriculum,
- the school library has funding sufficient to meet the program goals and objectives,
- the school library has a sufficient number of staff members to meet the program goals and objectives.

It is imperative that every school in South Carolina determine the quality of its school library program. Surveys yield valuable information about the daily services available from the school library, but that information does not demonstrate how well the school library program aligns with state and national standards and program recommendations. A properly handled evaluation of a school library program will determine:

- how well the program goals and objectives are being met,
- how well the program is meeting the information and recreational reading needs of students and professional staff,
- how well funding allocations are supporting and enhancing the school library program, and
- how effectively the school library program is contributing to student learning.

The State Department of Education (SDE) program recommendations and evaluation rubrics in this document provide a broad perspective on school library programs. These recommendations and evaluation rubrics are based on best practices as outlined in *Empowering Learners: Guidelines for School Library Media Programs* a publication by the American Association of School Librarians to foster improvement in school library programs. The following sections in Title 59 of the Code of Laws of South Carolina (available online at

http://www.scstatehouse.gov/code/title59.php) have been identified as sections pertinent to supporting school library programs across the state:

- Education Accountability Act of 1998, S.C. Code Ann. §§ 59-18-110(4) and 59-18-700;
- Education Finance Act of 1977, S.C. Code Ann. § 59-20-60(4)(a) and (4)(c);
- Parental Involvement in Their Children's Education, S.C. Code Ann. § 59-28-110(1) and (3); and
- Subjects of Instruction, S.C. Code Ann. § 59-29-180.

Each school and district should use this publication and *Empowering Learners: Guidelines for School Library Programs* to ensure a strong collaborative role for librarians as our schools continue to change, grow, and improve. This document is intended to assist in planning, administering, and evaluating a school library information program that promotes educational excellence for all students. Superintendents, principals, school librarians, district library media services supervisors, and school and district library advisory committee members should use these rubrics to evaluate all aspects of the current school library program in their schools or districts.

This document describes the school library media program operating at the *exemplary level*. The evaluation of the evidence documented by these assessments of a library program provides opportunities for individual schools to achieve Proficient and ultimately Exemplary levels of service and performance. With the results in hand, educators can establish long- and short-range plans to achieve the full integration of their school library programs into the curriculum and to ensure that the school library is a central force in efforts to raise academic achievement levels.

Objective 1 – Collaborative Planning

Collaborative planning—the joint working of two or more educators (e.g., teachers, librarians, reading teachers, itinerant teachers, resource teachers) to plan lesson and/or unit content, the delivery of instruction, and the assessment of student achievement—exists between the classroom teachers and the **library professional staff**. In an exemplary library, at least 50 percent of the classroom teachers actively participate in a collaborative partnership with the library professional staff to plan, deliver, and evaluate lessons that link information literacy, technology, and academic content and to assess student learning.

Evidence

- Review teacher and library media specialist collaborative lesson plans and/or **collaborative planning forms** as well as the library calendar for evidence that the teachers and the media specialist(s) jointly plan and deliver instruction. (See Appendix A for the *SDE Collaborative Planning Guide.*)

- Conduct interviews with, and observations of, the teachers and the media specialist(s) for evidence of their collaboration in lesson planning, delivery of instruction, and the assessment of student learning.

- Ensure there is a qualified staff member in the library who continues to provide media services when the media specialist leaves the primary work space for collaborative instructional activities.

Exemplary	Proficient	Needs Improvement	
			Collaboration exists between the library professional staff and more than 50 percent of the classroom teachers.
			The library media program is an integral, essential component of the school's instructional program.
			The classroom teachers and the library professional staff work together as an instructional team to plan and implement learning activities that incorporate information literacy and technology skills as an integral part of the curriculum.
			The classroom teachers and the library professional staff assess student learning through the use of rubrics which include evaluation of students' mastery of information and technology skills as well as content.

Recommendation

- ❑ The school leadership should take immediate steps to ensure that collaborative partnerships involving the planning, delivery, and evaluation of lessons linking information literacy, technology, and academic content exist between at least 50 percent of the classroom teachers and the library professional staff.
- ❑ The school leadership should take immediate steps to ensure that collaborative planning partnerships involve the joint evaluation of student learning for each collaborative lesson or unit.

Comments *(use back of page if additional space is required)*

Objective 2 – Flexible Scheduling

The school library operates on a flexible schedule. The library professional staff and classroom teachers determine the library schedule as part of their collaborative planning. Flexibility of the school library schedule provides teachers and students access to the facility, resources, and professional staff whenever they are needed for instructional purposes.

- Flexibility of the school library schedule also provides individual students and small groups access to browse, read, research, and create at all times during the instructional day, individually, or as a member of a peer group.

- Flexibility of the school library schedule makes possible instructional collaborative planning between the classroom teachers and the library media specialist(s). (See Objective 1, above.)

Evidence

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

Exemplary	Proficient	Needs Improvement	
			The school library operates on a totally flexible schedule and is available beyond the normal school day.
			Students and teachers use the library regularly and as often as needed for instruction, research, and personal information needs.

Recommendation

☐ The school leadership should take immediate steps to implement a flexible schedule in the school library to provide student and teacher access to information and resources at the time of instructional need and to facilitate collaborative planning between the library professional staff and classroom teachers.

Comments *(use back of page if additional space is required)*

Objective 3 – Library Resource Collection

The library resource collection of print and electronic resources (including computers and other electronic devices) is carefully selected and aligned with the school's curriculum. The collection is systematically organized and is sufficient in quantity and quality to meet the information and recreational reading needs of the school community. The resource collection is continuously monitored for currency and relevancy to the curriculum and to students' general interests.

Evidence

- Examine collection size and age statistics from the following sources:
  - the automated circulation system—the computerized system (e.g., Follett, Spectrum, Mandarin) used to support basic library functions such as circulation, cataloging, and acquisitions;
  - the *LMS Annual Survey*—the online survey conducted each year by Office of Leader Effectiveness, division of School Effectiveness to collect data from South Carolina school libraries;
  - the library collection analysis—the data generated by the process of evaluating the school library resource collection for its size, age, and alignment with the school's curriculum; and
  - the *South Carolina Standards for School Library Resource Core Collections*.

- Review the library *Policy and Procedures Manual* for evidence of a collection development policy that includes information on acquisitions, handling challenged materials, and weeding, which is the systematic removal of old, obsolete, worn, or irreparable materials from the school library resource collection. (See *South Carolina Standards for School Library Resource Core Collections* for guidelines on weeding.)

- Review the library's collection map—the visual representations showing the school's implemented curriculum and how the school library resource collection directly supports that curriculum—for evidence of alignment between the school's curriculum and the library's resource collection. Sample comparisons may be made by searching the OPAC—the online catalog—for resources available for selected topics.

- Review results of teacher and student surveys (formal and informal) and collaborative planning forms for evidence that the collection supports the school's instructional program and provides materials for class assignments, student projects, recreational reading, and personal information needs. (See Appendix A for the *SDE Collaborative Planning Guide*.)

Exemplary	Proficient	Needs Improvement	
			The library resource collection meets the exemplary standards set in *South Carolina Standards School Library Resource Core Collections.*

Recommendations

- ❑ The school leadership should examine existing funding procedures to ensure appropriate allocation to the library for collection development—the systematic process for selecting, acquiring, evaluating, maintaining, and renewing the library information resources, print, electronic, digital, and Web-based, including equipment to support and enhance the school's instructional program.

❑ The school leadership and the library professional staff should take immediate steps to establish and implement a collection development policy to address updating the resource collection, increasing the size of the collection, aligning the collection to the school's curriculum, and supporting the school-wide recreational reading program.

Comments *(use back of page if additional space is required):*

Objective 4 - Reading

The library media program supports the school-wide reading initiatives and emphasis by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state and national reading programs (e.g., S.C. Book Award Program, Banned Book Week, Children's Book Week, Teen Read Week, National Library Week).

- At least 75 percent of elementary students participate in one or more reading initiatives, events or activities throughout the school year, not including activities or recognition associated with any computerized reading incentive program or required summer reading.

- At least 30 percent of middle and high school students participate in one or more reading initiatives, events or activities throughout the school year, not including activities or recognition associated with any computerized reading incentive program or required summer reading.

Evidence

- Examine the library calendar for evidence of activities (e.g., author visits, book talks, visiting readers, family reading or literacy night, book fairs, book clubs, literature circles, storytelling) that promote reading.

- Examine collaborative lesson plans for evidence that the teachers, reading specialists, literacy coaches, and the library media specialist(s) jointly plan and implement reading promotional activities.

- Examine the school calendar for evidence of reading promotion activities that include the school library.

- Conduct a walk-through of the school for evidence of the encouragement and promotion of reading (e.g., book displays, student work, photographs) and the inclusion of the school library in reading promotion.

- View randomly selected student-produced news programs for evidence of reading promotion and inclusion of the school library.

- Review randomly selected written announcements for evidence of reading promotion and inclusion of the school library.

- Request samples of communications (e.g., e-mail, memos, newsletters, book requests from students and teachers) for evidence of reading promotion and inclusion of the school library.

Exemplary	Proficient	Needs Improvement	
			The library professional staff are actively involved with the planning and implementation of the school's reading initiatives, events, and activities.
			At the elementary level more than 75 percent of students participate in one or more reading events or activities throughout the year.
			At the secondary level, more than 30 percent of students participate in one or more reading events or activities throughout the year.
			The library professional staff report regularly to the school and district leadership data showing the effect of the reading initiatives, events, and activities on student reading attitudes and achievement.

Recommendations

❑ The school leadership should take immediate steps to establish school-wide reading initiatives, events, and activities.

❑ The library professional staff should take immediate steps to identify state and national reading programs.

❑ The school leadership should take immediate steps to establish collaborative planning among the classroom teachers, literacy coaches, reading specialists, and the library information center professional staff for developing a plan for students to participate in identified state and national reading programs and to plan and implement other activities and events to encourage and promote reading school-wide.

❑ The school leadership should take immediate steps to transfer management of any computerized reading incentive program from the library professional staff to the classroom teachers.

Comments *(use back of page if additional space is required)*

Objective 5 – Data Collection

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

Evidence

- Examine the library's long- and short-range plans, the collaborative planning forms, and the library *Policy and Procedures Manual* for evidence of plans for data collection and usage.

- Examine reports to the school leadership showing aggregation of data. Some possible sources of data include lesson/project evaluation rubrics, test results and scores from Measure of Academic Progress (MAP), Benchmark tests, Palmetto Assessment of State Standards (PASS), student and teacher surveys, student and teacher interviews, and other output measures that demonstrate the positive effect of the library media program on student learning and achievement.

Exemplary	Proficient	Needs Improvement	
			The library professional staff formally collect data from a variety of sources and report their findings to school leadership, faculty, parents, and the community at least twice a year.
			The library professional staff use the data to enhance collaborative planning and for program improvement.

Recommendations

- ❑ The library professional staff should take immediate steps to develop a formal system for collecting and analyzing data to demonstrate the impact of the library media program on student learning and achievement and to report the results to the school leadership.

- ❑ The library professional staff should take immediate steps to use aggregated data to improve student learning, to establish collaborative partnerships, and to improve library programming.

Comments *(use back of page if additional space is required)*

Objective 6 – Key Decision-Making Committees

The library professional staff are involved in key decision-making committees (e.g., academic leadership team, curriculum, technology, strategic planning, facilities planning) in the school.

Evidence

- Review committee membership rosters for evidence that the library professional staff are members of key decision-making committees in the school.

- Examine attendance sign-in sheets, minutes, memos, and job assignments for evidence that the library professional staffs are active, contributing members of key committees.

Exemplary	Proficient	Needs Improvement	
			The library professional staff have active leadership roles in multiple key decision-making committees.

Recommendation

- ❑ The school leadership should take immediate steps to include the library professional staff as members of key decision-making committees (e.g., academic leadership team, curriculum, technology, strategic planning, facilities planning, staff development) in the school.

Comments *(use back of page if additional space is required)*

Objective 7 – Staffing, Funding and Facilities

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

Evidence

- Examine the school staff listing to determine the number of library professional and support staff members (paraprofessionals).

- Review the employment contracts of the library staff members to determine the length of the contracts (e.g., 195 days, 200 days, 210 days).

- Review the school's duty roster, library calendar, and library-planning book for evidence that library staff members are not assigned duties that interfere with the library media programs.

- Review the school's substitute records or the library calendar for evidence that a qualified substitute is provided when the library information specialist is absent.

- Determine the square footage in the library by examining the floor plans or by measuring the actual facility; then compare the results to the SDE space recommendations. requirements found in the 2012 SOUTH CAROLINA SCHOOL FACILITIES PLANNING AND CONSTRUCTION GUIDE*,* online at http://ed.sc.gov/agency/os/School-Facilities/documents/2012Guidebook.pdf

- Conduct a walk-through observation of the library for evidence of the following:
    - The library has space available for different activities and simultaneous uses by groups of various sizes.
    - The library furniture is appropriate for students, teachers, and others.
    - The library is easily accessible.
    - The library is in use by classes, individual students, and teachers.
    - A professional collection is available and is housed in a separate room in the library information center.
    - A secured audiovisual room, a secured office space, and a wired workroom space are available.

- Conduct a technology audit for evidence that networked resources, including the OPAC, are available within and beyond the library.

- Examine the library budget, needs assessments, teacher and student surveys, and curriculum and collection maps for evidence that the budget is sufficient to effectively support all areas of the library operations.

Exemplary	Proficient	Needs Improvement	
			Staffing
			The library staff meet the following recommendations based on Average Daily Membership (ADM):
			0-499 ADM: one full-time library media specialist and one full-time paraprofessional.
			500-999 ADM: one full-time library media specialist and two full-time paraprofessionals.
			1,000-1,499 ADM: two full-time librarians and two full-time paraprofessionals.
			1,500-1,999 ADM: two full-time librarians and three full-time paraprofessionals.
			2,000+ ADM: three full-time librarians and three full-time paraprofessionals.
			Each member of the professional staff's contract reflects the equivalent of a teacher contract plus a minimum of twenty days.
			Each paraprofessional's contract reflects the equivalent of a teacher contract plus a minimum of ten days.
			A substitute who is trained and familiar with the daily operations of the library is provided every day that the library media specialist is absent.
			The library staff members (i.e. professional, paraprofessional) are not required to carry out responsibilities that interfere with the library program.
			District-level support
			District supervisor for school library programs includes a full-time library media services supervisor who is a certified and experienced school library media specialist. District staffing is based on the number of school libraries in the district.
			1-20: one district media supervisor with other district duties
			20-40: one district media supervisor with no additional district duties and one full-time administrative assistant
			41-80: one district media supervisor, one technical services assistant who is a certified, experienced library media specialist, and one full-time administrative assistant.
			81+: one district media supervisor with district-wide responsibilities and supervisory responsibility for one secondary-level district media supervisor, one elementary-level district media supervisor, two technical services assistants who are certified, experienced librarians, and one full-time administrative assistant.
			Funding
			The school library receives appropriate funding to acquire library materials, equipment, and supplies for the library program based on needs assessments, teacher and student surveys, and curriculum and collection maps.
			Facilities
			The library facility exceeds the SDE's minimum-space requirements found in the 2012 SOUTH CAROLINA SCHOOL FACILITIES PLANNING AND CONSTRUCTION GUIDE, online at http://ed.sc.gov/agency/os/School-Facilities/documents/2012Guidebook.pdf
			The library has space for a professional collection, a secured audiovisual room, a secured office space for the library professional staff, separate office space for the paraprofessional staff, and separate workroom space with areas for materials processing.
			Each of the above areas has LAN and telephone connectivity.
			The library is automated, with access to the OPAC and other network resources being available in every classroom, office, workroom, and beyond the school via remote access.
			The library has space that is appropriate for the school community to pursue multiple learning experiences, classroom space for group instruction, conference space, and space for technology (e.g., computers, information resources).
			The furniture is appropriate for all members of the school community.

Recommendations

- ❑ The school and district leadership should take immediate steps to bring the library staffing to the acceptable standard.

- ❑ The district leadership should take immediate steps to bring the district media staffing to the acceptable standard.

- ❑ The school leadership should take immediate steps to bring the library funding to the acceptable standard to ensure that the library funding is sufficient to meet the instructional and information needs of the school community.

- ❑ The district and school leadership should take immediate steps to design new, or renovate existing, facilities to meet the SDE minimum standards for a school library facility.

Comments *(use back of page if additional space is required)*

Objective 8 – School Library Advisory Committee

The school has a library advisory committee with diverse membership—teacher, student, administrator, parent, and community representatives. (See appendix B for *Library Media Center Advisory Committees: Roles and Responsibilities.*) The library advisory committee works regularly and consistently with the library professional staff:

- to develop plans for the school library program;

- to enhance student learning through the integration of information literacy—the ability to identify, locate, and effectively use information on the issue or problem at hand—and technology into the regular curriculum;

- to integrate the library information resources and services into the school's total instructional program;

- to assess programming needs and requests (e.g., budget, staffing, schedule, collection development);

- to evaluate the quality and effectiveness of the library media program in improving student achievement; and

- to advocate for the library media program.

Evidence

- Examine the advisory committee membership roster for evidence of a diverse membership.

- Review minutes from advisory committee meetings for evidence of attendance and participation.

- Review reports to the administration and the advisory committee long- and short-range plans for such items as an advocacy plan, program assessment plan, budget allocation plan, and guidelines for curriculum integration of information literacy and technology.

- Examine the library's *Policy and Procedures Manual* for the following:

  o the collection development policy—the written procedures to be followed in selecting, acquiring, evaluating, maintaining, and renewing the library's resource collection;

  o the public relations-advocacy plan—the written procedures that will be used to share the message about the resources and services available from the library and to build support for the library media program within the school community which includes anyone having direct ties to the local school (i.e., school administrators, teachers, students, parents, community members, and business partners); and

  o the program assessment plans—the plans for evaluating all or part of the library media program (e.g. facility, technology, resource collection, program alignment with curriculum).

Exemplary	Proficient	Needs Improvement	
			The library advisory committee extends advocacy beyond the school.
			The library advisory committee is involved in all stages of program planning, implementation, and assessment.

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Recommendations

❑ The school leadership and the library professional staff should take immediate steps to establish a library advisory committee with diverse membership.

❑ The school leadership and the library professional staff should take immediate steps to ensure that the advisory committee is involved in library program planning and implementation.

❑ The school leadership and the library professional staff should take immediate steps to ensure that the advisory committee is involved in assessing the library's programming needs and requests and in developing strategies for meeting those identified needs and requests.

❑ The school leadership and the library professional staff should take immediate steps to involve the advisory committee in the public relations and advocacy planning and implementation for the library.

Comments (*use back of page if additional space is required*)

Objective 9 – District Library Advisory Committee

The district has a district library media advisory committee with a diverse membership—that is, representatives for librarians, teachers, administrators (district-level and building-level), other district personnel, students, parents, and community members. (See appendix B for *Library Media Center Advisory Committees: Role and Responsibilities*.) The district advisory committee works regularly and consistently with the district library media services supervisor, who is a district-level officer with responsibility to provide direction and support for the district's individual school library programs. The district library media services supervisor works with other district personnel to develop plans for the district's library media programs:

- to enhance student learning through the integration of information literacy and technology into the regular curriculum;
- to integrate the library information resources and services into the district's total instructional program;
- to assess programming needs and requests (e.g., budget, staffing, schedule, collection development);
- to evaluate the quality and effectiveness of the district's library media programs in improving student achievement; and
- to advocate for the library media programs district wide.

Evidence

- Review the district leadership structure for evidence that the district has a district library media services supervisor.

- Examine the district advisory committee's membership roster for evidence of a diverse membership.

- Review minutes from the advisory committee meetings for evidence of attendance and participation.

- Review reports to the district administration and the district advisory committee's long- and short-range program plans for such items as an advocacy plan, program assessment plan, budget allocation plan, and guidelines for curriculum integration of information literacy and technology.

- Examine the district library media services *Policy and Procedures Manual* for such items as the collection development policy, public relations and advocacy plans, and assessment plans.

Exemplary	Proficient	Needs Improvement	
			The district library media advisory committee extends advocacy into the community.
			The district library media advisory committee is actively involved in all stages of program planning, implementation, and assessment throughout the district.

Recommendations

❑ The district leadership should take immediate steps to employ or designate a district library media services supervisor (see objective 7, above). The district leadership and the district library media services supervisor should take immediate steps to establish a district library media advisory committee. (See appendix B for *Library Media Center Advisory Committees: Roles and Responsibilities.*)

❑ The district leadership and the district library media services supervisor should take immediate steps to ensure that the district library media advisory committee is involved in library media program planning, implementation, and assessment.

❑ The district leadership and the district library media services supervisor should take immediate steps to involve the district library advisory committee in the public relations and advocacy planning and implementation for the district's libraries.

Comments *(use back of page if additional space is required)*

Resources

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Glossary

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

collaborative planning form. A school designed planning form as well as the form provided by the SDE for collaborating educators (e.g., classroom teachers, librarians, reading teachers, itinerant teachers, resource teachers) to use in outlining a proposed lesson or unit of study. This form gives the collaborating educators space to note individual responsibilities for the lesson, include the focus question for the unit or lesson being planned, identify the appropriate **information literacy** and technology skills, list needed resources beyond the textbook, and evaluate how well the **school library resource collection** supports the lesson or unit.

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

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

library professional staff. The certified and fully credentialed librarians who have the responsibility for administering and managing the library media program and for working as instructional partners with the classroom teachers.

paraprofessional. The classified personnel assigned to work in the library as the assistant or aide.

Policy and Procedures Manual. Available in the **school library**, a document outlining how the school library is managed. Each school library should have an up-to-date policy and procedures manual. Each district should have an up-to-date district library information policy and procedures manual.

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

Appendix A

<table>
<tr><td colspan="3" align="center">**South Carolina Department of Education**

Library Media Collaborative Planning Guide</td></tr>
<tr><td colspan="3">**Title of lesson:**</td></tr>
<tr><td>**Grade level:**</td><td>**Subject area:**</td><td>**Course:**</td></tr>
<tr><td colspan="3">**Subject standard(s):**   Insert the specific academic, information literacy, and technology standard(s) relating to the content of the lesson.</td></tr>
<tr><td colspan="3">**Final Product**: What culminating product will the students be required to submit as evidence of mastery of the standards addressed in this lesson or unit?</td></tr>
<tr><td colspan="3">**Specific lesson summary and content:**</td></tr>
<tr><td colspan="2">**Specific skills for this lesson:**</td><td>**Lesson objectives:**</td></tr>
<tr><td colspan="3">**Focus questions for the lesson:**</td></tr>
<tr><td colspan="3">**Roles and responsibilities:**   In this section explain the collaborative component of the lesson. For each instructor involved in the lesson, list what his or her role and responsibilities for the lesson are.</td></tr>
<tr><td align="center">**Classroom Teacher**</td><td align="center">**School Librarian**</td><td align="center">**Curriculum Resource Teacher**</td></tr>
<tr><td colspan="2" align="center">**Proposed Learning Activities**
Include here the proposed classroom/library media center/computer lab teaching and learning activities for this lesson or unit.</td><td align="center">**Resources**
Include here the list of necessary resources for this unit or lesson (e.g., Web site, library books, software, videotapes, audiotapes, professional books).</td></tr>
<tr><td colspan="3">**Summative assessment for lesson:**   This is the assessment administered at the end of the lesson. It should measure the standards-based content and skills in a format appropriate for the learning required. If the summative assessment is a rubric to evaluate the final product, attach the rubric to this planning guide.</td></tr>
<tr><td colspan="3" align="center">**Collaborative Unit/Lesson Evaluation**
List the activities as they occurred during this lesson or unit.</td></tr>
</table>

Appendix A

What worked well in the unit or lesson?
Suggestions for improvement:
What materials/technology will be needed if this unit or lesson is repeated?

Addressing the Standards
How well were the state academic standards met?
How well were the information literacy standards learned? What was the impact on student learning?
What impact did the technology integration have on this unit or lesson? What was the impact on student learning?

How well did the library resource collection support the objectives of this unit or lesson?

Scale: 5 = excellent   4 = above average   3 = average   2 = below average   1 = poor

_____   Diversity of formats (books, multimedia, electronic, Web based)
_____   Currency (books and other materials up-to-date)
_____   Sufficient resources (enough materials for the number of students taught)
_____   Reading/viewing/listening levels meet students' needs
Total of above ratings   Average of above ratings

Library Advisory Committees: Roles and Responsibilities

The school library advisory committee works in an advisory capacity with the library professional staff. In a like manner, the district library media advisory committee works with the district library media services supervisor. These advisory committees serve as the leading advocates for the school library media programs both within and beyond the school.

Building-Level Library Advisory Committee

The library advisory committee's membership should be diverse and broad-based and should include the following:

- the entire library professional staff;
- the principal or his or her designee;
- teachers (at least *two*);
- parents (at least *two*);
- students (at least *two*);
- the curriculum specialist on-site or the teacher specialist on-site;
- district office staff (at least one);
- business partner (at least *one*);
- community-at-large representative (at least *one*).

The district library media services supervisor should represent the district on the building-level library advisory committee. However, if the district has not designated a library media services supervisor, then the district-appointed library media services coordinator (e.g., assistant superintendent for curriculum and instruction, district technology director) should be the district representative.

Library advisory committee membership should be a two-year term. Members should be divided into two groups, with 50 percent of the membership rotating off each year. Membership rotation provides continuity and facilitates the work of the committee.

The library advisory committee should elect a chairman, vice-chairman, and recording secretary at the first meeting of each school year. The chairman's responsibilities include, but are not limited to,

- working with the library professional staff to set the agenda for each meeting,
- presiding at each meeting, and
- assisting other members of the library advisory committee as necessary to ensure that the work of the committee is accomplished.

The vice-chairman's responsibilities include, but are not limited to,

- presiding at any meeting where the chairman is absent,
- assisting the library professional staff in preparing library statistical reports (e.g., quarterly reports to the principal, end-of year reports to the district, LMS Annual Survey), and
- serving as chair of the strategic planning subcommittee.

The secretary's responsibilities include, but are not limited to,

- recording and disseminating minutes from each of the meetings,
- tracking attendance, and
- handling any and all correspondence from the LMCAC such as writing and distributing minutes of the meetings, submitting news articles related to the school library, and sending meeting reminders.

Schedule of Meetings

The library advisory committee should meet at least quarterly. The meeting dates should be scheduled for the entire school year, and those dates should be noted on the school's calendar. Meeting reminders with the proposed agenda should be sent to all members and meetings announced in the minutes from the previous meeting, the school's newsletter, the school's Web page, the library's newsletter, and the library's Web page.

Responsibilities of the Library Advisory Committee

As advisors to the library (LMC) professional staff and as advocates for the library program, members of the library advisory committee make a commitment. Each member pledges to support the LMC staff and program and to work collegially to enhance and improve the LMC program, resources, and services for the benefit of all students and teachers.

The library advisory committee works with the LMC professional staff to:

- conduct regular needs assessments to determine what additional resources in all formats are needed in the LMC,
- conduct regular student and faculty surveys to measure patron satisfaction with the LMC program,
- develop a five-year strategic plan for the library based on student and faculty surveys and the needs assessment,
- collect relevant data to prepare and submit regular reports to the building-level administration and to the district showing direct positive impact of the LMC program on student achievement,
- prepare a budget request to meet the needs identified in the needs assessment,
- develop short-range plans for collection development based on the school's implemented curriculum, a related LMC collection map, and input from teachers and students,
- identify strategies for facilitating collaboration between the classroom teachers and the LMC professional staff to ensure integration of the LMC resources and services into the school's instructional program,

Appendix B
- work with the building-level administration, the LMC professional staff, and the classroom teachers to implement identified collaborative instructional strategies,
- assist the LMC professional staff in collecting relevant data for the SDE LMS Annual Survey,
- advocate for the school's library media program.

District Library Media Advisory Committee

The district library advisory committee's membership should be diverse and broad based and should include the following:

- district library media services supervisor or the district library media coordinator (e.g., assistant superintendent for curriculum and instruction, district technology director),
- district superintendent or his or her designee,
- librarians (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools),
- principals or assistant principals (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools),
- teachers (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools),
- parents (at least *three*—one representative from the elementary schools, one from the middle schools, and one from the high schools),
- students (at least *two*—one representative from middle schools and one from the high schools),
- curriculum coordinator or curriculum specialist
- school board member (at least *one*);
- business partner (at least *one*); and
- community-at-large representative (at least *one*).

District library advisory committee membership should be a two-year term. Members should be divided into two groups, with 50 percent of the membership rotating off each year. Membership rotation provides continuity and facilitates the work of the committee.

The district library advisory committee should elect a chairman, vice-chairman, and recording secretary at the first meeting of each school year. The chairman's responsibilities include, but are not limited to,

- working with the district library media services supervisor to set the agenda for each meeting,
- presiding at each meeting,
- assigning each member to work on various subcommittees created to accomplish the work of the district library advisory committee,
- serving as chair of the strategic planning subcommittee, and

- assisting members of the district library advisory committee as necessary to ensure that the work of the committee is accomplished.

The vice-chairman's responsibilities include, but are not limited to the following:

- presiding at any meeting where the chairman is absent;
- assisting the district library media services supervisor in preparing library statistical reports (e.g., quarterly and end-of year reports to superintendent and superintendent's cabinet, SDE LMS Annual Survey); and
- serving as chair of the short-range planning committee for collection development.

The secretary's responsibilities include, but are not limited to the following:

- recording and disseminating minutes from each of the meetings;
- tracking attendance; and
- handling any and all correspondence from the district library advisory committee such as writing and distributing minutes of the meetings, submitting news articles related to school libraries, and sending meeting reminders.

Schedule of Meetings

The district library advisory committee should meet at least quarterly. The meeting dates should be scheduled for the entire school year, and those dates should be noted on the district's calendar. Meeting reminders with the proposed agenda should be sent to all members and meetings announced in the minutes from the previous meeting, the district's newsletter, the district's website, the district library media services' newsletter, and the district library media service's website.

Responsibilities of The District Library Advisory Committee

As advisors to the district library media services supervisor and as advocates for the district's library programs, members of the district library advisory committee make a commitment. Each district library advisory committee member pledges to support the district's library staff members and programs and to work collegially to enhance and improve all library programs, resources, and services for the benefit of students and teachers.

The district library advisory committee works with the district library media services supervisor to the following:

- collect data from each school's LMC needs assessments to determine what additional resources in all formats are needed;
- collect data from each school's LMC student and faculty surveys to gauge customer satisfaction with the LMC programs;
- develop a five-year strategic plan for the library based on the results from the student and faculty surveys and the needs assessments;

Appendix B
- collect relevant data and use that data to prepare and submit regular reports to the district administration showing the direct positive impact of the LMC programs on student achievement;
- prepare a proposed budget to meet the needs identified in the needs assessment and submit it to the superintendent;
- develop short-range plans for collection development based on the district's implemented curriculum, LMC collection maps, and input from teachers and students;
- work with district- and building-level administration, LMC professional staff, district curriculum coordinators, and classroom teachers to implement identified collaborative instructional strategies that will facilitate collaboration between teachers and the library media specialist and will therefore ensure the integration of the LMC resources and services into each school's instruction program; and
- assist LMC professional staff in collecting relevant data for the SDE LMS Annual Survey; and advocate for the district's school library media programs.

Appendix C

Library Information Specialist
Job Description

POSITION PURPOSE: To provide an integrated information program that includes library, media, and technology resources in support of the instructional program of the school

REPORTS TO: Building Principal and/or Director of Library Information Services (where applicable)

SUPERVISES: Library information center paraprofessional(s), parent and student volunteers

Area of Responsibility	Key Elements
Program Administration	❑ Develop and annually review a three to five year long range plan for facilitating student achievement through the library. ❑ Create and/or maintain a mission, goals, objectives, policies and procedures that reflect the mission goals and objectives of the school and district. ❑ Oversee all aspects of the daily operation of the library information center and maintain statistical data and appropriate records of operation. ❑ Supervise staff assigned to the library information center, including student assistants and parent/community volunteers. ❑ Plan and implement a budget to meet the long and short range plans for building and maintaining the collection and the program. ❑ Implement a public relations/advocacy program that promotes literacy and the use of the library information center's services and resources.
Collaboration for Instruction and Services	❑ Collaborate with teachers to plan, deliver, and evaluate lessons that link information literacy, technology education, and content. ❑ Collaborate with the school community through the utilization of a school library advisory committee to maximize community use of services and enhance student learning. ❑ Provide professional development for teachers in technology education, information literacy, literature and other related library media services. ❑ Serve on key decision making committees in the school (curriculum, technology, strategic planning, facilities planning, staff development).
Collection and Resource Management	❑ Implement a continuous library resource collection development and evaluation process. ❑ Ensure that materials are current, accurate, diverse, developmentally appropriate and aligned with curriculum content standards and the school's instructional program. ❑ Maintain a centralized system for bibliographic control and maintain statistical data and appropriate records.
Assessment	❑ Correlate program, collection, instructional and other appropriate data to conduct continuous formal and informal assessments of the library information program, collection, and facility. ❑ Regularly conduct needs assessments to determine the information needs of users. ❑ Analyze and report results of assessments to school administration and the school community, and use results to ensure continued growth and improvement in the library information program.
Inquiry Based Environment	❑ Facilitate the maximum use of services and resources through an open access schedule. ❑ Create and maintain an inviting and attractive physical environment with areas for individual and group use to meet the diverse needs of the members of the learning community, regardless of disability or other differences.
Professional Development	❑ Keep abreast of standards, guidelines, best practices and innovations in library information science, technology and education. ❑ Actively seek out and participate in activities and/or organizations which promote professional growth. ❑ Model and promote the principles of intellectual freedom and the ethical and legal use of information. ❑ Support extracurricular activities that contribute to the overall learning and development of students.

Exemplary	Proficient	Needs Improvement	**Achieving Exemplary Libraries** **Program Standards** **for** **South Carolina's School Libraries** **Check off chart**
			Objective 1- Collaborative Planning
			Collaboration exists between the library professional staff and more than 50 percent of the classroom teachers.
			The library media program is an integral, essential component of the school's instructional program.
			The classroom teachers and the library professional staff work together as an instructional team to plan and implement learning activities that incorporate information literacy and technology skills as an integral part of the curriculum.
			The classroom teachers and the library professional staff assess student learning through the use of rubrics which include evaluation of students' mastery of information and technology skills as well as content.
			Objective 2 – Flexible Scheduling
			The school library operates on a totally flexible schedule and is available beyond the normal school day.
			Students and teachers use the library regularly and as often as needed for instruction, research, and personal information needs.
			Objective 3 – Library Resource Collection
			The library resource collection meets the exemplary standards set in *South Carolina Standards School Library Resource Core Collections.*
			Objective 4 - Reading
			The library professional staff are actively involved with the planning and implementation of the school's reading initiatives, events, and activities.
			At the elementary level more than 75 percent of students participate in one or more reading events or activities throughout the year.
			At the secondary level, more than 30 percent of students participate in one or more reading events or activities throughout the year.
			The library professional staff report regularly to the school and district leadership data showing the effect of the reading initiatives, events, and activities on student reading attitudes and achievement.
			Objective 5 – Data Collection
			The library professional staff formally collect data from a variety of sources and report their findings to school leadership, faculty, parents, and the community at least twice a year.
			The library professional staff use the data to enhance collaborative planning and for program improvement.
			Objective 6 – Key Decision-Making Committees
			The library professional staff have active leadership roles in multiple key decision-making committees.
			Objective 7 – Staffing, Funding and Facilities
			Staffing
			The library staff meet the following recommendations based on average daily membership (ADM): (select appropriate line below)
			0-499 ADM: one full-time library media specialist and one full-time paraprofessional.
			500-999 ADM: one full-time library media specialist and two full-time paraprofessionals.
			1,000-1,499 ADM: two full-time librarians and two full-time paraprofessionals.
			1,500-1,999 ADM: two full-time librarians and three full-time paraprofessionals.
			2,000+ ADM: three full-time librarians and three full-time paraprofessionals.
			Each member of the professional staff works the equivalent of a teacher contract plus a minimum of twenty days.

			Each paraprofessional works the equivalent of a teacher contract plus a minimum of ten days.
			A substitute who is trained and familiar with the daily operations of the library is provided every day that the library media specialist is absent.
			The library staff members (i.e. professional, paraprofessional) are not required to carry out responsibilities that interfere with the library program.
			District-level Support
			District-level support for school library programs includes a full-time library media services supervisor who is a certified and experienced school library media specialist. District staffing is based on the number of school libraries in the district. **(select appropriate line below)**
			1-20: one district media supervisor with other district duties
			20-40: one district media supervisor with no additional district duties and one full-time administrative assistant
			41-80: one district media supervisor, one technical services assistant who is a certified, experienced library media specialist, and one full-time administrative assistant.
			81+: one district media supervisor with district-wide responsibilities and supervisory responsibility for one secondary-level district media supervisor, one elementary-level district media supervisor, two technical services assistants who are certified, experienced librarians, and one full-time administrative assistant.
			Funding
			The school library receives appropriate funding to acquire library materials, equipment, and supplies for the library program based on needs assessments, teacher and student surveys, and curriculum and collection maps.
			Facilities
			The library facility exceeds the SDE's minimum-space requirements found in the 2012 SOUTH CAROLINA SCHOOL FACILITIES PLANNING AND CONSTRUCTION GUIDE*,* online at http://ed.sc.gov/agency/os/School-Facilities/documents/2012Guidebook.pdf
			The library has space for a professional collection, a secured audiovisual room, a secured office space for the library professional staff, separate office space for the paraprofessional staff, and separate workroom space with areas for materials processing.
			Each of the above areas has LAN and telephone connectivity.
			The library is automated, with access to the OPAC and other network resources being available in every classroom, office, workroom, and beyond the school via remote access.
			The library has space that is appropriate for the school community to pursue multiple learning experiences, classroom space for group instruction, conference space, and space for technology (e.g., computers, information resources).
			The furniture is appropriate for all members of the school community.

Objective 8 – School Library Media Advisory Committee

			The library advisory committee extends advocacy beyond the school.
			The library advisory committee is involved in all stages of program planning, implementation, and assessment.

Objective 9 – District Library Advisory Committee

			The district library media advisory committee extends advocacy into the community.
			The district library media advisory committee is actively involved in all stages of program planning, implementation, and assessment throughout the district.