MASSACHUSETTS **MSLMA** SCHOOL LIBRARY MEDIA ASSOCIATION

Massachusetts School Library Media Program Standards for 21ST Century Learning

Acknowledgments

Massachusetts School Library Media Program Standards for 21st Century Learning has been adopted by the Executive Board of the Massachusetts School Library Media Association, P.O. Box 25, Three Rivers, MA 01080-0025. A web version of this document is available at <http://www.mslma.org>, the official web site of the Massachusetts School Library Media Association.

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Executive Summary

The *Massachusetts School Library Media Program Standards for 21st Century Learning* have been developed to improve learning through equitable student access to programs that have strong teaching, staffing, resource, service, and facility components. These standards support and forward Massachusetts education reform initiatives and school expectations for student learning. Inquiry-based learning is presented as the method for integrating the structured, collaborative teaching and assessment of information literacy competencies with Frameworks' content. The document is a synthesis of current educational research, education reform initiatives, knowledge of leaders in the field, educational testing goals, national information literacy standards for student learning, national guidelines for school library media programs, and teaching and school accreditation standards. It provides a clear blueprint for educational administrators and library teachers to use to build a program that has a significant and measurable impact on student achievement.

There are two standards in each of the following three areas: Teaching and Learning, Information Access and Delivery, and Program Administration. The six standards are:

Teaching

There is a structured, spiraling teaching of information literacy skills, within inquiry-based curriculum lessons, to ensure that all students know and are able to meet PreK-12 information literacy outcomes.

Learning

Students are discriminating researchers, habitual readers, and competent, ethical users of ideas and information to construct knowledge.

Resources

The school library provides a systematically organized, readily accessible collection of resources sufficient to meet teaching and learning goals. The materials are collaboratively selected and regularly evaluated for currency, balance, adequacy, and relevance to ensure that they remain consistent with the school's mission and expectations for student learning.

Facilities

The school library is an inviting, learning-conducive area for reading, research, and teaching activities. The safe, barrier-free space is designed to facilitate active, inquiry-based learning and serve as an integral part of every student's educational experience.

Management/Leadership

A DOE licensed library teacher effectively manages and leads a program that supports and furthers the school's mission, goals, and expectations for student learning.

Administrative Support

Educational administrators maximize the library media program's potential to positively impact student achievement and school quality.

Student Benefits:
stronger critical thinking, research, media, workplace, technology, and reading literacy skills, higher MCAS and reading test scores

The Massachusetts Curriculum Frameworks articulate a vision of education that stresses inquiry and critical thinking. Emphasis is placed on the information literacy skills of questioning, gathering information, analyzing data, making hypotheses, and confirming or rejecting ideas. Standard 24, in the English Language Arts Framework (MA DOE, 2002b) epitomizes this information problem solving approach to learning and is a point for strong collaboration between classroom and library teachers. It stresses that to become independent learners, students need to "engage in research throughout their school years". Well-designed and implemented research projects expand minds and make learning come alive. They lead students to make interdisciplinary connections and help them understand Frameworks content in a current context. When students and teachers are provided with the library media staffing, resources, services, and facilities that engender this active, inquiry-based approach to learning, every child benefits.

"Information literacy is one of five essential competencies for a solid job performance" (U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) Report, 1991). *Learning for the 21st Century* (Partnership for 21st Century Skills, 2003a) lists learning skills as one of the six key elements of 21st Century learning. Learning skills comprise: information and communication, thinking and problem-solving, and interpersonal and self-directional skills. The report points out that as much as students need knowledge in core subjects, they also need to know how to keep learning continually throughout their lives. As Massachusetts educators concentrate on teaching Curriculum Frameworks, they also need to provide students with structured opportunities to become competent information problem-solvers. High-functioning employees will always be those who: have learned how to learn, can think critically, and know how to use ideas and information effectively and ethically. Whatever road in life Massachusetts students take after high school, they will benefit from having learned information literacy skills.

"When librarians and technicians work together to use networks to extend the reach of the library media program into classrooms, labs and other instructional areas, student reading test scores increase" (Lance, Rodney, & Hamilton-Pennell, 2000). "The involvement of a school library media specialist in technology-based staff training supports student achievement" (Wenglinsky, 1998). "Students' test scores increase when school librarians spend more time collaborating with and providing training to teachers, providing input into curricula, and managing information technology for the school" (Marzo, 2000). These are examples of the kind of "harnessing of technology to perform learning skills" proposed by the Partnership for 21st Century Skills. According to its *MILE Guide* (2003b); "learning skills + 21st Century tools = Information and Communications Technologies (ICT) Literacy". The Partnership believes that "integrating ICT literacy into core subjects is the best way to teach because this is how students use these key elements in the world outside of school, not as separate, stand-alone strands". Strong, well-integrated library media programs can be a powerful force in helping schools improve their overall progress toward this 21st century model of student learning.

To become readers, children must have access to a variety of books to read for study and pleasure. McQuillan (1998) decried the inequalities in children's access to "print rich" environments as the "real" reading crisis and stated that "providing access to children's books through libraries may be one of the most important things disadvantaged communities and schools can do to improve achievement". Research conducted in Colorado found that, "schools with well-developed library media programs averaged 10%-18% higher reading scores" (Lance, Hamilton-Pennell, & Rodney, 2000). Low socioeconomic level students are most often those who are neither taken to a bookstore nor to the public library. Many, in fact, have no books in their homes. In discussing MA library media centers in schools with a high percentage (more than 15%) of free lunches, Baughman (2000) commented:

> Children in these schools need books, libraries, and librarians as much, if not
> more than do other children. The school library, when one exists, is for many
> disadvantaged children a major source of exposure to books, magazines, and the
> newer media--learning materials that stimulate their thinking, creativity, learning,
> reading, and enjoyment.

Reading First in...Massachusetts, in announcing the MA Department of Education as the recipient of a federal grant of more than $100 million, stated that "for two decades reading achievement has been flat. Less than one in three fourth-graders is deemed 'proficient' in reading at grade level. By 12th grade, just 40 percent of seniors are proficient in reading for their grade" (U.S. Department of Education, 2003). Cheryl Liebling, head of the Massachusetts Reading First Program, explained in a Boston Globe article that the program's philosophy "is to provide kids with both the skills they need and opportunities for exposure to wonderful children's literature" (Rudavsky, 2003).

Students in schools with sufficient library collections, qualified library personnel, and strong collaboration with teachers perform better on standardized tests (Lance, Hamilton-Pennell, & Rodney, 1999). Baughman (2000) corroborated this school library link to student achievement in Massachusetts. He found that, at each grade level, "schools with library programs have higher **MCAS** (Massachusetts Comprehensive Assessment System) scores" and that students "from a lower socioeconomic stratum who have a school library obtain a higher mean MCAS score than do similar children from schools that do not have such a program".

School libraries are valuable resources for student learning and literacy. This belief has been expressed by the Massachusetts Department of Education (DOE) and the Massachusetts Board of Library Commissioners (MBLC). DOE Commissioner David P. Driscoll, in a June 5, 2002 news release, stated that he recognizes the value of libraries to students and pledged to "ensure that the growth and success of school and public libraries are a priority in Massachusetts" (MA Department of Education, 2002a). The Commissioner further said;

> Of all our duties as educators, I cannot think of anything more important
> than teaching all students how to read well while fostering a love of reading
> at the same time. Our school and community libraries serve as valuable
> resources that reinforce that commitment to reading and learning. Communities
> with public and school libraries send a powerful message to children, parents,
> and the entire community that reading and learning are important and valued.

The Massachusetts Board of Library Commissioners (1999) is committed to the "necessity for each student to have access to a school library fully integrated into the instructional program of the school and staffed by a certified library media specialist". It recognizes the "fundamentally differing missions of public libraries and school libraries and states that close cooperation between public libraries and school libraries is essential to providing each community with the best possible library services". The Board also stated its belief that "cooperation cannot and should not serve as a substitute for adequate public library or school library service".

Improving school libraries improves literacy skills and academic achievement. Federal lawmakers showed support for this finding by passing and funding, *Improving Literacy Through School Libraries*. This competitive grant program promotes comprehensive local strategies to "improve student reading achievement by improving school library services and resources". It proposes to improve literacy skills and academic achievement by "providing students with increased access to up-to-date school library materials, a well-equipped, technologically advanced school library media center, and well-trained, professionally certified school library media specialists" (U.S. Department of Education, 2002a).

Students benefit from equitable access to school libraries meeting minimum standards for personnel, accessibility of resources, and appropriateness of services. To provide this academic benefit, state legislators passed *General Laws of Massachusetts*, Part I, Title II, Chapter 15, Section 1R (*School library and nonprint media services; funding*) and Section 57 (*Instructional materials grant program*). Chapter 15, Section 1R mandates that

> the board of education shall provide for the establishment of school library
> and nonprint media services, including:
> (1) the acquisition or rental of library and nonprint media materials, resources, and
> appropriate equipment,
> (2) supplementary library and nonprint media subprofessional personnel,
> (3) consultative services.
> Funds as may be appropriated shall be disbursed according to a formula established by
> the board which shall take into account the average expenditure over the immediately
> preceding five years by the local school committee for the library and nonprint media
> resources; the ratio of library and nonprint media center professional staff to pupil
> enrollment; the per pupil expenditures for said staff; and the current year school
> committee expenditure for library and nonprint media resources. In certifying school
> library and nonprint media programs eligible for aid, the board shall establish minimum
> standards for personnel, accessibility of resources, appropriateness of library and nonprint
> media services and the local budget support.

In spite of these laws, Massachusetts students' access to school library media programs and resources remains inequitable and inadequate. Many schools are not receiving the benefits of library programs meeting minimum standards or national guidelines (AASL & AECT, 1998a). According to U.S. Office of Education statistics, the Commonwealth of Massachusetts ranks in the bottom 10% of states in providing its public school students with access to library programs. Massachusetts also ranks in the bottom 10% in teachers who agree that school library materials are adequate to support teaching and learning objectives (Baughman, 2000).

Teaching and Learning

Teaching Standard

There is a structured, spiraling teaching of information literacy skills, within inquiry-based curriculum lessons, to ensure that all students know and are able to meet PreK-12 information literacy outcomes.

Rationale

- Inquiry-based learning is a teaching method that reinforces the content objectives of the discipline Frameworks. It focuses on the student as active learner. In school libraries, students are guided and coached to analyze and synthesize information from a variety of sources to effectively construct their own knowledge. As students intellectually work through the research process, "good coaching strategies are especially helpful in the digital environment that invariably brings information overload and are crucial to supporting the thinking process that underlies an authentic research assignment" (Gordon, 1999).
- To develop and hone their critical thinking skills, students need guided practice in accessing, analyzing, and synthesizing information from a wide variety of media.

> Everybody needs to learn how to find specific facts for specific purposes, but we need to make sure school research goes farther. Students need to be mentally moved up from simple fact gathering, trivial pursuits of discrete facts, or only gathering the best ideas of others" (McKenzie, 2000).

- Integrating the teaching of information literacy skills and Frameworks content cultivates the growth of students as life-long learners, thoughtful readers, and critical thinkers. These habits of mind will help ensure that Massachusetts students can compete both nationally and globally.
- Library teachers are skilled at teaching information problem solving processes that develop critical thinking skills. Working with classroom teachers at all grade levels, they collaborate to design inquiry-based research projects that grow progressively more sophisticated in the level of thought and reaction required as students mature. Students progress from working on assignments that entail simple fact-finding to those that require complex conceptualizing. Learners' reactions to their research also develop over time from simple recalling of information to complex model building or hypothesizing. Through guided practice in the library's active learning environment, students are able to develop the information literacy skills necessary to succeed at ever more complex levels of research and reaction (Stripling & Pitts, 1988).
- Students benefit from school district consistency in and planning for the teaching and assessment of information literacy skills PreK-12. The need for consistency in teaching the research process is stressed in the English Language Arts Framework, Standard 24. "Teachers of all disciplines in a school should develop and use common guidelines for research papers, teach the research process consistently, and evaluate students written work using the standards in the Framework" (MA DOE, 2002b).

- "Good research projects should not only teach important information literacy skills, but they should also; make school more meaningful and relevant for all students, help students develop higher level thinking processes and exercise creativity and, allow teachers to improve delivery of the content area curriculum" (Johnson, 2003).
- The entire learning community benefits when *National Board for Professional Teaching Standards for Library Media* (2002) are met. They state that library teachers:
  - have knowledge of learning styles and of human growth and development (I).
  - know the principles of teaching and learning that contribute to an active learning environment (II).
- *Massachusetts Recommended PreK-12 Instructional Technology Standards* (MA DOE, 2001) are met when educational media is used to actively engage students in their own learning. When researching in the library media center, students are "guided and coached to: select the most appropriate learning tools to obtain information needed to perform curriculum-related tasks, analyze and synthesize the information, and then to communicate their new understandings and knowledge effectively".

Specifications

Staffing
The school has a minimum of one full-time Massachusetts DOE licensed library teacher supported by one full-time qualified library support staff person for approximately every five hundred (500) students with additional staffing for extended hours.

Planning Time
Time is regularly scheduled for classroom and library teachers to collaboratively design and assess inquiry-based curriculum.

Information Problem Solving Process
A collaboratively selected information problem solving process is taught and used district-wide.

Information Literacy Outcomes
There is a PreK-12 information literacy curriculum with defined outcomes taught within discipline Frameworks inquiry-based lessons.

Inquiry-based Curriculum
There are sufficient collaboratively developed and taught inquiry-based curriculum lessons at each grade level to ensure that all students have opportunities to learn and practice the skills needed to meet district PreK-12 information literacy outcomes.

Rubrics
Standards and assessment rubrics for student report, research, and media production formats have been established, approved, and are consistently utilized by faculty.

Assessment
There are yearly grade level assessments of the inquiry-based curriculum lessons. The results are shared with the entire faculty and used to ensure that the district's information literacy outcomes continue to be addressed as curriculum evolves and teaching staff changes.

Other Considerations
- Library teachers are pivotal to the success of literacy programs. When teaching research skills, they coach students to read information sources for understanding. When teaching literature appreciation and reading comprehension strategies, library teachers model for students

> how to imagine, how to let pictures form in their mind from the
> descriptive adjectives, from the figurative language of the similes,
> from the sounds of the words, and from the recall of their own
> similar experiences. (They) encourage them to create their own unique
> vision, their own artist's rendering of that storybook world, to develop a
> personal connection with it (Zimmerman, 2003).

- The media literacy strands woven through many of the Curriculum Frameworks offer important opportunities for classroom and library teachers to collaborate to teach 21st century media literacy skills. Plante (1995) defined media literacy as "literacy for the Information Age" and "an expansion of traditional conceptualizations of literacy, 'reading', 'analyzing' and 'writing' using a variety of messages including computer, video and image-based technologies; an ability to access, analyze and evaluate, and communicate messages in a wide variety of forms". The North Central Regional Educational Laboratory (2000) pointed out that the "graphic user interface of the World Wide Web and the convergence of voice, video, and data into a common digital format have increased the use of visual imagery dramatically".

- Library teachers offer valuable, unique help to particular school populations, both individually and in conjunction with other faculty members. These populations include: English as a Second Language, special needs, gifted, gay, lesbian, and at-risk students, administrators, and beginning teachers (Hartzell, 2002).

- Sections 1119(g)(2)(G) and (3)(A) of *The No Child Left Behind (NCLB) Act of 2001* (US DOE, 2002b), delineate appropriate use of paraprofessionals.

> Paraprofessionals providing instructional support must work under the
> direct supervision of a teacher. A paraprofessional works under the
> direct supervision of a teacher if:
> (1) the teacher prepares the lessons and plans the instructional support
>   activities the paraprofessional carries out, and
> (2) evaluates the achievement of the students with whom the paraprofessional is
>   working, and
> (3) if the paraprofessional works in close and frequent proximity
>   with the teacher.
> As a result, a program staffed entirely by paraprofessionals is not permitted.

- "An active, dynamic information and technology team needs to be an integral part of the school" (Lowe, 2000). Cooperation and collaboration between instructional technology specialists and library teachers are essential if the district's library media/technology program is to fully impact student learning.

- The *Senior Project* (2002), <http://www.serve.org/seniorproject/ > is an example of a method used to assess student mastery of content, technology, and information literacy skills in an integrated way. As a culminating exhibition of their learning, high school seniors: self-select a topic, study it in depth, construct their own knowledge of the topic, share the results, and then evaluate both their product and research process.

Actions for Successful Implementation

Teaching the cross-curricula skills of research, study, media, reading, writing, information, and technology use is the joint responsibility of all faculty members. Collaborative planning and cooperation are essential to ensure that lessons are designed that integrate the teaching and assessment of these skills across all content areas. Just as raising a child is a "village" responsibility, educating a child is a "learning community" responsibility.

ClassroomTeachers and Specialists

- Participate in professional development activities that demonstrate the roles the library teacher and state/national information and technology literacy standards play in helping students become skilled users of ideas, information, and technologies.
- Promote academically sound use of the library, its resources, and staff.
- Collaborate to integrate the teaching of information literacy skills with curriculum by developing plans, activities, and assessments for library learning experiences.
- To reduce the risk of plagiarism, collaborate to design inquiry-based lessons that require original thought.
- Regularly direct and encourage students in the ethical use of resources.
- Work with learners who need individualized help to motivate, guide, and provide feedback on library research progress.
- Use rubrics that include assessment of information, media, and technology skills.

Library Teacher

- Participate in curriculum development to integrate information literacy skills instruction across all content areas.
- Work to ensure that all students have structured opportunities to learn and practice information literacy skills.
- Teach staff and students the use of an information problem solving process that stimulates critical thinking skills and fosters personal knowledge construction.
- Work with other faculty to develop benchmarks and assessment rubrics that document the information, media, study, and technology literacy skills addressed and how mastery of these skills will be demonstrated within inquiry-based curriculum.
- Collaborate to develop, implement, and evaluate learning experiences to maximize the growth of student reading, information, media, and technology literacy skills.
- Utilize and share current research in the areas of library information science, information technology, media literacy, reading, study skills, teaching, and learning.
- Provide professional development for staff on such topics as: children's literature, information problem solving models, intellectual freedom, copyright, plagiarism, the Internet, website evaluation, information literacy, and information technologies.
- Participate in identification and assessment of the learning community's professional development needs in areas related to information and information technologies.
- Guide students and teachers in the selection of materials and information for reading, writing, viewing, speaking, and presenting.
- Work with learners who need individualized help to motivate, guide, coach, and provide feedback on library research progress.
- Model fiction and information reading comprehension strategies and encourage reading of a wide variety of genres.
- Take an active role in helping students and teachers with media productions.

- Conduct action research to evaluate the effectiveness of instruction, lesson design, and its implementation by observing and collecting data from students while they are working on the research assignment.
- Assess, with other teachers, the quality of student performance during the information problem solving process.
- Share results of grade level assessments of information literacy curriculum integration with administrators and the entire faculty and use to improve effectiveness.

Library Paraprofessionals
- Help students and teachers locate and check out materials.
- Assist in preparing instructional materials, exhibits, and bulletin boards/display areas.
- Assist students in the use of print, non-print, and information technologies.
- Assist in preparing for library orientations.
- Gather resources for class use in the library.
- Work with individual students needing help in the library.
- Provide technical assistance and assist in the production of non-print materials.
- Instruct users in the operation and simple maintenance of equipment.
- Help ensure a learning-conducive library environment.

Examples of Assessment Tools
- Curriculum map showing integration of information literacy skills instruction
- Action research observing and in discussion with students during the information problem solving process
- Samples of classroom/library instructional collaborations/integrated lesson plans
- Exemplars of student work that demonstrate the level of mastery of specific information literacy skills
- District information literacy outcomes documents
- Rubrics
- Library schedule documentation of classroom use of library for inquiry-based learning
- Samples of library orientation materials
- School and district professional development offerings with attendance statistics

Teaching and Learning

Learning Standard

Students are discriminating researchers, habitual readers, and competent, ethical users of ideas and information to construct knowledge.

Rationale

- "To cope with the demands of the 21ˢᵗ century, people need to know more than core subjects. They need to know how to use their knowledge and skills by: thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, and making decisions. These higher level thinking skills, or learning skills, are not new, but they are increasingly important in workplaces and community life" (Partnership for 21st Century Skills, 2003a).

- "As society changes, the skills needed to negotiate the complexities of life also change. Today's students need to develop a broader range of literacies. To achieve success in the 21ˢᵗ century, students also need to attain proficiency in science, technology, and culture, as well as gain a thorough understanding of information in all its forms" (North Central Regional Educational Laboratory, 2000).

- "Information literacy -- the ability to locate, process, and use information effectively -- should be part of every student's educational experience" (Association for Supervision and Curriculum Development, 1991).

- "Today, students need to understand the interrelationships between library collections, proprietary databases, and other Internet documents to ensure appropriate, effective searching and accurate evaluation of sources. As students access electronic resources, it is critical that they recognize the importance of honoring the intellectual property of others by strictly adhering to copyright and fair-use laws" (NCREL, 2000).

- A metacognitive approach to instruction, in which students are taught to think deliberately about how they are learning, can help students take control of their own learning, monitor their own progress, and improve their achievement (Bransford, Brown, & Cocking, 1999).

- "Research projects should require students to combine, manipulate, or rearrange the data they collect, causing them to think about what they have collected in order to solve the problem at hand. Reflection should be built in along the way to help students assess what they know, and how efficient their strategies are" (Loertscher & Achterman, 2002).

- The *National Center for Education Statistics* (2000) NAEP research links the amount children read with their academic achievement. Once children learn to read, they need to be supported in developing a reading habit. In their daily work with students, library teachers encourage reading, viewing, and listening for information and enjoyment; all practices vital to literacy. With their extensive training in children's and young adult literature, they provide excellent reader advisory services. Through library use, children are exposed to a broad range of fiction and non-fiction.

- School libraries facilitate free voluntary reading and the development of reading skills. Research by Steven Krashen (1993) and Jeff McQuillan (1998) supports the idea that free voluntary reading is the best predictor of seven essential achievement basics: comprehension, spelling, grammar, vocabulary, writing style, verbal fluency and general knowledge.

- Information literacy provides a lifelong intellectual benefit. All Massachusetts public school students should know and be able to meet national information literacy standards, <http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19937> (AASL & AECT, 1998b).

Specifications

Challenging inquiry-based research projects

There are collaboratively designed inquiry-based lessons that move beyond topical research to incorporate essential questions and authentic learning tasks. Value for original thought and personal knowledge construction is demonstrated

Scaffolded Research Projects

Research projects are scaffolded to facilitate student understanding and learning. According to McKenzie (2000);

> research project scaffolding: provides clear directions, clarifies the purpose
> of the research assignment, keeps students on task, clarifies teacher
> expectations, points students to worthy information sources, reduces student
> research uncertainty, surprise, and disappointment, maximizes research efficiency
> and learning, and creates momentum toward personal knowledge and understanding.

A Reading Community

There is a modeling and support of reading throughout the learning community that fosters the creation of habitual readers. Reading is integrated into all subject areas and departments.

Actions for Successful Implementation

Students

- Focus on assignment task, use research time wisely, and ask for help when needed.
- Use an information problem solving process to form personal conclusions.
- Learn use of a variety of information resources.
- Perform information literacy behaviors such as: locating, organizing, evaluating, and using information ethically.
- Use reading, study, and writing skills (highlighting, summarizing, notetaking, etc.).
- Do fair share of collaboration on group research projects and share resources.
- Obey copyright and avoid plagiarizing the work of others.
- Follow bibliographic form and cite all information sources used.
- Expand skills beyond locating information to analysis, evaluation, and synthesis.
- Self-assess and peer review research processes and products.
- Interact cooperatively with other students, classroom teacher, and library staff.
- Learn and follow school rules, district policies, and library procedures.
- Work to develop lifelong, independent learning and reading habits.

Faculty

- Function as a collaborative teaching team and cooperatively design research projects that incorporate authentic learning tasks and essential questions.
- Share responsibility for teaching information, media, reading, technology, and study skills.
- Promote a schoolwide culture of reading, learning, and literature appreciation.

- Coach and guide students as active and independent learners.
- Collaboratively assess achievement using the developed and established rubrics.
- Collaboratively review and assess research assignments, processes, and products using formative as well as summative assessments.
- Use assessment results to revise the inquiry-based learning experiences.

Examples of Assessment Tools

The following assessment strategy examples are from *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998a).

Checklists

Students are given a checklist at the beginning of a research activity with clear criteria for learning expectations. This guide helps them pay attention to all the aspects of the research process and product expectations. Students perform better when they clearly understand the goals of the learning experience.

Rubrics

Rubrics are a scaled set of criteria clearly defining for student and teacher the range of acceptable and unacceptable performances for the research project. Its purpose is to provide a description of levels of performance. The language of the criteria must precisely define actions in terms of what the student actually does to demonstrate skill or proficiency at that level. Students have been shown to perform better when they have models and can compare their performance to a standard (p. 177).

Conferencing

As students research, the classroom and library teachers inquire about progress by asking questions specific to the students' task, so that specific feedback and guidance can be provided to them. More formal conferencing can occur at the end of a teaching sequence where students are asked questions that engage them in reflecting on their work, identifying what went well, and determining what they would change given the opportunity (p. 178).

Journaling

This assessment tool is used to require students to focus on the process as well as the content of their research. Brief journal entries, as research progresses, can give a sense of how students are doing, provide information to improve instruction, and help students know where to begin at their next research session.

Portfolios

In this cumulative process of assessment, samples of student work are collected over a period of time to demonstrate the learning that has taken place. While the classroom teacher has primary responsibility for portfolio assessment, the library teacher contributes to the development of portfolio evaluation criteria, to the design of the assessment tasks, and to helping the students in their critical analysis of their research and product. Library teachers provide an important additional perspective on student learning that can encourage learners to improve their performance (p. 180).

Integrated Information Literacy Skills Learning Scenario
Olympics RAP: Grade 6

Abstract: Olympics RAP is a collaborative, month long, sixth grade interdisciplinary unit simulating the process by which the site for the Olympic Games might be chosen. Students learn about culture, lore, climate, geography, venue design, and utilize a wide range of research and information literacy skills. They work in small groups, representing the country they have chosen, to assemble a **R**esearch **A**ctivity **P**acket of information about their country. They will synthesize this research to prepare and present an oral proposal to a panel of judges. Judges use prepared assessment rubrics to determine the two teams making the most effective presentations to "award" the summer and winter Olympics. A webquest that students use during this interdisciplinary unit to access their assignments and related resources can be viewed at; <http://www.carlisle.mec.edu/library/olympics.htm>.

Information Literacy Objectives:

English Language Arts
Students will:
use higher order critical thinking skills to compare, contrast, prioritize and synthesize a wide range of information from a variety of resources in a "real-life" simulation project,
access and evaluate information from resources, print and electronic, including nonfiction, reference, periodicals, video and online websites and databases,
cite resources and prepare bibliographic entries,
demonstrate effective presentation and oral presentation skills,
study the folklore of a country as a lens to the culture of a people especially their customs, music, art, dance and food,
practice collaborative skills and interdependence of group work,
use facts, statistics and numbers to make persuasive arguments.

Social Studies
Students will:
survey physical and political geography in various regions focusing on how geography influences culture, economy and political systems,
utilize maps and atlases in books, and online to learn map reading and develop interpretive skills.

Science
Students will:
study land, water, ocean currents, and wind patterns to determine a location's suitability for specific events,
understand how features of the Earth's surface affect climate and weather of a region,
learn the impact that environment has on daily life, transportation and sporting events of a given area.

Math
Students will:
graph data as a tool for decision making using mean, median and mode,
study population data to determine its affect on the economy and transportation of a region,
design to scale Olympic venues and athlete housing.

Outcomes:

Students are required to think critically about the information they gather in this project. In order to make an effective presentation, they must have a strong understanding of all of the characteristics that must come together for the event to be feasible. There is not the opportunity to simply cut and paste answers to questions; students must synthesize the information. Creativity is tapped in the personal interpretations of the folklore of the region through development of the logo, mascots, costumes, etc.

Students will present to a panel of judges a logical and persuasive proposal to support the hosting of the summer or winter Olympic Games in the country of their choosing. Based on the team's presentation the judges will conclude whether or not the site is an excellent choice with suitable geography and climate and that the residents will be ready to receive visitors with a creative folktale theme and well planned architecture, transportation, and facilities. The panel will be provided with the criteria and a "Site Evaluation" scoring rubric.

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This unit was designed by the sixth grade team and library teacher from the Carlisle Public Schools in Carlisle, MA. (It may be adapted for use with other grades.) It was the recipient of the American Library Association's 2001 ICONnect prize and the 2003 Ellen Berne Award from the Massachusetts School Library Media Association.

Many other examples of Massachusetts classroom/library inquiry-based lessons are available via the MSLMA website, <http://www.MSLMA.org/SuperConf02/collaboration.html>.
Topics range from:
Artist of the Millennium <http://www.mslma.org/SuperConf02/BAAArtistMillLib.html>,
Chaos < http://www.mslma.org/SuperConf02/Chaos.html>,
A Look at China and Japan <http://www.mslma.org/SuperConf02/NAttleboroChinaJapan.html>,
Market Math <http://www.mslma.org/SuperConf02/DightonMarketMath.html>,
Peter Rabbit <http://www.mslma.org/SuperConf02/NAndPeRabLesson.html>,
to *Water Quality* <http://www.hanoverschools.org/highschool/webquests/Water/index.html>.

The *Massachusetts Recommended PreK-12 Instructional Technology Standards* (MA DOE, 2001) document contains another fine integrated information literacy skills learning scenario. It is entitled *Validating a Web Site* (p. 23),
<http://www.doe.mass.edu/edtech/standards/itstand.pdf >.

Information Access and Delivery for Student Learning

Resources Standard

The school library provides a systematically organized, readily accessible collection of resources sufficient to meet teaching and learning goals. The materials are collaboratively selected and regularly evaluated for currency, balance, adequacy, and relevance to ensure that they remain consistent with the school's mission and expectations for student learning.

Rationale

- The Curriculum Frameworks encourage moving beyond the limiting perspective of a single classroom text and integrating reading into all subject areas and departments. The school's collection of centralized resources needs to be sufficient to meet a high percentage of the demands of education reform initiatives and the school's expectations for student learning.

- The English Language Arts Curriculum Framework sets high standards for student understanding of literature and other creative forms of expression. To realistically meet these standards, students need school access to resources and programs that support and enhance appreciation, enjoyment, and understanding of the humanities.

- Reading skill development and student achievement are supported when these *International Reading Association* (1999) resource and access recommendations are met.

  - Libraries must purchase a sufficient number of new books per student and they must make a concentrated effort to replace older materials for each classroom and school library on an annual basis. Genres should include picture storybooks, novels, biography, fiction and nonfiction material, magazines, poetry, and a multitude of other types to suit the interests and range of reading abilities of all children.

  - School Libraries should have a minimum of 20 books per child to enable children to take multiple books home at each visit. In addition, it is recommended that one new book per student should be added to every classroom library and two new books per child should be added to the school library collection each year to allow for the addition of important new titles and for the elimination of books that are no longer timely.

  - Access means not only availability of books, but also time for reading them (Krashen, 1996)…Another important part of access is librarians and teachers who know both books and children and who can make good recommendations that match the interests of children with the content of books.

- School library resources support reading literacy. "Literacy is a problem to throw money at, but we have to aim carefully by pouring money into library books and then making sure they get read" (Krashen, 1993). To this end, the federal government has increased funding of the *Improving Literacy through School Libraries* grant program to help the nation's poorest school districts acquire library media resources.

- Students have access to the resources needed to meet Massachusetts Recommended PreK-12 Instructional Technology Standard 3: "Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process

information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences" (MA DOE, 2001).

- "Dollars allocated to a school library media program will directly benefit every single student and every single faculty member. While the skills taught in a comprehensive school library media program benefit all students, they certainly provide the basis for lifelong learning for those students who will enter the workforce after high school graduation" (Eldringhoff, 2000).

Specifications

Collection development is based on knowledge of teaching and learning styles, developmental and multicultural needs, state and national educational standards, the principles of intellectual freedom, copyright law, strengths and weaknesses of the collection, and curriculum mapping. Resource needs are collaboratively and continuously assessed through consideration of standardized test score trends, student demographics, reading levels, and other evaluation tools. The professional collection developed for faculty is available at the school and/or district library resource level.

Print collection:

To determine the size of its centralized print collection, the school community analyzes its curriculum needs, its student population, the strength of its literacy focus, and the value it places on exposing all its students to a wide variety of quality fiction and non-fiction. On average, to meet a school's expectations for student learning, its library has:

- at least 20 titles per student,
- seventy percent (70%) of its entire collection published within the last ten years,
- a minimum print collection size of 6000 volumes.

A more extensive collection of print materials is needed if the school covers a wide age or ability range, has multiethnic reading needs, expanded services or offers an unusually wide range of courses. Professional recommendations for fiction holdings range from 13.5% to 25% of a high school collection and 30% to 50% of elementary and middle school collections.

Periodical subscriptions are in a combination of print and electronic formats:

- Elementary school: 21-35
- Middle school: 71-90
- High school: 91-125
- At least one local and two state or national newspapers, one of which is in print format.
- Additional access to magazine and newspaper articles "on demand" as a benefit of school library membership in a regional library consortium.

Videos, audio books, computer software, and other non-print media are sufficient to support diverse learning styles, abilities, and teaching methodologies. As with print materials, non-print and electronic resources are curricula-relevant, up-to-date, user-appropriate, and accessible to all users. The requisite hardware and wiring are compatible and in sufficient supply to support the use of media resources. Audio-visual equipment is evaluated annually as to its usefulness and currency. Time is allocated to evaluate hardware, electronic databases, software, print, and non-print materials and their applicability to the curriculum. To aid in the development of a district's collection of instructional technology materials, the Massachusetts Department of Education (2001) has published a checklist of recommended criteria for evaluation and selection at <http://www.doe.mass.edu/edtech/standards/tech_mat.PDF>.

Technology:
Library computer workstations have access to at least one current full-text periodical database and one online encyclopedia, the catalog, and the Internet. For large group instruction, there are enough workstations for the ratio of students in a class to computers to be:
- 2:1 for the largest class at the elementary level,
- 1:1 for the largest class at the secondary level.

Additional computer workstations are available to adequately support individual student and staff research use, catalog access, and materials circulation. Local and wide area network connections and access to district and state interlibrary loan and networked resources are provided. A networked printer is available and the computers, connected to the Internet as stipulated by district policies, are capable of multimedia functions, including sound and motion. Technical support is sufficient to ensure response time is within twenty-four hours of request. Library technological development is part of short and long-range budget plans and is in compliance with the district's state-approved education technology plan.

Automated, professionally maintained catalog and circulation systems provide for ease of retrieval, equity of use, and resource sharing. Resources are centrally acquired, processed, and circulated to avoid unnecessary duplication and ensure a cost-effective interdisciplinary collection. The catalog of centralized resources is networked throughout the school and district and is available via the Internet for students and parents to access from home. If the automated catalog is not networked beyond the media center, a minimum of two library computer workstations is dedicated to catalog access.

Budget:
The annual library media budget for resources considers school enrollment, grade levels, student abilities, curriculum and programs, current costs of materials and equipment, subscription fees for electronic databases, bindery services, non-print materials packaging costs, and other pertinent factors. At least one half of one percent (0.5%) of the school district's most recent annual per pupil expenditure is allocated to meet collection needs with additional funding for technology hardware, service contracts, and repairs. Equipment repair budgets average about twelve percent (12%) of purchase cost over a five-year period. Computer-related equipment is life-cycled at 25% per year. Other sources of revenue (state and federal funds, grants, book fairs, etc.) supplement, but never take the place of, regularly budgeted local funds for library media resources.

Other Considerations

- Portable word processors, laptop computers, digital cameras, camcorders, ebook readers, and other emerging technologies should be available in adequate supply for equitable use by students and faculty.
- Electronic databases, a district union catalog, ebooks, and audiobooks should be available in the library.
- As the school library catalog becomes available outside its community via the Internet, the district will need to review its reconsideration of materials policy regarding local eligibility to challenge.
- There should be a library web page that connects learning resources and evaluated websites with class content. This web page should include links to VRROOM at <http://ccbit.cs.umass.edu/VRROOM/>, VES at <http://ves.mass.edu/>, other MA-specific educational web sites, and library consortium proprietary databases. Examples of

Massachusetts PreK-12 school library media center web pages are available at <http://www.sldirectory.com/libsf/stpages/mass.html>**.**

- The district should have a policy for and participate in interlibrary loan.
- Classroom and library teachers should collaborate in the development of classroom reading collections. For the greatest benefit to all students, these collections should be on long-term loan and systematically rotated, refreshed, and updated by the library.
- Remote delivery of videos on demand directly to the classroom can facilitate teaching and learning. Consideration should be given to video distribution technology that allows teachers to stop and start the programs in the classroom.
- Curriculum-related satellite programming, internal video broadcasting, and distance learning availability can benefit teaching and learning.
- Resources should include fair use of commercial and off-air recordings that meet curricula needs.
- A library security system helps ensure the collection's viability especially in schools with more than a 5% loss of items per year.
- CD-ROM towers can provide cost-effective access to information databases to multiple users.
- Classroom sets of titles, used as textbooks, should not be purchased from the library budget and those housed in the media center should not be counted in its collection statistical reports.
- A School Library Advisory Committee can be a positive force in strengthening the collection.

Actions for Successful Implementation
Administrators
- Provide leadership to ensure that resources meet learning needs and generate enthusiasm for reading, research, and independent learning.
- Encourage staff collaboration and school-wide use of centralized resources.
- Lead to supplement and/or replace textbooks with resource-based curriculum units to deepen learning, broaden perspectives, and foster critical thinking skills.
- Ensure flexible, equitable access to the centralized collection of learning resources.
- Work to ensure allocation of a minimum of one half of one percent (0.5%) of the district's most recent annual per pupil expenditure to develop and maintain a centralized collection of resources consistent with the school's mission.

Faculty
- Communicate resource needs to library media staff and administration.
- Collaborate to develop and evaluate a centralized collection of resources which supports curriculum and meets diverse learning needs and reading abilities.
- Supplement textbooks with library resources to enrich learning.
- Encourage student reading of a wide variety of materials for learning and enjoyment.

Library Teacher
- Use knowledge of school curriculum, state educational objectives, student needs, and instructional media for collection development.
- Target curriculum areas for inquiry-based projects and collection development.

- Ensure that collection development and circulation policies, procedures, and practices reflect legal and intellectual freedom guidelines, facilitate access, respect borrower confidentiality, and model professional ethics.
- Coordinate and prioritize resource requests through a collaboratively developed and approved written collection development plan.
- Use current, authoritative cataloging methods and collection development tools.
- Maintain an accurate, up-to-date catalog of resources.
- Maintain a timely materials processing system.
- Establish and maintain a system for ongoing weeding of the school's centralized collection of resources to eliminate outdated, worn, and no longer relevant materials.
- Track and maintain copyright permission/license status for library materials.
- Collaborate with computer/technical staff to identify and use the full range of current technologies and software required to meet learners' information needs.
- Provide readers' advisory and instructional materials selection services.
- Recommend innovative reading and research activities and varied resources to integrate information skills into the curriculum.
- Publicize and promote use of library media resources.
- Participate in school literacy and community reading programs.
- Work to ensure effective use of print, non-print, and electronic resources schoolwide.
- Use interlibrary loan, regional library consortium databases, and the Internet to enhance the school's access to resources.

Examples of Assessment Tools
- Curriculum map showing integration of the library media program and its resources into the school's educational processes
- Results of output measures of resource use and availability
- Curriculum and instruction documents
- Subject bibliographies and library resource promotional materials
- Statistics on percentage of MA Frameworks recommended authors in collection
- School district policies
- Inventory reports
- Acquisition, weeding, and collection currency statistics
- Equipment and technology specifications

Information Access and Delivery for Student Learning

Facilities Standard

The library media center is an inviting, learning-conducive area for reading, research, and teaching activities. The safe, barrier-free space is designed to facilitate active, inquiry-based learning and serve as an integral part of every student's educational experience.

Rationale

- A well-designed library media facility, when adequately staffed, enhances teaching and learning and supports the school's mission and expectations for student learning.
- 21st century learning tools can be accessed centrally and distributed equitably.
- *National Board for Professional Teaching Standards* (2002) for Library Media state that accomplished library media specialists know:
    - the principles of teaching and learning that contribute to an active learning environment (II).
    - the principles of library and information studies needed to create effective, integrated library media programs (III).

Specifications

Space

According to *Massachusetts Education Laws and Regulations 603 CMR 38.00: School Construction 38.05: Program Standards: Capital Construction*, "the cost of program spaces shall be shared in by the Commonwealth if they fall within the ranges listed below. A variation of 5% is permitted. Exceptions to the minimum and maximum program space allowances may be granted at the discretion of the DOE Commissioner or the Board".

- **Elementary Schools:** "The Media Center/Library Reading Room should range from 1800-3000 square feet, small group and Seminar areas should range up to 500 square feet each and Computer labs/workstations should have 30 square feet per work station".
- **Secondary schools:** "The Library (Instructional Materials Center) program area may be up to 15% of enrollment x 40 square feet - maximum. Computer labs/workstations should have 30 square feet per workstation Other areas may be added, if planned, i.e. office, conference, etc. Storage space is as needed".

Seating Capacity

- **Elementary Schools:** "Seating capacity will be determined by a combination of the size of the student body and the number of staff persons available for supervision".
- **Secondary Schools:** "Seating capacity will be twelve percent (12%) of the total student body".

Accessibility

To conform to the *American with Disabilities Act* (U.S. Department of Justice, 2003), the facility must be accessible to the handicapped.

Other Considerations

Location

The library media facility should be centrally located, but away from noisy areas such as gymnasiums, band rooms, or playgrounds. It should be near an outside entrance to facilitate deliveries and accessibility during non-school hours without the remainder of the school being open. Consider traffic flow patterns and plan for security.

Environment

Climate

- Heating, cooling, and ventilation equipment provide surroundings which are comfortable, quiet, draft-free, and environmentally safe year-round. There should be separate climate controls for operation during non-school hours.
- Effective control of temperature and humidity to preserve collections and protect specialized equipment.
- Proper ventilation in high-risk areas such as darkrooms where noxious chemical fumes may be present.

Lighting

- Glare-free spaces for reading books and computer screens with adequate, shadow-free lighting in shelving areas.
- Provisions for adequate dimming in areas in which projection equipment is to be used and for room darkening in areas which contain windows with remote control of lighting and audiovisual equipment controls in the viewing areas.

Electricity

- Safe, adequate electrical wiring with sufficient well-placed grounding outlets.
- Electrical circuitry to provide for current and projected needs.

Acoustics

- Carpeting is recommended for most areas to control sound, but provisions for reducing static must be made in computer use areas.
- Sound absorbent wall and ceiling treatments.

Maintenance

An attractive, properly maintained facility encourages frequent and respectful use.
Maintenance must be ongoing.

Space Use

Form should follow function. Consider how the space may most effectively be used to forward the school's mission and expectations for student learning. Does space use focus on engaging students in using multiple information resources to gain strength as problem solvers and decision-makers? To facilitate inquiry-based learning, technology use, and centralized collection management, the facility should have the following areas.

Main Use Area

- A large group area for class instruction/storytelling with listening and viewing areas for small groups and individuals as well. The space should be designed for flexibility of use. This will ensure that a number of students may be engaged in individual assignments or quiet reading without being disturbed by a group that is receiving instruction.
- Adequate space for material circulation, catalog access, displays, and exhibits.

- Central location for reference collection to ensure easy access.
- A layout designed for easy supervision of the current collection and its anticipated growth.

Electronic Research Area
- Large enough to accommodate a class needing access to electronic reference resources and the Internet. Workstations should meet MA DOE space specifications and be situated so that screens are visible for supervision purposes.
- Adequate electrical, telephone, and cable connections with appropriate computer network wiring.

Professional Resources Area

Unless there is a system-wide professional resource center, space needs to be allocated in each school library for the housing of a collection of materials for the faculty, along with sufficient space, furnishings, and hardware to use such a collection. This area should be designed as a convenient place in which to collaborate with colleagues, prepare lessons, evaluate learning resources, and conduct research.

Production Space
- Equipment and supplies for: writing reports, creating presentations, photocopying, designing graphics, creating multimedia, and recording, duplicating, and editing audio-visual materials.
- A sink and adequate counter/table space to allow multiple projects.
- Provision for a darkroom or separate TV production or radio broadcast area.

Work Space

A separate area for library staff tasks such as: planning, ordering, scheduling, processing, and repairing. This area should provide for visual supervision of the library and have telephone, computer, and fax access.

Educational Technology Support Area

The facility should be set up to be "Network Central" for all types of materials, technologies, and networks. The library catalog, internal information systems, and regional library consortium online resources should extend outward into the other instructional areas of the school and be accessible to students at home. The space should be sufficient to properly house the school's centrally based technology including: servers, video distribution systems, projectors, multimedia units, wireless computers, and cable access television.

Storage Areas
- Adequate space for back issues of periodicals in print and/or microform formats.
- Storage sufficient for all current media equipment along with adequate space for future growth. These areas need contain sturdy, firmly secured shelving and cabinets with lockable storage for cameras, video equipment, and computers.
- If textbooks are to be housed and circulated through the library, space must be designated for their storage without infringing on above described storage areas.

Furnishings
- Consider durability, flexibility of use, comfort, and appearance when selecting furnishings. Furnishings and access points must conform to all state and federal rules for access by handicapped students and staff (Erickson & Markuson, 2000).

Chairs and other seating:

- Seat distance from floor: Elementary Secondary
  10-17 inches 16-18 inches

Tables and carrels:

- At least 60 inches between two tables/carrels with back to back seating.
- Maximum height of working surfaces:
  20-28 inches 27-30 inches

<u>Shelving</u> should be well-secured and designed to fit the size and dimension requirements of a variety of resource formats: reference, hardcover, picture and paperback books, books on tape, periodicals, DVDs, kits, and software. Consider height of shelving where visual control is needed. *The Maine School Library Facilities Handbook* (1999), Appendix B has detailed information on calculating shelving requirements.

Actions for Successful Implementation
Administrators

- 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 municipal education technology plan.
- Determine that there is sufficient staff to effectively handle the multi-use capabilities of the facility space.
- Plan for the involvement and positive interaction of faculty in the design and growth of the facility.
- 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.
- Provide leadership in obtaining adequate funding for the space, staffing, furnishings, storage, and technological capabilities needed to support and encourage student achievement as readers, information problem solvers, and technology users.
- Support policies and procedures that ensure the school's library media center is an inviting, viable, accessible, resource-based center of learning.
- Ensure that scheduling priority is given to use of the facility for student learning.

Faculty

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

Library Teacher

- Provide evaluative documentation on facility and staffing requirements to meet current and evolving academic needs.
- Lead to ensure that the facility is designed, equipped, scheduled, and staffed to be utilized to the best advantage of the learning community.
- Work to make the facility inviting and educationally stimulating through displays of students' work, books, and thoughtful use of space, color, and design.
- Provide clear, abundant, attractive signage and maps that show the layout of materials in key areas.

Examples of Assessment Tools

- 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.
- 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 accommodated simultaneously.
- Statistics on 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.
- Floor plan, maps, photographs.
- Policies describing access to the library media facility.
- Furniture and technology equipment inventories.

Massachusetts School Library Media Program Standards
Program Administration for Student Learning

Management and Leadership Standard

A DOE licensed library teacher effectively manages and leads a program that supports and furthers the school's mission, goals, and expectations for student learning.

Rationale

- "A well-run, student-centered school library media program that is carefully planned, appropriately staffed, and imaginatively and efficiently managed is essential for meeting contemporary learning needs. Such a program, with administrative support, makes a significant contribution to student learning" (AASL & AECT, 1998a).
- *National Board for Professional Teaching Standards* (2002) state that accomplished library media specialists:
  - know the principles of library and information studies needed to create effective, integrated library media programs (III).
  - lead in providing equitable access to and effective use of technologies and innovation (V).
  - plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively (VI).
- The entire school learning community benefits from participation in a regional library system. The services offered include: journal and periodical articles delivered via fax, supplemental reference assistance, the opportunity to contribute electronic records to a regional shared catalog, and interlibrary loan delivery of books and other materials.

  > In order to participate as a member of a Regional Library System, each school library must meet minimum eligibility requirements. These include a library media specialist meeting Massachusetts Department of Education certification requirements…Eligibility requirements are designed to guarantee that any school district receiving the benefits of participation in state supported resource sharing programs is meeting its basic responsibility to provide access to adequate school library services (MBLC, 1999).

- *Information Power* (AASL & AECT, 1998a) principles for school library media programs hold that:
  - Comprehensive and collaborative long-range strategic planning is essential to the effectiveness of the library media program (Principle 5).
  - Effective management of human, financial, and physical resources undergirds a strong library media program (Principle 10).
  - Ongoing assessment for improvement is essential to the vitality of an effective library media program" (Principle 6).
- "Librarians must make themselves more visible by better articulating their mission and the impact they have on student learning" (Lau, 2002).

Specifications

Staffing

The school has a minimum of one full-time DOE licensed library teacher supported by one full-time qualified library support staff person for approximately every five hundred (500) students with additional staffing for extended hours. The library teacher has demonstrable program management, budgeting, communication, leadership, advocacy, collaboration, cataloging, and technology skills. Library professional and support staffing is consistent with national guidelines and is based upon the school's instructional programs, services, facilities, size, and numbers of students and staff.

Planning

The program has a written philosophy, mission statement, and goals, which support and further the school's goals and expectations for student learning. Short and long-range comprehensive and collaborative library program planning is an integral part of school improvement.

Scheduling

Library scheduling encourages flexible, equitable, frequent use and is linked to major units of study. Teachers use the library effectively as an extension of their classrooms.

Professional development

Professional development of library teacher management, technology, and leadership skills is ongoing.

Meeting Time

Time is scheduled for district-wide library/media staff to meet regularly.

Assessment

The school's library media services, staff, budget, collections, facility, and equipment are assessed on an ongoing basis to ensure their continuing support of the school's goals and expectations for student learning.

Other Considerations

- In addition to teaching, the library teacher is charged with unique managerial and program leadership responsibilities integral to the education of students. On average, these responsibilities require one-third of this professional's scheduled time. Extended contracts for MA library teachers are usually two weeks to help fulfill library management duties.
- From taking students for their first public library cards to participating in regional multi-type library consortiums, Massachusetts library teachers connect their schools with the larger library community.
- Developing a seamless PreK-16 continuum of information literacy expectations will benefit students. Working with local academic libraries, the library teacher can help prepare high school students for college research.

> *Information Literacy Competency Standards for Higher Education* provides
> a framework for assessing the information literate individual. It also extends
> the work of the American Association of School Librarians Task Force
> on Information Literacy Standards, thereby providing higher education
> an opportunity to articulate its information literacy competencies with those of
> K-12 so that a continuum of expectations develops for students at all levels
> (Association of College & Research Libraries, 2000).

- In addition to access to the library program during all the hours of the school day, students benefit when extended service hours before and after school are allocated to meet reading guidance, technology use, and homework needs (NEASC, 2003). Extended library hours require additional staffing.
- "The appropriate first school library media professional degree is the master's degree in librarianship from a program accredited by the American Library Association or a master's degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education" (ALA, 2003).
- Section 1119(g) of *The Elementary and Secondary Education Act* (ESEA/NCLB) specifies that instructional paraprofessionals may "provide support in a library or media center" (US DOE, 2002b). Paraprofessionals support licensed library teachers. Library teacher licensure information is available at < http://www.sldirectory.com/libsf/resf/jobs.html#eval>.
- Library volunteers add a rich dimension to the library program and the school. By sharing special talents, helping students select materials, and offering extra clerical and technical help, they provide valuable assistance. They can also be excellent good will ambassadors for the school.
- A School Library Media Program Advisory Committee can be invaluable in developing and reviewing plans, policies, procedures, collections, rules, and regulations which align with the school's mission, goals, and objectives. It can help ensure that a quality program is implemented and maintained (Johnson, 2000, p. 6).
- To be eligible to apply for federal *Library Services and Technology Act* (LSTA) grants, the Massachusetts Board of Library Commissioners (MBLC)) requires a school library to have its long-range plan on file with its regional library consortium. The MBLC published a guide (Markuson, Zilonis, & Fincke, 1999) for school libraries to use in developing such long-range strategic plans.

Actions for Successful Implementation
Library Teacher
- Lead to ensure that short and long-range comprehensive and collaborative library program planning is an integral part of school improvement.
- Ensure alignment of library program goals, objectives, and procedures with the school's mission and expectations for student learning.
- Structure a library program that exhibits awareness of students' interests and needs and that promotes a positive relationship with students, staff, and the community.
- Serve on committees that set priorities and make decisions regarding the program.
- Play a leadership role on committees and participate in the decision-making process at the school and district level.
- Integrate information literacy standards into all formal documents related to the library media program.
- Promote and adhere to laws, policies, rules, and regulations related to ethical and fair use of educational materials and confidentiality of library records.
- Develop and maintain a library procedures and policies manual.
- Plan, prepare, and administer the budget, special funding, and grants to reflect the needs of the entire learning community.
- Collaborate with classroom teachers to evaluate, select, and rotate library materials for long-term loan as classroom reading collections.
- Promote intellectual freedom.

- Investigate and use centralized processing, purchase discounts, partnerships with local organizations, and collaborative grant writing to stretch the library budget and to enable special purchases and programs that enrich the learning environment.
- Select, train, supervise, and evaluate library support staff and volunteers.
- Work with administration to develop assessment criteria for the program and its staff.
- Schedule for maximum, equitable student access to resources, staff, and services.
- Participate in professional organizations and continually update knowledge and skills.
- Schedule regular, systematic data collection from a wide range of program user and non-user members of the learning community.
- Demonstrate program accountability through regular reports to and meetings with the principal and district library media coordinator.
- Report the results of program assessment regularly to teachers, students, parents, administrators, and other community members.
- Publicize the program, its services, and its materials.
- Advocate for the teaching and learning needs of students and staff.
- Advocate for students within the larger library community.
- Participate in community and multi-type library activities for school benefit.
- Network with other libraries and educational organizations and share resources.

Library Paraprofessionals
- Circulate materials.
- Assist in running school library reading incentive programs, book swaps, book fairs, summer reading programs, and book discussion groups.
- Help gather and organize books for long-term loan to classroom collections.
- Help maintain an inviting, attractive, learning-conducive library environment.
- Help promote a positive library relationship with students, staff, and community.
- Maintain circulation statistics and prepare overdue notices.
- Help inventory and maintain library media equipment.
- Wordprocess library correspondence, requisitions, newsletters, and statistical reports.
- Receive orders, prepare, and process materials.
- Cover books, mend worn materials, shelve materials, and maintain facility tidiness.

Examples of Assessment Tools
- Linkage documentation between library and school goals and learning expectations
- Library mission statement, goals, objectives, manuals, and long-range plans
- Locally generated documents and statistics on library media staffing and funding
- Year end reviews and evaluations
- Library management and procedures manual
- Budget and library requisition documents
- Building based plans including technology plan
- Examples of library outreach efforts and publicity
- Documentation of connections and collaborations with external organizations, parents, and the community
- *A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century* (Adcock, D.C., 1999)

Program Administration for Student Learning

Administrative Support Standard

Educational administrators maximize the library media program's potential to positively impact student achievement and school quality.

Rationale

- "The combined wisdom of research, best practices and insights from educators, employers and policymakers points to a vision of education that honors core subjects and integrates learning skills and 21st century tools, context, content and assessments. This education model is comprehensive, strategic and foresighted, and it will help the nation fulfill the promise of *No Child Left Behind"* (Partnership for 21st Century Skills, 2003a).
- "Only through the efforts of enlightened administrators will viable school library media programs be established and maintained in a manner that maximizes their impact on student achievement" (Eldringhoff, 2000).
- "The school library media program is both connected and connective. It is naturally connected with the entire curriculum, since its resources and services relate to every discipline and grade level. But, it also enables connections among disciplines in a number of ways" (Wisconsin Department of Public Instruction, 2003).
- "To cope with the demands of the 21st century, people need to know more than core subjects. Today, educators have the opportunity to integrate learning skills, 21[st]century tools, and core subjects to create a vibrant education for their students" (Partnership for 21st Century Skills, 2003a).
- *Library Power* case studies note that "school library reform often spills over into broader school reforms, especially in curriculum development, instructional strategies, professional development, and student learning. This reform can be a catalyst to leverage important improvements throughout the entire school" (Black, 2001).
- "The visionary approach of using the library as a tool for school improvement requires thinking of the library as an academic investment rather than a cost, of the library as a part of rather than apart from the classroom, and of the librarian as a line member of the teaching staff rather than an adjunct to it" (Hartzell, 2003a).
- "Strategic, long-term planning now to integrate 21st century skills into standards, curricula, assessments and professional development will be more effective in the long run than adding them piecemeal later" (Partnership for 21st Century Skills, 2003a).
- "An effective library media program requires ongoing administrative support" (AASL & AECT, 1998a).
- "District level leadership and coordination are necessary for the district's investment in instructional materials and technology to result in effective teaching and learning" (Wisconsin Department of Public Instruction, 2003).
- "Dollars expended on school library media programs have immediate impact and remain highly accountable over time. A well-run school library media program will provide a vehicle that will advance school district curriculum goals on a regular basis" (Eldringhoff, 2000).

- "The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible adults" (International Federation of Library Associations and Institutions, 1999).
- Effective library media programs make a difference in student achievement. The DeWitt-Wallace Foundation's Library Power Project (1999) reported that "improved collections, refurbished facilities, higher student traffic and expanded professional skills helped engage students in meaningful and educationally rich learning activities".
- "The school library media elements that foster increased student achievement are interactive and their effects are cumulative. Even under optimum conditions, none is sufficient in itself. Principal support must be broad-based and multi-dimensional" (Hartzell, 2002).
- "Collection size, currency, service hours, staff size, and the employment of full-time qualified librarians and adequate support staff; all are tied to the principal's budgeting decisions" (Hartzell, 2003b).

Specifications

A Principal who is committed to providing the instructional framework and collaborative teaching climate necessary for an effective library media program while supporting, monitoring, and evaluating it at the building level. This educational administrator is the key figure in programs that make a difference. It is the principal who provides library teachers the opportunities to build a program that has a significant and measurable impact on student achievement (Hartzell, 2002).

A District Library Media Administrator who develops and implements effective, strategic short and long range plans and a systematic assessment rubric for district library media services. These plans, based on assessment results, are used to move all students toward acquiring 21st century learning skills and independent learning strategies. This DOE licensed administrator is a competent, forceful leader and visionary advocate for effective library programs district-wide.

A Superintendent who actively supports the implementation of effective library media programs based on empirical research and national and state standards.

A School Board that provides leadership in library media policy making and budgeting. Both the superintendent's and school board's roles are vital because the principal's ability to positively impact learning can be very dependent on district leadership (Hartzell, 2003b).

The State Board of Education establishes minimum standards for personnel, accessibility of resources, and appropriateness of library media services. These standards for school library media programs define goals, are focused on student achievement, and ensure equitable, quality services to students state-wide (Prestebak, 2001).

The Department of Education provides statewide leadership and support services to help maximize Massachusetts school library media program potential to positively impact student achievement and school quality.

> (State) Directors of school library media services…can be a vital link
> between the practicing school library media specialist and their state
> department of education. They can provide a variety of services including:
> developing and overseeing standards, coordinating statewide initiatives,
> securing funding, offering professional development opportunities,

collecting data, furnishing consulting services, evaluating programs, enforcing staffing requirements, and generally keeping school libraries forefront in the minds of legislators and others by serving as advocates (Everhart, 2000).

Other Considerations

- **Families** are encouraged by the *No Child Left Behind Act* (US DOE, 2002b) to be actively involved in their students' education. They can play a vital role in ensuring that children have equitable access to school library media programs with materials and services adequate to meet Frameworks objectives and the school's expectations for student learning. Families may begin evaluating the current program by using; *AASL Advocacy Toolkit: The School Library Media Center: What Parents Should Know* (AASL, 2003).

- **Schools of Education**, in their programs for prospective administrators and teachers, can contribute to future student achievement by providing information on the effective use of educational resources, information technologies, and library media staff. Hartzell points out that few teacher training programs mention the roles of the library media program and the library information professional at all (cited in Lowe, 2000). Further, Hartzell notes that "aspiring administrators are not made aware of the library's potential and don't recognize themselves as important players in maximizing the librarian's potential to contribute to school quality" (2003b). *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998a*)* stresses that teacher education programs need to require candidates to:
    - use available school library media centers and a range of resources in developing curriculum units and lesson plans,
    - structure student assignments that go beyond information retrieval to the evaluation and application of information, and
    - assess both process and product in evaluating student learning.

- District-wide library media administrative responsibilities require sufficient time to be performed in a manner which positively impacts student learning. The necessary time is not available to a library teacher with full-time responsibility for providing services at the building level.

Actions for Successful Implementation

Principal
- Coordinates and oversees the development and implementation of an information literacy curriculum integrated with course content.
- Institutes the teaching and use of a collaboratively agreed upon school-wide information problem solving process.
- Advances library/classroom teaching partnerships and promotes a staffing level that allows these partnerships to flourish.
- Allocates time for classroom and library teachers to plan cooperatively for integration of the teaching of information literacy skills with course content.
- Makes assessments of inquiry-based, collaborative lessons a key component of classroom teacher and library teacher evaluations.
- Ensures that the focus of library use is on inquiry-based teaching and learning.
- Promotes use of inquiry-based learning as a means of achieving connections across disciplines.
- Includes the library teacher on curriculum, and instructional technology committees.

- Provides professional development that implements, nurtures, and sustains resource-based learning and teaching.
- Effectively utilizes the library teacher's expertise in the areas of information literacy, technology, copyright, intellectual freedom, electronic databases, website evaluation, and children's and young adult literature for the benefit of all students and staff.
- Is informed and supportive of the library's role in an effective instructional program.
- Recruits, employs, and supervises qualified building-level library media staff.
- Supports scheduling that provides flexible access to the library media program.
- Ensures consistent access to resources, facility, and services by planning for a substitute when the library teacher is absent.
- Evaluates the library teacher's teaching, management, and leadership skills.
- Conducts and/or reviews regular needs assessments to clearly identify the areas in which the library media program requires strengthening.

District Library Media Administrator
- Advocates for library media staffing sufficient to have a significant and measurable impact on student achievement.
- Has a strong understanding of library media administration principles, information literacy standards, and the value of resource-based teaching and learning.
- Establishes and maintains efficient, cost-effective operations, procedures, and services for the highest level of library media service to the district's students and staff.
- Serves on committees that determine the criteria and policies for the district's curriculum and instructional programs.
- Models and promotes ethical use of information and technology through respect for intellectual property and compliance with appropriate laws and copyright guidelines.
- Represents library programs in the decision-making process at the district level.
- Develops and updates district library media policies.
- Provides leadership to ensure that students and staff are effective users of ideas and information by developing, implementing, and regularly assessing district information literacy learning outcomes.
- Meets regularly with and mentors the district's library teachers.
- Develops and implements professional development that integrates information literacy and technology outcomes with curriculum content and that demonstrates collaborative planning and teaching.
- Encourages and facilitates the district's library teachers participation in local, state, and national professional development activities and organizations.
- Demonstrates program accountability through regular reports to administration.

Superintendent
- Advocates for and requests the staffing needed for the library program to have a significant, measurable impact on student learning.
- Ensures and approves a continuum of information literacy competencies for the district.
- Provides leadership for development of guidelines for key instructional media resources and standards for collections in all library media centers in the district.
- Develops policies for sharing resources within and outside the school district.
- Encourages the development of centralized, specialized reference, audiovisual, software, and professional collections too costly for individual schools.

- Supports and fosters the use of technology in library media centers.
- Supports flexible, purposeful, and extended access to school libraries.

School Board
- Approves plans for 21st century facilities and viable library media programs.
- Reviews on a regular basis its written library media policies on materials selection, withdrawal, reconsideration, fair and acceptable use of instructional resources, etc.
- Approves policies for sharing resources within and beyond the school district.
- Reviews long-range district-wide plans for library media centers, including needs assessments procedures.
- Reviews district administrative guidelines for key library media resources and standards for learning resource collections in all schools.
- Allocates sufficient funding to develop, maintain, and expand library media collections and services based on the needs of the schools' students, instructional programs, literacy initiatives, and the goals of Massachusetts educational reform.

State Department of Education
- Provides leadership and consultative services for school library media programs.
- Disseminates guidelines that provide direction for the development of effective school library media programs statewide.
- Provides standards for library personnel, accessibility of resources, appropriateness of library services, and budget support.
- Ensures that all students have equitable access to 21st century tools and instruction.
- Makes the development of 21st century skills a priority and allocates resources accordingly.
- Provides professional development opportunities that model integration of resource-based learning with Curriculum Frameworks.
- Assists school districts in developing, communicating, and evaluating mission statements relating to resource-based learning and library media programs.
- Collects data and disseminates state/federal information on library programs.
- Generates publications to assist school districts in strengthening library services.
- Prepares and distributes bibliographies of materials that support the Curriculum Frameworks and which should be available in all its school library media centers.
- Facilitates cooperation for networking and sharing of resources statewide.
- Considers in curriculum documents the roles of library teachers in relation to the implementation of specific content learning and ICT literacy.
- Cooperates with outside agencies to ensure wide access to information, materials, and services not otherwise available in individual schools or school districts.

Examples of Assessment Tools
- DOE statistics on School Committee and state expenditures for library media resources, personnel, and services
- NEASC Accreditation reports
- *The Massachusetts School Library Media Association Model School Library Evaluation Rubric* (Guerin, Schlotterbeck, & Smith, 2002)
- The New England Educational Media Association's *Questions for Evaluators and Indicators of Quality for the School Library Media Program* (1998)
- National Study of School Evaluation's *Program Evaluation: Library Media Services* (Fitzpatrick, 1998)

Teaching

- Student achievement is improved through engagement in curriculum activities that have the teaching of information, media, and technology literacy skills embedded.
- All students benefit from PreK-12 structured teaching and reinforcement of information and media literacy skills embedded in discipline Frameworks.
- All students have planned opportunities to learn and demonstrate their proficiency in using an information problem solving process and information technologies.
- The learning community benefits from library teacher expertise in inquiry-based learning, collaborative planning, literature, media, and information technologies.
- Students are actively engaged in their own learning and are able to practice creating their own knowledge.
- Students are able to successfully use a variety of resources to support and extend classroom curriculum, as well as for independent learning and personal enjoyment.
- Students are encouraged and engaged by the library teacher in reading, viewing, and listening for understanding and enjoyment.
- Creative, collaborative teaching is modeled and promoted.
- Authentic assessment of student learning is fostered.
- Support staff optimize time for the library teacher to teach and collaborate.

Learning

Students know and are able to:
- employ an inquiry approach to learning and engage in critical and creative thinking,
- develop essential questions that go beyond simple fact finding,
- complete research assignments at the higher levels of Bloom's taxonomy,
- follow an information problem solving process to use a variety of information sources and evaluate them in terms of validity, relevance, and accuracy,
- differentiate between primary and secondary sources and distinguish between fact, point of view, and opinion,
- follow bibliographic form and cite all information sources used,
- understand and obey copyright laws and acceptable use policies and guidelines,
- understand, recognize, and avoid plagiarizing the work of others,
- construct their own knowledge and transfer learning across disciplines,
- assume responsibility for working independently and cooperatively to identify, retrieve, evaluate, integrate, and synthesize information into a quality product,
- organize information in a logical way and present it to others in a way that is clearly understood,
- evaluate their own and the group's work and use such evaluations to improve content, delivery, and work habits,
- read independently and habitually for pleasure and understanding,
- be independent learners who determine what they need to know and assume responsibility for learning it.

Resources

- Library media resources are consistent with the school's mission and expectations for student learning.
- The entire learning community has equitable access to an organized collection of resources at point of need or interest.
- The multicultural, diverse learning resource needs and reading abilities of students are addressed.
- All students have access to a wide variety of quality and imaginative reading materials.
- Classroom collection selections of reading materials are enriched through collaboration with the library teacher.
- Classroom collections of reading materials are continually refreshed as long-term loans are made from the school library.
- Students become skilled in the selection and use of a wide variety of information resources under the guidance of school faculty.
- Students are engaged in using multiple information resources to gain strength as problem solvers and decision-makers.
- Active, authentic, resource-based learning is promoted schoolwide.
- Independent inquiry is fostered.
- Student learning is improved through use of a wide variety of curriculum-aligned resources.
- Bibliographies can be prepared on request for staff on all curriculum areas.
- Instructional materials, technology, and equipment facilitate and improve teaching.
- The school's centralized resources are cost-effectively organized and shared.
- Student and staff access to information is expanded through school library connections to the wider educational and library communities.

Facilities

- Active, inquiry-based learning is facilitated.
- Collaborative resource-based teaching is enabled.
- A centralized, active, learning lab is provided in which all students can hone their reading, research, technology, critical thinking, and problem solving skills.
- Individual space for independent learning and reading for pleasure is provided.
- Information technologies and electronic resources have a prominent place in an area accessible to all members of the learning community throughout the school day and during non-school hours.
- Individuals, small groups, and classes have flexible, equitable access to the library at point of learning need.
- Networked information resources can be extended outward into classrooms, computer labs, the community and into the homes of students.
- The library is a user-friendly, student-centered environment for learning.

School Library Management and Leadership

- Library media services are planned, organized, managed, and led for the greatest academic benefit to students.
- The library media program supports the mission, goals, objectives, and continuous improvement of the school.
- Comprehensive, collaborative, long-range, and strategic library program planning benefits the entire learning community.
- The information policies, procedures, and practices of the school learning community reflect legal guidelines, professional ethics, and intellectual freedom principles.
- Students and staff benefit from strong connections to other types of libraries and parent and community volunteers.
- Support staff optimize library teacher time to collaborate, lead, and manage.
- Students and staff benefit from the clear communication of the mission, goals, functions, and impact of the library media program.
- Students benefit from community understanding of the academic value of a quality school library media program.
- Ongoing assessment of the program and evaluation of the administrative skills of the library teacher ensure continued effective program management and leadership.

Administrative Support

- NEASC accreditation standards relating to library/information staff, services and programs are met.
- The Massachusetts Curriculum Frameworks are implemented effectively through equitable student and teacher access to a rich variety of educational resources and strong library media programming.
- The teaching of learning skills, 21st century tools, and core subjects are integrated and a vibrant education for students is created.
- Diverse learning needs are met and interdisciplinary connections are fostered.
- All students have purposefully designed opportunities to engage in information problem solving activities that develop critical thinking skills.
- All students have opportunities to grow as active, self-directed learners.
- The library media program is an integral part of curriculum, technology, and professional development plans on the building, district and state level.
- Individual student differences are provided for through school and district support of a policy of resource-based learning.
- The district plans and provides a vision for development of its library media centers.
- Minimum, equitable standards for library media programs are realized throughout the district and state.
- The role of the library teacher in student learning is clearly defined on the school, district, and state level.
- Resources are more effectively used as a result of planned sharing within the district.
- Student learning is supported by written, approved School Board policies related to copyright, selection, and reconsideration of materials, confidentiality and electronic communication.

NEASC/MSLMP Standards Alignment

The *Massachusetts School Library Media Program Standards for 21ˢᵗ Century Learning* aligns with the following *New England Association of Schools and Colleges, Inc. Commission on Public Secondary Schools (NEASC) Standards for Accreditation for High Schools, Middle/High Schools and K-12 Schools: Effective for Schools Hosting Visiting Committees beginning in the Year 2005.*

Teaching and Learning:

(1.7)   The school shall review regularly its mission statement and expectations for student learning using a variety of data to ensure they reflect student needs, community expectations, district mission, and state and national standards.

(2.4)   The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

(3.2)   Instructional strategies shall: personalize instruction; make connections across disciplines; engage students as active learners; engage student as self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills; promote student self-assessment and self-reflection.

(3.4)   Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

(4.4)   School-wide and course-specific rubrics shall be the basis for classroom assessment of student learning.

(4.6)   Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purpose of revising the curriculum and instructional strategies.

(5.8)   Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students

(5.10)   The professional staff shall collaborate within and across departments in support of learning for all students.

(6.7)   There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

(6.10)   The library/information services program and materials shall be fully integrated into the school's curriculum and instruction program.

(6.11)   Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.

(6.14)   The library/information services program shall foster independent inquiry by enabling student and faculty to use various school and community information resources and technologies.

Resources and Facilities:

(2.8)   Instructional materials, technology, equipment and supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.

(3.6)   Technology shall be integrated into and supportive of teaching and learning.

(6.12)   A wide range of materials, technology, and other library/information resources shall be available to students and faculty in a variety of formats and used to improve teaching and learning, and responsive to the school's student population.

(6.13)   Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

(7.3)   The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.

(7.4)   The physical plant and facilities shall meet all applicable federal and state laws and be in compliance with local fire, health, and safety regulations.

(7.5)   Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.

Program and Administration:

(1.6)   The mission statement and expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.

(6.2)   The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's stated expectations for student learning.

(6.4)   All school support services shall be regularly evaluated and revised to support improved student learning.

(6.13)   Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

(6.15)   Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

(7.2)   The school shall foster productive business/community/higher education partnerships that support student learning.

(7.7)   There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.

(7.8)   The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.

Calculation Models for Print Collection & Budget: Resources Standard Specifications

Print Collection Specifications

1. To calculate number of books in a school library print collection:

Multiply the total number of students in your school by 20 titles to establish the total number of books the school library should have or strive to have. If this number is less than 6000, then use 6000 as the number of books needed in the collection to meet this Resource Standard specification.

	multiplied by	=	
Total # of students	X	20 books per student	=	Total number of books needed in collection to meet specification.

A more extensive collection of print materials is needed if the school covers a wide age or ability range, has multiethnic reading needs, expanded services or offers an unusually wide range of courses. If supplemental resources such as electronic databases, a district union catalog, interlibrary loan, ebooks, audiobooks, and Internet access are readily available in the library, a less extensive print collection may be determined to suffice. Professional recommendations for fiction holdings range from 13.5% to 25% of a high school collection and 30% to 50% of elementary and middle school collections.

2. Establishing a system to maintain a print collection in which 70% of the books have a published date of ten years or less.

If one tenth (1/10) of the books which have a published date of 10 (ten) years or less are purchased each year, then over a 10 (ten) year period a library should hypothetically have a collection that meets the print collection resources specification. This plan of action over a ten-year period allows libraries to distribute the expense of purchasing new and current books over an extended period of time.

1.
	multiplied by .70	=	
Total # of books in collection	X .70	=	Total # of books that should have published date of ten years or less.

2.
	divided by 10 years	=	
Total # of books that should have published date of ten years or less	÷ 10	=	Total number of new books to be added to the collection for that year.

3. Calculating average cost of new books to be added to collection.

In March of each year, ***School Library Journal*** (SLJ*)* publishes the average cost of a new book. In the March 2003 issue, St. Lifer reported the average price of a hardcover book (all titles) to be $19.18. In this article, books were broken down into nine different categories ranging from "preschool to grade four" to "adult paperback non-fiction". If access to this edition is unavailable the information can be retrieved via the Internet at <http://www.slj.com>.
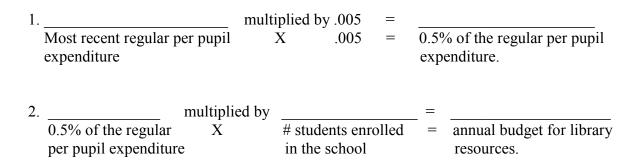
To calculate the average cost of new books to be added to a collection, multiply the average cost of a new book (using the SLJ category closest to your population) by the total number of new books to be added to the collection. This result equals the library's total cost of new books needed to maintain a current collection.

_____ multiplied by	_____ =	_____
Average cost of a new X	Total # of new books	Total cost of new books
book	to be added.	needed to maintain a
		current collection.

<u>Budget Specification</u>

The budget specification in the Resources Standard states that at least one half of one percent (0.5%) of the school district's most recent annual per pupil expenditure is allocated to meet collection needs with additional funding for technology hardware, service contracts, and repairs. Equipment repair budgets average about twelve percent (12%) of purchase cost over a five-year period. Computer-related equipment is life-cycled at 25% per year. Other sources of revenue (state and federal funds, grants, book fairs, etc.) supplement, but never take the place of, regularly budgeted local funds for library media resources.

The regular per pupil expenditure can be obtained from the Superintendent's office, the school's website, or from the Massachusetts Department of Education's website at <http://profiles.doe.mass.edu>. To calculate the specified annual budget for library resources, multiply the most recent regular per pupil expenditure by .005. Next, multiply that figure by the number of students enrolled in the school to ascertain the recommended MSLMA annual budget for library resources.

1. _____ multiplied by .005 = _____

   Most recent regular per pupil   X   .005   =   0.5% of the regular per pupil
   expenditure   expenditure.

2. _____ multiplied by _____ = _____

   0.5% of the regular   X   # students enrolled   =   annual budget for library
   per pupil expenditure   in the school   resources.

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