

Title 7: Education K-12

Part 31

MISSISSIPPI

**SCHOOL
LIBRARY MEDIA
GUIDE**

**Mississippi Department of
Education**



**Office of Academic Education
Bureau of Curriculum and Instruction**

*What a school thinks
about its library
is a measure
of what it thinks
about education.*

Harold Howe
former U.S. Commissioner of Education

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INTRODUCTION

The *Mississippi School Library Media Guide* has been revised to establish uniformity of policies and procedures for school library media centers in Mississippi. The guide has been developed by library media professionals who maintain that the educational integrity of a school is strengthened by the quality of the services provided by the library media center. As students prepare themselves to live in the complex technological world of the 21st century, information literacy should be at the very heart of the learning experience. The library media specialist plays a crucial role in preparing teachers and students to use the vast technological resources, while at the same time preserving traditional programs that encourage a love of reading and the enjoyment of mixed media. The *Mississippi School Library Media Guide* has been created to assist library media specialists to better serve students and staff, and to ensure that no child in the state of Mississippi will be left behind.

A copy of this guide is available on the Internet at:

Mississippi State Department of Education
Office of Curriculum and Instruction

<http://www.mde.k12.ms.us>

<http://www.mde.k12.ms.us/acad/id/curriculum>

MISSION STATEMENT

The mission of Mississippi school library media centers is to assist in providing a quality education for every child and to encourage lifelong literacy and learning through reading. Library media centers provide an environment in which students and staff learn to access, evaluate and apply information using a variety of print and electronic formats. The library media center supports the school's curriculum and assists members of the learning community in becoming effective users of information.

GOALS AND OBJECTIVES

The Information Age has changed the role of the traditional library media center, and thereby, the role of the library media specialist. Today, more than ever, the school library media program, led by the library media specialist, plays an integral part of a student's total educational experience. The library media specialist's role is one of master teacher, information specialist, and curriculum partner.

Goal

The primary goal of the school library media program is to become an integrated part of a school's curriculum so that students are empowered to be effective users of ideas and information in a variety of formats in a constantly changing learning environment. The following objectives should be met to reach this goal:

Objectives

- To lead in providing equitable access to and effective use of technologies and innovations by articulating the connection between technology and instructional goals.
- To develop, implement, manage, and evaluate the library media program to ensure that students and staff have a well-balanced and systematically-organized collection and/or have well-balanced and systematically-organized resources that promote the proliferation of ideas and the wise use of information.
- To facilitate the full interdisciplinary integration of the library media program into the curriculum through collaboration, planning, implementation, and assessment of learning with all members of the school community.
- To engage, direct, and encourage students in the location, gathering, selecting, synthesizing, and evaluation of relevant information in a collaborative effort to prepare students to become life-long learners in an information-rich society.
- To encourage reading for pleasure, enlightenment, and information as a means of enriching and promoting success in the lives of all students.
- To ensure a welcoming, flexible, user-friendly environment in which all other objectives may be met.

LIBRARY FACILITY AND ENVIRONMENT

Overview

Delivery of an exemplary school library program is influenced by a barrier-free learning environment that ensures immediate access at the point of need to a centralized collection of information resources and access to an electronically networked telecommunications infrastructure that includes access to voice, video, and data transmission. The exemplary school library is an inviting, accessible, and stimulating place with workspace for individuals and large and small groups for research, browsing, listening, viewing, reading, and producing materials for instructional purposes. The facility is organized and administered to function as a learning laboratory where the use of all media is purposeful, planned, and integrated with the educational program and instructional processes of the school.

Mississippi Public School Accountability Process Standard 24

The school district meets the following requirements for library media services:

- Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
- The library staff offers a systemic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

Learner Impacts

The learner, through access to a stimulating and inviting library media center, will:

- Be provided with an appealing, effective environment in which to work and learn individually or as part of a group.

- Have multiple opportunities for using information resources at the point of need.
- Use problem-solving skills independently, as well as in consultation with peers in a cooperative learning environment.
- Have immediate access at all grade levels to campus and district resources via school and district electronic networked telecommunications infrastructure.
- Be provided with support in attaining the benchmarks set forth in the content subject areas of the Mississippi Curriculum.

General Library Facility Guidelines

At the very minimum, each school library media center should include:

- Reading areas.
- Stack areas with appropriate shelving.
- Service areas including a wet area with sink, storage, and multimedia.
- Wiring for and access to the Internet.
- A telephone.
- Space for individual and group work for students and teachers.
- Adequate space as defined below:

Minimum Space – Libraries should have a minimum of 3.0 square feet times the planned student capacity of the school, but should not be any less than:

1400 square feet for an elementary school library.

2100 square feet for a middle school library.

2800 square feet for a high school library.

Design Considerations for School Library Media Centers

1. The library media center should be located in close proximity to:
 - A computer laboratory, to permit access to additional computers and peripheral equipment.
 - The teacher workroom, to encourage teachers to use the center and to put equipment and resources within reach.
 - The outside, to permit easy delivery of materials and after-hours access.
2. An open design with few walls or releasable walls will assist with supervision of students and multiple uses of the facility.

3. Noise generating activities are best housed in one large rear area rather than in a series of small rooms. Such activities would include production of graphic and audiovisual materials, group study, storage of periodicals and equipment, and library materials processing. At least one conference room and/or a small office where privacy can be assured are desirable.
4. Library media centers should be carpeted to help eliminate the noise that originates at floor level. A library is intended to support a great deal of movement while maintaining an atmosphere conducive to quiet study and reflection. Using sound absorbent materials on ceilings and walls and draping the windows will also help.
5. The design of the library media center should include space to separate activities that interfere with each other and/or require independent and/or group processing.
6. The library media center should include worktables near the stack area and near the charging desk to permit short-term reference work.
7. Telephone lines are very important in the library media center as they encourage borrowing of resources from other libraries and information agencies, access to electronic mail, database access, intercom link to teachers, homework hotline, connection to other library catalogs, distance learning, and other functions. Appropriate telephone networking can make direct access from homes to the school library catalog possible.
8. A video production area should be provided in the library media center.
9. Great care must be given to lighting with adjustable lighting provided throughout. Natural light is highly desirable and positioning of windows and skylights should be considered in the design of the library media facility.
10. Adequate storage must be included in the design of the facility for storage of multimedia equipment and materials. It should be noted that advances in technology will likely continue to produce smaller packaging of resources and therefore the size requirements of storage areas will likely decrease over the next few years.
11. Students need access to computers, printers, and the Internet in the library media center. Care should be given to separate the use of computers from quiet reading, group study, circulation, reference work, and other learning activities.
12. Consideration should be given to providing teachers with a professional working environment that provides suitable space, furniture, equipment, and supplies. Teaching and learning can be improved if teachers have the training and the tools that will enable them to take existing printed, graphic, electronic, and audiovisual materials and turn them into good presentations, demonstrations, learning guides, and project materials. Space for teachers to work collaboratively with each other and the media specialist should be considered in the facility design of the library media center.
13. Library media centers require a multitude of electrical outlets and circuits (walls, floor, and ceiling), wiring to accommodate expansion of existing technologies, and cable access for educational programming. Good facility planning for library media centers includes consideration for placement of conduits or troughs for wires and cables above the ceiling and/or in the floor, space for rooms (closets) for file servers and other equipment, plans for future cabling, a detailed map of the network, surge protection, and a continuous power supply.

Facility Goals for Library Media Centers

An exemplary school library should be housed in a building or space that:

- Offers barrier-free access at a location designed to permit use before, during, and after the instructional day, and where appropriate, beyond the school year.
- Provides space proportionate to enrollment for students, teachers, and other users to engage in multiple learning experiences, as well as classroom space for direct instruction, conference space for small group study, and space for use of media, computers, and electronic information resources.
- Provides space for a professional collection, planning space for faculty, a secured audiovisual room, office space for librarian(s) and support staff, and wired workroom space with areas for materials processing.
- Provides an appealing, effective environment that is age-appropriate for students and reflective of their interests, the community, and instructional programs.
- Has a lighting management system and an energy management system that ensures a draft-free and comfortable environment that is appropriate for preservation of materials and equipment and includes sufficient electrical outlets to support necessary usage.
- Provides for displays of student work and curriculum-related materials and for faculty and community-produced materials and collections.
- Allows for expansion and remodeling to accommodate a changing information technology environment.
- Has space available that includes, where appropriate, secured entrances and exits with exit-only doors, ergonomic office furniture (desks, chairs), a sink, adjustable areas (shelving, etc.), cabinets, electrical outlets and data ports as necessary (phone, fax, telecommunications, etc.), and appropriate storage and production areas.
- Provides access to national, state, district-wide, and local electronic information sources through digital drops and cable and fiber optic capabilities for library functions (circulation, catalogs, and telecommunications) and networked resources.

The model school library program:

- Is housed in a barrier-free, flexible, functional facility of sufficient size, proportionate to the student population.
- Ensures access to resources and information during and beyond the instructional day and school year.
- Is designed to be attractive and inviting, with room for growth.

The school library program that is:

EXEMPLARY	RECOGNIZED	ACCEPTABLE	BELOW STANDARD
Offers barrier-free access at a location designed to permit use before, during, and after the instructional day, and where appropriate, beyond the school year.	Has barrier-free access at a location designed to permit full access during the instructional day and some access after school hours and is designed to support a school population engaged in a variety of learning experiences.	Is barrier-free, designed to support the student population, and offers basic access during school hours.	Has a barrier-free design with limited access during school hours, and a design that does not adequately support the school population.
Provides space proportionate to enrollment for students, teachers, and other users to engage in multiple learning experiences, as well as classroom space for small group study, and space for use of media, computers, and electronic information resources.	Provides space for students, teachers, and other users to access, use, and communicate information from both internal and external sources, as well as space for direct instruction.	Provides space for students and some teachers to access and use information, as well as some space for instruction.	Provides limited space for students to access and use information with limited space for instruction.
Provides space for a professional collection, planning space for faculty, a secured audiovisual room, office space for librarian(s) and support staff, and wired workroom areas for materials processing.	Provides some space for a professional collection, an audiovisual area, office for the library manager(s) and office space for support staff, and wired workroom space.	Provides limited space for professional materials, audiovisual resources, administrative space, workspace, and wiring as needed for equipment.	Provides inadequate or no space for professional materials and audiovisual resources, and lacks an administrative office and workspace.
Provides an appealing, effective environment that is age-appropriate for students and reflective of their interests, the community, and instructional programs.	Provides an appealing, effective environment that is age-appropriate for students and reflective of their interests, the community, and instructional programs.	Provides an effective entry-level environment for students reflective of their interests and instructional programs.	Does not provide an effective entry-level environment for students reflective of their interests and instructional programs.

(Source: Texas State Department of Education)

The school library program that is:

EXEMPLARY	RECOGNIZED	ACCEPTABLE	BELOW STANDARD
Has a lighting management system and an energy management system that ensures a draft-free and comfortable environment that is appropriate for preservation of materials and equipment and includes sufficient electrical outlets to support necessary usage.	Has a lighting management system and is designed to ensure a draft-free and comfortable environment that is appropriate for preservation of materials and equipment with adequate electrical outlets to support necessary usage.	Has appropriate lighting, an environment that is comfortable, but may be difficult to regulate, and basic electrical outlets.	Has inappropriate lighting, an environment that cannot be regulated and minimal electrical outlets.
Provides displays of student work and curriculum-related materials and for faculty and community-produced materials and collections.	Provides for displays of student work and curriculum-related materials.	Provides for displays of student work.	Provides limited or no space for displays of student work.
Allows for expansion and remodeling to accommodate a changing information technology environment.	Allows for some expansion and remodeling to accommodate a changing information technology environment.	Allows for limited remodeling to accommodate a changing information technology environment.	Does not allow for remodeling, creating difficulties in a changing information technology environment.
Has space available that includes, where appropriate, secured entrances and exits with exit-only doors, ergonomic office furniture (desks, chairs), a sink, adjustable areas (shelving, etc.), cabinets, electrical outlets and data ports as necessary (phone, fax, telecommunications, etc.), and appropriate storage and production areas.	Has space available that includes, where appropriate, secured entrances and exits, ergonomic office furniture, adjustable shelving, cabinets, and electrical outlets as necessary (phone, fax, telecommunications, etc.)	Has space available for necessary and appropriate office furniture, adjustable shelving, storage units, and minimal office electrical wiring.	Has limited space for office furniture, inadequate and non-adjustable shelving, little, if any, storage areas, and inadequate wiring.

(Source: Texas State Department of Education)

SUGGESTED GUIDELINES FOR SHELVING

Various types and sizes of shelving must be planned for the library. The checklist below is intended to help in this process.

Size of collection (number of resources owned or anticipated should be inserted in spaces provided below).

Analyze the amount of linear feet of shelving needed for your school. Shelving should be only two-thirds full. This allows for growth and avoids damage that occurs when books are tightly packed. Anticipated growth in student population or size of collection should include plans for additional linear feet of shelving.

Resources

QUANTITY	TYPE OF RESOURCE	DEPTH	HEIGHT	CAPACITY	TOTAL LINEAR FEET NEEDED	LINEAR FEET NEEDED FOR GROWTH
	Books: 1) Fiction: 2) Non-Fiction:	10"	5' Elementary 6' Secondary 42" Counter Ht.	8-10 books per linear ft. 30 books per shelf		
	Reference	12"	Same as above	6-8 books per linear ft. 20 books per shelf		
	Picture books	12"	42"	15 books per linear ft. 60 books per shelf		
	Periodical display Slanted shelving with storage under shelf	12"	5' Elementary 6' Secondary	1 title per linear ft.		
	Technology and audiovisual resources	10"-15"	7'	Consider quantities of a type (e.g., video tapes)		

Shelving Height		42"-45"	3 shelves
Shelving Height		60"-66"	5 shelves
Shelving Height		72"-82"	6 shelves
Shelving Height		84"-90"	7 shelves

No shelving span should be greater than three feet (3').

STAFFING

An effective library media program should have sufficient staff to operate the library media center and conduct its day-to-day services. The number of professional personnel and support staff should be determined by the school's instructional program and the number of served students and teachers. Some large districts may employ library media coordinators to assure the smooth operation of all its media centers. As supervisor of the district media program, the library media coordinator develops, implements, and evaluates media objectives, policies, programs, and services. The library media coordinator should hold a Masters degree in Library or Information Science or Instructional Technology and have experience as a media specialist. Smaller districts generally do not employ a media coordinator.

In all schools, the library media specialist should have a degree in Library Science or have a state teaching license with an area endorsement in library media. To be in compliance with the Mississippi Department of Education Process Standards for Accreditation, the school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities.

{Mississippi Code 37-17-6(3)(a-e)}:

- 5.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
- 5.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

Library assistants/paraprofessionals should be employed to assist the library media specialist in schools with 500 or more students. The library assistant should have some university or community college experience. Along with support staff, additional assistance

in the school library media center is often provided by adult volunteers and student assistants. However, the use of volunteers does require substantial supervision and training time from the library media specialist. Student assistants can be an asset to the school library program while gaining valuable educational experiences for themselves. The role of the library media specialist has changed significantly in the new millennium. While once dealing primarily with books, today's librarian serves as an information specialist in a world with unlimited resources.

A library media specialist's job description includes:

Management

- Develops short and long-range goals for the media center program.
- Develops and implements policies and procedures for the media center.
- Maintains the media center to be an attractive, functional, orderly environment with an atmosphere conducive to learning.
- Works with the technology coordinator to implement the technology plan for the school.
- Manages the library budget including special funds allocated to the library program.

Organization and Maintenance

- Provides a balanced, up-to-date collection of both print and non-print materials including technology to support the school's instructional program.
- Classifies, catalogues, processes, and organizes materials for circulation.
- Establishes circulation procedures for easy access to the media center collection and maintains records on the use of its resources.
- Accounts for materials through a yearly inventory and discards/ weeds inappropriate, worn-out, or out-dated items.
- Assists in the selection, training, supervision and evaluation of clerks, student assistants, and adult volunteers.

Instructional Consultant

- Provides orientation and instruction for students and faculty in the use of the library media center's materials and equipment.
- Assists students and teachers in locating information and resources for research.

- Encourages reading by maintaining an awareness of students' reading interests and by providing guidance in the selection of appropriate materials.
- Works cooperatively with teachers to integrate research, information retrieval skills, and library appreciation into the curriculum.

Communication

- Promotes a positive relationship with students, faculty, administration, and community.
- Determines instructional needs within the library media program by consulting with teachers and administrators.
- Publicizes library media programs and services.
- Distributes written communications to inform teachers of new materials in the media center.
- Develops and communicates to administrators goals, objectives, and budgetary needs for the library media program.

Professional Growth

- Provides professional development in the use of information and technology for faculty and staff.
- Attends library conferences/workshops and continuing education courses to keep abreast of new library media trends.
- Participates in professional organizations and activities relating to library media and technology.
- Provides access to professional materials/information for the faculty and staff.

The job description for support staff, student assistants, and adult volunteers includes:

Support Staff

- Helps to promote a positive relationship with library media center patrons.
- Helps maintain an attractive and inviting environment.
- Performs routine clerical and technical tasks as needed:
 - * Processing new materials
 - * Preparing overdue notices
 - * Maintaining circulation statistics
- Assists in the management and circulation of library materials.
- Assists in the preparation of instructional materials, exhibits, and other displays.
- Helps students and teachers locate materials.

- Sorts books, publications, and other items according to procedure and returns them to shelves or other designated storage areas.
- Assists with the library media center's annual inventory.
- Helps train and supervise student assistants and adult volunteers as requested by the library media specialist.
- Reports directly to the library media specialist.

Student Assistants and Adult Volunteers

- Assists the library media specialist and library clerk/support staff in providing service to patrons.
- Reports directly to the library media specialist.

These job descriptions are recommended for a successful library media program. However, each school district will have its own policies regarding support staff, student assistants, and adult volunteers. Please refer to the Mississippi Department of Education's Fact Sheet on Assistant Teacher/Paraprofessional Requirements located at:

<http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/WhatsNew/index.html>

MINIMUM STAFFING RECOMMENDATIONS

SCHOOL ENROLLMENT		EXEMPLARY	RECOGNIZED	ACCEPTABLE	BELOW	STANDARD
0-350	ADA	1 licensed librarian 1 paraprofessional	1 licensed librarian .5 paraprofessional	1 licensed librarian	0 licensed librarian 1 paraprofessional	
351-700	ADA	1 licensed librarian 1.5 paraprofessionals	1 licensed librarian 1 paraprofessional	1 licensed librarian .5 paraprofessional	.5 licensed librarian 1 paraprofessional	
701-1050	ADA	2 licensed librarians 2 paraprofessionals	1 licensed librarian 1.5 paraprofessionals	1 licensed librarian 1 paraprofessional	1 licensed librarian .5 paraprofessional	
1051-1400	ADA	2 licensed librarians 3 paraprofessionals	2 licensed librarians 2 paraprofessionals	1 licensed librarian 2 paraprofessionals	1 licensed librarian 1 paraprofessional	
1401-2100	ADA	3 licensed librarians 4 paraprofessionals	2 licensed librarians 3 paraprofessionals	2 licensed librarians 2 paraprofessionals	1 licensed librarian 2 paraprofessionals	
2101+	ADA	Add 1 additional librarian and 1.5 paraprofessional for every 700 students	Add 1 additional librarian and 1 paraprofessional for every 700 students	Add 1 additional librarian and .5 paraprofessional for every 700 students	Add .5 additional librarian and 1 paraprofessional for every 700 students	

INSTRUCTIONAL PROGRAM AND SERVICES

Information Literacy Defined

The exponential growth of information technologies has made massive amounts of information available in growing numbers of formats (html, pdf, e-mail, microforms, CD-ROMS, videos, etc.) accessed through a growing variety of means (http, telnet, LANS, microform readers, faxes, VCRs, etc.). New skills are required to access, evaluate, and utilize information if students are to be successful in today's academic environment and tomorrow's workplace. These skills, as well as others delineated for lifelong learning, are collectively called *information literacy* skills. The California Commission on Learning Resources and Instructional Technology (CLRIT) describes information literacy as the merger of "...integration of library literacy, computer literacy, media literacy, technological literacy, ethics, critical thinking, and communication skills."

Instructional Responsibilities

Because of the breadth and scope of the skills involved, information literacy skills must be taught through all grade levels and across all subject categories (integrated into the total curriculum). The responsibility of teaching the skills is shared between teachers and media specialists. Media specialists assist in the development of curricular goals and work closely with teachers to help develop learning tasks that incorporate information literacy skills within subject objectives. The instructional responsibilities of the media specialist include (but are not limited to):

- Assisting teachers in developing objectives and activities that incorporate information literacy skills and make use of specific state education tools such as Magnolia/Plato, multimedia software, Internet, etc.
- Providing information literacy skills instruction and library orientation instruction to students and teachers.

- Providing in-service training to teachers, staff, and principals in the area of information and technology.
- Promoting student leisure reading and providing guidance and instruction to them in the area of reading selection.

Information Literacy Standards for Student Learning

The American Association of School Librarians (AASL – a division of the American Library Association) and the Association for Educational Communications and Technology (AECT), in a book entitled *Information Literacy Standards for Student Learning* (Chicago: American Library Association, 1998), define in nine standards what students need to learn to be considered information literate. The National Council for Accreditation of Teacher Education (NCATE), recognizing the importance of ensuring that these skills are developed in students, uses the AASL standards in their program reviews. AASL also partnered with the International Society for Technology in Education (ISTE) in the development of the new ISTE technology standards for students and teachers.

AASL Information Literacy Standards for Student Learning

The following are the standards and indicators as outlined by AASL:

Standard 1: The student who is information literate accesses information efficiently and effectively.

- Recognizes a need for information.
- Recognizes that accurate and comprehensive information is the basis for intelligent decision-making.
- Formulates questions based on information needs.
- Identifies a variety of potential sources of information.
- Develops and uses successful strategies for locating and accessing information.

Standard 2: The student who is information literate evaluates information critically and competently.

- Determines accuracy, relevance, currency, and comprehensiveness of information sources.
- Distinguishes among fact, point of view, and opinion.

- Identifies inaccurate or misleading information.
- Selects information appropriate to solving the problem or question at hand.

Standard 3: The student who is information literate uses information accurately and creatively.

- Organizes information for practical application.
- Integrates new information into one's own knowledge.
- Applies information in critical thinking and problem-solving.
- Produces and communicates information and ideas in appropriate formats.

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

- Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
- Designs, develops, and evaluates information products and solutions related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

- Is a competent and self-motivated reader.
- Derives meaning from information presented creatively in a variety of formats.
- Develops creative products in a variety of formats.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

- Assesses the quality of the process and products of personal information-seeking.
- Devises strategies for revising, improving, and updating self-generated knowledge.

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

- Seeks information from diverse sources, contexts, disciplines, and cultures.
- Respects the principle of equitable access to information.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

- Respects the principles of intellectual freedom.
- Respects intellectual property rights.
- Uses information technology responsibly.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

- Shares knowledge and information with others.
- Respects others' ideas and backgrounds and acknowledges their contribution.
- Collaborates with others, both in person and through technologies, to identify information problems and then seek their solutions.
- Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

COLLABORATION WITH ADMINISTRATORS AND TEACHERS

The success of any library media program depends on strong collaboration with teachers and administrators. “Collaboration is a symbiotic process that requires active, genuine effort and commitment by all members of the instructional team. It may take considerable time and energy to establish truly collaborative relationships, but developing effective collaboration strategies is crucial to the library media program” (*Information Power: Building Partnerships for Learning*. American Library Association, 1998, p.51).

A collaborative partnership between the library media specialist and teachers enriches the school's program and gains strong support of library media services. Through collaborating with teachers to integrate the information literacy standards into the curriculum, the library media specialist establishes the library media program's central role in student learning. The library media specialist and teachers should work together as a team to provide

students with the best educational program possible. Just as the library media specialist is part of the teaching team, the teacher is an integral part of the library media program.

The library media specialist should work regularly with teachers and administrators to develop and implement long-range plans for the media center. The library media specialist can promote the library media program by participating in district activities and serving on committees which set goals and objectives for the school. To communicate successfully, the learning media specialist should become familiar with the curriculum and visit classes to see how to effectively aid the teacher with a particular unit. Attending workshops and other training sessions will help the library media specialist keep updated on additional media services that may be offered in the media center to further assist the teacher and students.

The library media specialist should take a leading role in collaborating with teachers, administrators, and others to build and direct a library media program that is fully integrated into the school and that meets the current and future information needs of the learning community. As the chief advocate for the library media program, the library media specialist should clearly and regularly communicate the program's impact on learning, so that the learning community will recognize its value and support its role to help students develop into independent, information-literate learners for the 21st century.

A successful library media program requires ongoing administrative support. The library media specialist can encourage that support by communicating regularly with the principal about program plans, activities, and accomplishments that contribute to student learning. The library media specialist should collaborate with the administration to present the media program's budget needs for the growing and ever-changing information needs of

students and teachers. As an instructional leader, the principal should recognize the potential of a library media program and then use management skills to see that it has an impact on the school. The school administrator should help to create an atmosphere which allows for teacher-library media specialist communication by providing common planning time and monitoring the success of jointly-planned activities. The principal's vision and support are necessary to build a quality library media program.

COLLABORATION WITH TEACHERS

- Establish a good relationship with teachers. Be approachable, be flexible, be persistent.
- Review the curriculum to identify instructional units with potential for collaboration.
- Become knowledgeable about the basic content of instructional units and methods teachers use to teach them.
- Initiate suggestions when information requests are made. Include information activities for the instructional unit.
- Assist teachers and students with media production to enhance the unit.
- Provide appropriate materials from a wide variety of sources and make them easily accessible to students.
- Teach students information skills to use the library media resources and achieve curricular assignments.

COLLABORATION WITH ADMINISTRATORS

- Establish a good relationship with the administrators.
- Serve on committees or decision-making bodies for the school.
- Participate in staff development meetings and activities to gain support for the library media program.
- Create mission statements, policies, and procedures for the library media center that reflect the mission, goals, and objectives of the school.
- Communicate regularly with administrators to keep them informed of library media activities.
- Invite administrators to be a part of some library activities, (e.g., reading to the children, special programs, special class assignments).

FOR THE FIRST YEAR LIBRARY MEDIA SPECIALIST OR THE "SEASONED" ONE

Things you can do to help your teachers

- Locate information for the teacher and students both in and outside the library media center.
- Help teachers produce instructional materials (transparencies, slides, videotapes, computer programs).
- Work with the teacher to teach students to locate, utilize, analyze, and produce information.
- Provide opportunities for exhibits and displays.
- Keep the teacher informed of new materials.
- Plan units and lessons with the teacher.
- Place materials on reserve for classes.
- Provide media equipment and instruction in its use.
- Promote and support instructional programs.

Things teachers can do to help the library media specialist

- Model effective use of the media center.
- Invite the media specialist to departmental or grade level meetings.
- Participate in the selection of new materials for the media center.
- Promote the use of the media center by your students.
- Schedule the use of the media center with the media specialist.
- Send students to the media center with a clear understanding of the purpose for their visit.
- Ask for materials you cannot find.
- Keep the media specialist informed of your assignments that call for the use of the media center materials.

THE LIBRARY MEDIA CENTER AND THE ADMINISTRATION

This section has been written primarily to help administrators understand what constitutes a good library media program and to define the role of the library media specialist and support staff while clarifying the administrator's own role in a successful library media program.

The principal should demonstrate active personal commitment for the school library media program by making explicit statements about the value of the program, by being visible in the library media center, and by being a model for teachers by using the library media center resources. The principal should promote the school library media program to students and parents and to district level personnel and other principals.

The principal should support the library media program by ensuring the provision of adequate budgeting/funding for library materials and for clerical/support staff for the library media center. If possible, the principal should arrange for flexible scheduling in the library media center to allow students to access library media resources and services when needed without constraints of time and place. Effective skill instruction planned by the library media specialist alone does not work, because skills taught in isolation are not seen by the students as being relevant. When skills are taught in isolation, the teachers do not know what was taught and therefore, will never reinforce the skills taught in the media center.

The principal should make time for meetings with the library media specialist and trust their professional knowledge and expertise, giving consideration to the library media specialist's ideas and suggestions. The principal should encourage the personal and professional development of the library media specialist allowing time for the library

media specialist to attend workshops, special training sessions, and other staff

development programs to enhance his/her library informational/instructional skills.

The following quote from 50 years ago still applies to today's library media program: "The principal's support of the library as a vital part of the educational system is extremely important." (Winifred B. Linderman. "What Should the School Librarian Expect of the School Principal?" *The School Review*, December, 1944. P. 614.). The principal should understand that his role in working as a team with the library media specialist is critical to having a successful library media program.

THE PRINCIPAL'S ROLE IN A GOOD LIBRARY MEDIA PROGRAM

- Be committed to having a good library media program. The principal's enthusiasm and support encourages others to support the program.
- Know the condition of the school's collection and support its ongoing maintenance through sufficient funding.
- Expect students and staff to use the media center's resources and equipment in a responsible manner, adhering to copyright laws, etc.
- Provide adequate staff to meet or exceed accreditation requirements.
- Help teachers understand that the library media specialist needs management time if the collection is to be maintained in usable order (usually 40% of a library media specialist's time is needed to manage the facility).
- Be a role model by letting students see their principal reading books.
- Encourage and participate in programs to promote reading at the school (read aloud to student groups, recognize students who read).
- Actively promote the importance of information literacy for life-long learning.
- Publicize the school library as a center for student learning.
- Encourage teachers to collaborate with the library media specialist. Allow time for this to occur.
- Be involved in the program and confer with the library media specialist regularly to keep informed of its activities.

LIBRARY MANAGEMENT CHECKLIST

Environment and Facility Maintenance

- _____ Students and staff feel welcome in the library media center.
- _____ The library media center is pleasing to the eye.
- _____ The library media center is clean and clutter free.
- _____ Displays invite students and staff to use resources.
- _____ Materials are appropriately shelved.
- _____ Signs assist students and staff in locating desired resources.

Faculty Involvement and Improvement

- _____ The faculty understands the scope of available information and how it continues to expand.
- _____ The faculty understands that information technology is costly, but essential to ensure students equal access to learning.
- _____ The faculty understands flexible scheduling increases student access to library media resources.
- _____ The faculty and administration receive routine communication regarding the media program's services, expenditures, and new resources.
- _____ Administrators and teachers are involved in recommending policies, priorities, needed services, and collection needs, both formally and informally.

Program Planning and Implementation

- _____ There is a written program plan for library media services.
- _____ The plan is based on assessed needs and input from the school community.
- _____ The plan is consistent with school, district, and state goals/requirements.
- _____ The plan supports the school's mission statement.
- _____ Effectiveness of the plan is assessed annually and adjusted as needed.
- _____ The library media specialist connects with the learning community to link students with learning opportunities, to increase available resources, and to secure community support.
- _____ The library media specialist consults with others in the school community in developing and promoting a student-centered library media program.
- _____ The library media specialist aligns the information literacy standards for student learning with the school's goals, priorities, and curriculum.
- _____ Administration, faculty, and library media specialist agree on program priorities.
- _____ Use of the library media facility allows flexible and equitable access to information and resources.
- _____ Routine reports are provided to the school community to show the impact of library media services on student learning, literacy, and test results.

Budget Preparation and Reporting

- _____ Funding is sufficient to provide students with information in various formats.
- _____ Each spring, a proposed budget is prepared to present to the school budget committee.
- _____ The library media specialist consults with the budget committee regarding the proposed budget.
- _____ The library media specialist identifies specific titles or items that meet the areas of collection need identified by the library media committee.
- _____ The library media specialist teams with the principal to obtain sufficient and stable funding.
- _____ The library media specialist is proficient in managing the collection budget and preparing reports.

Personnel

- _____ There is at least one full-time, certified library media specialist.
- _____ There is paraprofessional help according to the school's population and program.
- _____ The library media specialist helps integrate technology into the school program.
- _____ The library media specialist plans collaboratively with teachers to ensure students make use of library resources and develop information literacy skills.
- _____ The library media specialist is involved in curriculum and school improvement activities.
- _____ The library media specialist has a plan for continuous professional growth and stays abreast of current trends by reading professional literature, attending workshops, and coursework.
- _____ The library media specialist offers ongoing staff development programs, based on assessed needs for administrators, teachers, and parents, in the use of instructional resources and new information technologies.
- _____ The library media specialist organizes staff, funds, equipment, technology, time, and a full range of resources.
- _____ The library media specialist acquires up-to-date materials and emerging technologies to meet the needs of students and teachers.
- _____ The library media specialist works collaboratively with the parent organization and community partners in planning and implementing special projects.

Collection Preparation and Maintenance

- _____ Adequacy of the collection is assessed annually, and results are reported to the administration and faculty.
- _____ Out-of-date and damaged materials are weeded, and associated records deleted from the catalog.
- _____ Equipment circulated from the media center is clean and in good repair.

(Source: Alabama State Department of Education)

TECHNOLOGY

Technology has significantly changed the role of today's library media specialist. Once the "stereotyped librarian" who dealt primarily with books, today's library media specialist serves as an information specialist and often as the link between library patrons and the unlimited amount of information available to them. The Internet has transformed the way we even locate information. We are challenged with unlimited access to information and knowledge in our world. It should be the responsibility of the library media specialist to provide leadership and expertise in the use of this technology ensuring that the students and faculty are effective users of these vast resources. Through the use of media and technology, students can acquire and strengthen skills in reading, writing, listening, observing, organizing, and communicating ideas. The library media specialist should, in collaboration with classroom teachers, teach the students skills to evaluate the information, to determine its accuracy, its usefulness, and its relevance to their search topic. The students' ability to access and use information effectively prepares them for this information-rich technological world.

The library should be the center for the innovative use of new technology. The library media specialist can serve as a technological leader by taking a strong role in the technology planning for the school and by training teachers who are not yet comfortable using computers, preferably through staff development sessions. Some library media centers have computer labs turning the library media center into a hub of activity by students and staff. The library media specialist should work closely with the network administrator and the technology coordinator who can train the library media specialist to handle some software installation and to troubleshoot minor technical problems to keep

downtime at a minimum.

The library media center should have an automated circulation system with an online card catalog. It should be equipped with multimedia workstations that are networked and Internet accessible. The library media specialist should provide instruction in the use of the multimedia systems including the on-line card catalog, the Internet, and various software programs. The library media center should operate with a strong basic collection of resources. However, since no single library can hold all the information a school community needs, it should also be linked with other library media centers outside the school. The library media specialist should keep abreast of new technology and continue to upgrade keeping the library media center as current as possible.

Some of the Possible Technological Duties of a Library Media Specialist:

- May serve as technology coordinator for the school.
- Works cooperatively with the district technology coordinator.
- Teaches students and staff how to use technological tools available to them.
- Works with teachers to integrate technology into the classroom to improve student achievement.
- Becomes directly involved in decisions related to technology in the media center.
- Stays informed about the latest technology through workshops, conferences, visits to model sites, and journals.
- Provides information about and adheres to copyright policies.
- Provides workshops/staff development sessions for teachers on the use of technology.

COLLECTION DEVELOPMENT AND MAINTENANCE

The term “basic collection” refers to a quality collection of up-to-date materials, information technology resources, and equipment that every school should have to operate effectively in support of student learning. The basic collection represents a minimum upon

which to build a more adequate collection. Below are guidelines to use in establishing the collection in individual schools:

- A quality collection includes a variety of formats, fully catalogued and processed, that are up-to-date and in good condition.
- Access to information technology ensures equity and currency of available resources. Integrated into the curriculum with traditional resources, it provides a rich information environment.
- Analyzing the special needs and interests of the school population and the curriculum determines the composition of the collection.
- Funds for initial collections are often included in capital budgets. If not, funds especially designed for equipping new buildings with adequate library resources should be provided.

In addition to the items that are classified and catalogued, every school library media center requires information technology resources that are critical to its role as an information center and learning hub of the school. These include, but are not limited to, the following: circulation system; public access catalog; CD-ROM; online database services; connection to the Internet; cable television; distance learning; off-air antenna access; school closed circuit; and satellite dish. The types of technology and equipment available through the library media program for use in the classroom and library media center should be reviewed in terms of the instructional program.

Kinds and quantities should be based on numbers of students and staff; curriculum goals, objectives, and content; students' learning styles, instructional needs; teaching styles; format of materials in the collection; facilities; and instructional time allocations. Audiovisual and computer equipment should be located in every library media center. Examples include television, videotape recorder/player and monitor, overhead projector, LCD panel, video/data projector, Internet, multimedia computer workstations, printers, scanner, digital camera, video camera, and copier. An effective maintenance plan may include standardization of certain

types of equipment throughout the school system.

The library media specialist recognizes the need to continuously evaluate the collection in response to the changing nature and needs of the school through weeding, replacement, and duplication of titles. Weeding of library materials is an integral part of collection development. An active and continuous weeding program is essential in maintaining a viable and useful collection. The following categories of materials should be considered for weeding: worn or mutilated items, duplicate copies of seldom used titles, materials which contain outdated or inaccurate information, superseded editions of specific titles, and materials no longer of interest or demand.

The library media center should maintain copies of standard works which are important to support the curriculum, but should not automatically replace all materials withdrawn due to loss, damage, or wear. Decisions concerning the replacement of individual items are based on the following considerations: demand for the specific item, the number of copies held, the existing coverage of the subject within the collection, the validity of its contents, the availability of the title for reorder, and the cost of mending versus the cost of replacement. Any duplication of materials is governed by popular demand, importance of the material, and budgetary limitations.

A recent shift of emphasis from selecting whatever a library needs to that of protecting the collection a library already has caused many library media specialists to incorporate disaster planning and preservation programs in their collection development policies. With the knowledge that many prized paper collections are slowly being eaten up from the inside, libraries are beginning to invest in programs to preserve their existing materials.

The school library media center collection is expected to reflect many viewpoints, including the works of acknowledged experts or leaders. As a result, controversial topics, both of a personal and societal nature, will be represented. Interests of the community, the faculty, and the students, which vary from school to school, should also be reflected in the collection. Copies of the American Library Association Bill of Rights and Freedom to Read Statement, an interpretation of the Bill of Rights for school library media programs, the statement of ethics of the American Library Association Reference and Adult Services Division, and the National Council of Teachers of English Right to Read statement should all be used to support the school system's students' rights policy. The business of the school is to educate children to become responsible citizens. To do this, students need to learn about cultures, viewpoints, and lifestyles other than their own, and not only those of fellow Americans, but of the other peoples of the world.

PROCEDURE FOR CHALLENGED MATERIALS

The following procedures should be followed when a citizen challenges the appropriateness of an item in the library media collection:

1. When a complaint is received which specifically relates to any materials in the library media center, an informal discussion is held to determine the nature of the complaint.
2. When necessary, a form, Request for Reconsideration of Materials, is provided to the complainant to fill out and return to the building principal.
3. The Request for Reconsideration will be forwarded to an ad hoc library review committee, appointed by the superintendent, which will consist of the teacher-librarian, a reading specialist and/or teacher from the school, the building principal, the director of library media services, and a parent member of the school management team.
4. A meeting of this library review committee will be scheduled within two weeks of receipt of the Request for Reconsideration.
5. Material will be judged by the committee as to its conformance with the criteria for selection listed.
6. The written decision of the committee will be forwarded to the superintendent, who will inform the Board of Education and the complainant of the committee's decision.
7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent requesting the Board of Education or a sub committee of the Board of Education to review all of the proceedings. The Board of Education will then render a final decision as to the appropriateness of the materials in question.
8. Challenged materials may remain in circulation until the process is completed.

(Source: American Library Association)

SAMPLE LETTER TO COMPLAINANT

(Source: American Library Association)

Dear _____:

We appreciate your concern over the use of _____ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

1. Instructional goals and objectives
2. Materials Selection Policy statement
3. Procedure for handling objectives

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

REQUEST FOR RECONSIDERATION OF A BOOK

Format: Book Periodical CD-ROM Video Other

Title _____

Author _____ Publisher _____

Request Initiated By _____ Phone _____

Address _____

Complainant represents: Self
 Organization/Group
Name of organization/group _____

1. Did you read/hear/view the entire work? Yes No
2. If not, which part did you read or view? _____
3. Specifically, what part of the information did you find objectionable, and why? (Please cite pages, frames, sections, CD-ROMS, etc.).

4. Would you like to recommend this work for another age group? Yes No
5. If so, for what age group would you recommend this work? _____
6. How do you perceive students would be affected by exposure to this work?

7. What would you like the school to do about this work?
 Withdraw it from all students.
 Withdraw it for re-evaluation.
 Do not assign it to my child or allow my child access to this work.
 Place it on a closed shelf for special use under a specific teacher's guidance.

Signature _____ Date _____

NUMBER OF RESOURCES IN COLLECTION

<p align="center">Exemplary</p> <p>Provide a balanced collection of at least 12,000 books, software, and electronic resources at the school library program level (school library programs with enrollments exceeding 600 ADA must provide a minimum of 20 items per pupil).</p>	<p align="center">Recognized</p> <p>Provide a balanced collection of at least 10,800 books, software, and electronic resources at the school library program level (school library programs with enrollments exceeding 600 ADA must provide a minimum of 18 items per pupil).</p>	<p align="center">Acceptable</p> <p>Provide a balanced collection of at least 9,000 books, software, and electronic resources at the school library program level (school library programs with enrollments exceeding 600 ADA must provide a minimum of 15 items per pupil).</p>	<p align="center">Below Standard</p> <p>Provide a collection of at least 7,200 books, software, and electronic resources at the school library program level (school library programs with enrollments exceeding 600 ADA must provide a minimum of 12 items per pupil).</p>
<p align="center">Exemplary</p> <p>Offer real time access to the Internet, electronic databases, and full participation in statewide information sharing projects.</p>	<p align="center">Recognized</p> <p>Offer real time access to the Internet, electronic databases, and participation in statewide information sharing projects.</p>	<p align="center">Acceptable</p> <p>Offer entry-level access to the Internet, electronic databases, and participation in statewide information sharing projects.</p>	<p align="center">Below Standard</p> <p>No access to the Internet.</p>
<p align="center">Exemplary</p> <p>Provide periodicals for students and staff at least:</p> <p>45 subscriptions at elementary school campuses; 50-125 subscriptions at middle school campuses; and 75-150 subscriptions at high school campuses; and access to a full text periodical database.</p>	<p align="center">Recognized</p> <p>Provide periodicals for students and staff at least:</p> <p>35 subscriptions at elementary school campuses; 45-70 subscriptions at middle school campuses; and 55-125 subscriptions at high school campuses and access to a full text periodical database.</p>	<p align="center">Acceptable</p> <p>Provides periodicals for students and staff at least:</p> <p>20 subscriptions at elementary school campuses; 40-70 subscriptions at middle school campuses; and 45-75 subscriptions at high school campuses and access to a periodical database.</p>	<p align="center">Below Standard</p> <p>Provide periodicals for students and staff at least:</p> <p>15 subscriptions at elementary school campuses; 30-50 subscriptions at middle school campuses; and 50-70 subscriptions at high school campuses.</p>
<p align="center">Exemplary</p> <p>Provide students and staff with one local and at least one state or national news source, and access to a full text news database.</p>	<p align="center">Recognized</p> <p>Access to one local, one state, or national news source, and access to a full text news database.</p>	<p align="center">Acceptable</p> <p>Provide one local and one state or national news source, and access to a full text news database.</p>	<p align="center">Below Standard</p> <p>Offers access to one local and one state or national news source.</p>

ALA STANDARDS: HIGH SCHOOLS OVER 1,000 STUDENTS

Collection

Number of books held (volumes)	24,000	30,000	37,000
Total books per Student	14	17	21
Subscriptions per 100 Students	10	14	15

(Source: from ALA Standards)

The national recommendation for high school library books per student is 16 to 25, depending on the size and level of the school. Please note that these are guidelines, and are not mandated requirements of the Mississippi Department of Education.

BUDGET/FUNDING

An adequate budget is necessary to have a successful library media program. It should allow for the acquisition, updating, and expansion of library materials to meet the needs of its patrons in a rapidly changing technological world.

Budget needs to meet goals and objectives for the media program should be developed and communicated to the administration. As stated in the Mississippi Department of Education Process Standards for Accreditation, the board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional classroom/ library supplies, materials, and equipment. Since the library must share this \$20.00 per student minimum with the classrooms for

instructional supplies, fund raising projects approved by the school district or donations from the school community may serve as additional funding resources to purchase library media materials.

Funds are also available for classroom supplies, materials, and equipment from the Education Enhancement Fund (Fund #2440). These funds are allotted and expended in compliance with Section 37-61-33, Mississippi Code of 1972, as amended, and State Board of Education Policy DFBI.

MEDIA SPECIALIST EVALUATION

Media Specialist _____ School _____ Date _____

- Key: (1) Exemplary - performance is beyond stated criteria and exceeds what is reasonably expected.
 (2) Effective - performance criteria is met.
 (3) Needs Improvement - performance is below the criteria of what is expected.
 (4) Unsatisfactory - performance does not meet district criteria.

*Note: Items 3 and 4 require a written plan for improvement.

I. ORGANIZATION/MANAGEMENT		1	2	3	4
	Assessment:				
1	Plans long-range and short-range goals for the library media program.				
2	Develops and implements library media center policies, (e.g., materials selection, copyright, technology).				
3	Establishes rapport with students, disciplines fairly and objectively, and encourages respect and consideration of others.				
4	Organizes the library media center for optimal use by students and faculty.				
5	Maintains an attractive and orderly library media center with an atmosphere conducive to learning.				
6	Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program.				
7	Maintains a professional collection, (e.g., books, periodicals and journals, media resources, etc.)				
8	Classifies, catalogues, and organizes materials for easy accessibility.				
9	Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or out-dated items.				
10	Establishes circulation procedures for easy access to the media center collection and maintains accurate records and statistics on the use of its materials.				

II. INSTRUCTION/COLLABORATION		1	2	3	4
Assessment:					
1	Develops and communicates to administrators goals, objectives, and budgetary needs for the media program.				
2	Determines instructional needs within the library media program by consulting with teachers and administrators.				
3	Provides orientation and instruction for students and faculty in the use of media center materials.				
4	Assists students and teachers in locating information and resources for research.				
5	Teaches information literacy as an integral part of the curriculum.				
6	Provides training to students and staff in the use of technology and equipment.				
7	Maintains effective communication with staff and students informing them of new acquisitions and new media center services.				
8	Encourages reading by maintaining an awareness of students' reading interests and providing guidance in the selection of appropriate materials.				
9	Promotes appreciation of various forms of literature.				
10	Trains and supervises library media clerical staff, volunteers, and student helpers.				

III. COMMUNITY RELATIONSHIPS		1	2	3	4
Assessment:					
1	Serves as an advocate for the library media program in the school and Community.				
2	Publicizes library media programs and services through newsletters, flyers, announcements, etc.				
3	Maintains positive community relationships.				

IV. PROFESSIONAL		1	2	3	4
Assessment:					
1	Attends local staff development meetings for professional growth.				
2	Belongs to professional library organizations and attends meetings, workshops, and conferences related to the field.				
3	Promotes the Library Bill of Rights/Intellectual Freedom.				
4	Demonstrates a professional and ethical attitude.				
5	Uses appropriate written and oral communication.				

LIBRARY MEDIA SPECIALIST EVALUATION INSTRUMENT

Library Media Specialist's Name _____

School _____ Date _____

School District _____

Evaluator's Name _____

Observations:

I am knowledgeable about the content of this report and have had the opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Signature of Library Media Specialist

Date

I have discussed the content of this report in a conference with the Library Media Specialist.

Signature of Evaluator

Date

*Note: An Improvement Plan may be required for each assessment indicator rated Unsatisfactory. A Growth Plan may be required for each indicator rated Needs Improvement. This should be determined by the school district. This Evaluation Form may be modified by the school district for Library Media Support Staff. Paraprofessionals have their own requirements, determined by school districts. School districts may set their evaluations above the federal or state regulations.

Appendix A:

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

- Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves.
- Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries, which make exhibit spaces and meeting rooms available to the public they serve, should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,

Inclusion of "age" reaffirmed January 23, 1996, by the ALA Council
(from *Information Power, Building Partnerships for Learning*. American Library Association, 1998. P.152).

Appendix B:

SAMPLE SELECTION POLICY

The school library has a definite obligation to make available, through multi-media, a wide scope of accurate, up-to-date information and to provide access to a variety of interpretations and opinions on all subjects. It is the responsibility of the school library to provide materials to enrich the curriculum, to supplement the student's education, and to promote aesthetic appreciation and the use of leisure time for recreational reading and the pursuit of creative interests.

Maintaining qualitative standards for selection of materials is essential. All books and other instructional materials, including gifts, shall be evaluated before purchase, either through personal examination or by consulting reputable, unbiased professionally prepared selection tools. Reviews from periodicals such as *The Book Report*, *Book Links*, *Booklist*, *Library Journal*, *School Library Journal*, *Bulletin of the Center for Children's Books*, *The Horn Book*, *English Journal*, *Library Talk*, and *Voice of Youth Advocates (VOYA)* are used in the selection of books and materials for the media center. Professional book lists and reviews published by the American Library Association, the National Council of Teachers of English, and H. W. Wilson Company are also consulted in the selection of materials for the library media center.

The responsibility for maintenance of a balanced and adequate collection and for the acquisition of new materials shall be vested in the library media specialist. It is the responsibility of the principal and the superintendent to evaluate the orders for materials in the library media center, consulting with the library media specialist when necessary.

Appendix C:

SAMPLE WEEDING POLICY

Weeding is the process by which materials no longer useful are removed from the library collection, usually during inventory. However, weeding must also be carried on continuously if the library collection is to be kept up to date. Types of materials which should be regularly weeded from the school library are:

1. Items in such poor physical condition that the readers cannot use them.
2. Materials whose leaves have become yellowed and brittle with age.
3. Sources which contain material that is out-dated or no longer true. This applies particularly to materials in science, or social studies, especially about other lands and peoples. The copyright date is a great help in evaluating this type of material, though not the only factor to be considered.
4. Books which have been replaced by new and revised editions.
5. Materials which are not suitable for the readers using the collection.
6. Items which are duplicates of books once popular, but are seldom used.

Weeded materials should be destroyed so that they will not find their way back to the library. Old editions should be replaced by newer editions and discarded unless there is a special reason for keeping the old one. Material unsuitable to the collection may be offered to other areas of the school, other libraries in the school system, or to a public library.

Appendix D:

OTHER USEFUL INFORMATION

Reading Lists –

Library media specialists are frequently asked for reading lists for various grade levels and subject areas. Each school will need to establish reading lists according to its students' and teachers' own specific needs, but the following sources may be helpful in forming those lists.

The American Library Association - <http://www.ala.org/>

Children's Book Council – <http://www.cbc.books.org/>

National Council of Teachers of English – <http://www.ncte.org/>

H. W. Wilson publications – <http://www.hwwilson.com/>

Periodical listings – *The Book Report, Book Links, Booklist, Library Journal, The Horn Book, School Library Journal, Bulletin of the Center for Children's Books, English Journal, Library Talk, and Voice of Youth Advocates*

.....

Acceptable Use Policies –

Valuable Internet sites for Acceptable Use Policies are:

<http://chico.rice.edu/armadillo/Rice/Resources/acceptable.html>

<http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>

Copyright Policies -

Examples of excellent sources regarding copyright policies are:

Copyright Essentials for Librarians and Educators. By Kenneth C. Crews. Indiana University-Purdue University, 2000.

Technology and Copyright Law: a Guidebook for the Library, Research, and Teaching Professions. By Arlene Bielefield and Lawrence Cheeseman. Neal-Schuman Publishers, 1997 with a 1999 update.

.....

Another site you do not want to forget –

The Mississippi State Department of Education has useful information for all school librarians and teachers:

<http://www.mde.k12.ms.us> (Links)

Appendix E:

GLOSSARY OF LIBRARY MEDIA TERMS

AASL (American Association of School Librarians) – a division of the American Library Association, the oldest and largest library association in the world.

Acceptable Use Policy (AUP) – A school or organization’s official policy statement regarding the use of the Internet or other computer networks.

Access – The ability and freedom to obtain and use resources and services.

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

Attachment – A document or file appended or “attached” to an e-mail message. An attachment retains the formatting of the original provided the receiver has the same or compatible software on his/her computer that created the attachment.

Automated Circulation – A computerized system for checking materials in and out of the library media center.

Basic Collection – The collection of materials and technology that every school should have in order to operate effectively.

Bibliography – A list of works such as books, articles, media resources, etc. on a particular subject, usually arranged in alphabetical order.

Boot – A term for turning on a computer and having it automatically load a set of software the computer requires to do all of its basic operations, sometimes referred to as “booting up” a computer.

Browser – A software program used to view World Wide Web pages, also called a web browser (i.e., Microsoft’s Internet Explorer, Netscape, etc.).

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

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

Classification – The process of arranging and assigning codes or numbers to print, nonprint, or electronic materials according to their subject or format.

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

Collection Development – A systemic process for evaluating, selecting, acquiring, and maintaining materials, resources, and information services to support and enrich the school’s education process.

Copy, Cut, and Paste – A set of computer commands that allow sections of documents or graphics to be moved from one place to another within a document or from one document to another.

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

CPU (Central Processing Unit) – Another name given to a computer. CPU usually denotes the box that contains the microprocessor, power supply, and disk drives.

Curriculum – The program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques.

Cyberspace – The collection of computers located on multiple networks that communicate with other computers across the Internet.

Database – A collection or listing of information, usually organized with searchable elements or fields. For example, a library catalog can be searched by author, title, or subject.

Desktop – The background area on a computer screen which usually contains an icon for the hard drive and recycle bin (used to remove files). Folders, files, applications, and a working document may also appear on the desktop window.

Digital Camera – A hardware product that captures a visual image and sends it to a computer.

Distance Learning or Education – Instruction that takes place using telecommunications technologies even though teacher and students are geographically separated.

Download – The electronic transferring, or copying, of a file from one computer to another. Files may be downloaded from another connected individual computer, from a computer network, a commercial on-line service, or from the Internet.

DVD (Digital Video Disk) – A digital storage medium the same physical size as a CD-ROM disk that can store massive amounts of data including graphics and full motion video.

E-Mail (Electronic Mail) – A message that is sent electronically from the computer of one person to the computer of another person.

Electronic Card Catalog – A computer-based version of the traditional card catalog. A patron uses a computer to type in or select pre-determined search strategies to access items in a library's holdings.

Encyclopedia – A general reference source (print, nonprint, or electronic) that contains information on all subjects or is limited to a specific subject.

Facsimile Machine (Fax) – An electronic device that transmits written or graphic information over telephone lines to other locations.

Fair Use – Provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

Fax – A telecommunications device used to send facsimiles of documents over telephone lines to other fax machines or computers (see Facsimile Machine).

File Server – Computers with large storage devices on a network that store files and software that can be shared by users on the network (see Server).

File – Information, often a document or an application, saved on a disk or other storage medium.

Flexible Scheduling – Access to the library media center that allows the use of the library media center at the “point-of-need” by individuals, groups, and/or classes through mutual planning by the library media specialist and the class-room teacher to integrate information skills and literature into the classroom curriculum.

Hardware – Physical equipment components or devices.

Home Page – The first or introductory page that appears when accessing a World Wide Web site. The home page often provides the table of contents to a specific web site.

Hub – An equipment piece that connects two or more devices together in order for them to communicate on a network.

ILS (Integrated Learning System) – A complete software, hardware, and network system used for instruction.

Information Literacy – The ability of an individual, working independently or with others, to use tools and resources to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, and make informed decisions.

Information Technology – The technology used to access information including CD-ROM, Internet, World Wide Web, online databases, computers and computer software, distance learning, and educational television.

Interlibrary Loan – A service provided by many libraries and information agencies that enables a user to obtain copies of articles and borrow books and other media materials from other libraries and information centers.

Internet – The huge world-wide network of government, business, university, and personal computers.

ISBN (International Standard Book Number) – A 10-digit unique number assigned to each book published to identify the publisher, title, edition, and volume.

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

Keyword Searching – In a search, using significant words that describe a subject under which entries for all documents or publications on the subject are filed in a catalog, bibliographic record, or electronic resource.

LAN (Local Area Network) – A number of computers and other peripheral devices connected to a file server for the purpose of sharing resources, such as software applications, files, peripherals, and services. A LAN usually refers to a network in one room or building.

Library Media – A wide variety of communications and information formats and their accompanying technologies appropriate to learning and instruction.

Library Media Center – An area of the school where a full range of materials, equipment, and services from library media staff are accessible to students and school personnel.

Library Media Clerical Aide – A staff member with clerical or secretarial competencies.

Library Media Program – A planned program that provides resources and services and facilities instruction to meet the needs of the school. A library media program includes a library mission and goals that support the school's educational goals and objectives.

Library Media Specialist – A person with appropriate certification and professional preparation, both in education and library media, responsible for operating a Library Media Program.

Library Media Technician – A staff member serving in a support role who has special competencies in one or more of the following fields: AV equipment operation and simple maintenance, computers, computer networks, distance learning, television production, and telecommunications.

Media – Materials in all formats and all channels of communication that serve as carriers of information.

RAM (Random Access Memory) – Memory used to run the operating system and applications in a computer. The more RAM a computer has, the more applications it can run simultaneously. The operating system and other software are stored on the computer's hard disk, but they run in RAM. Data stored in RAM is lost when the computer is turned off.

ROM (Read Only Memory) – System memory not available to the user, but used by the operating system. This memory is programmed only once by the manufacturer and cannot be changed.

Scanner – A device for converting text or graphics displayed on a sheet of paper into a digital image you can display on your computer screen and use with certain applications.

Search Engines – A program that searches documents for specified keywords and returns a list of the documents where the keywords were found, (i.e., Excite, Google, GoTo, Altavista, Lycos, Hotbottom, Dogpile).

Server – A computer that provides shared, centralized resources (such as files, e-mail, databases, modems, and printers) to other computers on the network.

Standards and Indicators – Defines the elements of whole school improvement that schools can put into effect at the high school, middle school, or elementary school level in order to produce the desired learning results.

Virus – A program that infects and replicates itself in computer files, spreading from computer to computer. Some viruses can be extremely damaging, crashing the hard drive so all data is lost.

Web Site - A site or location on the World Wide Web.

Web or WWW (World Wide Web) – A global hypertext network that is part of the Internet. It is normally viewed through a browser.

Weeding – A systemic method for re-evaluating a basic collection to repair, replace, or remove materials.

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