

# Library Guidelines

Grades K-12

10/8/2009

## Library Management (K-12)

### Benchmarks:

- A:** Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.
- B:** Engage education stakeholders in the process of identification of essential school library services.
- C:** Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum.
- D:** Provide a structured management process for school library program administration.
- E:** Maintain a library program that is accessible by ALL students and staff when needed, all day, every day.
- F:** Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.
- G:** Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.

1. Obtain and analyze building and district data that conceptualizes student needs, including:
  - a. Mission statement;
  - b. Continuous improvement plan;
  - c. Proficiency results;
  - d. Local report card.
2. Interpret and present national data (reports and studies) which inform the development of effective school library programs.
3. Identify and integrate research-based best practices which facilitate the design of effective instructional strategies.
4. Involve district administration in the identification of school library program services (e.g., library supervisor, curriculum director, technology director, superintendent, school board members, building principal).
5. Form a school library advisory committee at the building level whose membership consists of a variety of education stakeholders (e.g., principal, teachers, students, parents, community members, librarians).
6. Analyze library program needs identified by the library advisory committee and solicit feedback from library stakeholders (e.g., collect feedback via forums, focus groups, surveys, comment cards).
7. Provide library skills instruction which is integrated across the curriculum in the following areas:
  - a. Information literacy;
  - b. Technology literacy;
  - c. Media literacy.
8. Collaborate with teachers to integrate library services and resources throughout the curriculum:
  - a. Develop curriculum linkages between the library guidelines and the academic content standards;
  - b. Facilitate the identification of resources used to implement the academic content standards including primary and secondary sources;
  - c. Participate in building/district instructional initiatives.
9. Collaborate with teachers to assess student learning.
10. Assess the progress of and collect data on all library instructional activities.
11. Develop and document policies that guide the delivery of school library program services:
  - a. Library program management;
  - b. Budgetary procedures;
  - c. Collection development plan;
  - d. Selection and acquisition policy;
  - e. Acceptable Usage Policy (AUP);

# Library Guidelines

Grades K-12

10/8/2009

- f. Reconsideration policy;
  - g. Library usage strategies;
  - h. Copyright and fair use policy;
  - i. Equipment operation and safety compliance.
12. Establish procedures to enable the efficient accomplishment of administrative tasks (e.g., material procurement, fines/fees, inventory control).
  13. Collect and analyze data from school library services and use data to improve the library program (e.g., circulation statistics, facility usage statistics, expenditures, curricular area requests).
  14. Establish library hours of operation that ensure that all students have access to the school library media center.
  15. Develop a virtual presence for the school library.
  16. Create or contribute to the development of job descriptions for credentialed and classified district and school library staff.
  17. Utilize appropriate evaluation tools for credentialed and classified school library staff.
  18. Participate in district mentoring activities and develop activities to assist with the mentoring of new library staff members.
  19. Develop individual professional development plans within district guidelines for all library staff members.
  20. Identify and participate in library-oriented professional development activities.
  21. Publicize school library activities.
  22. Announce new materials and services to library stakeholders.
  23. Present reports to building and district administration.
  24. Communicate school library activities to parents and community members.
  25. Utilize data-driven decision making to evaluate results of communication strategies.

## Collection Development and Curriculum

### Benchmarks:

- A:** Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection.
- B:** Provide access to resources located within and outside the walls of the school building (local, state and regional networks).
- C:** Provide procedures for reconsideration of materials.
- D:** Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.

1. Include education stakeholders in the collection development planning process (e.g., administrators, teachers, students, parents and community members).
2. Analyze the school Continuous Improvement Plan (CIP), mission statement, and instructional goals in order to assess curricular and personal information needs of students and teachers.
3. Conduct a needs assessment to identify strengths and weaknesses in the existing library collection, and create a collection development plan that identifies materials needed to support the local curriculum and academic content standards.
4. Provide a collection that meets the personal needs of students (e.g., consider curricular needs, student interest, formats for students with disabilities).
5. Identify criteria for the evaluation of materials (e.g., consider alignment with curriculum and academic content standards, literary quality, currency/copyright date, accuracy, reading level, appropriateness of material presented, bias, appeal, value, quality and format of the material).
6. Develop an acquisition policy that describes how library materials are acquired for the collection. (e.g., describe the process for obtaining materials).
7. Describe guidelines for purchasing materials (e.g., budgeting, requisition, purchasing, receiving, paying).
8. Design a collection maintenance program to keep the collection current, including procedures for:
  - a. Inventory of materials;

# Library Guidelines

Grades K-12

10/8/2009

- b. Replacement of worn or damaged material;
  - c. Weeding inaccurate or outdated material;
  - d. Relocating and/or appropriate storage of material;
  - e. Repairing damaged material.
9. Establish procedures for both quantitative and qualitative evaluation of the collection (e.g., quantitative-collection value, collection age, curriculum alignment; qualitative - collection meets the needs of students and teachers).
  10. Provide materials in a variety of formats (e.g., print, multimedia, multisensory, tactile, auditory, electronic).
  11. Provide a collection that reflects the needs of students who learn at various rates and have different learning styles.
  12. Promote the use of state-provided electronic resources and select additional resources to support the curriculum.
  13. Develop a library Web page in order to provide 24/7 access to school library materials and includes links to:
    - a. Online Public Access Catalog (OPAC);
    - b. School, district, and state electronic resources;
    - c. Evaluated Web sites that support the local curriculum.
  14. List specific steps to be taken when materials are challenged (e.g., include the use of a written reconsideration form, identify whether the entire work is being challenged or only portions, determine if the complete work was read/viewed, or only excerpts, by the person submitting the challenge).
  15. Establish guidelines for composition of a reconsideration committee and create a standing committee that reviews all challenged material, supplement the standing committee with appropriate curriculum designees based on the academic content area of the challenge (e.g., administrator, library media specialist, teacher, higher education faculty, student, parent, community member).
  16. Develop guidelines for the reconsideration committee members to use as they review the challenged material (e.g., the reconsideration committee should be required to read or view the entire work).
  17. Determine how the reconsideration committee will submit findings and or recommendations to the administration and/or school board for final reconsideration decision.
  18. Demonstrate sound instructional design principles in the delivery of library instruction for both students and faculty.
  19. Assist faculty with the integration of school library resources into the instructional process and include strategies for incorporating differentiated instruction practices into the design of lessons and activities.
  20. Collaborate with teachers to design instruction that incorporates library resources and educational technology into teaching and learning.
  21. Build awareness of statewide educational technology resources.
  22. Meet with teachers to assist them in providing resources that will enhance their instruction.
  23. Provide assistance in the teaching of various aspects of the lesson.
  24. Collaborate with teachers to develop student assessments that include the evaluation of student activities performed in the school library.
  25. Collaborate with teachers to develop assessment strategies that evaluate the usage of school library resources in teaching and learning.

# Library Guidelines

Grades K-12

10/8/2009

## Literacy and Reading Support

### Benchmarks:

**A:** Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs.

**B:** Read to students.

**C:** Tell stories and facilitate multidisciplinary reading experiences.

**D:** Provide readers advisory services.

**E:** Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.

**F:** Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives.

**G:** Provide time for sustained silent reading.

**H:** Share multicultural children's books in culturally conscious ways.

**I:** Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Catalog all library materials.
3. Provide reading material in a variety of formats and reading levels (e.g., print, non-print, large print, audio, electronic, high-interest/low-level).
4. Develop displays and exhibits to promote reading.
5. Provide instruction on material selection strategies.
6. Provide instruction on knowledge of book structures and how these structures affect the gathering and organization of information (e.g., title page, glossary, bibliography, appendix, table of contents, index, footnotes, headings).
7. Provide instruction in the identification of primary and secondary sources.
8. Select age-appropriate reading material for a variety of purposes (e.g., information, personal enjoyment, lifelong learning).
9. Ask targeted questions while reading to determine if meaning is clear.
10. Discuss pictures, illustrations, charts, tables and other graphs that explain the story.
11. Identify and discuss main ideas and details in fiction, nonfiction and poetry while reading.
12. Identify and discuss possible themes, likely motives, traits of characters and the effect of setting on fiction, nonfiction and functional reading selections while reading.
13. Identify and discuss cause and effect relationships, compare and contrast, fact vs. opinion, and sequencing through exposure to multiple sources while reading.
14. Speculate about authors' purposes, views and interests through evaluation of chronological order, order of importance and spatial order while reading.
15. Tell stories utilizing the full range of storytelling methodologies (e.g., oral, draw and tell, props, voices, song, acting, characters, audience participation, puppetry, readers theatre).
16. Extend and enrich reading experiences through technology and multimedia activities.
17. Integrate reading with speaking, listening, viewing and writing experiences.
18. Provide reading experiences and opportunities for students to:
  - a. Participate in discussions, respecting the contributions of others and using techniques to retain information;
  - b. Draw logical inferences and conclusions from oral and visual communications;
  - c. Ask relevant questions concerning a speaker's content, delivery and purpose;
  - d. Respond to permissive messages with probing questions, challenges or affirmations regarding the evidence that supports the listener's claims and conclusions;

# Library Guidelines

Grades K-12

10/8/2009

- e. Evaluate the credibility of a speaker (e.g., hidden agenda, slanted or biased material);
- f. Recognize discrepancies between speakers' verbal and nonverbal messages;
- g. Work in group settings in which students employ group decisionmaking techniques including brainstorming and problemsolving.
19. Promote the school library as a gateway to additional reading materials and information networks.
20. Instruct students in methods for obtaining material not available in their school library (e.g., interlibrary loan, public library, academic library).
21. Provide book talks.
22. Promote award-winning books.
23. Extend the reading experience by suggesting additional titles in a series, or identifying additional works within a genre or works with similar themes.
24. Facilitate multidisciplinary reading activities.
25. Extend and enrich reading experience through technology and multimedia activities.
26. Collaborate with coordinators of reading initiatives, obtain participatory materials, and communicate initiatives to stakeholders.
27. Participate in school reading/literacy initiatives.
28. Identify reading/literacy initiatives available in the community.
29. Collaborate with public libraries and encourage students to participate in public library programs (e.g., after-school reading activities, summer reading club and others).
30. Facilitate reading for a sustained period of time utilizing self-selected and assigned materials.
31. Encourage independent reading.
32. Use works written by and about various ethnicities and cultural groups.
33. Discuss the application of dialects and culture through multiple reading experiences.
34. Explain stereotypes and mindsets, including gender, through literature.
35. Extend awareness of gender, culture and historical perspectives through literature.
36. Collaborate with teachers in the selection of professional material.
37. Provide and publicize professional material.
38. Identify and promote books that reinforce concepts in Ohio's academic content standards.
39. Provide bibliographies on curricular topics.
40. Distribute information on selection and acquisition of content-based material (e.g., resources for selecting teaching materials for specific content areas).
41. Promote insightful and thoughtful use of books by teachers.

# Library Guidelines

Grades K-12

10/8/2009

## Library-based Technology

### Benchmarks:

- A:** Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials.
- B:** Provide networked computers for staff and student use.
- C:** Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning.
- D:** Develop a virtual school library presence that students may access remotely.
- E:** Provide assistive technologies to make all library services accessible to staff and students with disabilities.
- F:** Practice and communicate ethical and responsible use of library-based technologies.

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Standardize library catalog records in MARC (Machine Readable Cataloging) format.
3. Develop material-lending policies based on input from stakeholders.
4. Provide remote access to the school library OPAC (e.g., classroom and home access).
5. Facilitate linkages to external library catalogs.
6. Develop strategies for acquiring materials from external sources (e.g., interlibrary loan).
7. Provide computer networks which enable the acquisition and transfer of information.
8. Provide Internet accessibility.
9. Provide e-mail accessibility.
10. Participate in the development of local school-board adopted Acceptable Use Policies (AUPs).
11. Practice ethical and responsible use of library networks and library-based technologies.
12. Include technology professional development in the library media specialist's Individual Professional Development Plan (IPDP).
13. Provide staff development on the usage of library-based technologies.
14. Lead the integration of library-based technologies into the curriculum (e.g., identify library-based technologies that align with instruction).
15. Demonstrate technology projects that utilize active learning.
16. Provide access to multimedia equipment (e.g., computers, cameras, sound devices, projectors, portable devices).
17. Facilitate connections with agencies that lend technology equipment and assistive devices.
18. Engage stakeholders in the selection and utilization of both free and fee-based electronic resources.
19. Assist teachers with the use and integration of the Internet and electronic resources into teaching and learning.
20. Facilitate linkages to and integration of state electronic resources (e.g., Area Media Centers, INFOhio, ODE Instructional Management System, Ohio Historical Society, Ohio Resource Center, public libraries, colleges and universities, etc).
21. Develop a school library Web site.
22. Provide information about school library services, hours of operation, staff, user guides, pathfinders, Internet access, and other available resources.
23. Connect the virtual school library to the school building and district Websites.
24. Collaborate with stakeholders to identify effective assistive technologies that enable all students to access school library services.
25. Facilitate linkages to district, community and state assistive technology services for information and device lending (e.g., Ohio Department of Education's Office of Exceptional Children and ORCLISH).
26. Provide information on copyright, intellectual freedom, ownership rights and fair use of materials.
27. Demonstrate responsible and ethical usage of library-based technologies.