

LIBRARIES: SCHOOL QUALITY REVIEW **

(** Please see Resources for Library Quality Planning at the end of this document.)

<p>Quality Statement 1 (QS1)</p>	<p>Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.</p>	<ul style="list-style-type: none"> • Library media specialists gather both formative and summative assessment data as a part of their instruction in information and critical thinking skills. • Library media specialists analyze testing data in all content areas to look at student performance on comprehension, critical thinking, and information skills that are part of the library Information Fluency Curriculum. • Assessment of information and critical thinking skills is built in to the rubrics for projects, presentations, and academic assignments.
<p>Quality Statement 2 (QS2)</p>	<p>Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.</p>	<ul style="list-style-type: none"> • Library media specialists use the NYC Information Fluency Benchmark Skills to establish a School-wide Information Skills Instructional Plan with instructional goals for information and critical thinking skills. • Library media specialists collaborate with classroom teachers to analyze individual student assessment data to determine students' gaps in information and critical thinking skills, the next steps for development, and differentiated-instruction opportunities and assignments. • Library media specialists regularly participate in school-wide goal setting and leadership/inquiry teams. • Every student in the school has access to the library for reading, book checkout, and research/inquiry activities. • Students who need acceleration are provided opportunities to engage in library research and inquiry on subjects of interest.
<p>Quality Statement 3 (QS3)</p>	<p>Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.</p>	<ul style="list-style-type: none"> • The instructional program of the library is aligned with the school's instructional priorities and includes both teaching information and critical thinking skills and motivating students to read on their own. • The library media specialist works with classroom teachers to map the curriculum so that library resources and information and critical thinking skills are fully integrated into the curriculum and instructional planning of the school. • The library instructional program is built on an explicit curriculum that fosters coherent development of skills from grade to grade and to the next level of education (e.g., elementary to middle, middle to high, high to post-secondary). • Library media specialists and teachers plan collaboratively on a regular basis and share responsibility for teaching inquiry, independent learning, and literacy skills. • The library program differentiates to meet student needs through individualized instruction and active learning experiences. • Library print, nonprint, and digital resources are selected to foster differentiation by reading level, language and format and to facilitate in-depth learning, pursuit of individual interests, and independent reading. • The library media specialist teaches responsible access and use of the Internet, ethical use of information, and safe online behavior.
<p>Quality Statement 4 (QS4)</p>	<p>Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.</p>	<ul style="list-style-type: none"> • The library media specialist participates in ongoing, formal, and collaborative professional development. • The library media specialist is an active member of a professional learning community. • The library media specialist plans and facilitates cross-discipline professional development opportunities for teachers on infusing technology and inquiry into instruction in order to build professional learning communities in the school. • Building administrators enlist the librarian in school-wide curriculum and instructional planning.
<p>Quality</p>	<p>Monitor and Revise: The</p>	<ul style="list-style-type: none"> • Classroom teachers and the library media specialist consult regularly on

<p>Statement 5 (QS5)</p>	<p>school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</p>	<p>the students' development of information and critical thinking skills, as measured by both formal and informal assessments.</p> <ul style="list-style-type: none"> • At least once a year, the School-wide Information Skills Instructional Plan for the coherent development of information and critical thinking skills is modified to accommodate additional practice and instruction in order to accelerate learning whenever gaps in skill development have been identified.
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Resources for Library Quality Planning: <http://schools.nyc.gov/Academics/LibraryServices>

Comprehensive Education Plan Guiding Questions

Schools may wish to refer to this set of Guiding Questions as they are preparing their Comprehensive Education Plan. The questions will help educators think through the essential elements of exemplary library programs and determine the areas where they would most likely to improve their library services in order to impact the education of every student in the school.

Grade-by-Grade Information Skills K-12

The information fluency skills required for in-depth learning must follow a coherent development continuum of instruction and practice throughout the years of schooling, K-12 and beyond, to enable all of our children to become independent learners.

Priority Benchmark Skills Grades K-12

These skills have been identified as priority benchmarks – the information and critical thinking skills that must be mastered by each grade level for student to progress successfully from grade to grade. The Priority Benchmark Skills can be used as the framework for the School-wide Information Skills Instructional Plan.

LMC21 Rubric: Library Media Centers for the 21st Century

The *LMC21 Rubric* may be used to determine how your library matches the characteristics of a 21st Century Library Media Center and what are your opportunities for improvement. The strengths and needs identified will lead to focus areas for your *Library Learning Walk*.

Library Learning Walk

The Library Learning Walk is designed as a collaborative tool for administrators, librarians, and teachers to define the vision for their library program and the path to achieve that vision. It is an observation and planning document that is based on national and state standards for school library media programs and the philosophy of centering a library program on student learning.

REACTS Taxonomy

The REACTS Taxonomy offers creative and authentic ideas for research projects at different levels of thinking. These products are very useful for instructional planning and differentiating instruction.

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