

COMPREHENSIVE EDUCATION PLAN  
SECTION XI: SCHOOL LIBRARY MEDIA SERVICES  
GUIDING QUESTIONS

What do you believe about the role of the library in fostering student motivation and learning?

I believe that

School libraries should teach. . . .

A good school library is one that. . . .

A school library enables students to. . . .

School libraries impact understanding of content by. . . .

School libraries strengthen classroom learning by. . . .

What types of activities do you expect to see in your ideal school library?

The kinds of activities I would see in a school library are

Students would be. . . .

Teachers would be. . . .

Administrators would be. . . .

Parents would be. . . .

Considering your shared beliefs and expectations, what is your shared vision of the library?

To fulfill your vision, a library program should be developed in three areas: learning and teaching, information access and delivery, and program administration. Consider the following questions in developing a library plan for improvement.

Learning and Teaching

How conducive to learning is the climate of the library?

- How does the library provide for diverse student needs in resources and instruction?
- What special events and programs does the library host (book fairs, book clubs, author visits, readalouds, health fairs)?
- How do displays reflect the academic learning and personal interests in the school?
- How are students engaged in class-related research in subject and content areas, individual investigation, independent reading, and personal inquiry?
- How does the climate encourage teachers and parents to be involved?

How is collaborative planning between the librarian and classroom teachers supported?

- What scheduled planning times are available for the librarian and classroom teachers to meet?

- What collaborative units have been developed and taught this school year? Are these equitably distributed throughout the school?
- How is the librarian involved in school-wide curriculum planning?
- How are the curriculum needs of the school translated into library media program goals and objectives?

How does the instructional program of the library support the development of independent-learning and information skills in all students? [See the Information Fluency Continuum on the Website of the Office of Library Services at <http://www.nycenet.edu/library>.]

- What information fluency skills have been designated as priorities for each grade/subject area in your school?
- How are these priority skills integrated into curricular units in every classroom in the school?
- How do **all** students have opportunities for inquiry and frequent instruction in information fluency skills?
- How is the teaching of information fluency adapted for students with special needs?
- What professional development on information and technology skills is available to teachers in the school?

#### Information Access and Delivery

How is the library collection aligned to the curriculum and student needs?

- How well does the library collection meet the needs of students, teachers, and the curriculum?
- How are classroom collections connected to the resources of the school library?
- Is the library collection developed by assessing needs, evaluating strengths and gaps, and ordering based on selection criteria, reviews, and teacher and student input?
- Is the library collection maintained through regular purchasing and discarding?
- Is there an automated catalog and circulation system?
- What electronic resources are available through the library? Are they available only in the library or also in classrooms and in the home?

How does technology available through the library enhance student learning?

- Does the library have sufficient working computers connected to the Internet and loaded with appropriate software?
- Do students receive regular instruction in the information fluency skills that enable them to use technology successfully for learning?
- How is the ethical and safe use of technology and information taught to all students?
- Is the use of technology integrated effectively into classroom learning?

- What professional development do teachers and the librarian receive on the integration of technology?

How do the physical facilities of the library accommodate varied and flexible use?

- How well do the facilities accommodate use by whole classes, small groups, and individuals?
- Are the resources in the library organized for easy access?
- How attractive and well maintained is the library space?
- Is there clear signage and designation of areas for specific activities (e.g., storytelling, research, technology use, independent reading)?

Does the library enable flexible, open, extended, and equitable access?

- Is the library scheduling flexible enough to provide equitable access to all students?
- Does the library schedule offer sufficient opportunities for teachers to schedule classes for in-depth inquiry projects and literacy experiences?
- Is there open access time for students to check out materials for independent research and reading? Is this time well used by students and teachers throughout the school?
- Does the library offer extended hours before or after school, on weekends, or during the summer?

Are the resources and technology of the library used extensively?

- Are circulation and use policies of the library fair and consistent?
- Is every student checking out and reading at least one book per week (or whatever level you have established as a school)?
- Is the library the instructional hub of the school?
- Does the library foster a school-wide culture of reading and independent learning?

### Program Administration

Is the library staffed at a level that enables the librarian(s) to deliver the services and instruction outlined in your library vision?

- Is the librarian certified as a school library media specialist or has she or he received compensatory professional development?
- Is the library also staffed with a paraprofessional or aide so that the librarian can focus on professional responsibilities?
- Do you have a program of recruiting, training, and managing library volunteers?
- Do students volunteer in the library?

Is the library budget adequate and is it allocated and spent each year?

- Is there a budget plan that reflects the library vision and the needs of the school?

- Does the library receive the full state allocation, additional instructional funds, software money, grant funds?
- How are library resources and needs reflected in grant proposals?

How is the library managed for effective use?

- How are the activities/program of the library aligned to the library vision and school mission?
- Are there clearly defined operating procedures and library policies?
- Are there clear expectations for student behavior in the library?
- How is the library program evaluated in an ongoing manner?

How is the librarian part of a professional learning community?

- Does the librarian regularly participate in opportunities for library professional development offered by the region and Office of Library Services?
- Is the librarian included in all appropriate school-based professional development?
- Does the librarian coordinate cross-disciplinary professional development opportunities for teachers on technology and inquiry in order to build a professional learning community in the school?

How is the library advocated for and supported?

- Is the library vision communicated to the school students, faculty, staff, parents, and community?
- Is there a Library Advisory Team comprised of teachers representing a cross section of grade levels and subjects that provides ongoing advocacy and guidance to the library program?
- Is there an advocacy program for the library?
- Is the school structured to support the full integration of the library into the instructional life of the school?
- Are library resources and programs communicated regularly to the school community?