

## 1.9 ESSENTIAL ELEMENTS OF EFFECTIVE LIBRARY PROGRAMS

ELEMENT	STAGE 1	STAGE 2	STAGE 3
<b>STAFF</b>	<ul style="list-style-type: none"> <li>▪ At least 1 full-time professional<sup>2</sup> assigned to library (in secondary schools<sup>3</sup>, professional must be certified librarian)</li> <li>▪ At least part-time staff support</li> <li>▪ At least 1 full-time staff member/ 1,000 students or building, whichever is smaller</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional staff pursuing library certification OR under supervision of a certified librarian (assigned to no more than 3 schools)</li> <li>▪ At least half-time support staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional staff member(s) assigned full time to library are fully certified</li> <li>▪ Full-time support staff</li> <li>▪ At least 1 librarian/500 students or per building, whichever is smaller</li> </ul>
<b>SUPPORT</b>	<ul style="list-style-type: none"> <li>▪ Library receives full state funding allocation (\$6/student).</li> <li>▪ Verbal support from building administration</li> <li>▪ Library staff takes advantage of applicable opportunities offered by the NYC School Library Services (SLS).</li> <li>▪ Volunteers offer sporadic help to the library program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adequate funding to support ongoing curricular needs.</li> <li>▪ Supplemental funding opportunities are pursued.</li> <li>▪ Verbal and fiscal support at the building level; some understanding of the role of the library program in literacy and resource-based teaching and learning.</li> <li>▪ Library Advisory Committee (LAC), involving librarian, teachers and administrators, established to inform library program planning</li> <li>▪ Regular recruitment and participation of volunteers</li> </ul>	<ul style="list-style-type: none"> <li>▪ School budget process provides funding to support the library strategic plan.</li> <li>▪ Verbal, fiscal, and programmatic support at building and regional levels; administration actively articulates and advocates for role of library program in literacy and resource-based teaching and learning.</li> <li>▪ Role of the library articulated in the school’s Comprehensive Education Plan.</li> <li>▪ LAC also includes students and parents and engages in advocacy</li> <li>▪ Systematic volunteer program</li> </ul>

<sup>2</sup> Licensed teacher or librarian.

<sup>3</sup> Schools serving 7<sup>th</sup> grade or higher.

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<b>CLIMATE &amp; FACILITY</b>	<ul style="list-style-type: none"> <li>▪ Library staff creates an inviting climate for all students and teachers.</li> <li>▪ Facility is safe, clean, well-ventilated, well-heated, well-lit and well-organized.</li> <li>▪ Current student work is displayed.</li> <li>▪ Furniture is appropriate for age and activities.</li> <li>▪ Phone, copy machine are available in the library.</li> <li>▪ Accommodates at least one class and some students working independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff promotes student use of the library and its resources.</li> <li>▪ Facility accommodates multipurpose use.</li> <li>▪ Facility is large enough and organized to accommodate two groups simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Library is the hub of the school, with a climate that invites students to explore, read, and learn both independently and in groups.</li> <li>▪ Library is centrally-located, barrier-free air conditioned for year-round use.</li> <li>▪ Flexible floor plan and furniture allow for simultaneous large group, small group, and individual use.</li> <li>▪ Facility is large enough to accommodate many purposes in separate areas (e.g., teacher resource room, storytelling, computer use).</li> </ul>
<b>COLLECTION</b>	<ul style="list-style-type: none"> <li>▪ Collection meets some student and curricular needs</li> <li>▪ Occasional weeding</li> <li>▪ Card catalog and up-to-date shelf list</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resources available in languages other than English</li> <li>▪ Regular, thorough weeding</li> <li>▪ Catalog, manual or automated, is up-to-date</li> <li>▪ Automated circulation</li> <li>▪ New resources ordered regularly, based on library staff's knowledge of curriculum and student needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collection is current, contains a variety of formats, meets all student and curricular needs, integrates well with classroom collections, provides access to diverse points of view and supports recreational reading</li> <li>▪ Specialized collections as appropriate (e.g., career and college, picture books, professional)</li> <li>▪ Automated and up-to-date catalog .</li> <li>▪ Ongoing collection development process involves teachers and students.</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>▪ The library has at least 3 computers and appropriate software to support student research, organization, and writing.</li> <li>▪ Technology is available to support every</li> </ul>	<ul style="list-style-type: none"> <li>▪ The library has at least 6 computers and appropriate software to support student and faculty research, organization, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The library has at least 10-15 computers and appropriate software to support student and faculty research, organization, and writing.</li> </ul>

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	<p>resource format and instructional activity in the school.</p>	<ul style="list-style-type: none"> <li>▪ Students use technology independently for their learning needs.</li> <li>▪ Internet access in the library.</li> <li>▪ Library technology has been considered in school's curriculum and technology plans.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students and teachers use technology as an integral part of their learning.</li> <li>▪ Computers in the building are networked so that every classroom has access to library resources.</li> <li>▪ Remote access to library resources is available.</li> <li>▪ Library technology planned based on curriculum, school technology plan and individual student needs.</li> </ul>
<p><b>ACCESS &amp; USE</b></p>	<ul style="list-style-type: none"> <li>▪ All students and teachers have equitable access to library resources, technology, space, programs and services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Special accommodations have been made to extend access to library resources (<i>e.g.</i>, revolving collections, extended hours).</li> <li>▪ The library is flexibly scheduled to meet instructional needs of every classroom.</li> <li>▪ Students use the library regularly for recreational and instructional purposes.</li> <li>▪ Library staff borrows materials occasionally for teachers and students through the school library system or from other libraries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Every student and teacher has full access to library resources, technology, space, programs and services to fulfill instructional needs and individual interests. Access is extended to parents.</li> <li>▪ The library offers broad access by incorporating creative solutions through scheduling, arrangement of the library facility, use of technology, and extension beyond the library walls.</li> <li>▪ The library is used fully and consistently by all students and teachers in the school.</li> <li>▪ The library collaborates with the public library to support the educational needs of students and faculty.</li> <li>▪ Librarian borrows materials regularly for teachers and students through the school library system or from other libraries.</li> </ul>

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<b>COLLABORATION</b>	<ul style="list-style-type: none"> <li>▪ Library staff reaches out to teachers for curriculum and instructional planning, to determine resource needs, and to provide resources to the classroom.</li> <li>▪ Library staff has time to plan collaboratively with teachers.</li> <li>▪ Library staff plans school-wide reading activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Library staff actively pursues collaborative planning with every teacher in the school.</li> <li>▪ Library staff fosters reading and writing in the content areas</li> <li>▪ Library staff helps teachers select appropriate resources for classroom use</li> </ul>	<ul style="list-style-type: none"> <li>▪ The librarian plans collaboratively with most teachers in the school.</li> <li>▪ The librarian is a full partner on the school leadership team and in school curriculum planning</li> <li>▪ Library resources and information literacy skills are fully integrated into the curriculum and instructional planning of the school</li> </ul>
<b>INSTRUCTION</b>	<ul style="list-style-type: none"> <li>▪ Library staff teaches information literacy and literacy skills in the context of classroom learning.</li> <li>▪ Library staff teaches students to select reading materials appropriate to age, reading level, interests, growth.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The library staff teaches higher level information literacy and literacy skills in the context of classroom learning.</li> <li>▪ A sequenced curriculum with grade-level benchmarks for information literacy skills has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Librarians and teachers share responsibility for teaching inquiry, independent learning, and literacy skills which are embedded in subject-area learning experiences and integrated throughout the school's curriculum.</li> </ul>
<b>PROGRAM PLANNING &amp; ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>▪ Procedures exist to process, catalog, circulate, maintain, weed, and inventory the collection.</li> <li>▪ Library staff conducts ongoing needs assessment and strategic planning to set goals for program.</li> <li>▪ Assessment of the library media program uses criteria such as number of books added, number of classes taught, circulation statistics, and number of units developed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ample staff and time are allotted to implement library operation procedures.</li> <li>▪ School has adopted policies to support the operation of the library media program (e.g., collection development, reconsideration of a work, confidentiality, ethical use of technology).</li> <li>▪ Teachers and administrators collaborate in ongoing library program planning and assessment to address current and future needs of school community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staffing enables the LMS to focus on collaborative collection development and other professional responsibilities while supervising staff's performance of non-professional library operations.</li> <li>▪ Library program planning is integrated into school-wide strategic planning.</li> </ul>

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<p><b>PROFESSIONAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>▪ Library staff seeks and participates in ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Library staff is encouraged and released by school, region, and system to pursue library certification.</li> <li>▪ Library staff is supported by school, region, and system to participate in ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Librarian is encouraged and supported by school, region, and system to participate in ongoing, formal, cross-discipline professional development offered locally, regionally, or nationally.</li> <li>▪ As part of the school’s strategic plan, the librarian coordinates cross-discipline professional development opportunities for teachers on technology and inquiry in order to build a professional learning community.</li> </ul>