

1.9 ESSENTIAL ELEMENTS OF EFFECTIVE LIBRARY PROGRAMS

ELEMENT	STAGE 1	STAGE 2	STAGE 3
STAFF	<ul style="list-style-type: none"> ▪ At least 1 full-time professional² assigned to library (in secondary schools³, professional must be certified librarian) ▪ At least part-time staff support ▪ At least 1 full-time staff member/ 1,000 students or building, whichever is smaller 	<ul style="list-style-type: none"> ▪ Professional staff pursuing library certification OR under supervision of a certified librarian (assigned to no more than 3 schools) ▪ At least half-time support staff. 	<ul style="list-style-type: none"> ▪ Professional staff member(s) assigned full time to library are fully certified ▪ Full-time support staff ▪ At least 1 librarian/500 students or per building, whichever is smaller
SUPPORT	<ul style="list-style-type: none"> ▪ Library receives full state funding allocation (\$6/student). ▪ Verbal support from building administration ▪ Library staff takes advantage of applicable opportunities offered by the NYC School Library Services (SLS). ▪ Volunteers offer sporadic help to the library program. 	<ul style="list-style-type: none"> ▪ Adequate funding to support ongoing curricular needs. ▪ Supplemental funding opportunities are pursued. ▪ 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. ▪ Library Advisory Committee (LAC), involving librarian, teachers and administrators, established to inform library program planning ▪ Regular recruitment and participation of volunteers 	<ul style="list-style-type: none"> ▪ School budget process provides funding to support the library strategic plan. ▪ 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. ▪ Role of the library articulated in the school's Comprehensive Education Plan. ▪ LAC also includes students and parents and engages in advocacy ▪ Systematic volunteer program

² Licensed teacher or librarian.

³ Schools serving 7th grade or higher.

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

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

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COLLABORATION	<ul style="list-style-type: none"> ▪ Library staff reaches out to teachers for curriculum and instructional planning, to determine resource needs, and to provide resources to the classroom. ▪ Library staff has time to plan collaboratively with teachers. ▪ Library staff plans school-wide reading activities. 	<ul style="list-style-type: none"> ▪ Library staff actively pursues collaborative planning with every teacher in the school. ▪ Library staff fosters reading and writing in the content areas ▪ Library staff helps teachers select appropriate resources for classroom use 	<ul style="list-style-type: none"> ▪ The librarian plans collaboratively with most teachers in the school. ▪ The librarian is a full partner on the school leadership team and in school curriculum planning ▪ Library resources and information literacy skills are fully integrated into the curriculum and instructional planning of the school
INSTRUCTION	<ul style="list-style-type: none"> ▪ Library staff teaches information literacy and literacy skills in the context of classroom learning. ▪ Library staff teaches students to select reading materials appropriate to age, reading level, interests, growth. 	<ul style="list-style-type: none"> ▪ The library staff teaches higher level information literacy and literacy skills in the context of classroom learning. ▪ A sequenced curriculum with grade-level benchmarks for information literacy skills has been developed. 	<ul style="list-style-type: none"> ▪ 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.
PROGRAM PLANNING & ADMINISTRATION	<ul style="list-style-type: none"> ▪ Procedures exist to process, catalog, circulate, maintain, weed, and inventory the collection. ▪ Library staff conducts ongoing needs assessment and strategic planning to set goals for program. ▪ 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. 	<ul style="list-style-type: none"> ▪ Ample staff and time are allotted to implement library operation procedures. ▪ 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). ▪ Teachers and administrators collaborate in ongoing library program planning and assessment to address current and future needs of school community. 	<ul style="list-style-type: none"> ▪ Staffing enables the LMS to focus on collaborative collection development and other professional responsibilities while supervising staff's performance of non-professional library operations. ▪ Library program planning is integrated into school-wide strategic planning.

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<p>PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> ▪ Library staff seeks and participates in ongoing professional development. 	<ul style="list-style-type: none"> ▪ Library staff is encouraged and released by school, region, and system to pursue library certification. ▪ Library staff is supported by school, region, and system to participate in ongoing professional development. 	<ul style="list-style-type: none"> ▪ Librarian is encouraged and supported by school, region, and system to participate in ongoing, formal, cross-discipline professional development offered locally, regionally, or nationally. ▪ 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.