

4.3

## LIBRARY PLANNING AND MANAGEMENT

**4.3.1 LIBRARY MANAGEMENT**  
**(Excerpt from Library Learning Walk)**

Focus Area	Examples	Wondering/ Observations	Next Steps
Library management <ul style="list-style-type: none"> <li>• Program</li> <li>• Facilities</li> <li>• Collection</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined operating procedures (checkout of materials and equipment, use of technology, individual student and class use of library)</li> <li>• Library vision / mission / goals</li> <li>• Activities / program of library aligned to vision, mission, goals</li> <li>• Collection maintenance procedures</li> <li>• Clear student behavior expectations</li> </ul>		

### 4.3.2 CONFIDENTIALITY OF LIBRARY RECORDS

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm>

#### **Position Statement on the Confidentiality of Library Records**

The members of the American Library Association,\* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

### 4.3.3 LIBRARY LEARNING WALK

The Library Learning Walk is designed to be a collaborative tool for administrators, librarians, and teachers to define the **vision** for their library program and the **path** to achieve that vision.

The Library Learning Walk is based on national standards for school library media programs and on the philosophy of centering a library program on student learning. The three main aspects of a library program are delineated: Learning and Teaching; Information Access and Delivery; and Program Administration.

In using the Library Learning Walk, principals, teachers and librarians should follow a process of observation and planning [See the complete Library Learning Walk on the following pages]:

Step One: Define the library vision. Be sure that this is aligned with the School Mission and with the whole-school vision for students and learning.

Step Two: Pick one or two areas to focus on. One should be in Learning and Teaching and the other in either Information Access and Delivery or in Program Administration. Pick the areas where improvement would have the greatest impact on student achievement.

Step Three: Look at those two focus areas in the Library Learning Walk document to see and discuss the examples so that everyone develops a clear understanding of those areas.

Step Four: Use the observation sheets for the two focus areas. Walk around the library if appropriate, look at documents provided by the librarian, ask questions, and record observations. You may also interview teachers and students, using the interview sheets provided.

Step Five: Come back together as a group and discuss the observations and questions. Develop ideas for Next Steps.

Step Six: Using the last page of the Library Learning Walk, develop a plan for improvement.

# LIBRARY LEARNING WALK

The Library Learning Walk is designed to be 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 standards for school library media programs<sup>1</sup> and is based on the philosophy of centering a library program on student learning. The Learning Walk steps are listed in order with the observation sheets attached.

School \_\_\_\_\_ Librarian Name \_\_\_\_\_  
Date \_\_\_\_\_ Principal Name \_\_\_\_\_

## 1. COLLABORATIVE BELIEFS / VISION OF LIBRARY: (Conversation among Team of Principal, Librarian, and Teachers)

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## 2. NATIONAL STANDARDS:

Creating a strong library program that fulfills your beliefs and vision involves developing quality in the following areas (observation sheets are attached with fuller descriptions of each area):

### Learning and Teaching (Pages 3-6)

- Climate conducive to learning
- Collaborative planning
- Integrated, collaborative teaching
- Curriculum fostering the skills of literacy, technology, and information literacy / inquiry

### Information Access and Delivery (Pages 7-10)

- Collection aligned to curricular and student needs
- Physical environment / Facilities
- Flexible, open, extended, and equitable access
- Use of resources and technology

### Program Administration (Pages 11-15)

- Adequate staffing
- Funding and budget management
- Library management

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<sup>1</sup> American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

- Opportunities for professional development
- Library advocacy and support

### 3. FOCUS FOR LEARNING WALK:

Learning Walks are more effective if they are focused around **one or two areas or questions**. As a Library Team, decide the particular area(s) listed above that would most effectively move your school toward your library vision.

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### 4. OBSERVATIONS/QUESTIONS

For each focus area, look at the examples of indicators that you might observe. As a team, discuss the indicators until everyone has a clear picture of what you might observe, or what information you might gather, to give a clear picture of what is happening in that area of focus.

### 5. LEARNING WALK

Once you have scheduled the Learning Walk and assembled the team (including the librarian, principal, teachers, external educators, parents, students, or others), you will want to **pick the appropriate focus sheets** and make individual observations. You may choose to follow up the time in the library by going to a classroom or two to interview a few students and teachers (using the interview sheets on pages 17 and 18).

### 6. DEBRIEFING/LONG-TERM PLANNING

The Learning Walk team reassembles to share each participant's Wonderings/Observations and then look at the observations in relation to Beliefs/Vision and National Standards. Together, team members decide the library's Next Steps and outline a plan for continued development of the library program by filling out the **Long-Term Planning Sheet** on Page 16.

# LIBRARY LEARNING WALK

# Learning and Teaching

Focus Area	Examples	Wondering / Observations	Next Steps
Climate conducive to learning	<ul style="list-style-type: none"><li>• Inviting atmosphere in library</li><li>• Student work displayed in library</li><li>• Respectful, focused, and friendly student-teacher-library interactions (flow of conversations)</li><li>• Provision for diverse student needs:<ul style="list-style-type: none"><li>○ Resources at different levels; in different languages</li><li>○ Instruction through varied groupings: whole class, small groups, individual</li><li>○ Varied instructional strategies</li></ul></li><li>• Students engaged in reading, researching, quiet conversation</li><li>• Parent involvement<ul style="list-style-type: none"><li>○ Resources for parents</li><li>○ Volunteer help by parents</li><li>○ Communication with parents</li></ul></li></ul>		

# LIBRARY LEARNING WALK

# Learning and Teaching

Focus Area	Examples	Wondering/ Observations	Next Steps
Collaborative planning	<ul style="list-style-type: none"><li>• Scheduled planning time for library media specialist and teachers to meet</li><li>• Planned units of study in content areas</li><li>• Library media specialist involvement in curriculum committees and development of school plan (CEP)</li><li>• Library media specialist participation in school, department and grade-level curriculum design and assessment projects</li><li>• Instructional activities planned collaboratively by teachers and library media specialist</li><li>• Curriculum needs translated into library media program goals and objectives</li></ul>		

# LIBRARY LEARNING WALK

# Learning and Teaching

Focus Area	Examples	Wondering/ Observations	Next Steps
Integrated collaborative teaching	<ul style="list-style-type: none"><li>• Assignments designed by teachers and library media specialist to involve authentic learning tasks</li><li>• Visible units of study/research in classroom and library</li><li>• Collaborative teaching by teachers and library media specialist</li><li>• Library collection developed around curricular needs</li><li>• Student use of all appropriate formats of materials</li><li>• Teaching of information literacy skills infused into curricular units</li></ul>		

# LIBRARY LEARNING WALK

# Learning and Teaching

Focus Area	Examples	Wondering / Observations	Next Steps
Curriculum fostering the skills of literacy, technology, and information literacy / inquiry	<ul style="list-style-type: none"><li>• Articulated curriculum of literacy, information literacy / inquiry, and technology skills integrated as part of whole curriculum of school</li><li>• Ongoing professional development and librarian-facilitated discussions about how technology and information literacy can support classroom and grade-wide curriculum and instruction</li></ul>		

# LIBRARY LEARNING WALK

# Information Access and Delivery

Focus Area	Examples	Wondering/ Observations	Next Steps
Collection aligned to curriculum and student needs	<ul style="list-style-type: none"><li>• Selection policy with criteria for selection</li><li>• Weeding policy with criteria for weeding</li><li>• Collection development plan incorporating assessment of curricular and student needs</li></ul>		

# LIBRARY LEARNING WALK

# Information Access and Delivery

Focus Area	Examples	Wondering / Observations	Next Steps
Physical environment / facilities	<ul style="list-style-type: none"><li>• Adequate and flexible space for simultaneous activities (whole group, small groups, individuals)</li><li>• Library arranged for effective use with designated areas for specific activities (storytelling, research, technology use, etc.)</li><li>• Location of library in school allows equitable access and fosters collaboration between librarian and teachers</li></ul>		

# LIBRARY LEARNING WALK

# Information Access and Delivery

Focus Area	Examples	Wondering / Observations	Next Steps
Flexible, open, extended, and equitable access	<ul style="list-style-type: none"><li>• Adequate resources to fulfill curricular and instructional needs</li><li>• Adequate computers available for access to Internet, automated catalog, electronic databases, and production software (e.g., word processing, presentation)</li><li>• Automated catalog system</li><li>• Teaching of ethical use of resources and technology</li><li>• Open access times available every day for checkout of resources by any student</li></ul>		

# LIBRARY LEARNING WALK

# Information Access and Delivery

Focus Area	Examples	Wondering / Observations	Next Steps
Use of resources and technology	<ul style="list-style-type: none"><li>• Resources used for content learning, individual interests, independent reading, shared reading</li><li>• Circulation is steady throughout the day and exceeds one book per child per week</li><li>• Wide range of technology for research and production available and used by students and teachers (e.g., computers, digital camera, scanner, copier)</li></ul>		

# LIBRARY LEARNING WALK

# Program Administration

Focus Area	Examples	Wondering/ Observations	Next Steps
Adequate staffing	<ul style="list-style-type: none"><li>• One full-time certified library media specialist for each 1000 students</li><li>• One full-time paraprofessional for each 1000 students</li></ul>		

# LIBRARY LEARNING WALK

# Program Administration

Focus Area	Examples	Wondering/ Observations	Next Steps
Funding and budget management	<ul style="list-style-type: none"><li>• Budget plan constructed around school and library goals</li><li>• Budget management system</li><li>• Sufficient funding</li></ul>		

# LIBRARY LEARNING WALK

# Program Administration

Focus Area	Examples	Wondering / Observations	Next Steps
<p>Library management</p> <ul style="list-style-type: none"><li>• Program</li><li>• Facilities</li><li>• Collection</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Clearly defined operating procedures (checkout of materials and equipment, use of technology, individual student and class use of library)</li><li>• Library vision / mission / goals</li><li>• Activities / program of library aligned to vision, mission, goals</li><li>• Collection maintenance procedures</li><li>• Clear student behavior expectations</li></ul>		

# LIBRARY LEARNING WALK

# Program Administration

Focus Area	Examples	Wondering / Observations	Next Steps
Opportunities for professional development	<ul style="list-style-type: none"><li>• Professional development opportunities available for library media specialist</li><li>• Professional development opportunities available for teachers on use of library as part of instructional program</li><li>• Professional development opportunities available for administrators on use of library program to foster student achievement and fulfill goals and mission of school</li></ul>		

# LIBRARY LEARNING WALK

# Program Administration

Focus Area	Examples	Wondering/ Observations	Next Steps
Library advocacy and support	<ul style="list-style-type: none"><li>• Ongoing communication about library program to school community</li><li>• Library Advisory Team of teachers, administrators, students, parents</li></ul>		

**LIBRARY LEARNING WALK**

**Long-Term Planning**

<b>Focus Area(s)</b>	<b>Desired Outcomes</b>	<b>Next Steps</b>

## LIBRARY LEARNING WALK: Teacher Interviews

1. How familiar are you and your students with the resources available through the library?
2. How does the library program meet your curricular and student needs?
3. How do you and the librarian plan and teach together?

Name:	Date:
Name:	Date:
Name:	Date:

## LIBRARY LEARNING WALK: Student Interviews

1. Why do you come to the library?
2. What do you like most about your library?
3. What do you not like about your library?
4. How does the library help you learn?

Name:	Date:
Name:	Date:
Name:	Date:

4.3.4

## REPORTS AND STATISTICS

## CREATING REPORTS FROM AUTOMATION SYSTEMS

All automation systems can create reports. Some can create more than others, some allow customization of reports, but they all can do the basics. The following reports will prove useful:

**Overdue notices:** these are individual notices that go to each patron (teachers, students, parents, staff) usually on a weekly basis. The title of the outstanding material is printed on the notice.

**Overdue report:** this is a list of students who owe overdue materials. It does not list the actual titles, but can be used to alert a homeroom or classroom teacher of the problem. It is also useful at the end of a report card period or term or for parent-teacher meetings.

**Circulation statistics:** these statistics can be broken down by grade level, by individual class, by Dewey classification and can include a select time period or the whole year. In some systems, they can include books, magazines and textbooks that are used "in-house," that is used in the library but not checked out. Circulation statistics are helpful in preparing an annual report and for documenting or tracking use by a particular class or grade level.

**Bibliographies:** most automation systems allow the user to generate lists of books based on a search on a subject heading, a Dewey number or a keyword. These are extremely helpful when collaborating with teachers.

**Missing books report:** useful after inventory to see what is missing and search for it on other shelves or replace it if lost.

**Shelf list:** a shelflist is a file of bibliographic records arranged in the same order as the corresponding materials on the shelves. With automation, you no longer have to maintain a paper shelflist (although some librarians like to do this anyway). However, you should make sure to keep an up-to-date backup of the shelflist. Of course, you need to back up your whole system regularly. Depending on the usage, you should backup daily or weekly and store the data away from your system.

## 4.3.5 ANNUAL REPORT TEMPLATE

# Annual Report Planning Sheet

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Bulleted summary of accomplishments (in areas of teaching and learning, information access, program administration). Can you open with a story? What did a typical day look like?

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Trends over the course of the past year (discussion of circulation and use statistics, changes/trends in teacher use, student use, and learning issues)

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Student achievement/activities (notable lessons, collaborations, programs. Connect to standards.)

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Major new purchases/acquisitions and their impact on learners

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Technology update (hardware, software, databases. Connect to ISTE's NETS standards)

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Displays

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Grants/gifts/fund-raising

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Out in the community (include presentations to outside groups)

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Volunteers and their contributions to the program

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Professional activities (professional development/in-services presented/conferences, committees, courses)

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Publications (bibliographies, reviews, pathfinders, Web publications)

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Needs/Issues and suggested solutions (If purchases are requested, how will they impact student achievement or teacher effectiveness?)

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Goals for next year(s)

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Appendix (Attach collection and use statistics, statistical reports relating to student learning, survey results, and any published articles or public relations materials. Ideally the importance of these statistics will have been discussed in the narrative.)

Adapted from: Valenza, Joyce Kasman. *PowerTools Recharged*. Chicago: American Library Association, 2004

### 4.3.6 ANNUAL GOALS

Teacher-Librarian \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

**Mission/Philosophy of the Library Information Center:**

GOAL SMART: Specific, Measurable, Attainable/Action Oriented, Realistic, Timely	Connection to Mission/Comments	Assessment Plan	Time Range	Priority 1, 2, 3
Program Administration				
Learning, Teaching, Collaborating				

<b>GOAL</b> <b>SMART: Specific, Measurable, Attainable/Action Oriented, Realistic, Timely</b>	<b>Connection to Mission/Comments</b>	<b>Assessment Plan</b>	<b>Time Range</b>	<b>Priority 1, 2, 3</b>
Information Access and Delivery				
Building-Specific Goals				
District/Region Level Goals				
Professional Development Goals				

Adapted from: Valenza, Joyce Kasman. *PowerTools Recharged*. Chicago: American Library Association, 2004.

# NEW YORK CITY SCHOOL LIBRARY SYSTEM MEMBER SCHOOL PLAN

## A SELF-ASSESSMENT TOOL

One of the regulations of the Commissioner of Education 90.18 for School Library Systems is that each Member School shall file, with the school library system, a plan which examines district and member school library resources and programs and describes the ways in which the member school proposes to make effective use of the local school library system.

Regardless of the size of the school, the primary mission of the library media center is to foster independent learning skills in students and support their academic and personal development. To fulfill its mission, the library media center must stimulate and enrich the academic climate by providing the resources and services that are essential to the education offered by the school and to the needs of the educational community. The facility, resources, finances, staff, services, and the overall program are basic elements that will be covered in this self-assessment tool.

### SECTION 1: SCHOOL, PERSONNEL, AND ACCESS INFORMATION

<i>Public or Non-Public:</i>
<i>Region / District:</i>
Campus Name (if applicable):
<b>SCHOOL INFORMATION</b>
School Name and Number: Enrollment: Grades:  Principal Name: E-mail Address:  Number of Faculty: Number of Administrators:
School Name and Number: Enrollment: Grades:  Principal Name: E-mail Address:  Number of Faculty:

Number of Administrators:
School Name and Number: Enrollment: Grades:  Principal Name: E-mail Address:  Number of Faculty: Number of Administrators:
School Name and Number: Enrollment: Grades:  Principal Name: E-mail Address:  Number of Faculty: Number of Administrators:
School Name and Number: Enrollment: Grades:  Principal Name: E-mail Address:  Number of Faculty: Number of Administrators:
<b>ADDRESS</b>
Address
<b>LIBRARY ACCESS</b>
Our school has full access to a central school library.    Yes _____ No _____  If yes, please complete the rest of the survey.  If no, please submit now.
Library Hours:  How many hours per week is the library open beyond the school day (before and after school, on weekends)?
Phone Numbers Library:

School or Campus:
Fax Number
Library Web Site
<b>PERSONNEL INFORMATION</b>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher?    Yes _____ No _____  If yes, how many classes per week are assigned to the library? _____</p> <p>Check all that apply:    _____ MLS  _____ School Library Media Specialist certification  _____ Teacher certification in other subject area</p> <p>Years experience in the library:</p>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher?    Yes _____ No _____  If yes, how many classes per week are assigned to the library? _____</p> <p>Check all that apply:    _____ MLS  _____ School Library Media Specialist certification  _____ Teacher certification in other subject area</p> <p>Years experience in the library:</p>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher?    Yes _____ No _____  If yes, how many classes per week are assigned to the library? _____</p> <p>Check all that apply:    _____ MLS  _____ School Library Media Specialist certification  _____ Teacher certification in other subject area</p> <p>Years experience in the library:</p>
<p>Name of Librarian/Teacher Assigned to Library:</p> <p>E-mail Address:</p> <p>Are you a cluster teacher?    Yes _____ No _____</p>

If yes, how many classes per week are assigned to the library? \_\_\_\_\_

Check all that apply: \_\_\_\_\_ MLS  
 \_\_\_\_\_ School Library Media Specialist certification  
 \_\_\_\_\_ Teacher certification in other subject area

Years experience in the library: \_\_\_\_\_

Library Support Staff (please indicate number in FTE's [Full Time Equivalent])

\_\_\_\_\_ Paraprofessional  
 \_\_\_\_\_ Aide/Clerk  
 \_\_\_\_\_ Other paid staff  
 \_\_\_\_\_ Regular volunteers

Is there a Library Advisory Committee? If yes, who is on the committee?

Check all that apply:

- \_\_\_\_\_ Teacher
- \_\_\_\_\_ Administrator
- \_\_\_\_\_ Parent
- \_\_\_\_\_ Community member/partner
- \_\_\_\_\_ Student
- \_\_\_\_\_ Content-area coach
- \_\_\_\_\_ Technology specialist
- \_\_\_\_\_ Parent coordinator
- \_\_\_\_\_ Other

Is there parental (or PTA) involvement? If yes, how?

## SECTION 2: LIBRARY RESOURCES AND SERVICES

For each of the items below, check or describe the condition that most accurately reflects its present status in your school library program.

### WRITTEN POLICIES

A written materials selection policy governing all library resources has been established.	Yes _____	No _____	NA _____
The library has a written vision/mission statement developed in response to specific needs of the school/campus community.	Yes _____	No _____	NA _____
A challenged materials policy has been established.	Yes _____	No _____	NA _____
A written policy for collection weeding and inventory has been established and implemented.	Yes _____	No _____	NA _____
The library has clear policies that provide for equitable access and use by all students in the building.	Yes _____	No _____	NA _____
The school has an Acceptable Use policy (for responsible student use of computers and the Internet).	Yes _____	No _____	NA _____

## PROGRAMS AND SERVICES

The Information Fluency Continuum is being implemented through a written, planned program of instruction in information skills which has been integrated into all curricular areas.	Yes _____	No _____	NA _____
A planned orientation program for new students and teachers is implemented yearly.	Yes _____	No _____	NA _____
When classes are scheduled into the library, the classroom teacher remains with them and takes an active role	Yes _____	No _____	NA _____
The lessons taught through the library encompass information, literacy, technology, and thinking skills.	Yes _____	No _____	NA _____
The Library Media Specialist teaches: Individual students Small groups Whole classes	Yes _____ Yes _____ Yes _____	No _____ No _____ No _____	NA _____ NA _____ NA _____
The Library Media Specialist works collaboratively with other teachers in planning, teaching, and evaluating classroom research and reading activities as described in <i>Information Power: Building Partnerships for Learning</i> .	Yes _____	No _____	NA _____
The library facilitates independent reading and offers planned reading motivation activities throughout the year.	Yes _____	No _____	NA _____
The library is free of regularly scheduled study halls or other activities which limit open access by students and teachers.	Yes _____	No _____	NA _____
The Library Media Specialist uses the Library Learning Walk in collaboration with the principal to develop library plans for improvement.	Yes _____	No _____	NA _____
The Library Media Specialist attends: Staff meetings Grade-level or department meetings Curriculum committee meetings Other	Yes _____ Yes _____ Yes _____ Yes _____	No _____ No _____ No _____ No _____	NA _____ NA _____ NA _____ NA _____
The Library Media Specialist is a member of the School Leadership Team.	Yes _____	No _____	NA _____
The Library Media Specialist helps write the school's Comprehensive Education Plan (CEP).	Yes _____	No _____	NA _____
The Library Media Specialist works cooperatively with public librarians to facilitate student participation in the Summer Reading Program, class trips to the public library, visits to schools by public librarians, sharing of assignments and resources.	Yes _____	No _____	NA _____

## FACILITIES

Seating capacity of the library:			
Has your Library Media Center undergone renovation during the past 5 years?	Yes _____	No _____	NA _____
If not, are there plans to renovate during the next 3 years?	Yes _____	No _____	NA _____

Is the size of your Library Media Center adequate to support your program?	Yes _____	No _____	NA _____
Is your Library Media Center aesthetically pleasing?	Yes _____	No _____	NA _____
Does your Library Media Center have a security system?	Yes _____	No _____	NA _____

### COLLECTION DEVELOPMENT

Students, parents and/or teachers are involved in materials selection:	Yes _____	No _____	NA _____
Recommend title or authors	Yes _____	No _____	NA _____
Recommend subjects or topics	Yes _____	No _____	NA _____
Recommend materials based on reviews or bibliographies	Yes _____	No _____	NA _____
Express needs and interests	Yes _____	No _____	NA _____
Materials are selected for the library collection based on:			
Reviews	Yes _____	No _____	NA _____
Bibliographies	Yes _____	No _____	NA _____
Curricular needs	Yes _____	No _____	NA _____
Student interests	Yes _____	No _____	NA _____
Student reading levels	Yes _____	No _____	NA _____
Student languages	Yes _____	No _____	NA _____
Previewing (conference or workshop vendor exhibits, Combined Book Exhibit)	Yes _____	No _____	NA _____
An annual inventory is taken of the entire library collection OR	Yes _____	No _____	NA _____
An annual inventory is taken of selected Dewey areas.	Yes _____	No _____	NA _____
An up-to-date collection of professional books and periodicals is available for use by faculty and parent groups.	Yes _____	No _____	NA _____
Audio-visual materials (excluding computer software) are cataloged and made available to teachers and/or students as part of the library media center's resources.	Yes _____	No _____	NA _____
The library has one or more well developed special area(s) of the collection.	Yes _____	No _____	NA _____
Please identify by indicating the subject area(s) covered:			

### RESOURCES (TOTAL NUMBER OF ITEMS/TITLES)

Print Resources	
Volumes - Number	_____
Volumes / Student - Number	_____
Current Periodical Subscriptions - Number	_____

Newspaper Subscriptions - Number	_____
<b>Audio Visual Resources</b>	
Videos, CDs, cassettes, films, DVDs, slides, e-books - Total Number	_____
<b>Electronic Resources</b>	
Online databases (on-site and remote access) NOVEL (New York Online Electronic Virtual Library) Number of Locally Purchased Databases - Number	Yes ___ No ___ _____
CD-ROMs - Number	_____
Computer software - Number Titles:	_____
Other (specify):	
<b>Equipment</b>	
The LMC has sufficient hardware both in quality and quantity to meet the needs of the school population.	Yes ___ No ___
Audio-Visual Overhead projector Cassette or CD player CD-ROM player LCD projector Video projector VCR/Television DVD player Smart Board	Yes ___ No ___ Yes ___ No ___
Computers Number of working computer stations for student or teacher use  Number of working computer stations for library staff use  Number of working computers with Internet access  Number of laptop carts / Total Number of laptops  Number of standalone or networked printers	_____  _____  _____  _____/_____  _____
Additional Equipment Scanner Digital camera Copy machine Other	Yes ___ No ___ Yes ___ No ___ Yes ___ No ___ Yes ___ No ___

Adequate outlets/wiring	Yes ___ No ___
<b>Communication Connections in the Library</b>	
Connection to the Internet:	Yes ___ No ___
Modem connection (indicate speed)	_____
ISDN/Cable modem	_____
T-1 or T-3	_____
Wireless	_____
Connection to cable television	Yes ___ No ___

**INTER-LIBRARY LOAN**

Your library participates in the system-wide union catalog of library resources.	Yes _____	No _____	NA _____
Your holdings are currently included in the union catalog.	Yes _____	No _____	NA _____
You have current, updated MARC records available for inclusion in the union catalog.	Yes _____	No _____	NA _____
You and your staff are willing to attend training on the ILL system.	Yes _____	No _____	NA _____

**BUDGET**

The State allocation of \$6 per pupil is provided for central school library resource purchasing.	Yes _____	No _____	NA _____
The school allocates additional funding to supplement the state allocation.	Yes _____	No _____	NA _____
The library receives additional funds through grants, federal funding, or other sources.	Yes _____	No _____	NA _____

**LIBRARY AUTOMATION**

The Library Media Center is fully automated (OPAC, circulation, cataloging, report generator). If yes, what automation system is being used? ___ Follett ___ Winnebago/Sagebrush ___ Dynix ___ Mandarin ___ Other (please specify)	Yes _____	No _____	NA _____
If no, what is the projected date for automation? ___ In process, will complete in next year			



## PROFESSIONAL AFFILIATIONS

Librarians at this school belong to the following professional organizations: American Library Association (ALA) American Association of School Librarians (AASL) Association of Library Services to Children (ALSC) Young Adult Library Services Association (YALSA) New York Library Association (NYLA) School Library Media Section (SLMS) New York City School Librarians Association (NYCSLA) Hudson Valley Library Association Other (Please specify):	Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____ Yes _____	No _____ No _____ No _____ No _____ No _____ No _____ No _____ No _____ No _____	NA _____ NA _____ NA _____ NA _____ NA _____ NA _____ NA _____ NA _____ NA _____
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## COMMUNICATIONS

The Library Media Specialist shares information about the library program and resources with students, teachers and administrators in the building using _____ E-mail _____ Newsletters _____ Listserv _____ Library Web page _____ Other (specify)	Yes _____ Yes _____ Yes _____ Yes _____ Yes _____	No _____ No _____ No _____ No _____ No _____	NA _____ NA _____ NA _____ NA _____ NA _____
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## REPORTING

How will you report your goals and success in achieving your goals to your school community, including your principal, teachers, parents, and students, as well as the Office of Library Services? _____ Newsletters _____ Library Web page _____ Member Plan _____ Annual Member Survey _____ Other (specify)
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## CAMPUS/MULTI-SCHOOL SITES

If you are not in a multi-school site, please skip to Section 3: Strengths and Goals.

The library serves all the students in the building. If not, please indicate reasons:	Yes _____	No _____	NA _____
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Schools in building have not reached agreement that library should serve all.	Yes _____	No _____	NA _____
Librarian's salary is not paid for by all schools.	Yes _____	No _____	NA _____
Librarian has been designated to serve only specific schools in the building.	Yes _____	No _____	NA _____
Staffing level is inadequate to service all schools in the building.	Yes _____	No _____	NA _____
Schedules conflict among the schools in the building.	Yes _____	No _____	NA _____
Grade levels served by schools in the building have too big a discrepancy to be served by one library.	Yes _____	No _____	NA _____
Other _____	Yes _____	No _____	NA _____
The library has implemented Access and Use policies to foster equitable access for students from all schools in the building.	Yes _____	No _____	NA _____
The library receives at least the state-mandated minimum budget allocation (\$6/student) from every school in the building.	Yes _____	No _____	NA _____
The librarian is involved in professional development, staff meetings, curriculum planning, or other collaborative activities with every school in the building.	Yes _____	No _____	NA _____

### SECTION 3: STRENGTHS AND GOALS

Now that you have had the opportunity to look at your building's library program from various perspectives, please indicate the three areas where your library is the strongest:

- \_\_\_\_\_ Personnel
- \_\_\_\_\_ Access
- \_\_\_\_\_ Written Policies
- \_\_\_\_\_ Programs and Services
- \_\_\_\_\_ Facilities
- \_\_\_\_\_ Collection Development
- \_\_\_\_\_ Resources
- \_\_\_\_\_ Inter-Library Loan
- \_\_\_\_\_ Budget
- \_\_\_\_\_ Library Automation
- \_\_\_\_\_ Computer Networking
- \_\_\_\_\_ Professional Development
- \_\_\_\_\_ Professional Affiliations
- \_\_\_\_\_ Communications

List three goals to be implemented during the next three years:

- 1.
- 2.
- 3.

How could the NYC School Library System assist you in reaching your goals and improving your library media program (courses, workshops, documents, services, etc.)?

**ASSURANCES**

We have read the attached member plan of library resources and services, as required by Commissioner's Regulations 90.18 (f) (4) and will use this self-assessment tool to improve the Library Media Center program. We assure the State Education Department that we will make every effort to achieve the stated goals and to provide adequate, qualified staff to administer the library media program, including school library responsibilities.

\_\_\_\_\_  
Library Media Specialist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Library Media Specialist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Thank you for the information you have provided through the Member Plan.

Commissioner's Regulations set forth the requirements for school library system participation. One of the mandates is "**periodic reporting, at least annually, to the governing body of the school district or school and to the administration regarding participation of the member in system services.**" [C.R. 90.18(f) (4) (iii)]

The aggregated results of school member plans will be presented annually to the Chancellor or his designee.

New York City School Library System  
52 Chambers Street, Room 213  
New York, NY 10007  
(212) 374-0328 Phone  
(212) 374-5760 Fax

### 4.3.8 INTEGRATION INTO COMPREHENSIVE EDUCATION PLAN (CEP)

The Comprehensive Educational Plan (CEP) is a document that helps school leadership teams assess, plan and execute educational plans for their students. It is a tool. The CEP template may be accessed from the main NYC Department of Education web site <http://schools.nyc.gov/default.aspx> by entering “CEP” in the search box. In the CEP, curriculum and instruction are evaluated for effectiveness and impact on student achievement. Librarians and the school leadership teams are partners in developing the plan. The section for School Library/Media Services is especially important to librarians. It cannot be completed without knowledge of the other sections of the CEP. The librarian should be a member on the leadership team or work closely with the team as it prepares the CEP.

#### **School Library/Media Services**

Using the CEP Guide, the librarian and leadership will examine the school library media program for its effectiveness and impact on curriculum. The *Library Learning Walk* is a tool that examines the library media program. It can help identify areas of focus.

Schools may choose to follow the structured outline for developing their CEP plan or may choose a more open-ended process of answering guiding questions.

### DEVELOPMENT OF CEP USING STRUCTURED APPROACH

#### COMPREHENSIVE EDUCATION PLAN SECTION XI: SCHOOL LIBRARY MEDIA SERVICES

#### **Part A: Analysis of the Current Status of Student Achievement and Program Effectiveness**

**Directions:** Using the Library Learning Walk and the Information Fluency Continuum, found later in this document and at <http://schools.nyc.gov/library>, conduct a comprehensive review of the library media services offered by your school in the areas of Learning and Teaching, Information Access and Delivery, and Program Administration. The first stage in the Learning Walk process involves developing a library vision based on the needs of students and teachers and the vision/mission of the school. To be effective, a library media program must be fully integrated into the instructional mission of the school. By considering the aspects of effective library programs and observing the current status of library program elements as they relate to the vision, educators can determine priorities for library program improvement. Once the priorities have been established, they become the core of the school’s CEP and are further defined by the development of specific annual goals and measurable objectives.

1. Summary of Needs Assessment Findings – In the space below, summarize the major findings of your analysis of the effectiveness of current educational practices in the library. Include:

- Observations/evidence about current practices in defined categories of the library media program (Learning and Teaching, Information Access and Delivery, and Program Administration -- see the Library Learning Walk)
- Assessment of the integration of the teaching of information fluency throughout the instructional program of the school
- Analysis of the effectiveness of the delivery of library media services in meeting the needs of students and teachers and fulfilling the library vision
- Specific strengths and weaknesses of library media practices and the teaching of information fluency
- Identification (or hypothesis) of root causes, or contributing factors, for each significant finding

2. Process for Reporting Needs Assessment Findings – Explain the process by which the findings of the needs assessment, as well as individual student/school data, were reported to school staff and parents.

3. Implications for the Instructional Program – Based on your analysis of the data, and all relevant findings, indicate implications for the library media program, such as the need for program modification, the need to strengthen the integration of the library program and information skills into instruction throughout the school and/or the need for improved access to library resources, in order to ensure that all students can achieve at high levels.

**Part B: Priorities for School Year 2006-07** – Considering the findings and implications of your needs assessment, identify your school’s educational priorities for the improvement of school library media services and book/media collections for the 2006-07 school year. These priorities, which should be limited to no more than 5, are the “big picture” needs that have been identified as key areas and/or causal factors that must be addressed, and will assist your school in the identification of annual (short-term) goals and the development of specific, measurable objectives for improving student outcomes.

**Part C: Annual (Short-term) Goal(s) and Objectives** – Identify the school’s goal(s) for school library media services for the 2006-07 school year. Annual (short-term) goals should reflect the school’s identified priorities for improving the delivery of school library media services and book/multi-media collections (Part B). For each annual goal, identify specific objectives – achievable and measurable performance targets that must be reached by a certain date – that will support the achievement of desired outcomes. Objectives must be stated in specific, measurable and/or observable terms indicating *who* will accomplish *what*, by *when* and *how* the degree of success will be *measured* (see guide). Annual goals and objectives must be: consistent with movement toward your school and library vision; aligned with the

Chancellor’s initiatives and Superintendent’s goals; and conforming to requirements related to a school’s improvement identification, if applicable.

**Part D: Strategies and Activities for Improvement and/or Enrichment** – In the space below, identify the strategies the school will implement to support the achievement of each objective stated in Part C. Emphasize strategies/activities that enhance instructional practices and build capacity of teachers and other instructional staff. Strategies and/or activities must be specified for all grades or grade clusters and targeted student subgroups. Personnel and budgetary resources and constraints must be considered while selecting strategies and designing activities. Include the following:

- Strategies/activities for delivering a high-quality library media program
- Integration of information fluency skills throughout the instructional plan of the school
- Activities through the library that offer enrichment and attention to students of special needs, differentiated learning needs, languages other than English
- Activities through the library that support reading motivation
- Collection development to support curriculum and instruction throughout the school
- Professional development, parent involvement activities, and the use of technology in support of library media activities

**Part E: Action Plan – School Library Media Services**

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year as described in the school’s response to Parts B, C, and D of this section. For each annual goal and related objective, indicate the major tasks/strategies, target population(s), implementation timeline, person(s) responsible, resources required & targeted funding sources, and indicators of success and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation. When completing this section, please refer to the *Guiding Questions* for action planning in the accompanying CEP Guide for 2006-2007.

Annual Goal (From Part C):	
Related Objective (Numbered in Part C):	
WHAT needs to be done to accomplish objective? ➤ Refer to specific tasks, strategies, and activities described in Part D.	
FOR WHOM? ➤ Identify Target Population (Include ELLs and students with disabilities)	
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	

<i>BY WHOM?</i> ➤ Person(s) or Position(s) Responsible (* denotes Lead person)	
<i>SUPPORT</i> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.)	
<i>INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENT</i> – How will we know our strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s)/Projected Gains	

## DEVELOPMENT OF CEP USING GUIDING QUESTIONS

### 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://schools.nyc.gov/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?