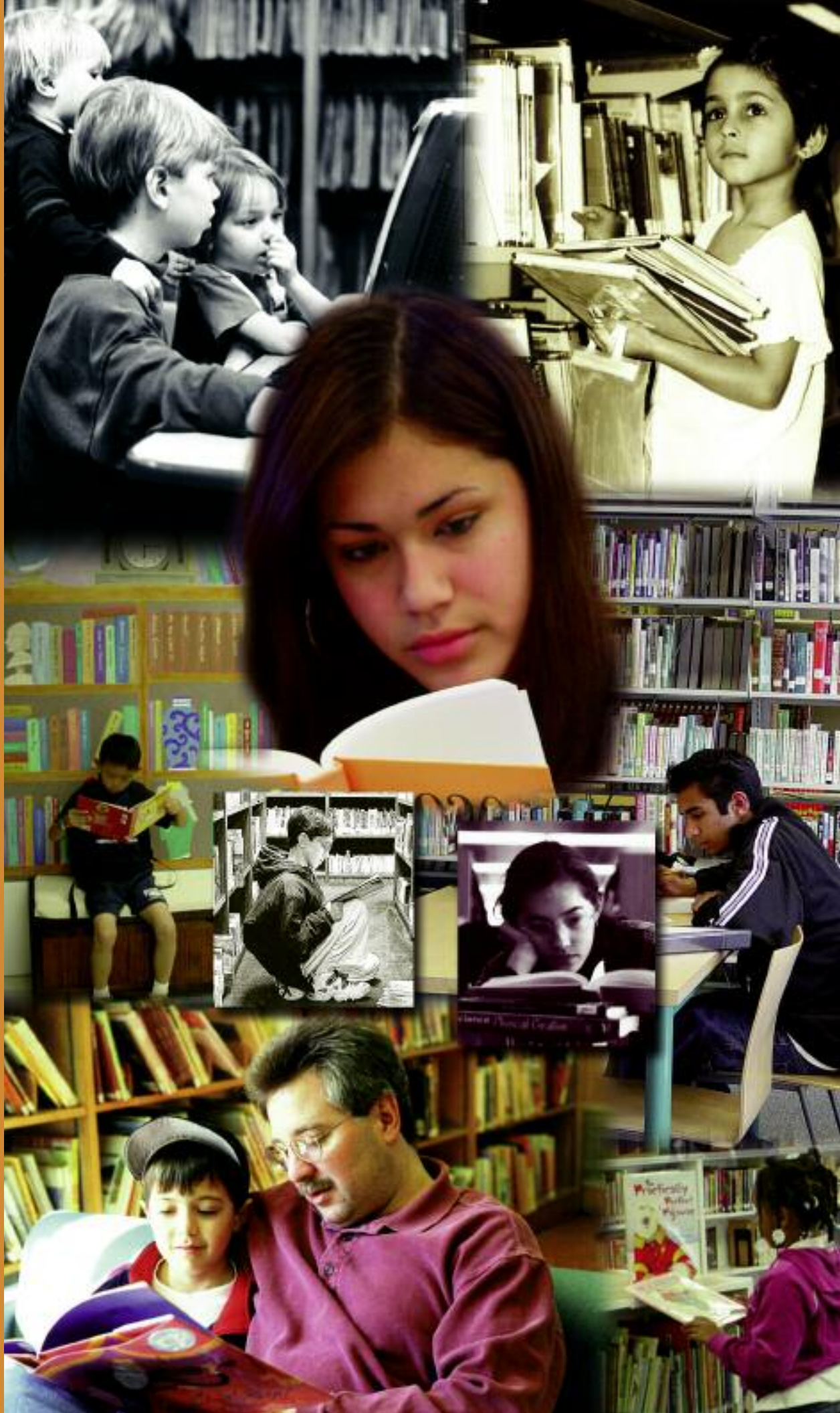


**Standards
and Guidelines
for Strong School
Libraries**

California School
Library Association



CALIFORNIA
SCHOOL
LIBRARY
ASSOCIATION

ESTABLISHED 1915

*Learning through
Books, Media and Technology*

California School Library Association
STANDARDS TASK FORCE

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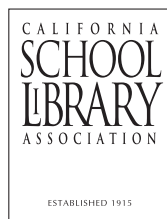
DEBBIE ABILOCK *Editor*

"Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it." – SAMUEL JOHNSON

Standards and Guidelines for Strong School Libraries

California School Library Association
STANDARDS TASK FORCE

Edited by DEBBIE ABILOCK



*Learning through
Books, Media and Technology*

SACRAMENTO · 2004

Dedicated to library champion and friend, Dr. Gary Hartzell, who encourages “invisible librarians” to become visible and viable, who creates awareness in school administrators, and who spreads the word to the nation about the importance of maintaining strong school library programs.

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DEBBIE ABILOCK, *Editor*

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EXECUTIVE BOARD, CSLA



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May 21, 2004

Dear Library Media Teacher:

Scholastic Library Publishing is pleased to join with the California School Library Association in sponsoring this important publication. For over 100 years, we have supported librarians through our Grolier reference products, well-regarded Children's Press, Franklin Watts imprints, and Scholastic trade books. We are proud of this longstanding history, and relationship with you.

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We look forward to working with you and continue our pledge of providing high quality print and online reference materials that will help all children grow and learn.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Worrell", is written over the typed name and title.

Greg Worrell
President
Scholastic Library Publishing

California library media teachers have long been acknowledged leaders in information literacy and educational curriculum reform. In the early 1990s, as access to information and communication technologies burgeoned, drafts of a California Media and Library Educators Association (CMLEA) document titled *Information Literacy: Research as a Thinking Process in California's Curriculum* were circulating during professional workshops and meetings. By the late 1990s that document had been revised and published by the newly renamed California School Library Association (CSLA) as *From Library Skills to*

Information Literacy: A Handbook for the 21st Century. Now in its second edition (CSLA, 1997), that nationally known California publication positions the library media teacher as a codesigner of instruction with classroom and specialist teachers. It recognizes that the need to know is the most significant motivation for doing research and advocates partnering with students, as well as faculty, in the library research process. Drawing from the seminal work of leading thinkers such as Stripling and Pitts, and Eisenberg and presaging the latest research of Kuhlthau, CSLA's conceptual framework for information literacy interlaces the searcher's

thinking, the information seeking process, and the instructional strategies of the library media teacher.

California school library media center programs received a noteworthy boost when legislators passed the California Public School Library Act of 1998, allocating state funds for the purchase of school library materials. Library collections, many of which still contained materials purchased with federal funding from the Elementary and Secondary Education Act (ESEA) of 1965, were given new life. To receive state funding, districts designed comprehensive and reflective district library plans for library services. Administrators, classroom teachers, and community leaders worked together to scrutinize their school library programs, the quality and quantity of library materials, the type and quality of staffing, and resulting student access to library media specialists and the resources in the library media center.

During this renaissance, CSLA began forming (2001–02) a geographically diverse task force to assess the feasibility of developing state school library media standards. A broad group of volunteers participated, including library media professionals and paraprofessionals, other teachers, and school administrators. Various subcommittees conducted extensive investigations into school library issues in order to formulate their sections.

In assembling the document and seeking community feedback, each committee chair assumed responsibility for a specific section. The chairs gathered library media professionals, other teachers, and administrators in their immediate area to conduct local action research and assemble information to assist in the production of a particular section of the standards and guidelines. Focus groups were held at the state conference and regional workshops, soliciting input from CSLA members. Drafts on the CSLA Web site received comments and suggestions from a larger Web audience. To produce a vision of excellence, this task force drew upon the collective wisdom of people in California and across the nation.

The entire spectrum of the school library program, both qualitative and quantitative, was examined in both practical implementations and in the professional literature. Groups scrutinized ideas and data about information literacy and fluency, information and communication technology (ICT), reading, teaching and learning, staffing, professional qualifications and tasks, facilities, key assessment frameworks (CDE, 1998; AASL, 1999), professional certification (NCATE, 1997–2004; NBPTS, 2001, 2002), and state and national standards documents.

LATEST FEDERAL STATISTICS ON LIBRARY MEDIA TEACHERS: *In 2004 the federal government reported that only 23.7% of California schools with a library media center have a paid, state-certified library media specialist, compared to an average of 75.2% for all the states. California is the only state in the nation in which less than 50% of its schools have paid, state-certified library media specialists.*
— *The Status of Public and Private School Library Media Centers in the United States: 1999–2000* (NCES, 2004)

As expected, academic research studies figured heavily in the development of these standards; an impressive body of literature has emerged about the relationship between student achievement and school libraries. While chapter 7, Library Media Program Implementation and Student Achievement: The Research (page 54), provides an extensive list, we direct the reader's attention in particular to a series of large-scale studies in Colorado (2000), Pennsylvania (2000), and Alaska (2002), directed by Keith Curry Lance, which reveals correlations between library-related factors (library budgets,



technology presence, collection size, and staffing size) and higher student achievement, notably in test performance in reading. Also of special note, Stephen Krashen's rigorous scientific analysis reveals that student access to and extensive use of resources in print- and information-rich environments is correlated with reading achievement. Vocabulary, grammar, comprehension, and motivation show powerful improvements when students are allowed to choose their reading material.

California's poor academic performance is related to its print-poor environment and a perilous pattern of spending which ranks our school libraries at the bottom of the nation. A comparison of the ratio of library media teachers to students ranks California school libraries as last among the states. While some states mandate the presence of library media professionals at the elementary, middle, and high school levels, California does not. While some states staff their high schools with a library director plus one library media teacher for each of the disciplines being taught at school, California does not.

Foremost in the minds of those contributing to this document were the children of California. When professional library staff collaborates with teachers, when students have access to quality and diversity of reading and information resources, and when voluntary reading of self-selected materials is encouraged, achievement is higher despite students' socioeconomic status. Where school libraries are strong, their students, staff, and community become proficient readers who can skillfully access, evaluate, and use information. California students deserve no less.

"One sure measure of the heart and soul of any society is how it treats its children."
– *The American Experience* (Graham & Gray, 1995)

Information literacy and reading – like writing and computation – are basics. These standards outline the structure and resources needed to deliver programs which teach the skills and attitudes our future citizens need in the twenty-first century.

We urge state legislators, school administrators, parents, and citizens of California to take a close look at the school library programs being offered, and then join with us to renew their support of exemplary school libraries for California students.

The California School Library Association would like to thank Scholastic Library Publishing for their generous grant to this project. Their support and encouragement make this publication possible.

– JO ELLEN PRIEST MISAKIAN, Chair
California School Library Association Standards Task Force

This abbreviated chart shows three levels of attainment for each standard. Detailed standards and indicators for *Exemplary*, *Making Progress*, and *At-Risk* levels begin on page 13.

<i>Standard Area</i>	<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
INFORMATION LITERACY	Students are achieving all the information literacy standards, indicators, and skills appropriate for their grade level.	Students are achieving many of the information literacy standards, indicators, and skills appropriate for their grade level.	Students are achieving few or none of the information literacy standards, indicators, and skills appropriate for their grade level.
STAFFING THE SCHOOL LIBRARY MEDIA CENTER	One or two full-time, credentialed library media teachers have the necessary support staffing to accomplish all of the indicators of the professional standards for library media teachers. One or two full-time library technicians, plus a library clerk in all but small (100 students or less) elementary schools, support the library media teacher(s) and the school library media program.	A full- and/or part-time, credentialed library media teacher has sufficient support staffing to accomplish many of the indicators of the professional standards for library media teachers. Full- or part-time library technicians, plus a library clerk in large secondary schools, support the library media teacher and the school library media program.	In large schools, a full- or part-time, credentialed library media teacher has limited support staffing to accomplish only some of the indicators of the professional standards for library media teachers. Full- or part-time library technicians, plus a library clerk, provide some support for the library media teacher and the school library media program. In small (100 students or less) elementary schools, a library technician may be responsible for managing most or all basic library operations with a part-time or no library media teacher on site.
PROFESSIONAL STANDARDS: LIBRARY MEDIA TEACHER	The credentialed library media teacher accomplishes all of the indicators of each standard.	The credentialed library media teacher accomplishes many of the indicators of each standard.	The absence of a full-time, credentialed library media teacher in a school precludes even minimum accomplishment of the standards.
PROFESSIONAL STANDARDS: DISTRICT LIBRARY MEDIA SUPERVISOR	A full-time, credentialed district library media supervisor accomplishes all of the indicators of each standard. School districts with large school populations may require more than one full-time library media supervisor.	A credentialed district library media supervisor is assigned to the school library media program but also has additional unrelated duties, which limit the ability to accomplish all the indicators of each standard.	A full-time, credentialed library media teacher at the school site is also responsible for some district library media supervisor duties; or, no one with a California Library Media Teacher Services credential supervises the district's school library program. Both situations prevent even minimum accomplishment of the standards.

<i>Standard Area</i>	<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
PROFESSIONAL STANDARDS: COUNTY OFFICE LIBRARY MEDIA SUPERVISOR	A full-time, credentialed county school library media supervisor accomplishes all of the indicators of each standard. Counties with large school populations may require more than one full-time school library media supervisor.	A credentialed county school library media supervisor supervises the instructional media center, school library media services, plus additional unrelated areas, which limits the ability to accomplish all the indicators of each standard.	A person without a California Library Media Teacher Services credential supervises the county's instructional media center, and school and library media services, which precludes even minimum accomplishment of the standards.
SCHOOL LIBRARY MEDIA CENTER FACILITIES	The library media center provides barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed. The facility's design allows for a wide range of activities in a variety of spaces. The facility accommodates present needs, as well as future expansion. The library media center is a comfortable and stimulating place for students, staff, and community.	The library media center provides barrier-free access for students, staff, and community during the school day and some after-school access. The facility supports some activities and learning and allows for some expansion and remodeling. The library media center is a comfortable place for students, staff, and community.	The library media center does not provide barrier-free access and is not in compliance with the Americans with Disabilities Act. The facility does not support present needs and does not allow for expansion or remodeling. Workspaces for students, staff, and community are limited or nonexistent. The library media center is not an inviting place for students, staff, or community.
SCHOOL LIBRARY MEDIA PRINT AND DIGITAL RESOURCES	The quality and quantity of print and digital resources facilitates student learning, meets recreational reading and comprehension needs, and fosters an appreciation of literature. Selection is based on reviews from professional sources. The collection provides intellectual and physical access for all students, staff, and community. Up-to-date, curriculum-related, appealing print and digital resources are selected based on interests, age, developmental level, and diversity. The collection meets or exceeds the exemplary qualitative and quantitative levels, as described in this document.	The print and digital resources are being developed to meet recommended exemplary qualitative and quantitative levels in order to facilitate student learning and support the curriculum and content standards.	The print and digital resources provide limited opportunities for students to learn. Outdated, unappealing, and age- and interest-inappropriate resources do not meet the minimum needs of the curriculum, content standards, and students. While some resources are purchased, their inferior quality and quantity inhibit instruction and student learning.
SCHOOL LIBRARY MEDIA INFORMATION AND COMMUNICATION TECHNOLOGIES AND EQUIPMENT RESOURCES	Standards 1 to 4 are fully implemented, enabling students, staff, and community to access, produce, and communicate digital information successfully.	Standards 1 to 4 are partially implemented, limiting the ability of students, staff, and community to access, produce, and communicate digital information successfully.	Standards 1 to 4 are not implemented or are so poorly implemented that students, staff, and community cannot successfully access, produce, or communicate digital information.

California School Library Standards incorporate the nine national information literacy standards developed by the American Association of School Librarians (1998), augmented by a continuum of indicators and skills. To achieve learning goals, these skills are taught in context, across the curriculum. The Recommended Information Literacy Skills Continuum: Grades K–12 (Appendix A, page 60) facilitates the integration of information literacy into the curriculum of each grade level. Strong academic performance results when library media teachers collaborate with teachers to integrate



California’s information literacy standards, indicators, and skills with state curriculum frameworks (<http://www.cde.ca.gov/cfir/curfrwk.html>) and academic content standards (<http://www.cde.ca.gov/standards/>).

Information Power: Building Partnerships for Learning, from the American Library Association, defines information literacy as the ability to access and use information – a “keystone of lifelong learning” (AASL & AECT, 1998, p. 1) and the central mission of every school library media program. Researchers of any age must learn the information literacy skills of locating, evaluating, organizing, and using information to thoughtfully answer questions and creatively solve problems. The public often misuses the term “information literacy” to mean “information access.” While search engine refinements have increased the likelihood of a searcher’s locating an assortment of results, such results are presented as quantities of unevaluated resources. Without instruction, an untrained searcher is likely to be overwhelmed or ineffective.

Confirming this, *Academic Literacy* identifies the competencies expected of students entering California’s public colleges and universities. According to an analysis of this study done by Fitzgerald (2004), many competencies match the information literacy skills that professionally trained library media teachers know how to teach:

- finding information and conducting a logical research process
- gathering data, tolerating ambiguity, and changing beliefs in the service of a well-justified conclusion
- evaluating sources using critical thinking standards like relevance, logic, and significance
- reading skillfully
- analyzing data, ideas, and opinions with healthy skepticism
- connecting ideas and synthesizing information
- representing the ideas of others ethically, using proper documentation
- communicating clearly in both oral and written forms
- formulating and arguing a position supported by carefully weighed evidence
- working independently with only occasional assistance
- asking questions and maintaining a spirit of inquiry
- seeing out new ideas, information, and points of view

Unfortunately, this large-scale study also reports that California professors believe that only one-third of their freshmen can adequately analyze information or arguments, evaluate online resources, or synthesize information from multiple sources. The urgency of educating students in information literacy skills is echoed by the *Partnership for 21st Century Skills* (2004) which has banded national business leaders and education policy makers together to identify priorities and strategies for teaching information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills using information and communication technology (ICT). Clearly, K–12 students need the expert guidance of a library media teacher who is well versed in the analytical and affective stages of

the information literacy process in order to prepare for postsecondary education and the workplace, and to be ready to function effectively in our democratic society.

California library media teachers are professionally trained to work with teachers, parents, and the school community to design, implement, and evaluate instruction which meets information literacy and content standards for all students regardless of race, ethnicity, culture, socioeconomic status, or gender. Further, library media teachers are experienced at motivating students to develop into readers of fiction and nonfiction genres in a variety of media. To accomplish this, the library media teacher orchestrates *information access*, which is defined as both a physical process involving gathering of diverse and relevant resources in multiple formats and an intellectual process involving strategic reading and information extraction, in order to analyze, synthesize and use information. Cognizant of California's diverse population, library media teachers select resources, differentiate instruction, and flexibly choose among information literacy models and pedagogy (*see bibliography below*) to meet the needs of all learners.

INFORMATION LITERACY: A SELECTIVE BIBLIOGRAPHY OF MODELS AND PEDAGOGY

ABILOCK, D. (2004, April 4). *The building blocks of research: An overview of design, process and outcomes*. 4 April 2004. NoodleTools/NoodleTeach. Retrieved April 4, 2004, from <http://www.noodletools.com/debbie/literacies/information/lover/infoliti.html>

All information literacy models have common components: becoming aware of the need for information; developing a search plan with interventions based on the learner's abilities and needs; locating, then extracting and organizing the information; using or presenting the information; assessing the process and the product. This document states that the learner's information literacy process must be transformational, engaging the learner in authentic tasks with genuine personal, social, or global purposes, in order to have any lasting impact on lifelong learning.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS AND ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

A framework of nine information literacy standards and twenty-nine indicators in three areas of responsibility – learning and teaching, information and access, program administration – supports the library media specialist's role in advancing student proficiency from basic to exemplary, accompanied by practical examples integrating the standards into all aspects of curriculum.

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES (2001, January). *Information literacy competency standards for higher education and objectives for information literacy instruction: A model statement for academic librarians*. Retrieved April 4, 2004, from <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm> and <http://www.ala.org/ala/acrl/acrlstandards/objectivesinformation.htm>

“While many entering students are familiar with some technological elements (notably e-mail and Web browsing), few demonstrate the crucial ability to evaluate online resources critically.”
– *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (2002)

These post-secondary standards place additional emphasis on self-directed, independent learners who possess expanded searching competencies, validate information through expert discourse, and use scholarly tools such as research journals to document their work. These competencies have been further refined and detailed in the accompanying Objectives for

Information Literacy Instruction: A Model Statement for Academic Libraries, which breaks down the goals into performance outcomes and measurable results. K–12 standards must build toward the information literacy competencies and habits of mind that characterize the lifelong learning demanded of postsecondary students and in the workplace beyond.

CALIFORNIA SCHOOL LIBRARY ASSOCIATION. (1997). *From library skills to information literacy: A handbook for the 21st century*. San Jose, CA: Hi Willow Research and Publishing.

An early (first published in 1994) visionary state document which gained national recognition for its descriptive analysis, practical scenarios, and curriculum examples along three related continua: the

searcher's thinking, the search process, and instructional strategies to enhance information literacy learning.

CALLISON, D. (2002). *Key words, concepts and methods for information age instruction: A guide to teaching information inquiry*. Baltimore, MD: LMS Associates.

By framing library research as an inquiry similar to a science investigation, the author defines information literacy as a dynamic, authentic, and collaborative process comprised of five elements (questioning, exploring, assimilation, inference, and reflection) that is designed to inspire constructivist teaching and active learning for both the student and the instructional media specialist.

EISENBERG, M.B., & BERKOWITZ, R.E. (1990). *Information problem-solving: The Big Six skills approach to library and information skills instruction*. Norwood, NJ: Ablex.

This easily understood, six-step, problem-solving process is widely used because of the admirable efforts of the authors to communicate beyond library media teachers, to teachers, technology instructors, administrators, and parents.

“The development of an information literate school community, in which school librarians play a major role, is much more likely to be a reality when the principal and school librarian form a strong team, united by a common philosophy of information literacy and student learning.”
— *The School Library-Principal Relationship: Guidelines for Research and Practice* (Henri, Hay, & Oberg, 2002)

EISENBERG, M.B., LOWE, C.A., & SPITZER, K.L. (2004). *Information literacy; Essential skills for the information age* (2nd ed.). Westport, CT: Libraries Unlimited.

An overview of the research, history, and instruction of information literacy K–20. Eisenberg's long-standing assertion that library skills must map to curriculum in order to remain relevant is expanded beyond the disciplines to other forms of literacy (visual, media, computer, digital, network) and to global business and education initiatives.

INTERNATIONAL COMMUNICATIONS AND TECHNOLOGY LITERACY PANEL. (2002, May). *Digital transformation; A framework for ICT literacy*. Educational Testing Service. Retrieved April 4, 2004, from <http://www.ets.org/research/ictliteracy/ictreport.pdf>

A global movement of business, education, and public policy stakeholders has developed a framework for measuring a continuum of ICT skills defined as “using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.”

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION. *National educational technology standards*. Retrieved April 4, 2004, from <http://cnets.iste.org/getdocs.html>

Complimentary to information literacy standards, these national technology standards identify core competencies for students, teachers, and administrators as users of information and technology tools.

KANSAS ASSOCIATION OF SCHOOL LIBRARIANS. RESEARCH COMMITTEE. *The handy 5* (2001). R. Grover, C. Fox, & J. McMahon Lakin (Eds.). Lanham, MD: Scarecrow Press.

An information literacy model with ongoing, integrated assessments that require collaboration among all educators.

KUHLTHAU, C.C. (1989, Fall). Information search process; A summary of research and implications for school library media programs. *School Library Media Quarterly*, 22(1), 19–25.

The first version of Kuhlthau's model of the search process from the user's perspective, matching the stages of library research against the user's feelings of confidence and resultant behaviors.

Interventions begin with task initiation and end with search closure and the beginning of writing, whereas library media teachers continue working with students and teachers during product development and assessment: analysis and synthesis, bibliography, self-assessment, and evaluation.

KUHLTHAU, C.C. (2004). *Seeking meaning: A process approach to library and information services* (2nd ed.). Westport, CT: Libraries Unlimited.

A distillation of the author's twenty years of research on the learner's problems and processes during

information seeking. Her six-stage information search process model identifies a common progression of feelings, thoughts, and actions that learners of any age experience during an information search. Using an understanding of this process, the librarian can anticipate and diagnose the information seeker's problems in order to determine the most effective level and type of intervention.

LOERTSCHER, D.V., & WOOLLS, B. (2002). *Information literacy: A review of the research* (2nd ed.). San Jose, CA: Hi Willow Research and Publishing.

A synthesizer by nature, Loertscher's seven-stage information literacy model includes a review of relevant research from both information science and other disciplines, followed by summaries of significant themes that emerge from the research and current practice, skills to apply, and ideas to test. Advice on issues that library media teachers encounter (e.g., conflict between behaviorist and constructivist approaches, attitudes and motivation, standards movement) and explanations of concepts in education (e.g., cooperative learning, text structures, action research, concept mapping,) that relate to information literacy provide practical professional support.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS. (2001). *NBPTS library media standards*. Retrieved April 4, 2004, from http://www.nbpts.org/pdf/ecya_lm.pdf

National teaching standards define what accomplished teachers should know and be able to do (five core propositions) and form the basis for the specific standards related to National Board Certification in Library Media. (see Appendices E and F, pages 75 and 76)

OREGON EDUCATIONAL MEDIA ASSOCIATION. (2000, September). *Oregon information literacy guidelines*. Retrieved April 4, 2004, from <http://www.oema.net/infolit/infolit.html>

The document connects Oregon's Common Curriculum Goals and content standards to both the American Association of School Librarians' Information Power's nine national library media standards and the International Society for Technology in Education's National Educational Technology Standards (NETS) and includes benchmarks for English in four areas: media and technology, reading, writing, and literature.

PAPPAS, M.L., & TEPE, A.E. (2002). *Pathways to knowledge and inquiry learning*. Englewood, CO: Libraries Unlimited.

A six-step model which recognizes that if students initially gain appreciation for writing, reading, and viewing and become engaged and establish a focus during a "presearch," they are more likely to experience success in information seeking.

PARTNERSHIP FOR 21ST CENTURY SKILLS. (2004). *Learning for the 21st century, MILE (Milestones for Improving Learning and Education) guide* and *MILE guide online assessment*. Retrieved April 4, 2004, from <http://www.21stcenturyskills.org/>

The partnership's goals are (1) to "build consensus among the education, business and policymaking communities on the importance of 21st century skills and to develop a common language for describing these skills;" (2) to create a successful model of learning twenty-first century skills (including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills) in core subjects using information and communication technology; (3) to provide schools with ways to measure their progress in defining, teaching, and assessing twenty-first century skills; and (4) to identify priorities and strategies for improvement supported by this public-private partnership.

STRIPLING, B.K. (2003). Inquiry-based learning. In B.K. Stripling & S. Hughes-Hassell (Eds.), *Curriculum connections through the library* (2003) (p. 3-39). Englewood, CO: Libraries Unlimited.

This work contrasts a six-stage information inquiry process with information problem-solving, then shows connections between inquiry and literacy thinking skills and learning strategies. Like the California School Library Association's *From Library Skills to Information Literacy* (CSLA, 1997), constructivist-teaching strategies are suggested for each stage.

STRIPLING, B.K., & PITTS, J.M. (1998). *Brainstorms and blueprints: Library research as a thinking process*. Englewood, CO: Libraries Unlimited.

Based on Bloom's taxonomy of a progression of thinking skills from factually reporting information to synthesizing ideas in the creation of unique products and interpretations, this model emphasizes that reflective behavior is essential to a thoughtful research process.

THE STANDARDS

The following standards are aligned to California curriculum frameworks and academic content standards. The exemplary library media program is identified by indicators demonstrating that the library media teacher and classroom teachers collaboratively plan and design instructional units that integrate, then systematically and explicitly teach and assess information literacy in order to maximize student achievement.

The library media teacher develops collaborative partnerships beyond the classroom to the administration and into the community to create an information-literate school that shares the vision that students will learn to use information and communication technologies (ICT) effectively and ethically to construct understanding. We use the term ICT, rather than the simpler term *technology*, because ICT literacy aligns with our information literacy goals: "ICT literacy is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society" (ETS, 2002).

EXPLANATION OF STANDARDS LEVELS

<i>Exemplary</i>	Students are achieving all the information literacy standards, indicators, and skills appropriate for their grade level.
<i>Making Progress</i>	Students are achieving many of the information literacy standards, indicators, and skills appropriate for their grade level.
<i>At Risk</i>	Students are achieving only a few or none of the information literacy standards, indicators, and skills appropriate for their grade level.

THE NATIONAL STANDARDS FOR INFORMATION LITERACY

The nine national standards for information literacy, from *Information Power: Building Partnerships for Learning*,* are elaborated by indicators developed by the California School Library Association Standards Task Force in the standards that follow. The Recommended Information Literacy Skills Continuum: Grades K–12 (see Appendix A, page 60) has been developed to indicate at which grade level specific skills should be introduced, reinforced, and mastered.

- STANDARD 1: The student who is information literate accesses information efficiently and effectively.
- STANDARD 2: The student who is information literate evaluates information critically and competently.
- STANDARD 3: The student who is information literate uses information accurately and creatively.
- STANDARD 4: The student who is an independent learner is information literate and pursues information related to personal interests.
- STANDARD 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- STANDARD 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

* From *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998, American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

- STANDARD 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- STANDARD 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- STANDARD 9: The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information

EXEMPLARY INDICATORS FOR EACH STANDARD

STANDARD 1: *The student who is information literate accesses information efficiently and effectively.*

- I.1 Knows library procedures for circulation and care of resources and equipment
- I.2 Knows parts of a book and functions of digital resources
- I.3 Knows types and locations of library materials
- I.4 Knows how to use library book classification systems
- I.5 Knows how to alphabetize by author's last name
- I.6 Uses the automated library catalog
- I.7 Uses digital resources to access information
- I.8 Selects appropriate library materials
- I.9 Uses a developmentally appropriate research process to access information

STANDARD 2: *The student who is information literate evaluates information critically and competently.*

- 2.1 Locates relevant information from appropriate fiction and nonfiction sources in print and digital formats
- 2.2 Evaluates authority, credibility, and currency of information
- 2.3 Selects relevant information during the research process

STANDARD 3: *The student who is information literate uses information accurately and creatively.*

- 3.1 Uses prewriting techniques to extract and organize relevant information
- 3.2 Composes and revises drafts
- 3.3 Communicates and synthesizes ideas in logical and creative or novel ways

STANDARD 4: *The student who is an independent learner is information literate and pursues information related to personal interests.*

- 4.1 Uses school library media center and public library resources to pursue personal interests
- 4.2 Uses information literacy skills independently to pursue personal interests

STANDARD 5: *The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.*

- 5.1 Learns about children's and young adult literature, authors, and illustrators
- 5.2 Appreciates creative expressions in all formats

STANDARD 6: *The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.*

- 6.1 Evaluates the research process and product
- 6.2 Reflects upon the process to improve information-seeking skills

STANDARD 7: *The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.*

- 7.1 Understands that a free flow of information is essential for a democratic society
- 7.2 Seeks and uses information from diverse sources, viewpoints, and cultural backgrounds

STANDARD 8: *The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.*

- 8.1 Respects copyright and fair use
- 8.2 Understands the reasons and methods for citing sources
- 8.3 Understands and respects principles of intellectual freedom
- 8.4 Follows school requirements regarding responsible use of information and communication technologies

STANDARD 9: *The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information.*

- 9.1 Collaborates in formal and informal study and research groups
- 9.2 Respects the views of others in study and research groups

Staffing is proportional to the number of students and faculty. However, even the smallest schools require one full-time professional library media teacher and one library technician. While the California School Library Association Standards Task Force acknowledges budget constraints, support services are essential so that nonprofessional tasks are accomplished in a cost-effective manner.



The professional school library media teacher holds a classroom teaching credential and a library media services credential obtained from an accredited school library media teacher preparation program. Library paraprofessional staff must complete a community college or equivalent program to receive a library technician certificate (see Appendixes B, C, and D, pages 70, 72, and 74, for model job descriptions).

Adequate compensation, based on the level of education and duties assigned, acknowledges the work of the school library team members. Additional benefits, such as professional development, required CLAD/BCLAD credentials for teaching English language learners, and mastery certification by the National Board for Professional Standards in Library Media, can advance the school information literacy community while contributing to a professional culture of high-quality school improvement.

THE SCHOOL LIBRARY MEDIA CENTER STAFF

- Library Media Teacher* (LMT) holds a valid California teaching credential, including CLAD/BCLAD certification, when appropriate, and a California Library Media Teacher Services credential (see model job description, Appendix B, page 70).
- Library Technician is a trained, classified library paraprofessional (see model job description, Appendix C, page 72).
- Library Clerk or Aide is an entry-level, classified library paraprofessional (see job description, Appendix D, page 74).

EXPLANATION OF STANDARDS LEVELS

<i>Exemplary</i>	One or two full-time, credentialed library media teachers with the necessary support staffing to accomplish all of the indicators of the professional standards for library media teachers. One or two full-time library technicians, plus a library clerk, in all but small (100 students or less) elementary schools, support the library media teacher(s) and the school library media program.
<i>Making Progress</i>	A full- and/or part-time, credentialed library media teacher has sufficient support staffing to accomplish many of the indicators of the professional standards for library media teachers. A full- or part-time library technician, plus a library clerk in large schools, supports the library media teacher and the school library media program.
<i>At Risk</i>	In large schools, a full- or part-time, credentialed library media teacher has limited support staffing to accomplish only some of the indicators of the professional standards for library media teachers. A full- or part-time library technician, plus a library clerk, provide some support for the library media teacher and the school library media program. In small (100 students or less) elementary schools, a library technician may be responsible for managing most or all basic library operations with a part-time or no library media teacher on site.

* Titles vary; in other states, the school library professional may be a library media specialist, teacher librarian, or school librarian.

QUANTITATIVE STANDARDS

ELEMENTARY SCHOOL

ADA	Exemplary	Making Progress	At Risk
600 OR FEWER ADA	1 library media teacher 1 technician 0 clerk	½ library media teacher 1 technician 0 clerk	0 library media teacher 1 technician 0 clerk
OVER 600 ADA	1 library media teacher 1 technician 1 clerk	1 library media teacher 1 technician 0 clerk	½ library media teacher 1 technician 0 clerk

MIDDLE SCHOOL

ADA	Exemplary	Making Progress	At Risk
600 OR FEWER ADA	1 library media teacher 1 technician ½ clerk	1 library media teacher 1 technician 0 clerk	½ library media teacher 1 technician 0 clerk
OVER 600 ADA	1½ library media teachers 1 technician 1 clerk	1 library media teacher 1 technician ½ clerk	1 library media teacher 1 technician 0 clerk

HIGH SCHOOL

ADA	Exemplary	Making Progress	At Risk
1,000 OR FEWER ADA	1 library media teacher 1 technician 1 clerk	1 library media teacher 1 technician ½ clerk	1 library media teacher ½ technician 0 clerk
1,001–2,500 ADA	2 library media teachers 1 technician 1 clerk	1½ library media teachers 1 technician ½ clerk	1 library media teacher 1 technician ½ clerk
OVER 2,500 ADA	2+ library media teachers 2 technicians 1 clerk	1½ library media teachers 1½ technicians 1 clerk	1 library media teacher 1 technician 1 clerk

STANDARDS FOR SCHOOL LIBRARY MEDIA TEACHERS

The library media professional has several excellent national documents to draw upon in developing a school-centered philosophy for exemplary school library media service that will best serve the local learning community. This section reflects the guidelines and vision found in major professional sources, notably the documents listed below.

ACHIEVEMENT RESULTS FROM TEXAS:

“Library staffing levels, collection sizes, librarian interaction with teachers and students, and library technology levels have a positive association with TAAS [Texas Assessment of Academic Skills] performance at the elementary, middle/junior high, and high school levels.”

– *Texas School Libraries: Standards, Resources, Services, and Students’ Performance* (Smith, 2001)

- National Council for Accreditation of Teacher Education (NCATE) has a component that clearly articulates program standards for library media teacher preparation. It provides the guidelines for preparing candidates for service and leadership in school library media centers.
- The National Board for Professional Teaching Standards’ (NBPTS) *Library Media Standards* (2001) offers advanced national certification for accomplished library media teachers based on rigorous standards that measure performance irrespective of school resources. Library media certification recognizes competence in collaborating with classroom teachers to teach information skills and integrating technology, in teaching strategic reading and love of literature, and in developing judicious management practices, and coherent collection development.
- *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998) has become the single most important document driving school library media programs. The pivotal role of the school library media professional in learning and teaching, collaboration and leadership, information access and delivery, and program administration, are fully described and discussed.
- National Educational Technology Standards (ISTE & NETS) sets standards for students, teachers, and administrators on effective use of technology.

Library media teachers perform four professional responsibilities in their schools: *teacher, instructional partner, information specialist, and program administrator*. As these interrelate, the library media teacher acquires and evaluates digital and print resources, supervises a facility which offers systematic access to information

ACHIEVEMENT RESULTS
FROM COLORADO:

“In promoting high academic achievement, the success of any LM [library media] program depends on the presence of adequate staffing – at least one full-time, licensed media specialist (LMS) with at least one full-time aide or other support staff. For both tested grades, schools with better-staffed LM programs have higher CSAP [Colorado Student Assessment Program] reading scores.”

– *How School Libraries Help Kids Achieve Standards: The Second Colorado Study* (Lance, Rodney, & Hamilton-Pennell, 2000)

for learning, steers a student-centered program to develop independent learners and information-literate citizens, collaborates closely with teachers to design tasks and assessments that integrate information literacy throughout instruction, and plans ongoing staff development related to information literacy using relevant problem-solving and communication tools. Library media teachers cannot perform these professional jobs effectively unless they have support staff that free them from routine tasks and enable them to teach, to plan, and to participate in a variety of one-to-one and group meetings.

THE STANDARDS

The credentialed California school library media teacher strives to meet the professional standards below. The degree to which each library media teacher succeeds will depend on his or her credentialing, experience, and individual initiative, as well as staffing, budget, and administrative support. A library media teacher who accomplishes all of these standards is an exemplary representative of the school library media teaching profession in California.

EXPLANATION OF PROFESSIONAL STANDARDS LEVELS

<i>Exemplary</i>	The credentialed library media teacher accomplishes all of the indicators of each standard.
<i>Making Progress</i>	The credentialed library media teacher accomplishes many of the indicators of each standard.
<i>At Risk</i>	The absence of a full-time, credentialed library media teacher in a school precludes even minimum accomplishment of the standards.

Professional standards for library media teachers are listed below, followed by the roles of the library media teacher and indicators for each standard.

- STANDARD 1: The library media teacher shares in the leadership for the curricular, instructional, and professional development of the school and district.
- STANDARD 2: The library media teacher provides information-seeking expertise for the school and district.
- STANDARD 3: The library media teacher collaborates with other teachers to advance reading comprehension and foster a love of reading.
- STANDARD 4: The library media teacher collaborates with other teachers to teach information literacy, including the ethical and legal use of information and communication technologies.
- STANDARD 5: The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into curriculum and instruction.
- STANDARD 6: The library media teacher administers the school library media program.
- STANDARD 7: The library media teacher develops a library collection that supports the school’s curriculum and state content standards.
- STANDARD 8: The library media teacher manages the school library information resources.
- STANDARD 9: The library media teacher designs an accessible, efficient, and inviting facility for student learning.

STANDARD 10: The library media teacher plans and evaluates the school library media program.

STANDARD 11: The library media teacher participates in and seeks out professional growth and learning opportunities.

ROLES OF THE LIBRARY MEDIA TEACHER

The standards enhance an understanding of the four overlapping roles of the library media teacher as follows.

Collaborative Teacher

STANDARD 4: The library media teacher collaborates with other teachers to teach information literacy, including the ethical and legal use of information and communication technologies.

STANDARD 9: The library media teacher designs an accessible, efficient, and inviting facility for student learning.

STANDARD 11: The library media teacher participates in and seeks out professional growth and learning opportunities.

Information Specialist

STANDARD 2: The library media teacher provides information-seeking expertise for the school and district.

STANDARD 3: The library media teacher collaborates with other teachers to advance reading comprehension and foster a love of reading.

STANDARD 7: The library media teacher develops a library collection that supports the school's curriculum and state content standards.

Instructional Partner

STANDARD 1: The library media teacher shares in the leadership for the curricular, instructional, and professional development of the school and district.

STANDARD 5: The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into curriculum and instruction.

Program Administrator

STANDARD 6: The library media teacher administers the school library media program.

STANDARD 8: The library media teacher manages the school library information resources.

STANDARD 10: The library media teacher plans and evaluates the school library program.

EXEMPLARY INDICATORS FOR EACH STANDARD

STANDARD 1: *The library media teacher shares in the leadership for the curricular, instructional, and professional development of the school and district.*

- I.1 Works closely with the district administrator in charge of curriculum and the district library media supervisor to plan and implement the school and district-wide library media programs
- I.2 Understands the California curriculum frameworks and content standards, instructional techniques, and assessment methods
- I.3 Promotes the national information literacy standards, as found in *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998)
- I.4 Participates in department meetings and serves on school and district committees
- I.5 Plans the integration of a variety of education resources, including literature and information and communication technologies, into the school's curriculum with classroom teachers
- I.6 Works as a partner to assist classroom teachers in developing instructional units and teaching strategies

- 1.7 Plans and implements staff development to increase the classroom teacher’s integration of school library resources, information literacy, and library information and communication technologies into courses and instruction
- 1.8 Participates in grant writing for the school library media center, school, and district

STANDARD 2: *The library media teacher provides information-seeking expertise for the school and district.*

- 2.1 Manages efficient student and staff use of library print and digital information resources, and information and communication technologies
- 2.2 Assesses and develops the library media center’s collection of resources to align with the needs of students, staff, community, and the curriculum
- 2.3 Implements information literacy standards as the basis for instruction in the school library media program
- 2.4 Teaches students, staff, and community to adhere to legal and ethical information use, including an understanding of intellectual property, copyright laws, and fair use guidelines for all media
- 2.5 Teaches students and staff how to evaluate print and digital information for reliability and relevance

ACHIEVEMENT RESULTS
FROM PENNSYLVANIA:

“Test scores increase as school librarians spend more time teaching cooperatively with teachers; teaching information literacy skills independently; providing in-service training to teachers; serving on standards committee; serving on curriculum committee; and managing information technology.

“When all library predictors are maximized (e.g., staffing, library expenditures, information resources and technology and information literacy activities of library staff), PSSA [Pennsylvania System of School Assessment] reading scores tend to run 10 to 15 points higher.”

– *Measuring Up to Standards; The Impact of School Library Programs and Information Literacy in Pennsylvania Schools* (Lance, Rodney, & Hamilton-Pennell, 2000)

Editor’s note: These studies control for competing predictors of achievement, such as teacher qualifications and experience, teacher-pupil ratio, per pupil expenditures, as well as community conditions such as low socio-economic status, adult education attainment, and racial/ethnic demographics.

- 2.6 Intervenes at appropriate times with selective strategies based on analysis of the task and learner when teaching the information literacy process and helps students and staff develop metacognitive awareness of feelings, thoughts, and actions at each stage in order to create self-reflective, independent library researchers
- 2.7 Plans and provides traditional print and digital reference resources and online subscription information services
- 2.8 Assesses and informs the learning community about developments in information resources and emerging technologies

STANDARD 3: *The library media teacher collaborates with other teachers to advance reading comprehension and foster a love of reading.*

- 3.1 Selects library books and other reading materials that support reading development for all students, including those with special needs
- 3.2 Collaborates with all teachers to model reading strategies and enhance comprehension
- 3.3 Selects professionally reviewed and recommended books that reflect excellence for children and young adults
- 3.4 Shares knowledge about children’s, young adult, and adult literature with the school community
- 3.5 Collaborates with all teachers to integrate literature into instruction
- 3.6 Provides reading guidance to students and encourages independent reading for enjoyment
- 3.7 Uses age-appropriate motivational methods, such as reading to students, storytelling, book talks, book lists, voluntary free reading, and sustained silent reading, in partnership with the school community in order to advance reading achievement and enrichment
- 3.8 Promotes participation in the California Young Reader Medal and other state, local, and national reading activities
- 3.9 Works with teachers and parents to build a community of readers and lifelong learners by promoting critical reading, listening, and viewing among students
- 3.10 Promotes intellectual freedom and the right to read, as articulated in *The Library Bill of Rights* (ALA, 1980) and *Access to Resources and Services in School Library Media Programs* (AASL, 2000)

STANDARD 4: *The library media teacher collaborates with other teachers to teach information literacy, including the ethical and legal uses of information and communication technologies.*

- 4.1 Models best practices in teaching and learning, and uses appropriate instructional strategies and

- assessment tools to address a variety of student learning styles, abilities, and needs
- 4.2 Collaborates with other teachers to plan, design, teach, and assess grade-appropriate lessons, units, and projects that integrate information literacy into instruction to increase student learning
- 4.3 Orients students to the purposes, organization, procedures, and uses of the library
- 4.4 Collaborates with other teachers to develop resource-based learning units
- 4.5 Collaborates with other teachers in teaching a grade-appropriate research process that requires the use of print and digital information resources
- 4.6 Teaches students and staff ethical and legal concepts of information use in a democratic society, including the foundations of copyright and fair use, the value of citing sources and methods of avoiding plagiarism, and the vital balance between intellectual property rights and democracy's intellectual commonwealth
- 4.7 Teaches students and staff how to access, evaluate, and effectively use information from a variety of print and digital sources
- 4.8 Collaborates with multi-type libraries to share expertise and achieve common goals, including the development of an information literacy K–20 continuum

STANDARD 5: *The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into the curriculum and instruction.*

- 5.1 Models the best uses of information and communication technologies in teaching and in presenting information to students, staff, and community
- 5.2 Supports students, staff, and community in the use of media and technologies, including graphics, photography, audio, video, computer programs, information databases, and telecommunications
- 5.3 Collaborates with classroom teachers in designing and using lessons that integrate information and communication technologies (e.g., tools for organizing data, visualizing concepts, problem solving, promoting collaboration, presenting ideas or results)
- 5.4 Teaches strategic use of the library's online public access catalog (OPAC), online subscription databases, and other digital resources for research, class assignments, and personal use
- 5.5 Teaches students and staff how to evaluate Web sites for authority, accuracy, currency, bias, and usefulness
- 5.6 Maintains a school library Web site, providing digital resources for students, staff, and community
- 5.7 Serves as a member of the school's technology planning and implementation team

STANDARD 6: *The library media teacher administers the school library media program.*

- 6.1 Adheres to the highest professional and ethical principles of education and librarianship
- 6.2 Develops and administers policies and procedures for an effective school library media program
- 6.3 Develops, organizes, manages, and assesses all school library media program resources
- 6.4 Uses best practices of education and librarianship to develop and implement policies that integrate the school library media program into the school's mission, goals, and curriculum
- 6.5 Develops and manages budgets to optimize the school library media program
- 6.6 Trains and supervises library media paraprofessional personnel, student aides, and adult volunteers
- 6.7 Identifies school library media staffing needs, participates in writing job descriptions and personnel competencies, suggests procedures for securing qualified library personnel, and assists administrators in the evaluation of library media paraprofessional staff

STANDARD 7: *The library media teacher develops a library collection that supports the school's curriculum and state content standards.*

- 7.1 Takes a leadership role in developing district/school library resource selection and acceptable use policies adopted by the governing board
- 7.2 Solicits recommendations from other teachers, administrators, community, and students in selecting school library resources
- 7.3 Selects print and digital resources based on selection policies, professional selection tools, and

evaluation criteria that respond to the curricular and personal needs of students, staff, and community

- 7.4 Selects library resources that support the state curriculum content standards
- 7.5 Selects library resources that ensure a broad range of points of view, formats, levels of difficulty, interests, and languages
- 7.6 Selects differentiated resources that meet the needs of second-language learners, special-education students, disabled patrons, gifted and talented students, and basic students
- 7.7 Selects library resources with racial, ethnic, gender, national, cultural, language, and religious diversity
- 7.8 Develops and implements procedures for the removal of outdated or damaged materials

STANDARD 8: *The library media teacher manages the school library information resources.*

- 8.1 Plans and manages the automated and networked school library (e.g., catalog and circulation modules, federated metasearch software, data mining software, learning programs, productivity and communication tools)
- 8.2 Manages access to library digital resources (e.g., CD-ROM programs, online subscription databases)
- 8.3 Collaborates to design and provide remote network access to school library digital resources
- 8.4 Provides and manages library information and communication technologies to enable students, staff, and community to access, use, produce, and communicate ideas and information
- 8.5 Manages student use of library computers, library printers, scanners, photocopiers, AV equipment, and digital information and communication technologies in alignment with the school and district policies and acceptable use
- 8.6 Manages library AV equipment and services, including video, audio, projection, and photography
- 8.7 Monitors and evaluates the adequacy of the library's digital infrastructure
- 8.8 Works with school and district technology coordinators and technicians to integrate library information and communication technologies into the school's digital infrastructure
- 8.9 Ensures that library information and communication technology plans are integrated into school and district technology plans

STANDARD 9: *The library media teacher designs an accessible, efficient, and inviting facility for student learning.*

- 9.1 Develops and implements policies for protecting student and staff privacy rights in the use of print and digital library resources
- 9.2 Designs flexible schedules for class use of the library media center
- 9.3 Assures all patrons unrestricted and equitable physical and intellectual access to school library resources
- 9.4 Displays student work that reflects collaboration between the library and the classroom
- 9.5 Communicates regularly to classroom teachers, administrators, governing board, students, and the community about the school library media program
- 9.6 Develops and implements library media center standards for appropriate patron behavior
- 9.7 Creates an attractive, friendly, and stimulating library media center climate and facility for the entire learning community

STANDARD 10: *The library media teacher plans and evaluates the school library media program.*

- 10.1 Maintains an ongoing feedback process, collects program statistics, assesses daily operations, uses professional assessment tools, and remains knowledgeable about scholarly library and education research in order to develop and sustain a cycle of continuous improvement of the school library media program
- 10.2 Collects multiple types of data on student performance in order to implement evidence-based practices that promote high student academic achievement
- 10.3 Collaborates with educators, citizens, and policy makers (classroom teachers, administrators, technology coordinators, staff, parents, students, friends of library, and community members) in

- aligning the school library media program with the school's mission, goals, and curriculum
- 10.4 Writes and annually revises the school library media plan aligned with school improvement, technology, and other school and district plans
- 10.5 Collaborates with other teachers to plan and evaluate the integration of reading strategies and information literacy instruction into the curriculum
- 10.6 Meets regularly with the school principal to review current achievements and challenges and to ensure sustained support for the coherent development of the school library media program
- 10.7 Meets annually with the principal to plan a budget that supports the needs of the students and school as well as the goals of the school library media program

STANDARD II: *The library media teacher participates in and seeks out professional growth and learning opportunities.*

- II.1 Belongs to school library and other professional organizations
- II.2 Attends school library workshops and conferences
- II.3 Participates with other teachers in school and district curricular staff development
- II.4 Volunteers to participate on school, district, county, state, and national educational task forces and committees
- II.5 Volunteers to participate on school accreditation, WASC, and other school assessment teams
- II.6 Accepts positions of leadership in the school, community, and school library profession
- II.7 Reads professional literature to remain current in education and the school library field
- II.8 Seeks ways to stimulate continuous learning (e.g., National Board for Professional Teacher Standards certification in library media or other advanced degrees, teacher study groups, distance learning classes, and grants or fellowships from such organizations as the Fulbright Memorial Fund Teacher Program, International Federation of Library Associations and Institutions, and the American Association of School Librarians)
- II.9 Uses writing to learn and seeks opportunities to publish in school library media and other education-related fields.
- II.10 Develops and maintains professional relationships with public, academic, and other types of librarians
- II.11 Advocates for strong school library media programs in the community, state, and nation
- II.12 Recruits and mentors new library media professionals and paraprofessionals
- II.13 Volunteers to supervise library media teacher credential candidates in work experiences
- II.14 Writes a plan for professional growth, maintains a professional portfolio, and regularly engages in self-reflection and self-evaluation to assess learning progress
- II.15 Models personal enjoyment of reading and is a lifelong learner who uses information literacy for genuine personal and professional needs

STANDARDS FOR DISTRICT LIBRARY MEDIA SUPERVISORS

The district library media supervisor possesses a California teaching credential and California Library Media Teacher Services credential. In addition, some districts may require an administrative credential and/or a master's degree. The district library media supervisor leads and directs the school library program for a district and its schools. The district library media supervisor strives to meet the professional standards outlined in this section. The degree to which each supervisor succeeds will be impacted profoundly by his or her full- or part-time status and other assigned duties. Other factors bearing on the supervisor's success include credentialing, experience, individual initiative, district library media support staffing, school library media center staffing, the district's annual budget, and administrative support at both the district and school-site levels.

EXPLANATION OF PROFESSIONAL STANDARDS LEVELS

<i>Exemplary</i>	A full-time, credentialed district library media supervisor accomplishes all of the indicators of each standard. School districts with large school populations may require more than one full-time district library media supervisor.
<i>Making Progress</i>	A credentialed district library media supervisor is assigned both school library media program but also has additional unrelated duties, which limit his or her ability to accomplish all the indicators of each standard.
<i>At Risk</i>	A full-time, credentialed library media teacher at the school site is also responsible for some district library media supervisor duties; or, no one with a California Library Media Teacher Services credential supervises the district's school library program. Both situations prevent even minimum accomplishment of the standards.

THE STANDARDS

Professional standards for district library media supervisors are listed below, followed by indicators for each standard.

- STANDARD 1: The district library media supervisor is a curriculum specialist with expertise in the areas of the school library media program, reading, information literacy, and library information and communication technologies.
- STANDARD 2: The district library media supervisor coordinates the development of district school library media program standards, policies, and procedures.
- STANDARD 3: The district library media supervisor administers the district's school library media program.
- STANDARD 4: The district library media supervisor provides leadership for the effective use of library information and communication technologies in the district and its schools.
- STANDARD 5: The district library media supervisor provides leadership in staff development and instruction that aligns national and state school library media standards with state content standards and local priorities.
- STANDARD 6: The district library media supervisor provides leadership for strong school libraries in the district, state, and nation.
- STANDARD 7: The district library media supervisor supervises the district's professional library.

EXEMPLARY INDICATORS FOR EACH STANDARD

- STANDARD 1: *The district library media supervisor is a curriculum specialist with expertise in the areas of the school library media program, reading, information literacy, and library information and communication technologies.*
- I.1 Develops and communicates a vision for the role of the school library media program as an integral part of the district's instructional program
- I.2 Understands and applies relevant policies and documents (e.g., California Education Code, state frameworks, state content standards, state literature lists) to library media programs
- I.3 Understands and integrates pedagogical concepts, methodologies, and evaluation tools (e.g., curriculum design, instruction, library information and communication technologies, assessment) into library media programs
- I.4 Collaborates with the district administrator in charge of curriculum to develop school library curriculum guidelines for integrating the school library media program into instruction at all grade levels
- I.5 Collaborates in district curriculum development teams to achieve full integration of the school library media program into the district's curriculum at all grade levels
- I.6 Collaborates with site library media teachers and the learning community to develop resource-based learning strategies for the district's curriculum

- I.7 Applies knowledge of related areas to school library media programs: reading skills and comprehension instruction methods; children's, young adult, and adult literature; the philosophy of *Information Power, Building Partnerships for Learning* (AASL & AECTS, 1998); information literacy at all grade levels; current and emerging information and communication technologies with library and education applications; and state curriculum content standards and frameworks
- I.8 Collaborates with the district and schools in grant writing to enhance the school library media program
- I.9 Provides information on educational research, content standards, legislation, emerging information and communication technologies, and professional growth opportunities to library media teachers, other teachers, school library paraprofessionals, and administrators
- I.10 Reads professional publications and understands current trends and issues in education and the school library field

STANDARD 2: *The district library media supervisor coordinates the development of district school library media program standards, policies, and procedures.*

- 2.1 Develops and gains governing board approval of district standards for school library media centers and staff
- 2.2 Leads the development, annual review, and revision of the district school library plan to meet approval by the governing board
- 2.3 Assists schools in developing and regularly updating their library plans
- 2.4 Develops and updates policies (e.g., interlibrary loan, use of information, communication technologies) relevant to school library media centers
- 2.5 Develops and revises the district's library collection development policy on the selection and deselection (removal) of resources, including a resource challenge procedure to meet approval by the governing board
- 2.6 Develops standard library procedures and formats for the selection, ordering, processing, and cataloging of school library media materials, which may be done at the library media center or centrally
- 2.7 Develops policies to ensure that library media resources in the district and school library media centers reflect racial, ethnic, gender, cultural, language, and religious diversity
- 2.8 Develops policies for the legal, ethical, and fair use of copyrighted media by students and staff
- 2.9 Develops specifications for library media center equipment and furnishings

STANDARD 3: *The district library media supervisor administers the district's school library media program.*

- 3.1 Adheres to the highest professional and ethical principles of education and librarianship
- 3.2 Works with school library staff, policy makers, and stakeholders in the larger school community to enhance school library resources and services for students
- 3.3 Collaborates with district personnel in the annual preparation of the district and individual school library media budgets for resources and services
- 3.4 Verifies and monitors appropriate use of district, state, and federal school library media funds
- 3.5 Supervises the services and activities of all school library media centers in the district
- 3.6 Works with library media teachers to plan and implement individual school library media programs
- 3.7 Promotes information literacy and assists library media teachers and other teachers to integrate information literacy instruction into the curriculum
- 3.8 Administers all district policies and procedures relating to school library media centers and programs
- 3.9 Manages the district's educational media center
- 3.10 Coordinates district and county audio-visual and other library media services
- 3.11 Supervises the selection, ordering, processing, and cataloging of school library media materials. In schools that lack library media teachers, may provide or contract for these services
- 3.12 Coordinates consolidated ordering for library books, audio-visual materials, information and communication technologies, and supplies for schools in the district

- 3.13 Promotes reading and assists library media teachers, other teachers, and administrators in developing school reading motivation programs (e.g., storytelling, book talks, author visits, and book fairs)
- 3.14 Promotes intellectual freedom and the right to read as articulated in *The Library Bill of Rights* (ALA, 1980) and *Access to Resources and Services in School Library Media Programs* (AASL, 2000)
- 3.15 Chairs committees handling cases involving challenged library media materials
- 3.16 Meets regularly with administrators to review current library media program accomplishments and challenges, and to ensure sustained support for the coherent development of the school library media program and guarantee its alignment with district school library plan
- 3.17 Provides statistical, annual, and other reports relating to the library media program to district, county, state, and other agencies
- 3.18 Updates the governing board, administrators, classroom teachers, parents, community, and students on the achievement and status of the district's school library media program through such means as digital and print newsletters, manuals, handbooks, bulletins, and presentations
- 3.19 Selects, supervises, and evaluates district educational media center and district school library office staff
- 3.20 Develops job descriptions for and recruits school library media personnel
- 3.21 Collaborates with principals and district administrators in screening and interviewing school library media certificated and paraprofessional staff
- 3.22 Collaborates with principals in evaluating library media teachers
- 3.23 Participates actively in remodeling or planning new construction of library media centers and their infrastructure

STANDARD 4: *The district library media supervisor provides leadership for the effective use of library information and communication technologies in the district and its schools.*

- 4.1 Participates on the district's technology committee to ensure that library media information and communication technologies are fully incorporated into the district technology plan
- 4.2 Provides expertise for the implementation of the library media portions of the district technology plan
- 4.3 Collaborates with the district technology coordinator and technicians to integrate information literacy, and library information and communication technologies into the infrastructure of the district and schools
- 4.4 Plans and assists in developing site and remote network access to digital resources
- 4.5 Coordinates purchase and installation of computers, and information and communication technologies in the district and school library media centers
- 4.6 Provides regular updates for the school library media program section of the district's Web site and assists library media teachers in developing their own school library media Web sites
- 4.7 Models the use of information and communication technologies in professional development presentations

STANDARD 5: *The district library media supervisor provides leadership in staff development and instruction that aligns national and state school library media standards with state content standards and local priorities.*

- 5.1 Provides ongoing staff development for integrating information literacy into the curriculum and instruction at all grade levels
- 5.2 Provides ongoing staff development for fostering a love of reading and the development of proficient reading and independent learning through the school library
- 5.3 Provides ongoing training for library media teachers and paraprofessionals, as well as other teachers, administrators, and members of the learning community on the operation and integration of information and communication technologies, especially as they relate to information literacy and reading goals
- 5.4 Provides formal training and support for newly hired library media paraprofessionals

- 5.5 Provides mentoring and support for newly hired library media professionals
- 5.6 Provides instruction to students in information literacy, as needed

STANDARD 6: *The district library media supervisor provides leadership for strong school libraries in the district, state, and nation.*

- 6.1 Provides direction to the district in implementing the school library media program
- 6.2 Assesses school library media program needs and develops short- and long-term plans to meet them
- 6.3 Conducts regular meetings with district library media teachers and paraprofessionals to gather grassroots ideas and feedback related to the school library media program; introduce new technology, programs and services; discuss recent curriculum developments and current professional research that relate to reading, information literacy, and library services
- 6.4 Visits school library media centers in the district to assess their programs, provide support, and affirm achievements
- 6.5 Attends school board meetings as the spokesperson for the district's library media program
- 6.6 Participates on district and school committees to represent the district's library media program
- 6.7 Belongs to school library and other professional organizations
- 6.8 Reports new developments in the school library media field to the district's school library media personnel, classroom teachers, administrators, and the governing board
- 6.9 Volunteers to participate in school, district, county, state, and national educational committees and organizations
- 6.10 Volunteers to participate on school accreditation and other school assessment teams
- 6.11 Accepts positions of leadership in the district, community, and the school library media profession
- 6.12 Models learning by continually seeking professional development opportunities and attending school library media workshops and conferences
- 6.13 Uses writing to learn and seeks opportunities to publish in school library media and other education-related fields
- 6.14 Develops and maintains professional relationships with public, academic and other types of libraries
- 6.15 Takes a leading role in collaborative planning with multi-type libraries to share expertise and achieve common goals, including the development of an information literacy K–20 continuum
- 6.16 Advocates for strong school library programs in the community, state, and nation
- 6.17 Recruits members for the school library media teaching profession
- 6.18 Writes a plan for professional growth and regularly engages in self-reflection and self-evaluation to assess progress in achieving professional goals
- 6.19 Models personal enjoyment of reading and is a lifelong learner who uses information literacy for genuine personal and professional needs

STANDARD 7: *The district library media supervisor supervises the district's professional library.*

- 7.1 Develops, circulates, and maintains a print and digital collection that reflects the state and district curricular standards
- 7.2 Provides an online catalog for accessing the collection

STANDARDS FOR COUNTY OFFICE SCHOOL LIBRARY MEDIA SUPERVISORS

The county school library media supervisor possesses a California teaching credential and California Library Media Teacher Services credential. In addition, some counties may require an administrative credential and/or a master's degree. The county school library media supervisor provides expertise on school libraries to districts, supervises the county instructional media center, and organizes staff development aimed at improving the school library programs of districts. Moreover, he or she is an

advocate for strong school libraries. The California county school library media supervisor strives to meet the professional standards outlined in this section. The degree to which each supervisor succeeds will depend heavily on his or her full- or part-time status and other assigned duties. Other factors affecting the supervisor's success include credentialing, experience, individual initiative, county instructional media center staffing, the county's annual budget, and administrative support at both the county and district levels.

EXPLANATION OF PROFESSIONAL STANDARDS LEVELS

<i>Exemplary</i>	A full-time, credentialed county school library media supervisor accomplishes all of the indicators of each standard. Counties with large school populations may require more than one full-time school library media supervisor.
<i>Making Progress</i>	A credentialed county school library media supervisor supervises the instructional media center, school library media services, plus additional unrelated areas, which limit his or her ability to accomplish all the indicators of each standard.
<i>At Risk</i>	No one with a California library media teacher services credential supervises the county's instructional media center and school library media services, which precludes even minimum accomplishment of the standards.

THE STANDARDS

Professional standards for county library media supervisors are listed below, followed by exemplary indicators for each standard.

- STANDARD 1: The county school library media supervisor is a curriculum specialist providing expertise to school districts in the areas of school library media programs, reading, information literacy, and library information and communication technologies as they are integrated into other curricular areas.
- STANDARD 2: The county school library media supervisor supervises the county instructional media center and coordinates its services for school districts.
- STANDARD 3: The county school library media supervisor provides staff development aimed at improving the school library media programs of school districts.
- STANDARD 4: The county school library media supervisor provides leadership for strong school libraries.

EXEMPLARY INDICATORS FOR EACH STANDARD

- STANDARD 1: *The county school library media supervisor is a curriculum specialist providing expertise to school districts in the areas of school library media programs, reading, information literacy, and library information and communication technologies as they are integrated into other curricular areas.*
- I.1 Knows curriculum design, instructional methods, assessment methods and instruments, the principles and practices of administration, and budget management
 - I.2 Knows the California Education Code, state frameworks, state content standards, and state literature lists
 - I.3 Knows the goals, objectives, and policies of the county office of education and its instructional media center
 - I.4 Understands school library operations and procedures
 - I.5 Applies knowledge of related areas to school library media programs: reading skills and comprehension instruction methods; children's, young adult, and adult literature; the philosophy of *Information Power, Building Partnerships for Learning* (AASL & AECT, 1998); information literacy at all grade levels; current and emerging information and communication technologies with library and education applications; and state curriculum content standards and frameworks
 - I.6 Participates in county and district curriculum meetings as a consultant on school library media programs

- I.7 Assists districts in planning new or renovating existing school libraries
- I.8 Assists districts in planning school library media programs and fully integrating them into the curriculum and instruction at all grade levels
- I.9 Assists districts in developing reading motivation programs such as author visits and book fairs
- I.10 Promotes intellectual freedom and the right to read as articulated in *The Library Bill of Rights* (ALA, 1980) and *Access to Resources and Services in School Library Media Programs* (AASL, 2000)
- I.11 Assists districts in integrating information literacy into curriculum and instruction
- I.12 Assists districts in planning and implementing library information and communication technologies (hardware and software)
- I.13 Provides information to county administrators and districts on the legal and ethical uses of information and communication technologies and other instructional media
- I.14 Assists districts in developing and updating their school library plans and policies
- I.15 Assists districts in recruiting school library media teachers and other school library media personnel
- I.16 Assists districts in writing grants to enhance school library media programs
- I.17 Develops school library media pilot programs and special projects with districts
- I.18 Disseminates information to districts relevant to school library media programs
- I.19 Facilitates county and district participation in interlibrary loan programs and other resource sharing efforts
- I.20 Reads professional publications and understands current trends and issues in education and the school library field

STANDARD 2: *The county school library media supervisor supervises the county instructional media center and coordinates its services for school districts.*

- 2.1 Adheres to the highest professional and ethical principles of education and librarianship
- 2.2 Supervises the operations and services of the county instructional media center
- 2.3 Develops a circulating collection of current, standards-aligned instructional resources for preview and use by districts
- 2.4 Provides frequently changing book and media displays and other exhibits
- 2.5 Maintains an efficient system to catalog and inventory instructional media center materials
- 2.6 Evaluates instructional media center materials and equipment
- 2.7 Oversees broadcasting of K–12 and professional development programs to districts
- 2.8 Maintains a teacher resource area that includes a professional library, supplementary instructional materials (e.g., books, kits, models, art prints), and the use of equipment (e.g., laminators, high volume printers, scanners and binders)
- 2.9 Assists library media teachers and classroom teachers in acquiring needed curricular and instructional resources
- 2.10 Supervises a computer lab for software previewing and professional development
- 2.11 Assists districts in selecting, ordering, processing, and cataloging school library media materials
- 2.12 Assists districts in coordinating the purchase and distribution of school library media materials
- 2.13 Assists districts in purchasing automated library systems, information databases, and online services
- 2.14 Arranges for vendors to display and demonstrate resources in all formats, and information and communication technologies (hardware and software) for possible purchase by districts and schools
- 2.15 Supervises county school library services to contracting schools (e.g., circulating audio-visual materials, purchasing and processing school library books, assisting schools to automate, coordinating teacher preview and selection of resources, providing access to subscription online databases and periodical collections)
- 2.16 Communicates current information on textbook adoption cycles to districts and arranges timely previews of adoption materials
- 2.17 Supervises delivery and collection of instructional media center resources to and from contracting districts

- 2.18 Selects, trains, supervises, and evaluates county instructional media center staff
- 2.19 Prepares and oversees the annual budgets of the county instructional media center and its services
- 2.20 Evaluates, selects, and purchases county instructional media center materials in accordance with a selection policy approved by the governing board
- 2.21 Prepares and maintains records and reports related to assigned duties
- 2.22 Collaborates with and solicits feedback from the supervisors of curriculum and instruction in order to review and plan county instructional media center operations and services
- 2.23 Develops and updates policies relating to the operation and services of the county instructional media center
- 2.24 Visits school library media centers in the county to assess and provide support for their programs
- 2.25 Communicates the status of the county instructional media center operations, services, and collections to policy makers, administrators, and school districts

STANDARD 3: *The county school library media supervisor provides staff development aimed at improving the school library media programs of school districts.*

- 3.1 Organizes a schedule of workshops each year for library media teachers and school library paraprofessionals on relevant subjects (e.g., integration of information and communication technologies and information literacy with state content standards) to support their impact on student achievement
- 3.2 Teaches demonstration lessons on the integration of information literacy and school library programs with district curricula and state content standards
- 3.3 Provides training for school library paraprofessionals in areas of responsibility, such as basic school library operations
- 3.4 Assists in improving reading motivation and achievement through staff development
- 3.5 Works with regional and state technology initiatives to provide information and communication technologies (hardware and software) training to district school library personnel
- 3.6 Provides staff development programs related to the county instructional materials center for other teachers and members of the learning community
- 3.7 Models and promotes the best use of information and communication technologies in the county instructional media center and during professional presentations

STANDARD 4: *The county library media supervisor provides leadership for strong school libraries.*

- 4.1 Represents the office of the county superintendent of schools in meetings, workshops, and conferences relating to school libraries
- 4.2 Belongs to school library media and other professional organizations
- 4.3 Reports new developments in the school library media field regularly to county and district policy makers and administrators
- 4.4 Volunteers to participate in school, district, county, state, and national educational committees and organizations
- 4.5 Volunteers to participate on school accreditation and other school assessment teams
- 4.6 Accepts positions of leadership in the community and school library media profession
- 4.7 Models learning by continually seeking professional development opportunities and attending school library media workshops and conferences
- 4.8 Uses writing to learn and seeks opportunities to publish in the school library media and other education-related fields
- 4.9 Develops and maintains professional relationships with public, academic, and other types of libraries
- 4.10 Takes a leading role in collaborative planning with multi-type libraries to share expertise and achieve common goals, including the development of an information literacy K–20 continuum.
- 4.11 Advocates for strong school library programs in the county, state, and nation
- 4.12 Actively recruits members for the school library media teaching profession

- 4.13 Writes a plan for professional growth and regularly engages in self-reflection and self-evaluation to assess progress in achieving professional goals
- 4.14 Models personal enjoyment of reading and is a lifelong learner who uses information literacy for genuine personal and professional needs

GUIDELINES FOR SCHOOL LIBRARY PARAPROFESSIONALS

The library paraprofessional in California K–12 schools may be called a library clerk, library assistant, library media technician, or library media technical assistant. In some districts, the position may be on a career ladder and require library coursework and library experience; in other districts, this may not be the case. While the duties outlined are common to all paraprofessionals, the degree of responsibility

and sophistication of tasks should match the educational background and library media experience of each paraprofessional. To develop a conceptual understanding of library service and coherence of practice among all personnel, it is essential that the library paraprofessional have previous library experience and be required to take library coursework.

Under the supervision of a library media teacher or other certificated staff, the library paraprofessional adheres to these guidelines:

THE ROLE OF PARAPROFESSIONALS: *Confusion exists around the titles (library clerks, library aides, library technicians), duties, and responsibilities assigned to the library paraprofessional. The federally mandated No Child Left Behind Act addresses the educational level of the paraprofessional working in Title I schools (see Appendix G, page 78). The California Code of Regulations on the library media teacher states that “services provided by non-credentialed personnel shall not include those activities requiring possession of a valid Library Media Teacher Services Credential....” Title 5, Section 80053*

GUIDELINE 1: *The library paraprofessional maintains an environment conducive to instruction and learning.*

- 1.1 Checks materials in and out
- 1.2 Shelves books using the standard Dewey method
- 1.3 Creates attractive curricular-aligned displays
- 1.4 Displays appropriate library signage
- 1.5 Repairs damaged books

GUIDELINE 2: *The library paraprofessional maintains the circulation system so that library materials are accessible to students and staff.*

- 2.1 Adds records for new materials (e.g., downloads MARC records or files catalog and shelf-list cards)
- 2.2 Withdraws records for damaged and outdated materials that have been deselected
- 2.3 Maintains the electronic library catalog (performs daily collection backups)
- 2.4 Prepares statistical reports (materials circulated, overdue materials, library usage)

GUIDELINE 3: *The library paraprofessional assists in the ordering, cataloging, and processing of library materials.*

- 3.1 Creates requisitions for orders, checks fulfillment, and condition against invoice or packing list
- 3.2 Processes materials
- 3.3 Organizes publishers’ catalogs and other ordering materials

GUIDELINE 4: *The library paraprofessional assists in the training of volunteers and/or student aides.*

- 4.1 Recruits potential volunteers and provides orientation
- 4.2 Assists in systematic training of volunteers and student aides
- 4.3 Provides volunteers and student aides with a schedule and description of tasks

GUIDELINE 5: *The library paraprofessional works with classroom teachers*

- 5.1 Gathers curriculum-aligned library resources at the request of classroom teachers
- 5.2 Provides library orientation for students and staff
- 5.3 Assists in the scheduling of classes in the library
- 5.4 Prepares bibliographies that reflect the curricular needs and reading interests of the student population

GUIDELINE 6: *The library paraprofessional encourages independent reading*

- 6.1 Gives booktalks to stimulate interest in reading
- 6.2 Reads aloud to classes, as appropriate
- 6.3 Organizes motivational activities (e.g. student book clubs, book fair volunteers, used-book swaps)

GUIDELINE 7: *The library paraprofessional assists library patrons in finding appropriate materials and information.*

- 7.1 Assists patrons in searching the card catalog and other print materials (e.g. index, table of contents)
- 7.2 Assists patrons with online or OPAC searches
- 7.3 Informally instructs individual students or small groups in how to access and use information, based on an understanding of information literacy goals and processes

The library media center exists to meet both the intellectual and physical needs of the learning community. An exemplary library media center will reflect the multiple functions of the program and the diverse needs of the school community. The facility invites users to enter and entices them to learn. An exemplary facility provides access to a robust collection of materials and opportunities beyond the library walls. The design of the facility, network, and services incorporates emerging information and communication technologies, and supports evidence-based teaching and a community of learners.



The degree to which the school is dedicated to teaching and learning is reflected in the resources it allocates to support the school library media center. While space and budget constraints exist for every school library, the following recommendations provide a frame of reference for an exemplary school library media facility. During a remodeling or building project, architects and district facilities managers must seek the expertise, guidance, and vision of the school library media professional at every stage of the project. Design should support functions such as instruction, collaborative planning, circulation, pleasure reading, teaching, studying, storytelling, computer use, multimedia production, and physical accessibility for all patrons.

School community members should take a critical look at their local school library and use the guidelines recommended in this section to assess the facilities.

STANDARDS FOR SCHOOL LIBRARY MEDIA CENTER FACILITIES

The exemplary school library media center facility is an inviting and comfortable place where students, staff, and the community can find resources, and use information and communication technologies effectively. There are learning spaces for instruction, research, browsing, listening, viewing, reading, studying, and the production of academic projects, as well as administrative areas for library media center management and collaborative meetings. The exemplary library media center facility makes the beliefs of the school tangible realities: the wonder of investigation, the depth of collaborative work, the vigor of knowledge construction, and the confidence of reflection – in short, the facility reflects the entire community’s vision of learning and teaching.

EXPLANATION OF STANDARDS LEVELS

<i>Exemplary</i>	The library media center provides barrier-free access for all students, staff, and the community during the school day, before and after school hours, and beyond the school year where appropriate. The spaces in this facility encourage a wide variety of activities in multiple settings. Digital resources are available at school and at home twenty-four hours a day, seven days a week. The spaces and infrastructure meet present needs and allow for expansion and remodeling. The library media center is a comfortable and stimulating place for all students, staff, and community.
<i>Making Progress</i>	The library media center provides barrier-free access for all students, staff, and the community during the school day with some access outside of school hours. The spaces and infrastructure support various activities and learning experiences and allow for some expansion and remodeling. Digital resources are available in the library media center and in the classrooms. The library media center is a comfortable place for students, staff, and the community

<i>At Risk</i>	Space for small or large group work is limited or does not exist. Workspaces for students, staff, and the community are limited or nonexistent. The spaces and infrastructure are marginal for present needs and may not allow for expansion or remodeling. The library media center is neither functional nor an inviting place for students, staff, and community. The library media center does not provide barrier-free access and does not comply with the Americans with Disabilities Act.
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THE STANDARDS

Qualitative standards for school library media center facilities are listed below. The following pages in this section provide exemplary indicators for each qualitative standard, a rubric that compares the three levels of qualitative standards, and a specification chart with recommended exemplary quantitative standards for school library media centers.

- STANDARD 1: The library media center facility affords physical and intellectual access to information and ideas.
- STANDARD 2: The library media center provides functional spaces for a variety of needs.
- STANDARD 3: The library media center provides collaborative teaching and meeting spaces.
- STANDARD 4: The library media center supports lifelong learning.
- STANDARD 5: The library media center’s physical systems are adjustable and effective.
- STANDARD 6: The library media center provides areas for the display, celebration, and validation of the learning community’s products and ideas.
- STANDARD 7: The library media center has a digital infrastructure, appropriate shelving and furniture, a workroom, and storage areas.
- STANDARD 8: The library media center has the potential for growth.

QUALITATIVE STANDARDS AND EXEMPLARY INDICATORS

- STANDARD 1: *The library media center facility affords physical and intellectual access to information and ideas.*
 - I.1 Offers a central location within the school, allowing for easy access
 - I.2 Provides access to a variety of learning experiences in the library media center before, during, and after the instructional day and, where appropriate, beyond the school year
 - I.3 Affords individuals, small groups, and classes full access in support of immediate and long-term learning needs in a “learning laboratory” setting
 - I.4 Maintains hours that are published throughout the school and posted in the library media center and on the library’s Web site
 - I.5 Offers digital resources in the library media center, the classroom, and at home.
 - I.6 Complies fully with the rules and regulations of the Americans with Disabilities Act of 1990

- STANDARD 2: *The library media center provides functional spaces for a variety of needs.*
 - 2.1 Provides space proportionate to enrollment for students, staff, and the community to engage in a wide variety of learning experiences
 - 2.2 Provides ample and appropriately furnished large- and small-group spaces for instruction and activities (e.g., storytelling, book talks, author visits), and for individual and collaborative work
 - 2.3 Provides ample space for current and future book shelving needs
 - 2.4 Allows line-of-sight student supervision

- STANDARD 3: *The library media center provides collaborative teaching and meeting spaces.*
 - 3.1 Provides ample space for library media and classroom teacher collaborative planning
 - 3.2 Provides an instructional area equipped with presentation devices for use by the library media teacher and classroom teachers
 - 3.3 Provides a secure multimedia equipment room
 - 3.4 Provides separate office spaces for the library media teacher and other library staff members

- 3.5 Provides a library workroom with appropriate infrastructure and equipment for the processing, repairing, and production of materials

STANDARD 4: *The library media center supports lifelong learning.*

- 4.1 Provides inviting, media-rich, and well-organized learning spaces that meet the physical and intellectual needs of learners of different ages
- 4.2 Reflects the needs and interests of students, staff, and the community
- 4.3 Reflects the needs of the school's curriculum, instructional program, and the community

STANDARD 5: *The library media center's physical systems are adjustable and effective.*

- 5.1 Provides a lighting management system that meets learning needs in all areas of the facility
- 5.2 Provides an energy management system that ensures a comfortable learning environment
- 5.3 Provides lighting and ventilation systems for economical preservation of materials and equipment

STANDARD 6: *The library media center provides areas for the display, celebration, and validation of the learning community's products and ideas.*

- 6.1 Provides space for extensive displays of student work and curriculum materials
- 6.2 Provides space for extensive displays of faculty and community-produced materials and collections
- 6.3 Provides space for extensive seasonal, holiday, ethnic, and special exhibit displays
- 6.4 Provides space for extensive displays of library materials such as new books and current periodicals
- 6.5 Provides space for displays of teaching material about the library's mission, goals, and standards (e.g., information literacy, love of literature, evaluation of resources)
- 6.6 Changes displays frequently

STANDARD 7: *The library media center has a digital infrastructure, appropriate shelving and furniture, a workroom, and storage areas.*

- 7.1 Maintains digitally secured entrances and exits where appropriate
- 7.2 Provides a spacious circulation desk that is accessible to entrance/exit traffic (at least 36-inches long and 36-inches high) and has an area to place power/computer cords out of sight
- 7.3 Offers a centrally located main desk/counter with a fully automated, integrated, and networked library catalog and circulation system
- 7.4 Provides connectivity to a data, voice, and video network throughout the library media center and in the workroom, extending into the classrooms and the home as appropriate
- 7.5 Provides ergonomic office and age-appropriate, adjustable, patron furniture, earthquake-secure shelving, tables and work surfaces, and a workroom with a sink
- 7.6 Provides ample space for current and future book shelving needs by planning for shelving space that will accommodate thirty standard books, eighteen to twenty reference books, or sixty picture books per three-foot section, leaving one-third of the shelf space empty to allow for new additions
- 7.7 Allows at least a three-foot aisle between stacks
- 7.8 Provides ease of access by having 36 inches (if available) or 42-inch shelving unit heights for elementary school, 60-inch reference shelving unit heights for middle school, and 83-inch reference shelving unit heights for high school. Shelving units placed in center of library should be no higher than 42 inches
- 7.9 Provides shelving of 42- to 48-inches high for reference materials, with tables and instructional space located in close proximity
- 7.10 Provides shelving of 10-, 12-, or 15-inch depth to accommodate variations in resource sizes
- 7.11 Supplies ample electric power, wiring, electrical outlets, telephones, fax machines, and data ports throughout the library media center

Shelving (each section of shelving is three-feet in width)	
<i>Shelving:</i>	<i>Approximate Height:</i>
3 shelves	42–48" high (elementary and center units)
5 shelves	60" high (middle/high school)
6 shelves	72" high (high school)
7 shelves	84" high (high school)
<i>Depth of Shelving:</i>	<i>Holds:</i>
10" deep	standard size books
12" deep	reference and picture books
15" deep	multimedia
<i>Number of items per three-foot section of shelf:</i>	
30 per shelf section	standard size items
60 per shelf section	picture books
20 per shelf section	reference type books
<ul style="list-style-type: none"> – Allow three to four feet between rows of shelving for easy access. – Leave one-third of each shelving section free to allow for growth. – Shelves must be adjustable. – Shelve materials from left to right across each section and down. – Secure shelving to meet earthquake and other safety standards. – Conform to Americans with Disabilities Act (ADA). 	

7.12 Provides ample work surfaces, storage, and production areas for all users

7.13 Conforms to health and safety standards (e.g., seismic shelving, toxin-free fabrics and paint)

STANDARD 8: *The library media center has the potential for growth.*

8.1 Allows for expansion and remodeling to accommodate an increasing student population, changing curricula, and emerging information and communication technologies

RUBRIC COMPARING THE THREE LEVELS OF QUALITATIVE STANDARDS

STANDARD 1: *The library media center facility affords physical and intellectual access to information and ideas.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Centrally located. Easy access.	Not centrally located. Easy access.	Not centrally located. Access is difficult.
Provides access to a variety of learning experiences in the library media center before, during, and after the instructional day, and, when appropriate, beyond the school year. Digital resources are available twenty-four-hours a day, seven-days a week	Provides access to a variety of learning experiences in the library media center during the instructional day and some access after school hours	Provides limited access and learning experiences in the library media center during part of the school day
Individuals, small groups, and classes are afforded full access on a flexible, responsive schedule to accommodate immediate and long-term learning needs in a “learning laboratory” setting	Access to the library media center is flexible and partially accommodates individuals and groups	Access to the library is constrained by a fixed schedule with some unplanned individual and group walk-ins
Hours are widely advertised in the school and community and posted in the library media center and on the library’s Web page	Hours are clearly posted in the library media center	Hours are not posted anywhere on the campus

STANDARD 2: *The library media center provides functional spaces for a variety of needs.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Complies completely with Americans with Disabilities Act of 1990 rules and regulations	Complies in part with Americans with Disabilities Act of 1990 rules and regulations	Does not comply with Americans with Disabilities Act of 1990 rules and regulations
Provides space proportionate to enrollment for students, staff, and community to engage in a wide variety of learning experiences	Provides fixed space not related to enrollment for students, staff, and community to access, use, and communicate information	Provides limited space, insufficient for enrollment, for students and some staff to access and use information
Provides ample space for instruction and all grade-appropriate activities for individuals and large and small groups	Provides space for instruction and some grade-appropriate activities	Provides limited space which precludes instruction and constrains grade-appropriate activities
Provides ample space for meeting current information (print and digital) needs	Provides sufficient space for meeting current information (print and digital) needs	Provides limited space for meeting current information (print and digital) needs
Allows for continuous visual supervision to ensure the health and safety of students	Allows for intermittent visual supervision of students which does not ensure the health and safety of students	Visual supervision is inadequate to ensure health and safety of student

STANDARD 3: *The library media center provides collaborative teaching and meeting spaces.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Provides ample space for library media teacher–classroom teacher planning	Provides some space for library media teacher–classroom teacher planning	Provides no designated space for library media teacher–classroom teacher planning
Provides a separate instructional area equipped with presentation devices	Provides a multipurpose area which is used for instruction as well as a reading/study area	Provides no instructional area
Provides a dedicated professional area for use by educators and administrators	Provides a professional area with shared student use	Provides no professional area
Provides a secure multimedia equipment room	Provides a crowded and unsecured space for multimedia equipment	Provides no designated space for multimedia equipment
Provides separate office space for the library media teacher and each additional library staff member	Provides shared office space that is crowded and insufficient	Provides no designated office space
Provides a separate library workroom with appropriate equipment for processing, repairing, and producing materials	Provides a limited library work area and equipment for processing, repairing, and producing materials	Provides no designated library workroom, area, or equipment

STANDARD 4: *The library media center supports lifelong learning.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Provides inviting, media-rich, well-organized learning spaces that meet the physical and intellectual needs of learners of different ages	Provides a basic learning environment	Does not provide a learning environment
Reflects the needs and interests of students, staff, and community	Reflects the basic needs of students, staff, and community	Does not reflect the needs and interests of students, staff, and community
Reflects the needs of the school's curriculum, instruction, and the community	Reflects the basic needs of the school's curriculum and instruction	Does not reflect the needs of the school's curriculum, instruction, and the community

STANDARD 5: *The library media center's physical systems are adjustable and effective.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Has a lighting management system that meets all needs in all areas of the library media center	Lighting is adequate for basic functions of the library media center	Has insufficient lighting that inhibits staff work and student learning
Has an energy management system that ensures a draft-free and comfortable environment for library staff and patrons, as well as for the preservation of materials and equipment	Has an environment that is usually comfortable, but is difficult to regulate	Has an environment that cannot be regulated and/or an energy management system that often fails

STANDARD 6: *The library media center provides areas for the display, celebration, and validation of the learning community's products and ideas.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Has space for extensive displays of student work and curriculum materials	Has limited space for displays of student work and curriculum materials	Has little or no space for displays of student work
Has space for extensive displays of faculty and community-produced materials and collections	Has limited space for displays of faculty and/or community-produced materials and collections	Has no space for displays of faculty or community-produced materials and collections
Has space for extensive seasonal, holiday, ethnic, and special exhibit displays	Has limited space for seasonal, holiday, ethnic, and special exhibit displays	Has no space for seasonal, holiday, ethnic, and special exhibit displays
Has space for extensive displays of library materials, such as new books and current periodicals	Has limited space for displays of library materials, such as new books and current periodicals	Has no space for displays of library materials
Has space for extensive displays of teaching material about the library's mission, goals, and standards (e.g., information literacy, love of literature, evaluation of resources)	Has limited space for displays of teaching material about the library's mission, goals, and standards (e.g., information literacy, love of literature, evaluation of resources)	Has no space for displays of teaching material
Changes displays frequently	Changes displays 2 to 3 times a year	Changes displays infrequently

STANDARD 7: *The library media center has a digital infrastructure, appropriate shelving and furniture, a workroom, and storage areas.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Has digitally secured entrances and exits where appropriate	Entrances and exits are monitored most of the time	Entrances and exits are unsecured
Has a centrally located main desk/counter with a fully automated, integrated, and networked library catalog and circulation system	Has a main desk/counter with an automated stand-alone circulation system	Has a desk for manual circulation
Has highest available bandwidth connectivity to a data, voice, and video network throughout the library media center and workroom	Has limited access to data, voice, and video within the library media center	Has little or no access to data, voice, and video within the library media center
Has a seamless connection to the school and district local area network (LAN) and wide area network (WAN)	Has a limited connection to the school and district network (LAN and WAN)	Has no connection to the school and district network (LAN and WAN)
Has ergonomic office and patron furniture and shelving appropriately sized for young patrons and adults; shelving design accommodates varied resources and anticipates future growth; facilities adheres to health and safety standards, including earthquake-secured shelving and furniture; workroom contains sink and storage.	Has sufficient office furniture, adjustable and earthquake-secured shelving, and a limited workroom	Has limited office furniture, no adjustable or earthquake-secured shelving, and no workroom
Has ample electric power, wiring, electrical outlets, telephones, fax machines, and data ports throughout the library media center	Has marginal electric power and/or wiring, electrical outlets, telephones, fax machines, and data ports	Has insufficient electric power and/or wiring, electrical outlets, telephones, fax machines, and data ports
Has ample work surfaces, storage, and production areas for all users	Has some work surfaces, storage, and production areas for library staff	Has few work surfaces, insufficient storage, and no production areas

STANDARD 8: *The library media center has the potential for growth.*

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Allows for expansion and remodeling to accommodate increasing enrollment, changing curriculum, and emerging information and communication technologies	Allows for limited remodeling to accommodate increasing enrollment, changing curriculum and emerging information and communication technologies	Allows for little or no remodeling to accommodate an increasing enrollment, changing curriculum and emerging information and communication technologies

RECOMMENDED EXEMPLARY QUANTITATIVE STANDARDS

ELEMENTARY SCHOOL	<i>Less than 600 ADA*</i>	<i>More than 600 ADA*</i>
Entry Circulation Area Information	250–300	400–600
Instruction Area(s) (each)	497–500	511–520
Storytelling	15 per child	15 per child
Pleasure Reading	32–45 per seat	32–45 per seat
Computing (may be incorporated into other library activities/areas)	36–45 per computer workstation	36–45 per computer workstation
Multimedia Area	426–430	475–550
Storage Area	400–425	450+
Shelf Area (stacks)	710–1,460	2,190–3,040
Office Area	550–625	650–700
MIDDLE SCHOOL	<i>Less than 750 ADA*</i>	<i>More than 750 ADA*</i>
Entry Circulation Area Information	294–340	352–375
Instruction Area(s) (each)	588–595	616–650
Pleasure Reading	32–45 per seat	32–45 per seat
Computing (may be incorporated into other library activities/areas)	36–45 per computer workstation	36–45 per computer workstation
Multimedia Area	504–553	638–675
Storage Area	425–450	450–475
Shelf Area (stacks)	1,680–2,550	3,550–4,000
Office Area	625–650	700+
HIGH SCHOOL	<i>Less than 1,000 ADA*</i>	<i>More than 1,000 ADA*</i>
Circulation Area	350–400	400+
Instruction Area(s) (each)	700+	700+
Pleasure Reading	32–45 per seat	32–45 per seat
Computing (may be incorporated into other library activities/areas)	36–45 per computer workstation	36–45 per computer workstation
Multimedia Area	600–650	725–750
Storage Area	425+	450–475
Shelf Area (stacks)	2,000–3,000	4,000–4,500
Office Area	625–650	700–725

*All area figures are in square feet.

A FINAL WORD

Facilities has been the most difficult section of this document to develop. So too, the design for a school library building or remodeling project – vision of service, program activities, digital and print resources, future needs, grade level, number of students, community needs, and funding – is a monumental task.

As a rule, architects understand little about library functionality. The problem is exacerbated because library personnel do not understand the building industry. Even the most knowledgeable library media teacher may be intimidated by terms like *structural integrity* or *sustainable design*. Reading blueprints is seldom within the expertise of library personnel. The threat of cost overrides associated with a particular request or change can inhibit the most experienced library media teacher.

These standards urge that library media personnel are included at the start of any remodeling or building project. Collaboration at this juncture increases the likelihood of producing a library facility that has both structural and functional integrity. After plans are drawn and building has begun, changes are expensive and sometimes impossible to implement.

– JO ELLEN PRIEST MISAKIAN, Chair
CSLA Standards Task Force

California schools serve a complex and richly diverse population. School library personnel are dedicated to meeting the needs of students, staff, and community by providing resources that honor and reflect this diversity. The library collection is systematically shaped according to a selection policy that has been approved by the district governing board. Selection criteria reflect the physical and intellectual needs of all students, as well as social, ethnic, racial, socioeconomic, gender, and age differences. Resources align with state frameworks and content standards, as well as the district and school curriculum and the community's characteristics. Materials and formats support the information and recreational reading needs of different ages, interests, and skill levels.

"...our research shows that the 'digital divide' is actually 'literacy divide,' one that a well-stocked library and well-trained, caring librarians can help close."
 – *The Importance of the Library for Vulnerable Young Children*
 (Neuman & Celano, 2002)



Antiquated, inappropriate, and outdated resources in school libraries impact reading motivation and expose impressionable minds to erroneous, perhaps even hurtful, materials. Collections in strong school libraries are appropriate, relevant, up-to-date, appealing, and accurate.

For too many years, California has ranked last in the number of library books per pupil, a factor that has repeatedly been shown to affect student achievement. In the latest federal statistics on school libraries, the number of school library books in other states averages

22 books per student, while in California the average is 13.8, a small increase from 1986 when the number was 10 (CDE, 2004). Uneven funding over time has led to appalling gaps in collection development that will require a sustained effort to correct. The California Public School Library Act of 1998, for the first time in the history of the state, provided funds to begin building the type of library collection essential to a vibrant learning community. In order to rebuild and maintain an exemplary library collection characteristic of strong school libraries, funding must be continuous and significant.

Similarly, library media center resources must stimulate professional growth and support teaching for our educators. By providing resources that can inspire and enhance classroom practices and curriculum work, the library media center acknowledges the daily efforts of every teacher and supports their professional development.

This section of the standards contains recommendations for the quantity and type of resources found in an exemplary library media center. All school library media centers must analyze their collections, develop a series of short-term goals based on prioritized needs, and a long-term collection plan, then seek the necessary funding from local, state, and federal sources. We must speak with one voice to improve the education of children in California.

EXPLANATION OF STANDARDS LEVELS

Exemplary

The quality and quantity of the print and digital resources in the school library collection facilitate student learning, meet recreational reading needs, and foster reading comprehension and an appreciation of literature. Selections are based on reviews from professionally recognized reviewing sources. The collection provides intellectual and physical access for all students, staff, and school community. It contains up-to-date, curriculum-related, and appealing print and digital resources suited to the interests, age, developmental level, and diversity of the users. The collection meets or exceeds recommended exemplary qualitative and quantitative levels as indicated in this document.

<i>Making Progress</i>	The print and digital resources in the collection enable students to succeed. However, the collection is still being developed to meet recommended exemplary qualitative and quantitative levels. Print and digital learning resources may connect to state content standard and may meet the diverse needs of the school community.
<i>At Risk</i>	The print and digital resources in the collection provide limited opportunities for students to learn. The collection may contain outdated, unappealing, and age- and interest-inappropriate resources that do not meet the minimum needs of the curriculum and students. The inferior quality and quantity of the collection inhibit instruction and student learning even though some resources are purchased to create more opportunities for learning.

THE STANDARDS

Qualitative standards for library media center resources are listed below. The following pages include indicators for each of these standards, plus a chart that provides quantitative standards for the major types of library media resources, including print and information technologies.

- STANDARD 1: The school library media collection supports the curriculum of the school.
- STANDARD 2: The collection is well-developed and contains literature, information, and technology resources that are rich and current.
- STANDARD 3: The collection reflects the diverse needs, interests, and learning styles of all students.
- STANDARD 4: The collection includes resources in a variety of formats.
- STANDARD 5: The collection is developed according to a selection policy that has been approved by the governing board.

QUALITATIVE STANDARDS

STANDARD 1: *The school library media collection supports the curriculum of the school.*

- I.1. Supports state standards in all curricular areas.
- I.2. Supplements textbooks with materials for below grade-level and highly-gifted readers
- I.3. Includes resources that extend understanding of textbook content
- I.4. Provides additional points of view, cultural perspectives, and issues missing from textbook overviews
- I.5. Reveals, through collection mapping, those areas of the collection that need development, then addresses them through a systematic collection-development plan

STANDARD 2: *The collection is well-developed and contains literature, information, and technology resources that are rich and current.*

- 2.1. Contains materials representing the community's diversity, including locally created digital assets and unique primary sources, as well as material which enlarges the community's perspectives and enhances global understanding
- 2.2. Motivates independent inquiry, and critical and creative thinking
- 2.3. Meets curriculum needs as articulated in the state curriculum frameworks, content standards, and literature lists, as well as school and district curriculum guides and adopted instructional materials
- 2.4. Promotes reading, viewing, and listening as avenues to enhance wonder and learning
- 2.5. Develops lifelong readers through motivational displays of materials and their use in storytelling, reading aloud, and book talks
- 2.6. Ensures quality, currency, and authority by adhering to the selection policy criteria that have been approved by the governing board
- 2.7. Ensures quality, currency, and authority through systematic deselection of materials

STANDARD 3: *The collection reflects the diverse needs, interests, and learning styles of all students.*

- 3.1 Contains a broad range of resources with varying points of view
- 3.2 Contains resources that cover a wide range of interests
- 3.3 Contains resources with varying levels of difficulty
- 3.4 Contains resources in global languages with special emphasis on languages appropriate to the needs of the student population and the demands of the curriculum
- 3.5 Contains resources that enlarge understanding of ethnic and cultural differences
- 3.6 Contains resources that accurately depict different ethnic, cultural, religious, gender, and age groups

STANDARD 4: *The collection includes resources in a variety of formats.*

- 4.1 Contains a robust collection of current books and other print materials
- 4.2 Contains online periodical and reference subscription databases
- 4.3 Contains a rich and age-appropriate print periodical collection
- 4.4 Contains local and national print newspapers
- 4.5 Contains a collection of tangible objects for hands-on learning (e.g., art prints, museum objects, models, dimensional maps, historical and cultural artifacts)
- 4.6 Contains audio, video, DVD, photographic, digital, and online resources
- 4.7 Contains media for specific instructional situations
- 4.8 Integrates information and communication technologies with print and digital resources

STANDARD 5: *The collection is developed according to a selection policy that has been approved by the governing board.*

- 5.1 Provides a policy that is written, reviewed annually, and revised, when appropriate, by or under the guidance of a district library media supervisor or library media teacher
- 5.2 Facilitates effective acquisition, cataloging, processing, circulation, storage, maintenance, and retrieval of resources and equipment
- 5.3 Ensures a broad range of resources with different points of view, formats, levels of difficulty, interests, languages, and ethnic and cultural emphases that are developmentally appropriate
- 5.4 Guides the school library media teacher and others in selection and acquisition
- 5.5 Includes professional review journals and other selection tools used to identify materials for inclusion
- 5.6 Includes criteria and procedures for selection and acquisition of resources
- 5.7 Includes criteria and procedures for deselecting resources
- 5.8 Includes a process for handling challenges to materials and procedures
- 5.9 Reflects the rights and responsibilities of copyright law and fair use
- 5.10 Includes principles of free access and the right to read, as expressed in *The Library Bill of Rights* (ALA, 1980), *School Library Bill of Rights* (ASLA, 2002), *Access to Resources and Services in the School Library Media Program* (ALA, 1980), and *Students' Right to Read* (NCTE, n.d.).

RESOURCES IN

AWARD-WINNING SCHOOLS:

"[In schools that won the National Award for Model Professional Development] principals and school leadership teams ensure adequate funding and human resources are available to support teacher learning at these sites. These schools have professional libraries stocked with books and journals to expand teachers' understanding of pedagogy and content. Their resource rooms are filled with children's literature and math manipulatives to facilitate implementation of new instructional techniques in their classrooms. Extensive technology training, hardware, and software are readily available..."
— *Islands of Hope in a Sea of Dreams; A Research Report on the Eight Schools that Received the National Award for Model Professional Development* (Killion, 1999)

QUANTITATIVE STANDARDS*

ELEMENTARY SCHOOL

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
<p>Print 20+ current books per student that meet curriculum and recreational needs of a diverse student population</p>	<p>Print 11 to 19 current books per student that meet curriculum and recreational needs of a diverse student population</p>	<p>Print 8 to 10 current books per student that meet curriculum and recreational needs of a diverse student population</p>
Reference section addresses all curricular areas	Reference section addresses most curricular areas	Reference section addresses some curricular areas
10+ periodical subscriptions	7 to 9 periodical subscriptions	0 to 6 periodical subscriptions
<p>Non-Print 5% or more of the total print collection that addresses curricular needs of a diverse student population</p>	<p>Non-Print 3 to 4% of the total print collection that addresses curricular needs of a diverse student population</p>	<p>Non-Print 2% of the total print collection that addresses curricular needs of a diverse student population</p>
<p>Online Services Free access and or paid subscription to 4+ distinct services that address curricular needs of a diverse student population</p>	<p>Online Services Free access and or paid subscription to 3 distinct services that address curricular needs of a diverse student population</p>	<p>Online Services Free access and or paid subscription to 2 distinct services that address curricular needs of a diverse student population</p>

MIDDLE SCHOOL

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
<p>Print 25+ current books per student that meet curriculum and recreational needs of a diverse student population</p>	<p>Print 11 to 24 current books per student that meet curriculum and recreational needs of a diverse student population</p>	<p>Print 8 to 10 current books per student that meet curriculum and recreational needs of a diverse student population</p>
Reference section addresses all curricular areas	Reference section addresses most curricular areas	Reference section addresses some curricular areas
25+ periodical subscriptions	15 to 24 periodical subscriptions	0 to 14 periodical subscriptions
<p>Non-Print 5% or more of the total print collection that addresses curricular needs of a diverse student population</p>	<p>Non-Print 3 to 4% of the total print collection that addresses curricular needs of a diverse student population</p>	<p>Non-Print 2% of the total print collection that addresses curricular needs of a diverse student population</p>
<p>Online Services School and remote access to paid subscription to 6+ distinct services that address curricular needs of a diverse student population</p>	<p>Online Services School and remote access to paid subscription to 4 to 5 distinct services that address curricular needs of a diverse student population</p>	<p>Online Services School access to subscription to 2 to 3 distinct services that address curricular needs of a diverse student population</p>

HIGH SCHOOL

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
<p>Print 25+ current books per student that meet curriculum and recreational needs of a diverse student population</p>	<p>Print 11 to 24 current books per student meet curriculum and recreational needs of a diverse student population</p>	<p>Print 8 to 10 current books per student meet curriculum and recreational needs of a diverse student population</p>
Reference section addresses all curricular areas	Reference section addresses most curricular areas	Reference section addresses some curricular areas
50+ periodical subscriptions for subscriptions for recreational and reference use	24 to 49 periodical subscriptions for subscriptions for recreational and reference use	0 to 23 periodical subscriptions for subscriptions for recreational and reference use
<p>Non-Print 5% or more of the total print collection that addresses curricular needs of a diverse student population</p>	<p>Non-Print 3 to 4% of the total print collection that addresses curricular needs of a diverse student population</p>	<p>Non-Print 2% of the total print collection that addresses curricular needs of a diverse student population</p>
<p>Online Services Free access and/or paid subscription to 20+ distinct services that address curricular needs of a diverse student population</p>	<p>Online Services Free access and/or paid subscription to 15 to 19 distinct services that address curricular needs of a diverse student population</p>	<p>Online Services Free access and/or paid subscription to 6 to 14 distinct services that address curricular needs of a diverse student population</p>

* Resource Terminology:

Print refers to books, periodicals, and other hard-copy information formats

Periodicals refer to journals, magazines, newspapers, and other publications that appears at a fixed interval

Non-Print refers to digital media and software

Online Services refer to Internet search engines; streaming media; online periodical and reference databases (subscription and free); online encyclopedias; aggregators; and other digital resources and services for information distribution, group interaction, and collaboration

Information and communication technologies (ICT) have revolutionized school library media service, facilities, and resources. As a result, library personnel often become technology leaders at their schools. As technology streamlines management tasks, it permits library staff to focus on teaching and learning with students and faculty. Information and communication technologies are fully integrated with print resources and other media in the delivery of exemplary services.

Because digitizing the collection has dramatically increased the ability to find and use information effectively, all school libraries place a high priority on the conversion of their print card catalog to an online public access catalog (OPAC). Further, the OPAC extends the use of learning resources from the local site to the district and to the home. From any site, the school community can locate materials and, increasingly, access full-text resources, subscription databases, unique local holdings, and community archives of primary resources to meet its learning needs. School library media teachers create Web sites for the learning community with advice about searching, strategies for evaluating online resources, and guidance on the information literacy process. Students use library ICT to navigate Web page pathfinders, work on projects, and do homework created collaboratively by the teacher and library media teacher in support of inquiry, critical thinking, information literacy, and content-area learning. Teachers find curriculum materials and information about education trends and pedagogy culled by the library media teacher on school library Web pages. Administrators locate education data, information about staff development opportunities, and grants using library media center Web resources. In addition, cooperating school libraries are able to share valuable or scarce resources.



Online resources are selected in the same deliberate and careful manner as print and other digital resources. Library media teachers scrupulously evaluate online

resources for currency, authority, and accuracy. Students are less likely to reach unacceptable sites when the professional library media teacher in collaboration with classroom teachers plan instructional units, collect resources that match their teaching goals, and integrate a variety of media into their instruction.

This collaborative information-literacy instruction includes accessing, evaluating, and using diverse information resources, as well as manipulating, producing and communicating this information in diverse formats. Information literacy and ICT literacy work together to teach students to use digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information to function in a knowledge society (ETS, 2003). Enriching print resources with ICT deepens student learning and engagement as they use real-time data, perform authentic work guided by scientists and university researchers, seek insights from authors and experts, investigate primary sources at digital repositories, collaborate with other students in the global community, and perform service learning projects.

The standards included in this section reflect current information and communication technologies, but the “technology horizon” is moving rapidly. More informative than the numbers and types of media listed is an understanding of the intention of these standards. As the trend toward smaller computing devices increases pervasive computing and as more powerful tools are created for knowledge management, school leaders must develop a process for scanning that horizon and identifying, then funding, technologies for education. Virtual learning is burgeoning in both adult professional development and student online education. As a fundamental step, administrators must support the library media teacher’s ongoing professional efforts to ensure that every library media center provides and maintains a wide range of information and communication technologies and information resources for the learning community.

While technology is continuously evolving, information literacy remains the core of knowledge

processing and learning. Information literacy begins with an information need, a problem to solve, a question, or a sense of curiosity. The learner develops a plan to access and locate data, information, and ideas, and then uses strategic “reading” skills to understand various kinds of information in different media formats. Comprehension is followed by judgment – the evaluation of information against criteria (e.g., authority, credibility, relevance). Then, using ICT technology tools, information is extracted, manipulated, ordered, and analyzed so that the learner can synthesize, create, assess, and apply. The product of this information literacy process answers a question, solves a problem, or communicates information to an authentic audience, often beyond the teacher. To support such learning, the school’s digital infrastructure and technology services must be reliable, responsive, and flexible.

EXPLANATION OF STANDARDS LEVELS

<i>Exemplary</i>	Standards 1 to 4 are fully implemented, enabling students to digitally access, produce, and communicate information with ease.
<i>Making Progress</i>	Standards 1 to 4 are partly implemented, limiting the ability of students to digitally access, produce, and communicate information with ease.
<i>At Risk</i>	Standards 1 to 4 have not been implemented or very few of the specific recommendations have been implemented, making it difficult or impossible for students to digitally access, produce, and communicate information.

THE STANDARDS

Standards for school library media center technology are listed below, followed by exemplary indicators and a rubric that compares the three levels of standards.

STANDARD 1: The school community uses library media center information and communication technologies as tools to access information.

STANDARD 2: The school community uses library media center information and communication technologies as tools to create and produce information.

STANDARD 3: The school community uses library media center information and communication technologies as tools to communicate and use information.

STANDARD 4: The school community is guided by relevant policies and is supported by a digital infrastructure and technology services that enable the effective and intelligent use of library media center information and communication technologies as tools for teaching and learning.

STANDARDS AND EXEMPLARY INDICATORS

STANDARD 1: *The school community uses library media center information and communication technologies as tools to access information.*

I.1 LIBRARY ONLINE SERVICES AND RESOURCES:

I.1.1 Fully automated and integrated library catalog and circulation system that is networked district-wide

I.1.2 Web-based online public access catalog (OPAC) available on site and remotely

I.1.3 All library catalog records in standard MARC (machine readable cataloging) format

I.1.4 Well-maintained library Web site with current, working links organized to support state curriculum frameworks, content standards, as well as school and district curriculum and community needs.

I.2 LIBRARY DIGITAL RESOURCES AND SERVICES:

I.2.1 Digital collection is current and continuously maintained

I.2.2 Online periodical and reference subscription services available on-site and remotely

I.2.3 Fax (machine or software) available for use of library media staff and students to access and send information beyond the library

1.3 LIBRARY VIDEO AND AUDIO EQUIPMENT AND SERVICES:

1.3.1 TVs with VCR/DVD players

1.3.2 Multi-site accessible video network with VHS and DVD capability

1.3.3 School wide video and audio broadcasting, basic and premium cable channel access, satellite TV, and distance learning capability

1.4 LIBRARY PROJECTION EQUIPMENT AND SERVICES:

1.4.1 LCD projectors with data and video inputs

1.4.2 Video projection units with slide projection capability

1.4.3 Overhead projectors

1.4.4 Digital white boards

1.5 LIBRARY LISTENING EQUIPMENT AND SERVICES:

1.5.1 CD or other high-capacity handheld digital players and portable wireless devices

1.5.2 Computers (wired and wireless) with CD/DVD drives, individual headphones, and external speakers

STANDARD 2: *The school community uses library media center information and communication technologies as tools to create and produce information.*

2.1 LIBRARY COMPUTER SOFTWARE AND DATA STORAGE:

2.1.1 Integrated productivity package (including word processing, graphics, spreadsheet, and database software) standardized and deployed on all computers

2.1.2 Multimedia software package (including presentation, hypermedia, and Web-authoring tools) standardized and deployed on all computers

2.1.3 High-end graphics capabilities available on some computers

2.1.4 Writeable CD/DVD drives and other portable storage devices

2.1.5 Online server storage space for students and staff, accessible on-site and remotely

2.2 LIBRARY PRINTERS AND OTHER PERIPHERALS:

2.2.1 Networked, heavy-duty, black-and-white laser printer

2.2.2 Networked, heavy-duty, color laser printer

2.2.3 Scanners and optical character recognition software

2.2.4 Photocopiers (available to students as well as staff)

2.2.5 Overhead transparency copier convenient for student use

2.3 LIBRARY VIDEO PHOTOGRAPHY EQUIPMENT:

2.3.1 Digital video cameras with tripods

2.3.2 Digital video editing multimedia station

2.4 LIBRARY STILL PHOTOGRAPHY:

2.4.1 Digital still cameras

STANDARD 3: *The school community uses library media center information and communication technologies as tools to communicate and use information.*

3.1 LIBRARY COMPUTER-BASED COMMUNICATION TOOLS:

3.1.1 School-issued e-mail access for all faculty, library staff, and students, within the confines of district policy

3.1.2 Wireless devices (e.g., handhelds, laptops) available to faculty, library staff, and students

3.2 LIBRARY VIDEO-BASED COMMUNICATION TECHNOLOGY AND SERVICES AVAILABLE:

3.2.1 External and districtwide video conferencing

STANDARD 4: *The school community is guided by relevant policies and is supported by a digital infrastructure and technology services that enable the effective and intelligent use of library media center information and communication technologies as tools for teaching and learning.*

4.1 LIBRARY DIGITAL INFRASTRUCTURE:

4.1.1 Electric power and outlets are strategically placed to meet immediate needs and are designed to accommodate library growth

- 4.1.2 Networked media center services through dedicated library servers allow remote access
- 4.1.3 Data, video, and voice networks meet immediate needs and are designed to accommodate library growth
- 4.1.4 Library servers are housed in a secure environment with regulated climate control
- 4.2 LIBRARY COMPUTERS AND SERVICES:
 - 4.2.1 At a minimum, the library should provide one computer for every two students visiting the library with their class.
 - 4.2.2 Independent learners (students and staff) have access to computers even when classes are in the library
 - 4.2.3 Computer software prevents unwanted modifications or restores configuration upon reboot
- 4.3 LIBRARY ONLINE ACCESS AVAILABLE:
 - 4.3.1 All library computers have broadband or wireless connections which also extend beyond the media center to the classroom and campus computers
 - 4.3.2 School or district acceptable use policy (AUP) is adopted by the governing board, and communicated to and understood by the learning community
- 4.4 TECHNICAL SUPPORT FOR THE LIBRARY MEDIA CENTER:
 - 4.4.1 Proactive services and on-demand support are available during school-use hours
 - 4.4.2 Consistent, coherent technology budgeting and planning takes place in the school or district

RUBRICS COMPARING THE THREE LEVELS OF STANDARDS

STANDARD 1: *The school community uses library media center information and communication technologies as tools to access information.*

I.1 LIBRARY DIGITAL SERVICES AND RESOURCES

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Fully automated and integrated library catalog and circulation system that is networked district-wide	Automated and integrated stand-alone library catalog and circulation system	No automation
Web-based online public access catalog (OPAC) available to all users on-site and remotely	Web-based OPAC available on-site	No OPAC
All library catalog records in MARC (machine readable cataloging) format	Most library catalog records in MARC format	Few library catalog records (or none) in MARC format
Library Web site with extensive links that are regularly updated	Library Web site with minimum number of links	No library Web site or presence on school Web site
Web sites catalogued in the OPAC based on content standards	Web sites catalogued in the OPAC	No cataloged Web sites
Library services fully integrated into school and district technology plans	Library services included in school and district technology plans	Library services mentioned minimally or absent from school and district technology plans

I.2 LIBRARY DIGITAL RESOURCES

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Online periodical and reference subscription services emanate from the library media center	Online periodical and reference subscription services available in the library media center	No online periodical or reference subscription services available in the library media center
Fax (machine or software) available for use of library media staff and students to access and send information beyond the library	Fax (machine or software) available for library media staff to access and send information beyond the library	No fax machine or services

I.3 LIBRARY VIDEO EQUIPMENT AND SERVICES

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
TVs with multiple VCR/DVD players	Single TV with VCR player	TV/VCR on cart shared at site
Multi-site, accessible video network with VHS and DVD capability	Separate VHS and DVD players	No network or video players in any format
School-wide video broadcasting, basic and premium cable channel access, satellite TV, and distance learning capability	School-wide video broadcasting and basic cable channel access	No video services

I.4 LIBRARY PROJECTION DEVICES

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
LCD projectors with data and video inputs	LCD projector with video or data input, but not both	TV with projection capability for video or data input
Video projection unit with slide projection capability	Slide projector	No slide projector
Multiple overhead projectors	1 or 2 overhead projectors	Overhead projectors shared with other teachers
Digital white boards	Digital white board shared with other teachers	No digital white board located in the library media center

I.5 LIBRARY LISTENING DEVICES

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
CD or other high-capacity handheld digital players and portable wireless devices with headphones	Single CD/cassette player with multiple headphones	Single CD or cassette player with a single set of headphones.
Computers with CD drives, individual headphones, and external speakers	Computers with CD drives and external speakers	No listening devices

STANDARD 2: *The school community uses library media center information and communication technologies as tools to create and produce information.*

2.1 LIBRARY COMPUTER SOFTWARE AND DATA STORAGE

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Integrated productivity package (including word processing, graphics, spreadsheet, and database software) standardized and deployed on all computers	Integrated productivity package (including word processing, graphics, spreadsheet, and database software) standardized and deployed on some computers	Software package includes only some office components on some computers and lacks standardization
Multimedia software package (including presentation, hypermedia, and Web-authoring tools) standardized and deployed on all computers	Presentation software with slide show, hypermedia, and Web-authoring tools standardized and deployed on some computers	Presentation software with slide show tools on a few computers, lacks standardization
High-end graphics capabilities available on some computers	High-end graphics capabilities available on one computer	No high-end graphics capabilities
Writeable CD/DVD drive or USB flash drives	ZIP, Super Disk drive	3.5" floppy disk drive available for storage
Online server storage space for students and staff accessible on-site and remotely	Online server storage space for students and staff accessible on-site	No online storage available

2.2 LIBRARY PRINTERS AND OTHER PERIPHERALS AVAILABLE

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Networked, heavy-duty, black-and-white laser printer	Black-and-white printer attached to one computer	No black and white printer available
Networked, heavy-duty, color laser printer	Networked color printer attached to one computer	No color printer available
Multiple scanners with optical character recognition software	One scanner	No scanners available
Multiple photocopiers convenient for student as well as staff use	Photocopier for staff	No photocopiers available

2.3 LIBRARY VIDEO PHOTOGRAPHY

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Multiple digital video cameras with tripods	One digital video camera	One analog video camera or none
Digital video editing computer stations	Multiple VCRs for manual video editing	No video editing capabilities

2.4 LIBRARY STILL PHOTOGRAPHY AVAILABLE

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Digital still cameras	One digital still camera	One analog still camera or none

STANDARD 3: *The school community uses library media center information and communication technologies as tools to communicate and use information.*

3.1 LIBRARY COMPUTER-BASED COMMUNICATION TOOLS

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
School-issued e-mail access for all faculty, library staff, and students, within the confines of district policy	E-mail access for faculty and staff; student access available upon request, within the confines of district policy	No e-mail access for students or staff
Wireless devices available to faculty, library staff, and students	Wireless devices available to faculty and library staff	No wireless devices available

3.2 LIBRARY VIDEO-BASED COMMUNICATION

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
External and district-wide video conferencing	School-site video conferencing	No video conferencing available

STANDARD 4: *The school community is guided by relevant policies and is supported by a digital infrastructure and technology services that enable the effective and intelligent use of library media center information and communication technologies as tools for teaching and learning.*

4.1 LIBRARY DIGITAL INFRASTRUCTURE

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Electric power and outlets are strategically placed to meet immediate needs and designed to accommodate library growth	Electric power and outlets meet immediate needs of the library media center	Electric power and outlets inadequate for current needs
Networked media center services through dedicated library servers allow remote access	Networked media center services through dedicated library servers	No dedicated server
Data, video, and voice networks meet immediate needs and are designed to accommodate library growth	Data, video, and voice networks meet immediate needs	Data, video, and voice network inadequate for current needs
Library servers are housed in a secure environment with regulated climate controls	Library server is not secure and subject to heat, dust, light, and other climate variations	Library server is not secure and is vulnerable to climate variations or is not adequately housed

4.2 LIBRARY COMPUTERS

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
At least 1 computer for every 2 students in a class working in the library media center	At least 1 computer for every 3 to 4 students in a class working in the library media center	At least 1 computer for every 5 or more students in a class working in the library media center
Independent learners (students and staff) have access to computers when classes are in the library	Independent learners (students and staff) have limited access to computers when classes are in the library	Independent learners (students and staff) have no access to computers when classes are in the library
Each computer has a minimum of 512K of RAM	Each computer has a minimum of 256K of RAM	Each computer has a minimum of 128K of RAM
Computer software prevents unwanted modifications or restores configuration upon reboot	Computer software to prevent unwanted modifications in place but not activated on all computers accessible to students.	No security software in use

4.3 LIBRARY ONLINE ACCESS

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Better than a T-1 online connection for all library media center computers extending into classrooms and to the home	T-1, ISDN, DSL, or other high-speed online connection for all library media center computers	56K dial-up modem Online connection for some library media center computers
School or district acceptable use policy (AUP) is adopted by the governing board, and communicated to and understood by the learning community	AUP is adopted by the governing board, and inadequately communicated to and understood by the learning community	No AUP in place

4.4 TECHNICAL SUPPORT FOR THE LIBRARY MEDIA CENTER

<i>Exemplary</i>	<i>Making Progress</i>	<i>At Risk</i>
Consistent, coherent technology budgeting and planning in school or district	Technology budgeting erratic or inconsistent	No technology budgeting
Proactive services and on-demand support are available during school use hours	Support available within one day	Available within 2 to 3 days or ineffective

BACKGROUND OF COMPENDIUMS OF STUDIES

Research on the impact of school library programs on student achievement date back to the 1950s. Four entities have developed good bibliographies that capture this area of research: ERIC, Farmer, Orange County Department of Education, and Library Research Service.

Keith Curry Lance and his associates have conducted several studies revealing the correlation between library-related factors and student achievement. Starting with a population of 221 Colorado schools in 1988 and 1989 (Lance, 2000) in which he used service outputs and resource inputs as factors for possible correlations with academic achievement, Lance has continued his correlative studies in Alaska, Iowa,



Michigan, New Mexico, Pennsylvania, and Oregon. The major correlations included library budgets, technology presence, collection size, and staffing size. In other states, additional factors included library operating hours, library usage, online access, professional development, and collaboration with public libraries and school community members.

Ken Haycock collected 88 studies (1995) on this topic, focusing on characteristics of effective school library programs that significantly affect student achievement. Again, having a good collection and a full-time, trained librarian/teacher were considered vital. The role of the library media teacher must be clear. Integrated library instruction through collaborative planning was the most effective way to develop student competence. An earlier review of the literature by Haycock (1992) also found that the principal played a key role in a strong school library media program.

Since the advent of AASL's principles, studies using them have been conducted mainly as efforts of the association to implement those principles, usually on the state or regional level (LeLoup, 2000). Concurrently, the research literature on factors impacting student achievement has dramatically increased in quantity and diversity, now drawing from reading, technology, developmental studies, sociology, etc. Library media teachers are also expanding their notion of spheres of influence. For example, Eileen Faucette (2000) and Lesley Farmer (2001) discovered that library media teacher collaboration with parents also impacted student achievement.

The evidence on the importance of strong school libraries is a valuable tool for the library media teacher. These findings can be used to: (1) improve every library media program; (2) build understanding among staff and educators of the necessity for collaboration between the library media teacher and other teachers; (3) justify to policy makers, community members, and administrators the necessity for sustained budgetary support of the media center program and services in every school; and (4) gather additional evidence in the form of local research and statistics which can support or add to this body of scholarship to advance school librarianship in general.

BIBLIOGRAPHY OF LITERATURE REVIEWS (SEE PAGE 86)

SPECIFIC STUDIES

Numerous individual studies have explored the impact of specific elements within a delimited group of library media programs upon student achievement. Collectively, they support a significant and interrelated correlation. The most prevalent findings over the years focus on these contributing factors:

- a rich collection of current, high-quality materials in a variety of formats
- access through flexible scheduling for individuals and groups throughout the school day and with extended hours
- collaboration with the school and larger community in terms of collection development, instruction, and curriculum development

- information literacy instruction integrated across the curriculum
- full-time, certificated library media teacher(s) available throughout the day, with paraprofessional support
- significant funding for resources and services

The following references serve as starting points in developing library-related standards and assessing justified elements.

REFERENCES ON STUDENT ACHIEVEMENT — BY LIBRARY PROGRAM ELEMENTS

<i>Library Program Factors</i>	<i>Factor Elements</i>	<i>Impact of Library Media Programs on Student Achievement</i>
Material Resources	Quantity	<i>Improves academic achievement:</i> Baumbach, 2003; Broughan, 2000; Lance, Welborn, & Hamilton-Pennell, 1993; Lance, Rodney, & Hamilton-Pennell, 2001, 2002; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2001 <i>Improves reading:</i> Krashen, 1993; Lance, Rodney, & Hamilton-Pennell, 2001; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003
	Quality	<i>Improves academic achievement:</i> Lance, Rodney, & Hamilton-Pennell, 2001
	Technology	<i>Improves academic achievement:</i> Burgin & Bracey, 2003; Gehlken, 1994; Lance, Rodney, & Hamilton-Pennell, 2001, 2002; Smith, 2001 <i>Improves reading:</i> Lance, Rodney, & Hamilton-Pennell, 2001; Smith, 2003
	Access (note amount and quality of use)	<i>Improves academic achievement:</i> Gehlken, 1994; Loertscher, 1993; Smith, 2001
	Collaboration with the school community	<i>Use of library resources improves junior high science, information literacy:</i> Barrilleaux, 1965
Facilities	Atmosphere	<i>Improves reading:</i> Krashen, 1993 <i>Improves academic achievement:</i> Gehlken, 1994
	Access (note both class and individual access)	<i>Improves reading:</i> Baumbach, 2003; Broughan, 2000; Fordham, 2003; Gehlken, 1994; Lance, Rodney, & Hamilton-Pennell, 2001; Miller, Want, & Whitacre, 2003; Smith, 2001, 2003
	Scheduling (flexible)	<i>Improves student achievement:</i> Barlup, 1991; Bishop, 1992; Bishop & Blazek, 1994; Kreiser, 1991; Lance, Rodney, & Hamilton-Pennell, 2001; Tallman & Van Deusen, 1994, 1995; Van Deusen, 1991 <i>Improves reading:</i> Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003
Staffing	Quantity (note number and hours of staff)	<i>Improves reading comprehension:</i> Krashen, 2001; Lance, Rodney, & Hamilton-Pennell, 2001; McMillan, 1965; McQuillan, 1998 <i>Improves reading:</i> Baxter & Smalley, 2003; Martin, 1996; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003 <i>Improves academic achievement:</i> Baumbach, 2003; Broughan, 2000; Burgin & Bracey, 2003; Farmer, 2002; Hale, 1970; Lance, Rodney, & Hamilton-Pennell, 2001, 2002; Lance, Welborn, & Hamilton-Pennell, 1993; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2001

<i>Library Program Factors</i>	<i>Factor Elements</i>	<i>Impact of Library Media Programs on Student Achievement</i>
	Quality	<p><i>Improves reading:</i> Didier, 1982; Gaver, 1963; Masterton, 1963; Rodney, Lance, & Hamilton-Pennell, 2000, 2002; Wilson, 1965; Yarling, 1968</p> <p><i>Improves SAT verbal:</i> Hale, 1970</p> <p><i>Improves achievement:</i> Farmer, 2002; Fordham, 2003; Gehlken, 1994; Lance, Rodney, & Hamilton-Pennell, 2001</p>
Curriculum	Information literacy	<p><i>Improves academic achievement:</i> Goodin, 1991; Harada & Yoshina, 1997; Lance, 1999; Lance, Rodney, & Hamilton-Pennell, 2001</p> <p><i>Improves reading:</i> Lance, Rodney, & Hamilton-Pennell, 2001</p>
	Supporting the school curriculum	<p><i>Integrated information literacy instruction improves science achievement:</i> Todd, 1995</p> <p><i>Integrated information literacy instruction improves learning and research products:</i> Bland, 1995; Broughan, 2000; Cole, 1996; Friel, 1995; Hara, 1996; Lance, Rodney, & Hamilton-Pennell, 2001; Loertscher & Woolls, 2002</p>
Instruction	Delivery methods	<i>Improves student achievement:</i> Farmer, 2002
	Audience: students, staff, and parents	<p><i>Improves student information literacy skills:</i> Gengler, 1965</p> <p><i>Improves reading ability:</i> Harmer, 1959; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003</p> <p><i>Improves academic achievement:</i> Faucette, 2000</p>
	Collaboration with the school and community	<p><i>Improves learning:</i> Pitts, 1994, 1995</p> <p><i>Improves student achievement:</i> Barlup, 1991; Bell, 1990; Bell & Totten, 1991, 1992; Bingham, 1994; Bishop, 1992; Bishop & Blazek, 1994; Farmer, 2002; Jones, 1994; Kreiser, 1991; Lance, 1999; Lance, Rodney, & Hamilton-Pennell, 2001; Lumley, 1994; Tallman & Van Deusen, 1994, 1995; Van Deusen, 1991</p>
General Service Quality		<p><i>Improves reading comprehension:</i> McMillan, 1965; Thorne, 1967</p> <p><i>Improves elementary students' overall language ability and verbal expression:</i> Bailey, 1970</p> <p><i>Improves academic achievement:</i> Greve, 1974; Hale, 1970; Lance, Rodney, & Hamilton-Pennell, 2001</p>
Administration	Funding	<p><i>Improves academic achievement:</i> Baumbach, 2003; Broughan, 2000; Bruning, 1994; Burgin & Bracey, 2003; Lance, Rodney, & Hamilton-Pennell, 2001; Smith, 2001</p> <p><i>Improves reading:</i> Baxter & Smalley, 2003; Lance, Rodney, & Hamilton-Pennell, 2001</p>
	Legal Issues	<i>Improves reading:</i> Lance, Rodney, & Hamilton-Pennell, 2001

REFERENCES ON STUDENT ACHIEVEMENT — BY STUDENT OUTCOMES

<i>Student Outcome</i>	<i>Study</i>	<i>Impact</i>
Academic Achievement	Barlup, 1991; Bell, 1990; Bell & Totten, 1991, 1992; Bingham, 1994; Bishop, 1992; Bishop & Blazek, 1994; Jones, 1994; Kreiser, 1991; Lumley, 1994; Tallman & Van Deusen, 1994, 1995; Van Deusen, 1991	Affected by collaboration between classroom teacher and library media teacher
	Baumbach, 2003	Affected by staffing hours, books/pupil, subscriptions/pupil, library use, circulation
	Broughan, 2000	Affected by books/pupil, library hours open, library instruction present, use of library, full-time librarian, instruction aligned with state frameworks, automated catalog, expenditures
	Bruning, 1994	Affected by library expenditures
	Burgin & Bracey, 2003	Affected by library staffing, library expenditures, computer with online connectivity
	Farmer, 2001	Affected by staffing, instruction, collaboration
	Faucette, 2000	Affected by library media teacher collaboration with parents
	Fordham, 2003	Affected by professional library media teacher, access to library
	Gehlken, 1994	Affected by staff quality, inviting atmosphere, access to technology and collections
	Goodin, 1991	Affected by information literacy instruction
	Greve, 1974	High school affected by level of library service
	Harada & Yoshina, 1997	Affected by information literacy instruction
	Hill, 1997	Affected by information literacy instruction
	Lance, 1999; Lance, Rodney, & Hamilton-Pennell, 2001, 2002	Affected by library expenditures, staffing size and hours, collection size, information literacy instruction, collaboration, library media teacher leadership, technology, library access, professional library media teacher, individual access to the library
	Loertscher, 1993	Affected by effective use of resources and “adequate library”
Miller, Want, & Whitacre, 2003	Affected by library use and access, summer reading programs	
Rodney, Lance, & Hamilton-Pennell, 2002	Affected by staff level, books/pupil, subscriptions/pupil	
Smith, 2001	Affected by staffing, books/pupil, library expenditures, software/pupil, subscriptions/pupil, instruction, library hours open, staff development	

<i>Student Outcome</i>	<i>Study</i>	<i>Impact</i>
Reading	Ainsworth, 1969	Affected by professional library media teacher
	Bailey, 1970	Affected by active library media program
	Barrilleaux, 1965	Affected by use of library resources for science instruction
	Baxter & Smalley, 2003	Affected by library media teacher hours, library expenditures
	Becker, 1970	Elementary affected by library media teacher presence, access to library
	Callison, 1979	Affected by staffing quantity
	Lance, Rodney, & Hamilton-Pennell, 2000	Affected by state-certified library media teacher supported by aide
	Lance, Rodney, & Hamilton-Pennell, 2000	Affected by instruction (library media teacher play vital role)
	Didier, 1982	7th grade affected by professional library media teacher
	Farmer, 2002	Affected by staffing, instruction, collaboration
	Gaver, 1963	Elementary affected by professional library media teacher
	Gengler, 1965	Affected by library media teacher instruction
	Greve, 1974	HS affected by level of library service
	Hale, 1970	Affected by professional library media teacher
	Harada & Yoshina, 1997	Affected by information literacy instruction
	Harmer, 1959	Affected by information literacy instruction
	Krashen, 2001	Affected by quantity of books, library staff
	Lance, Rodney, & Hamilton-Pennell, 2001	Affected by library expenditures, hours of professional staffing, information literacy instruction, collaboration, in-service training to teachers, technology, relationship with the public library
	Martin, 1996	Affected by staff size
	Masterton, 1963	Affected by centralized library, professional library media teacher
McMillan, 1965	Affected by good libraries, full-time library media teachers, staffing quality	
McQuillan, 1998	Affected by quantity of books, library staff	
Nolan, 1989	Affected by staffing quantity	
Rodney, Lance, & Hamilton-Pennell, 2002	Affected by professional library media teacher, library staff hours, books/pupil, computers/pupil, video/pupil, instruction, collaboration, library expenditures	

<i>Student Outcome</i>	<i>Study</i>	<i>Impact</i>
	Smith, 1999	Affected by staff size and hours, number of hours library is open, number of hours students use library, collection development and size, library staff instruction and collaboration, technological access to library resources
	Thorne, 1967	Affected by full-service library program
	Wilson, 1965	Affected by professional library media teacher
Study Skills	Yarling, 1968	Elementary affected by centralized library

In the *Recommended Information Literacy Skills Continuum: Grades K–12* below, specific grade-level skills are labeled Introduced (I), Reinforced (R), and Mastered (M). While we suggest specific grade levels in which these skills can be introduced, reinforced, and mastered, implementation may vary for individual school districts. Nevertheless, these skills should be taught on a continuum and in a timely manner. In some cases, the I, R, and M designations in this continuum may appear more than once for a particular skill. This will occur when a skill becomes more advanced and the student moves from elementary to middle to high school. A blank box in the matrix indicates that a skill does not apply or does not need to be taught at a particular grade level.

This continuum uses the nine national information literacy standards from *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology (Copyright 1998, American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.).

STANDARD 1: *The student who is information literate accesses information efficiently and effectively.*

1.1 Knows Library Procedures for Circulation and Care of Equipment

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
I.1.1 Understands how to check out and care for books and multimedia material, and respects library rules	I	I	R	R	R	R	M	M	M	M	M	M
I.1.2 Learns whom to ask for help at a library	I	R	M	M	M	M	M	M	M	M	M	M
I.1.3 Demonstrates respect for other library users	I	I	I	R	R	R	R	R	R	M	M	M
I.1.4 Learns library procedures through library orientation	I	I	I	I	I	I	I	I	I	I	I	I
I.1.5 Learns to follow library procedures at a library	I	I	I	I	I	I	I	M	I	M	M	M
I.1.6 Understands differences between a school and public library	I	I	R	R	M	M	M	M	M	M	M	M
I.1.7 Demonstrates growth in understanding of school library procedures	I	I	I	I	I	I	I	M	I	I	I	I
I.1.8 Uses other libraries to supplement school library media center resources	I	I	R	R	M	M	M	M	M	M	M	M

1.2 Knows Parts of a Book and Digital Resources

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
I.2.1 Identifies parts of a book: cover, title, title page, author, illustrator, spine, and spine label	I	I	R	R	R	R	M	M	M	M	M	M
I.2.2 Identifies parts of a book: table of contents, publisher, page numbers, copyright date, and call number	I	I	I	R	R	R	M	M	M	M	M	M
I.2.3 Identifies parts of a book: glossary, index, and dedication		I	I	R	R	R	M	M	M	M	M	M
I.2.4 Understands the general organization of a print dictionary, thesaurus, atlas, and encyclopedia		I	I	R	R	R	M	M	M	M	M	M
I.2.5 Identifies online terms and their uses (e.g., home page, Web page, URL, responsibility statement, search engine)			I	I	I	I	I	I	R	R	M	M

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.2.6 Identifies terms common to subscription databases (e.g., login I.D. and synonyms, password, advanced search, help screen)			I	I	I	I	I	I	R	R	M	M
1.2.7 Identifies basic terminology and use of digital input/output devices (e.g., keyboard, mouse, VCR, remote control, digital camera)	I	I	R	R	M	M	M	M	M	M	M	M

1.3 Knows Types and Location of Library Materials

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.3.1 Understands the differences between fiction and nonfiction	I	I	I	I	R	R	M	M	M	M	M	M
1.3.2 Uses an index to locate information in nonfiction resources		I	I	I	R	R	R	R	M	M	M	M
1.3.3 Uses the “find” function to locate information in online digital resources and computer files.			I	I	R	R	M	M	M	M	M	M
1.3.4 Identifies reference materials		I	R	R	M	M	M	M	M	M	M	M
1.3.5 Learns location of source types (e.g., books, nonprint, and digital resources)	I	I	I	I	I	I	I	M	I	M	M	M
1.3.6 Locates fiction and nonfiction items in a variety of formats	I	I	I	I	R	R	M	M	M	M	M	M
1.3.7 Knows that books and nonprint material may be located by subject in the nonfiction section	I	I	I	R	R	R	M	M	M	M	M	M
1.3.8 Locates and knows general contents of biography section		I	I	M	M	M	I	M	I	M	M	M
1.3.9 Locates and knows general contents of reference section			I	M	M	M	I	M	I	M	M	M
1.3.10 Locates information in periodicals by using print and/or digital indexes; or, by using the search engines of subscription periodical databases		I	I	R	R	R	I	M	I	M	M	M
1.3.11 Locates relevant sources for class assignments and personal use independently	I	I	I	I	I	I	R	R	R	R	M	M
1.3.12 Identifies appropriate sources for class assignments and personal use, and locates them independently		I	I	R	R	M	M	M	M	M	M	M

1.4 Learns to Use Library Book Classification Systems

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.4.1 Understands the basic organization of 10 major Dewey Decimal System classes			I	R	R	R	M	M	M	M	M	M
1.4.2 Uses Dewey Decimal System to locate resources independently	I	I	I	R	R	R	M	M	M	M	M	M
1.4.3 Demonstrates ability to use Dewey Decimal System when an automated library catalog is not available		I	I	I	R	R	I	M	M	M	M	M
1.4.4 Recognizes and understands the function of other classification systems (e.g., Library of Congress)									I	I	R	R

1.5 Knows How to Alphabetize by Author's Last Name

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.5.1 Learns that the fiction section is organized alphabetically by author's last name	I	I	R	R	M	M						
1.5.2 Identifies the call number in the fiction section as the author's last name alphabetized to the first letter	I	I	R	R	M	M						
1.5.3 Alphabetizes to the second letter to locate books by call number			I	R	R	R	R	M	M	M	M	M
1.5.4 Alphabetizes to the third letter to locate books by call number				I	R	R	R	R	M	M	M	M

1.6 Uses the Automated Library Catalog

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>		
1.6.1 Understands the general purpose of the automated library catalog	I	I	R	R	M	M	M	M	M	M	M	M		
1.6.2 Uses computer software graphical elements and navigation tools (e.g., buttons, icons, and fields) to search automated library catalog	I	I	R	R	R	M	M	M	M	M	M	M		
1.6.3 Performs a basic search by title, author, subject, and keyword using the automated library catalog			I	I	R	R	R	M	M	M	M	M		
1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format, and availability								I	I	I	I	R	R	R

1.7 Uses Digital Resources to Access Information

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.7.1 Uses input and output devices to operate digital equipment (e.g., computers, VCRs, CD players, and audio cassette players)	I	I	R	R	M	M	M	M	M	M	M	M
1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders				I	R	R	R	M	M	M	M	M
1.7.3 Uses databases (e.g., CD-ROMs, online free and fee-based services) for school use			I	I	R	R	R	I	M	I	M	M
1.7.4 Uses digital resources for personal use						I	I	I	R	I	M	M
1.7.5 Uses specialized content-area digital resources (e.g., videos, CD-ROMs, deep web databases, subscription information services, online library catalog)			I	I	I	I	I	R	R	R	M	M
1.7.6 Selects appropriate information and communication technology tools and resources				I	I	I	I	R	R	R	M	M

1.8 Selects Appropriate Library Materials

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.8.1 Learns to use a variety of techniques to independently select books at reading level	I	I	I	I	I	I	R	R	R	M	M	M
1.8.2 Learns to independently select digital curriculum materials appropriate to grade level	I	I	I	I	I	I	I	M	I	M	M	M

1.9 Uses a Developmentally Appropriate Research Process to Access Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.9.1 Identifies a problem or question that needs information	I	I	I	I	I	I	R	R	R	M	M	M
1.9.2 Uses presearch strategies such as brainstorming, mapping, and recalling of prior knowledge	I	I	I	I	I	I	R	R	R	M	M	M
1.9.3 Identifies and uses keywords to find specific information		I	I	I	R	R	R	R	R	R	R	R
1.9.4 Uses keywords and controlled vocabulary to develop search statements for use with databases, search engines, digital books, and other digital sources and formats		I	I	I	I	I	R	R	R	R	R	R
1.9.5 Formulates questions that define the scope of the investigation	I	I	I	I	I	I	R	R	R	M	M	M
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product		I	I	I	I	I	R	R	R	M	M	M
1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth			I	I	I	I	I	R	R	R	M	M
1.9.8 Selects and reads familiar and unfamiliar material independently		I	I	R	R	R	M	M	M	M	M	M
1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information			I	I	R	R	M	M	M	M	M	M
1.9.10 Uses title, table of contents, chapter headings, and navigation elements to locate information in books and digital resources		I	I	R	R	R	M	M	M	M	M	M
1.9.11 Uses subheadings to locate information in nonfiction resources				I	I	R	R	R	M	M	M	M
1.9.12 Obtains information from illustrations, photographs, charts, graphs, maps, and tables	I	I	I	R	R	R	M	M	M	M	M	M
1.9.13 Uses scanning and skimming skills to locate relevant information		I	I	I	R	R	M	M	M	M	M	M
1.9.14 Continues to show growth in selection of sources and formats for educational and personal use				R	M	M	M	M	M	M	M	M
1.9.15 Uses cross references (<i>see, see also</i>) to locate relevant information		I	I	I	R	R	R	R	R	R	R	R
1.9.16 Identifies bibliographic references				I	I	R	R	M	M	M	M	M
1.9.17 Uses bibliographies in books and digital resources to access information beyond the immediate source and school library media collection				I	I	I	R	R	R	R	R	R
1.9.18 Uses a variety of print and digital information resources to facilitate research		I	I	R	R	R	R	M	M	M	M	M
1.9.19 Uses advanced and specialized reference books and digital resources									I	R	M	M
1.9.20 Identifies and uses computer icons and program menus to search for information (e.g., locates an index, navigates a subject tree, accesses a help screen)			I	R	R	R	M	M	M	M	M	M
1.9.21 Refines search strategies for research projects			I	I	R	R	I	M	I	M	M	M
1.9.22 Selects and uses a variety of appropriate media to access information for assignments				I	I	I	I	I	I	R	R	R
1.9.23 Records author, title, and other citation elements systematically while accessing information sources				I	I	R	R	R	M	M	M	M

STANDARD 2: *The student who is information literate evaluates information critically and competently.*

2.1 Locates Relevant Information from Appropriate Fiction and Nonfiction Sources in Print and Digital Formats

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
2.1.1 Identifies and compares characteristics of fiction and nonfiction	I	I	I	R	R	R	M	M	M	M	M	M
2.1.2 Describes how illustrations impact a narrative	I	I	R	R	R	M	M	M	M	M	M	M
2.1.3 Identifies structural elements of fiction (e.g., character, plot, setting, type of narrative order, point of view) in print, nonprint, and digital formats.	I	I	R	R	R	M	M	M	M	M	M	M
2.1.4 Comprehends basic plot and structure of imaginative literature			I	I	I	R	R	M	M	M	M	M
2.1.5 Demonstrates understanding of nonfiction text structures (e.g., main idea and supporting details, cause and effect, compare and contrast, and sequencing) in nonfiction print and digital formats	I	I	I	R	R	R	M	M	M	M	M	M
2.1.6 Discerns relationships among topics in order to locate maximum available information on any given subject											I	M
2.1.7 Clarifies an understanding of text by creating summaries					I	R	R	R	M	M	M	M
2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context cues, constructing a mental image, reorganizing information, locating main idea, predicting) to assist comprehension of fiction and nonfiction in print and digital formats.	I	I	I	R	R	R	M	M	M	M	M	M
2.1.9 Determines which information and communication technologies are most appropriate for the information task			I	I	I	R	R	R	M	M	M	M

2.2 Evaluates Authority, Credibility, and Currency of Information

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
2.2.1 Distinguishes between fact and opinion in nonfiction sources			I	I	I	R	R	R	M	M	M	M
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment					I	R	R	R	M	M	M	M
2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources				I	I	R	R	R	M	M	M	M
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources					I	I	I	I	R	M	M	
2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and accuracy			I	I	I	R	R	R	M	M	M	M
2.2.6 Learns to look for currency clues in undated digital or print material				I	I	R	R	R	M	M	M	M

2.3 Selects Relevant Information during the Research Process

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
2.3.1 Understands that notetaking is a tool for information processing (e.g., remembering, comparing, analyzing, and sequencing)			I	I	I	R	R	R	M	M	M	M
2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task			I	I	R	R	R	R	M	M	M	M
2.3.3 Restates facts and details to clarify and organize ideas for notetaking		I	I	I	I	I	R	R	M	M	M	M

STANDARD 3: *The student who is information literate uses information accurately and creatively*

3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.1.1 Integrates prior knowledge with source's main ideas in preparation for notetaking			I	R	R	R	M	M	M	M	M	M
3.1.2 Uses key words and phrase notes to write 2 or 3 sentences about a research topic		I	I	I	I	I	R	R	M	M	M	M
3.1.3 Learns techniques of organizing notes (e.g., outlining, webbing)		I	I	R	R	R	M	M	M	M	M	M
3.1.4 Uses graphic organizers to arrange information in sequential and logical order		I	I	I	R	R	R	M	M	M	M	M
3.1.5 Organizes key words and phrase notes in preparation for creating a product			I	I	I	I	R	R	M	M	M	M
3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information				I	I	I	R	R	M	M	M	M

3.2 Composes and Revises Drafts

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression				I	I	I	R	R	M	M	M	M
3.2.2 Drafts, edits, and revises writing by hand or using a word processor		I	I	I	I	I	R	R	M	M	M	M
3.2.3 Uses a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus				I	I	R	R	M	M	M	M	
3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience				I	I	I	R	R	M	M	M	M
3.2.5 Uses digital spell- and grammar-checkers on final draft				I	I	I	R	R	M	M	M	M
3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation				I	I	I	R	R	M	M	M	

3.3 Communicates and synthesizes ideas in logical and creative or novel ways

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.3.1 Presents information in a variety of formats, such as word processed texts (narrative, essay, poetry, drama), charts, graphs, computer graphics, and multimedia, using appropriate information and communication technology tools		I	I	I	R	R	R	R	M	M	M	M
3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	I	I	I	I	I	I	R	R	M	M	M	M
3.3.3 Orally shares information with peers and other audiences	I	I	I	R	R	R	M	M	M	M	M	M
3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids		I	I	R	R	R	R	R	M	M	M	M
3.3.5 Presents information using advanced multimedia and presentation software			I	I	I	I	I	I	R	M	M	
3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes		I	I	I	I	I	R	R	M	M	M	M
3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)				I	I	I	R	R	M	M	M	M
3.3.8 Uses creative and dramatic methods (e.g., art, music, puppetry, drama, and readers' theater) to enrich presentations and products			I	I	I	R	R	R	M	M	M	M
3.3.9 Conveys clear and accurate information in a presentation			I	I	I	I	R	R	M	M	M	M

STANDARD 4: *The student who is an independent learner is information literate and pursues information related to personal interests.*

4.1 Uses School Library Media Center and Public Library Resources to Pursue Personal Interests

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits	I	I	I	R	R	R	R	M	M	M	M	M
4.1.2 Uses telecommunications to communicate with others		I	I	R	R	R	M	M	M	M	M	M
4.1.3 Observes proper etiquette for using telecommunications		I	I	R	R	R	M	M	M	M	M	M
4.1.4 Uses information and communication technologies for recreational purposes	I	I	I	R	R	R	M	M	M	M	M	M

4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
4.2.1 Uses developmentally appropriate information-literacy processes to independently select print, nonprint, and digital resources to satisfy personal information needs		I	I	I	R	R	R	R	R	M	M	M

STANDARD 5: *The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.*

5.1 Learns about Children’s and Young Adult Literature, Authors, and Illustrators

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
5.1.1 Understands the purpose of children’s and young adult book awards (e.g., Caldecott, Newbery, Coretta Scott King, Hans Christian Andersen, Carnegie, Greenaway, Governor General’s Award, and California Young Reader Medal)	I	I	I	R	R	M	M	M	M			
5.1.2 Describes the roles of authors and illustrators and their contributions to literature and society		I	I	R	M	M	M	M	M			
5.1.3 Reads and understands a variety of genres (e.g., folktales, fiction, poetry, biography, and drama)		I	R	R	R	R	R	R	R	M	M	M
5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures		I	I	R	M	M						
5.1.5 Compares and contrasts plots, settings, characters, and themes	I	I	I	R	M	M	M	M	M	M	M	M
5.1.6 Selects children’s authors, appropriate for reading level, as recommended by district and state guidelines and reading lists			I	I	R	R	R	R	R	R	R	R
5.1.7 Makes the transition from picture to chapter books, requiring the reader to create internal imagery			I	I	I	R						

5.2 Appreciates Creative Expressions in All Formats

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
5.2.1 Develops appreciation of the wide range of literary and other creative forms of expression (e.g., poetry, drama, film, classic literature, visual arts, and music)			I	I	I	I	I	R	M	M	M	M
5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration)				I	I	I	I	I	R	R	M	M
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats				I	I	I	R	R	M	M	M	M
5.2.4 Demonstrates growing appreciation of literary and artistic heritage						I	I	I	I	R	M	M
5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression						I	I	I	R	R	M	M

STANDARD 6: *The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.*

6.1 Evaluates the Research Process and Product

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.1.1 Understands that the research process and product are equally important	I	I	I	R	R	R	R	R	M	M	M	M
6.1.2 Uses reflection and evaluation skills, individually and in groups, to critique one’s own work and that of others in a respectful, cooperative, and constructive way	I	I	I	R	R	R	R	R	M	M	M	M

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.1.3 Refines the research process and use of resources to achieve excellence in information seeking and knowledge generation	I	I	I	R	R	R	R	R	M	M	M	M
6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning, knowledge production, and dissemination	I	I	I	R	R	R	R	R	M	M	M	M

6.2 Reflects Upon the Process to Improve Information-Seeking Skills

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.2.1 Learns to access multiple formats and sources of reference information (e.g., specialized dictionaries, encyclopedias, and online free and subscription services)			I	I	I	I	I	I	R	M	M	M
6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing					I	I	I	I	I	R	M	M
6.2.3 Learns to use print and digital information sources independently	I	I	I	R	R	R	R	R	R	M	M	M

STANDARD 7: *The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.*

7.1 Understands that a free flow of information is essential for a democratic society

7.2 Seeks and uses information from diverse sources, viewpoints, and cultural backgrounds

STANDARD 8: *The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.*

8.1 Respects Copyright and Fair Use

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
8.1.1 Understands the purpose of an intellectual commons and fair use, and why plagiarism, violating copyright and other illegal or unethical uses of information and technology are unacceptable		I	I	I	I	R	R	R	M	M	M	M
8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software		I	I	I	R	R	R	M	M	M	M	
8.1.3 Cites sources in text, using a standard footnoting, parenthetical, or other citation system							I	I	I	R	M	M
8.1.4 Quotes or paraphrases information to avoid plagiarism			I	I	I	R	R	R	M	M	M	M
8.1.5 Builds a formal bibliography or source list, using an appropriate format				I	I	I	R	R	M	M	M	M
8.1.6 Understands the value of an intellectual commons, as well as the consequences of plagiarism, for self and society			I	I	I	R	R	M	M	M	M	

8.2 Understands and Respects Principles of Intellectual Freedom

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution					I	I	R	R	M	M	M	M
8.2.2 Respects differences of opinion and their expression in speech and the press	I	I	I	R	R	R	R	M	M	M	M	M

8.3 Follows School Requirements Regarding Responsible Use of Information and Communication Technologies

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
8.3.1 Shows positive social behavior while using information and communication technologies	I	I	I	R	R	R	R	M	M	M	M	M
8.3.2 Demonstrates legal and ethical behavior while using information and communication technologies	I	I	I	R	R	R	R	M	M	M	M	M
8.3.3 Understands the consequences of inappropriate and illegal use of information and communication technologies			I	I	I	R	R	M	M	M	M	

STANDARD 9: *The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information.*

9.1 Collaborates in formal and informal study and research groups

9.2 Respects the views of others in study and research groups

DESCRIPTION OF THE POSITION

Under the direct supervision of the principal, the library media teacher ensures that students become effective users of ideas and information. The library media teacher guides students toward acquiring an appreciation of literature and improvement of “literacy,” defined broadly as the ability to read, write, comprehend and think fluently in the symbol systems of various disciplines, such as basic language literacy, media literacy, historical literacy, cultural literacy and information and communication technology (ICT) literacy. . The library media teacher establishes a *resource-based learning* program in which students are actively involved in their own learning. The library media teacher and classroom teachers collaboratively plan, teach, and assess subject-area content and information literacy skills including a developmentally appropriate research process. Under the vision and direction of the library media teacher, the exemplary library media program seamlessly integrates information literacy, literature, and information and communication technologies into the curriculum.

MAJOR DUTIES AND RESPONSIBILITIES

The library media teacher will:

- assess the learning and information needs of students and staff in order to provide an appropriate program and services, teach all grade levels, and support all curricular areas
- collaborate with classroom teachers to develop, teach, and assess curriculum that creates active learning experiences, address the state standards and frameworks, and maximize student learning
- teach students, staff, and community how to access, evaluate, and use information from a variety of sources
- teach and assess information literacy and problem-solving skills that support student research and personal investigations
- teach and assess reading strategies in order that students can access information and comprehend new ideas
- develop, teach, and assess lessons with appropriate instructional methods and materials to foster independent thinking
- develop, teach, and assess lessons that incorporate resource-based learning and a standards-based information literacy process (e.g., Big Six, Pathways to Knowledge, Kuhlthau’s Information Search Process)
- model instructional strategies and best practices including the effective integration of information and communication technologies to enhance learning
- model and promote literacy and the enjoyment of reading, viewing, and listening
- teach and adhere to laws and guidelines pertaining to the ethical, legal and fair use of information
- teach and advocate the principles of intellectual freedom
- establish and maintain standards of student behavior needed for a productive learning environment
- collaborate with the learning community to foster a positive school climate
- develop a quality collection of print and digital materials that supports the school’s curriculum and relevant standards and frameworks, reflects community values, meets recreational reading needs, and inspires a love of reading
- provide library service to students, staff, and community, including instruction, reference, technology, reading motivation, circulation, and organization of library materials
- create, implement, and assess plans and procedures for library media center operations, which may include but are not limited to budgeting, selection, acquisition, cataloging and processing, access, student and teacher use, instruction, library services, facilities planning and use, and the training and

supervision of library staff, student aides, and volunteers in support of the goals and objectives of the school

- work with students, parents, and the community to develop an understanding of library goals and encourage support of and participation in library programs and services
- advocate for a strong school library program
- respond professionally to parent and community inquiries about library goals, policies, and procedures
- participate in professional training and staff development
- provide inservice on information literacy, information and communication technologies, and literacy in collaboration with the school leadership, technology staff, and other teachers
- assist in the selection, assignment, and supervision of classified library staff
- work with multi-type libraries to share resources and expertise and achieve common goals, including the development of an information literacy K–20 continuum
- follow a plan for personal professional development and actively seek opportunities to grow professionally (e.g., participate in professional organizations, state conferences, workshops)

KNOWLEDGE AND ABILITIES

- ability to develop and administer an effective library media program as identified by *Information Power: Building Partnerships for Learning* and the standards identified in this document
- ability to develop resource-based learning units in collaboration with other teachers
- knowledge of and ability to teach and assess the research process
- knowledge of national, state, and district standards, curriculum, and assessments
- knowledge of and ability to teach library processes related to the acquisition, organization, storage, and retrieval of print and digital information to library staff and student aides
- knowledge of and ability to teach, assess, and model the use of leading-edge information and communication technologies
- ability to multitask with frequent interruptions
- knowledge of curricular areas and sound instructional techniques for implementation of the school's curriculum
- knowledge of and ability to implement current educational trends and practices
- knowledge of and ability to implement classroom management techniques
- knowledge of and ability to teach and assess students at appropriate instructional levels
- knowledge of and ability to teach and assess a diverse population with a variety of learning modalities
- ability to create an environment that encourages independent thinking
- ability to supervise students in a variety of activities
- ability to build collaborative and effective relationships with students, staff, parents, and the community

REQUIRED EXPERIENCE AND TRAINING

- valid California teaching credential
- valid California credential authorizing service as a library media teacher

DESIRABLE QUALIFICATIONS

- school library experience
- successful experience as classroom teacher
- experienced information and communication technologies user

DESCRIPTION OF THE POSITION

This is the second level in the school library paraprofessional career ladder. Advancement to this position requires a library technician certificate from a community college and experience in library technical services such as cataloging, processing, location and distribution of materials, and development of bibliographies. A library technician runs a school library in the absence of a library media teacher, or may work with a library media teacher as part of a team to provide a fully staffed school library media center. However, services provided by a library technician do not include those activities requiring possession of a valid California Library Media Teacher Services credential.

MAJOR DUTIES AND RESPONSIBILITIES

The library technician can fulfill all of the duties of library clerk. In addition, the library technician will:

- provide assistance in the use of the library and its materials
- assist in ordering books and other resources appropriate for the library
- train and provide work direction for student workers and volunteers
- assist other teachers' instructional programs in the library
- facilitate reading incentive and comprehension programs for students by recommending appropriate library materials, storytelling, and presenting book talks
- oversee automated circulation systems and process library resources
- assist other teachers and students in the use of information and communication technologies
- supervise student aides
- train adult volunteers
- provide one-on-one assistance with special needs students
- seek professional growth, including ongoing familiarity with library standards and ethics, advances in library services, curriculum standards, library materials, library techniques, and technological advances through professional associations and other means
- track budget expenditures
- perform delegated duties as assigned

KNOWLEDGE AND ABILITIES

- knowledge of the Dewey Decimal System, library terminology, and standard library practices and procedures
- knowledge of general office procedures and proper English grammar and spelling
- knowledge of computer systems and skills
- knowledge of record-keeping techniques
- knowledge of modern office methods and procedures
- ability to manage and maintain the library collection, making independent decisions, and working with minimal supervision
- ability to maintain current and accurate records and prepare usage statistics
- ability to relate positively to students, staff, and the community
- ability to maintain a cooperative relationship with those contacted in the course of work
- ability to maintain confidentiality of school-related information
- ability to understand and carry out oral and written instructions
- ability to maintain complex files and records
- ability to assist classroom teachers and students with special projects and use of the library
- ability to maintain discipline and order among students using the library

REQUIRED EXPERIENCE AND TRAINING

- high school diploma or equivalent
- minimum one year working with children in a school or equivalent youth-related activities
- minimum two years experience working in a library setting or equivalent
- AA degree, equivalent of two years of college, or pass an appropriate state or local examination for employment under Title I (*see* Appendix H, page 80)
- enrollment in or completion of library technician certification from a community college

DESCRIPTION OF THE POSITION

This is the first level in the school library paraprofessional career ladder. The library clerk provides a range of library services in a school library setting. This person provides clerical assistance to run a school library. Advancement is possible with additional education, training, or experience in library service. Services provided by the library clerk do not include those activities requiring possession of a valid California Library Media Teacher Services Credential.

MAJOR DUTIES AND RESPONSIBILITIES

The library clerk will:

- assist the library media teacher or supervisor in the operation of the library
- shelve, circulate, distribute, and process books and other library resources according to district procedure
- keep circulation records, including collecting and accounting for fines of lost, damaged, or overdue materials
- conduct regular inventories of learning resources and maintain appropriate records
- monitor and maintain acceptable student behavior conducive to learning
- use library information and communication technologies to assist students, staff, and community in locating materials
- participate in organizing book fairs and other library activities
- mend and repair books and other resources
- prepare periodic statistical reports
- calculate fines before students withdraw, as well as periodically throughout the year
- prepare purchase orders under the supervision of a district library media supervisor, library media teacher, or site administrator
- participate in training as required
- perform delegated duties as assigned

KNOWLEDGE AND ABILITIES

- knowledge of filing and record-keeping procedures
- knowledge of library organization
- knowledge of district book ordering procedures
- ability to use a computer
- ability to file and order resources in alphabetical and numerical order
- ability to keep accurate records
- ability to communicate effectively with students, parents, staff, administrators, and community
- ability to develop positive cooperative relationships with others
- ability to read aloud with expression

REQUIRED EXPERIENCE AND TRAINING

- high school diploma or equivalent
- ability to operate library information and communication technologies
- AA degree, equivalent of two years of college, or pass an appropriate state or local examination for employment under Title I (*see* Appendix H, page 80)

DESIRABLE QUALIFICATIONS

- minimum one year of experience in a library or educational setting
- minimum six months of clerical experience

Standards for the library media teacher profession are clearly articulated by the National Board for Professional Teaching Standards. Each library media teacher credential program adheres to these guidelines. Candidates in the library media teacher credential programs are well prepared to assume and offer to their learning communities this level of expertise and understanding. Please note that the State of California designates library media teacher rather than library media specialist on its library services credential. For additional information, go to <http://www.nbpts.org>

The Library Media Program Standards are contained within ten equally important and interwoven standards under three specific components as follows.

WHAT LIBRARY MEDIA SPECIALISTS KNOW

1 KNOWLEDGE OF LEARNERS

Accomplished library media specialists have knowledge of learning styles and of human growth and development.

2 KNOWLEDGE OF TEACHING AND LEARNING

Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.

3 KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES

Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

WHAT LIBRARY MEDIA SPECIALISTS DO

4 INTEGRATING INSTRUCTION

Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

5 LEADING INNOVATIONS THROUGH THE LIBRARY MEDIA PROGRAM

Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

6 ADMINISTERING THE LIBRARY MEDIA PROGRAM

Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students, staff, and community use ideas and information effectively.

HOW LIBRARY MEDIA SPECIALIST GROW AS PROFESSIONALS

7 REFLECTIVE PRACTICE

Accomplished library media specialists engage in reflective practice to increase their effectiveness.

8 PROFESSIONAL GROWTH

Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

9 ETHICS, EQUITY, AND DIVERSITY

Accomplished library media specialists uphold professional ethics and promote equity and diversity.

10 LEADERSHIP, ADVOCACY, AND COMMUNITY PARTNERSHIPS

Accomplished library media specialists advocate for the library media program, involving the greater community.

POLICY POSITION

What Teachers Should Know and Be Able to Do:

The Five Core Propositions of the National Board for Professional Teacher Standards

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitments reflected in the following five core propositions. For additional information, go to <http://www.nbpts.org>

TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility, and their respect for individual, cultural, religious, and racial differences.

TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach and they are adept at teaching students how to pose and solve their own problems.

TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning that they seek to encourage in students, staff, and community.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school

APPENDIX G | State Mandates for Teacher-Librarians
(with Ratios of Students per Teacher-Librarian)

by NANCY EVERHART

<i>State</i>	<i>Students per TL</i>	<i>State Mandate</i>	<i>Mandate is ...</i>
North Dakota	312	no	
Arkansas	437	yes	full-time in all schools over 300 students
Oregon	451	yes	one full-time per district
Vermont	455	yes	full-time in all schools over 300 students
Kansas	458	yes	full-time in all schools
Montana	466	yes	full-time in all schools over 251 students
Nebraska	511	yes	full-time in all schools over 750 students
Kentucky	521	yes	full-time in all schools
Rhode Island	522	yes	full-time in all high schools
Alabama	549	no	
District of Columbia	551	no	
Missouri	559	yes	full-time in all schools over 800 students
North Carolina	569	no	
South Carolina	576	yes	full-time in middle school and high school over 400; elementary school over 375
Oklahoma	636	yes	full-time in all schools over 500 students
Tennessee	645	yes	full-time in K–8 over 550, high school over 300 students
South Dakota	658	no	
Iowa	659	no	
Wisconsin	661	yes	full-time in all high school and middle school; elementary school under supervision of certified teacher-librarian
Hawaii	670	yes	full-time in all schools
New Jersey	672	no	
Louisiana	680	no	
Mississippi	689	yes	full-time in all schools over 500 students
New Hampshire	701	no	
Georgia	733	yes	full-time in all schools over 251 students
Maine	733	no	
Washington	741	no	
Wyoming	772	no	
Texas	773	no	
Virginia	782	yes	full-time in all schools over 300 students
Colorado	800	no	
Pennsylvania	825	no	
Minnesota	833	no	
West Virginia	852	no	
New York	860	yes	one full-time in grades 7 to 12 per 1,000 students
Maryland	863	yes	full-time in all schools over 200 students
Florida	869	no	
Connecticut	955	no	

<i>State</i>	<i>Students per TL</i>	<i>State Mandate</i>	<i>Mandate is ...</i>
Indiana	1,006	no	
Arizona	1,009	no	
Michigan	1,052	no	
Illinois	1,052	yes	full-time in all high schools
Delaware	1,052	no	
Ohio	1,107	no	
Nevada	1,157	no	
New Mexico	1,220	no	
Alaska	1,268	no	
Idaho	1,310	no	
Massachusetts	1,498	no	
Utah	1,650	no	
California	4,363	no	

Everhart, N. (2003). "State mandates for teacher-librarians." *Teacher Librarian*, 31(1), 26. Reprinted with permission of the author and *Teacher Librarian: The Journal for School Library Professionals*.

NANCY EVERHART is associate professor at St. John's University in New York. This survey of state departments of education was completed in 2002.

NCLB PARAPROFESSIONAL REQUIREMENTS IN CALIFORNIA

The No Child Left Behind (NCLB) Act of 2001 requires that local educational agencies shall ensure that Title I paraprofessionals – whose duties include instructional support and who were hired after January 8, 2002 – must have: (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) Section III9(c) and (d).

Paraprofessionals hired on or before January 8, 2002, and working in a program supported with Title I funds, must meet these requirements by January 8, 2006. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.

At the June 2003 meeting, the California State Board of Education clarified the following issues related to meeting the NCLB paraprofessional requirements:

- “Two years of study” is defined for California local education agencies (LEAs) as 48 semester units.
- The coursework, either for an associate’s degree or for two years of study at an institution of higher education (IHE), may be determined by each local education agency.
- The development or selection of an assessment is a decision to be determined by each LEA.
- In addition, the State Board of Education decided that each LEA may determine whether or not to accept another LEA’s assessment results for determining a paraprofessional’s qualifications (portability).

Questions can be addressed to: Penni Hansen, Consultant, Professional Development Division, California Department of Education, at phansen@cde.ca.gov or (916) 323-5472.

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"You've got to be able to make those daring leaps or you're nowhere," said Muskrat.
– Russell Hoban (1967), *The Mouse and His Child*

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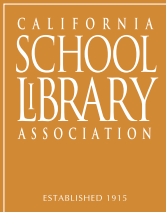
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