

C. Library Media

Library Media Indicators of Achievement Checklist
LMS = Library Media Specialists

| Indicators | LEVEL OF PERFORMANCE | | | | Acceptable Evidence |
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| | 1 Falls Below | 2 Approaches | 3 Meets | 4 Exceeds | |
| Student Performance | A. Evidence demonstrates that students have not met the <i>American Association of School Librarians (AASL) Information Literacy Standards for Student Learning</i> . Standards are not integral to teaching and learning in the Library Media Program. | A. Evidence demonstrates that students meet some of the <i>AASL Information Literacy Standards for Student Learning</i> . Standards are used partially in teaching and learning in the Library Media Program. | A. Evidence demonstrates that students meet the <i>AASL Information Literacy Standards for Student Learning</i> . Standards are the foundation of the Library Media Program, and make it possible for students to achieve <i>NYS Learning Standards</i> . | A. Evidence demonstrates that students exceed the <i>AASL Information Literacy Standards for Student Learning</i> . Standards are fully integrated with the <i>NYS Learning Standards</i> . | Information literacy curriculum that is aligned with content-area <i>NYS Learning Standards</i> Student learning results that demonstrate information literacy skills (e.g., research paper, database search, oral or written presentation) |

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| <p>AASL Information Literacy Standards</p> <p>Information Literacy:</p> <ol style="list-style-type: none"> 1. Student accesses information efficiently and effectively 2. Student evaluates information critically and competently 3. Student uses information accurately and creatively | | | <p>Student recognizes the need for accurate information, identifies a variety of sources, and develops a strategy for locating and using information. Student determines accuracy, relevance, and comprehensiveness of information and distinguishes among fact, point of view and opinion. Student organizes information and integrates new information with previous knowledge.</p> | <p>A sampling of student work reflects:</p> <ul style="list-style-type: none"> -Student use of an information seeking and inquiry model; -Use of a variety of sources and strategies to locate information successfully; -Use of information appropriate to the problem or question; and - Ability to communicate information through a variety of products (research paper, media or computer generated presentation, etc.). |
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| <p>AASL Information Literacy Standards</p> <p>Independent Learning:</p> <p>4. Student pursues information related to personal interests</p> <p>5. Student appreciates literature and other creative expressions of information</p> <p>6. Student strives for excellence in information seeking and knowledge generation</p> | | | <p>Student constructs meaningful personal knowledge based on information. Student is a competent and self-motivated reader who independently seeks to master the principles, conventions and criteria of literature. Student devises strategies for revising, improving and updating self-generated knowledge.</p> | | <p>A sampling of student work reflects:</p> <ul style="list-style-type: none"> -Student ability to access, evaluate and use information about issues and situations of personal interest; -Student ability to seek information actively and independently that enriches understanding of career, community, health, leisure and other personal situations; and -Student ability to read in a variety of formats. |
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| <p>Social Responsibility:</p> <p>7. Student recognizes the importance of information to a democratic society</p> <p>8. Student practices ethical behavior in regard to information and information technology</p> <p>9. Student participates effectively in groups to pursue and generate information</p> | | | <p>Student understands that access to information is basic to the functioning of a democracy. Students seek information from diversity of viewpoints and cultural perspectives. Students respect intellectual property rights and use information technology responsibly. Students respect others' ideas and backgrounds and acknowledge their contributions.</p> | | <p>A sampling of student work reflects:</p> <ul style="list-style-type: none"> -An understanding and respect of copyright; -Appropriate citations of others' works; -Adherence to school policies regarding plagiarism; -Access and use of resources from multiple points of view; and -Respectful crediting and use of the ideas of others. |
| <p>Collaborative Planning, Teaching, and Learning</p> | <p>A. Library Media Specialists (LMS) are not viewed as integral to the team.</p> | <p>A. LMS are viewed as integral to the team only within their own content area.</p> | <p>A. LMS are usually viewed as integral to the team; they are resources to other content area staff some of the time.</p> | <p>A. LMS are viewed as integral to the team and are viewed as resources to other content area team members. The LMS facilitates collaboration.</p> | <p>LMS participates in content area team meetings.</p> <p>Schedule reflects time for collaboration.</p> <p>LMS is member of the school leadership team.</p> |
| | <p>B. Very little planning between classroom teachers and LMS.</p> | <p>B. Some teachers plan collaboratively with the LMS to meet content area objectives.</p> | <p>B. Many teachers plan collaboratively with the LMS so that information literacy skills are integrated into the core curriculum.</p> | <p>B. Most teachers collaborate with LMS so that students achieve both information literacy and the <i>NYS Learning Standards</i>.</p> | <p>Collaboratively developed units of study</p> <p>Information Literacy Curriculum</p> <p>Logs of collaborative planning meetings and collaborative teaching</p> |

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| | <p>C. LMS teaches “library skills” and reading activities independent of other instruction in the school.</p> | <p>C. LMS teaches information literacy skills in the context of classroom content. LMS supports and promotes reading activities in the school.</p> | <p>C. LMS and many content area teachers teach information literacy skills and literature appreciation embedded into resource-based teaching across the curriculum.</p> | <p>C. LMS and most content area teachers teach information literacy skills and literature appreciation embedded into resource-based teaching across the curriculum, planning and team teaching, as appropriate.</p> | <p>Collaboratively developed student assessments</p> <p>Student assessment products incorporate the application and use of information literacy skills.</p> |
| | <p>D. LMS does not participate in available networks, such as the local School Library System (SLS).</p> | <p>D. LMS participates minimally in available networks; provides access only to State-provided databases.</p> | <p>D. LMS participates in many available networks and provides access to databases to obtain resources in support of teaching and learning.</p> | <p>D. LMS is an active member of the SLS, the public library, college, university, and other networks in order to meet student information needs.</p> | <p>Attendance at School Library System meetings</p> <p>Interlibrary loan records</p> <p>Database subscriptions</p> |

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| Integration | A. Library Media Program viewed by most school staff as an extra with little or no value to other content areas. | A. Library Media Program included in team/school projects and initiatives and invited to participate. | A. Library Media Program makes space, time and resources available for integrating activities with all other content areas. | A. Library Media Program integrates learning experiences for total school participation. | <p>Integrated units of study</p> <p>Formally scheduled time for Integration and Collaboration</p> <p>Professional development for teacher/LMS teams</p> <p>Dedicated space in Library Media Center for content teachers to plan and work</p> |
| | B. LMS receives little or no information about content area projects or initiatives. | B. LMS and classroom teachers communicate, sharing information about learning experiences that support other content area learning standards. | B. LMS support other content area learning standards; modeling for students' "real-life" applications. | B. All instruction integrates learning standards from other content areas; these connections are made explicit to students. Students make "real-life" applications of their use of information and information literacy skills. | <p>Teachers are able to demonstrate key connections with core content areas within a unit of study.</p> <p>Student products demonstrate that they are able to "make connections" in real-life applications.</p> |

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| Youth Development | A. Library Media Program has no youth development component. | A. Library Media Program has a student group that focuses on youth development (e.g., student library club, student technology club, student library aides). Library media collection reflects personal, confidential needs of adolescents. | A. Library Media Program makes possible community/school service projects; provides youth leadership skill-building activities (e.g., student library club, student technology club, student library aides, student participation on library advisory council). Library media collection reflects personal, confidential needs of adolescents. Students build on their own strengths and exercise their own “voice” in sharing their information products with others. | A. Library Media Program includes community/school service projects that provide youth leadership skill-building activities and promote student growth (e.g., student library club, student technology club, student library aides, student participation on library advisory council). Library media collection reflects personal, confidential needs of adolescents. Students make independent choices and use their own personal knowledge to access and use information and share their information products with others. | Library Club Technology Club Book Discussion Groups Library Student Aides Library Advisory Council student representation Student involvement in materials selection Resources reflect the personal, confidential needs of adolescents. Student products demonstrate connection to personal knowledge, student choice in accessing and using information and student voice in presenting learning to others. |

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| Professional Staff | A. Teacher not certified as a Certified Library Media Specialist (LMS) is seeking appropriate certification. | A. Certified LMS is assigned to the Library Media Center part of the day. | A. Certified LMS is assigned to the Library Media Center full-time. | A. Certified LMS, with additional LMS as needed, to meet the requirements of the Library Media Program and to serve number of students and teachers in the school (Recommended: 1 LMS per 500 students) | Teacher roster LMS certificate If uncertified, evidence of course-work taken and proof of enrollment in library school program. Adequate staffing for appropriate levels of instruction |
| | B. LMS does not participate in professional development. | B. LMS participates in limited professional development. | B. LMS participates in professional development opportunities and attends cross-discipline activities at local and regional levels. | B. LMS seeks out, participates in, promotes and provides professional development opportunities at local, State and national level, and is actively involved in school library professional organizations. | Record of professional development activities Evidence of participation or membership in professional associations |
| Support Staff | A. No support staff is assigned to the Library Media Center (clerk, aide, paraprofessional, secretary, technician). | A. Support staff is assigned less than full-time to the Library Media Center to assist the LMS. | A. Support staff is assigned full-time to the Library Media Center to assist the LMS. | A. One or more support staff is assigned to the Library Media Center to assist the LMS in meeting the needs of the program. (Recommended: 1 support staff per 500 students) | Support staff roster Differentiated staffing to meet student program needs and support instructional program |

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| Administrative Support | A. Administration does not demonstrate interest in maintaining or advancing the Library Media Program. | A. Administration demonstrates a basic understanding of the Library Media Program's goals and impact on student achievement. | A. Administration actively collaborates with the LMS and supports the program fiscally and programmatically; articulates the three main roles of the Library Media Program in information literacy and student achievement in content areas: teaching and learning; information access and use; and program administration. | A. Administration collaborates with the LMS to actively support, promote and encourage classroom teachers to support the program in the three areas of program implementation: teaching and learning; information access and use; and program administration; and advocates for the role of the Library Media Program in teaching and learning at building and district levels. The administration establishes the expectation of school-wide instruction that incorporates inquiry-based learning. | <p>Agendas of staff meetings</p> <p>Budget documents</p> <p>Program and curriculum plans</p> <p>Articles in school newsletters</p> <p>Minutes of school board meetings</p> <p>Teacher plan books that integrate library units into classroom instruction.</p> <p>Records of meetings of LMS and administrators</p> |

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| | B. Administration supports limited professional development opportunities for Library Media Specialists (LMS). | B. Administration encourages LMS to participate in professional development opportunities both within and outside the school. | B. Administration advocates for and supports the importance of professional development for LMS that focuses on the <i>NYS Learning Standards</i> at the intermediate level, information literacy standards, and Library Media Program administration. | B. Administration advocates the importance of professional development across disciplines and supports LMS's participating in and providing professional development locally, regionally and nationally. | Documentation of professional development activities Budget reflects support of professional development activities. Copies of presentations developed Application of new ideas into library program planning |

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| Scheduling | <p>A. Library Media Specialists (LMS) teach a separate, scheduled library skills class in isolation.</p> <p>Note: This approach to information literacy teaching does not meet Commissioner's Regulations.</p> | <p>A. LMS and some content area teachers meet together to plan and schedule the teaching of library and information literacy skills at each grade level.</p> | <p>A. LMS and content area teachers meet together to plan and schedule the teaching of library and information literacy skills at each grade level.</p> | <p>A. LMS and content area teachers plan and schedule collaborative teaching of library and information literacy skills over time. Such instruction addresses both content standards and information literacy standards.</p> | <p>Documentation shows that all students receive information skills instruction collaboratively taught by LMS and content teacher and NOT taught in a separate class.</p> <p>Flexible schedule provides equitable access to all library services and staff at point of need.</p> |
| Student Access and Use | <p>A. Library Media Center closes for classes.</p> | <p>A. Library Media Center is open most of the school day.</p> | <p>A. Library Media Center is open throughout the school day to facilitate teaching and learning and to provide access to resources at the point of need.</p> | <p>A. Library Media Center is open all day and before and after school to provide physical and electronic access to resources.</p> | <p>Library Media Center schedule</p> <p>Technology/Internet available throughout the school day</p> <p>Analysis of schedule and use statistics</p> <p>Library web site as portal to information</p> |

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| Technology Instruction and Library Management | A. Students have very limited access to technology for teaching and learning. | A. Students have Internet connections but limited technology and software in classrooms and Library Media Center. Databases are few, and technology access may not be available when needed. | A. Students have technology, software and Internet connections in classrooms, Library Media Center, labs, etc., for teaching and learning. Technology provides access to the Internet and State-provided databases. | A. Students have access to state-of-the-art technology in the Library Media Center, including multiple databases and other electronic resources for class or independent use to meet educational and personal needs. Network access to library resources is available in every classroom with access also available from home. | Inventory of technology Ratio of technology to student use Inventory of software List of database subscriptions Level of networking to classrooms Level of availability to home use Library website to provide access to databases, pathfinders and additional resources |
| | B. No library management functions are computerized. | B. Library Media Center has an automation plan and access to materials is being computerized. | B. Library Media Center has an automated system for library management, including catalog and circulation. | B. Automated system for library management includes access to resources in the Library Media Center, classroom, from home and other remote sites. | Library automation plan Library automation program implementation reports |

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| Facility/Equipment /Climate | A. Library Media Center is inadequate in space, furniture, technology or equipment to provide for appropriate teaching and learning. | A. Library Media Center has dedicated space, furniture, technology and equipment, but is not able to accommodate a variety of functions simultaneously. | A. Library Media Center has dedicated space, furniture, technology and equipment, and is able to accommodate whole class, small group and individual student use simultaneously. | A. Library Media Center is a large and flexible facility with space, furniture, technology and equipment for simultaneous scheduling of multiple groups. Dedicated areas accommodate various programs and functions. | Library floor plan Percent of student body which can use the facility at one time Furniture lists Equipment lists |
| | B. Unattractive, uninviting facility. Collection is disorganized and not maintained. Library Media Center climate is not conducive to learning. | B. Traditional quiet library used mainly for class visits. Few displays, but functional space. Library Media Center climate is conducive to learning. | B. Library Media Center is safe and barrier free. Students and teachers feel welcome. It is well organized with clear signage and current displays. Library Media Center climate is conducive to learning. | B. Library Media Center is inviting to all and includes displays of student work. Students and teachers flow between classroom and library to meet curricular and personal needs. Library Media Center climate is conducive to learning. | Flexible schedule Library floor plan Survey of students and teachers Records of displays of student work exhibited throughout the school year Observation |

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| Resources - Fiscal | A. Inadequate funds provided for the Library Media Program; only funding comes from the State Library Materials Aid. | A. Funding for the Library Media Program is minimal; State Library Materials Aid and some local funding are provided. | A. Administration provides adequate funding and maintains Library Media Program to meet student needs; State Library Materials Aid, local funds and federal grant funds provided. | A. Administration provides adequate funding to enable the Library Media Program to achieve a level of excellence (e.g., State Library Materials Aid, local funds, federal grant funds and discretionary grants). Long-range plan developed to maintain funding. | Budget Grants Long-range Library Media Program funding plan |
| Resources - Collection | A. Library Media Center collection of old books which needs updating. Collection does not meet student learning needs. | A. Library Media Center collection with few current materials. Collection meets some student and curriculum needs, but requires weeding. | A. Library Media Center collection of 10-15 current resources per student. Materials have been weeded and meet student and curriculum needs. Materials provided in a variety of formats, e.g., books, periodicals, videos, and electronic resources including the Internet and State databases. | A. Library Media collection of 20-25 resources per student, current, weeded, and responsive to curricular and recreational needs of students. Collection reflects diversity of cultures and points of view and includes languages other than English, as appropriate. Materials available in a variety of formats. | Collection development plan Collection development policy Collection statistics Collection mapping to show alignment with curriculum Collection development reflects LMS and teacher collaboration |

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| Program Administration | A. Library Media Program operates in isolation and does not have a plan to meet broad goals. | A. Library Media Program has begun to develop a plan to ensure all students are information literate and effective users of ideas and information. | A. Library Media Program has a plan to ensure all students are information literate and effective users of ideas and information. This plan is integral to students achieving the <i>NYS Learning Standards</i> . The LMS and the principal develop the plan. | A. Library Media Program assumes responsibility for ensuring that all students are information literate and effective users of ideas and information. The school's Library Media Program is integral to students achieving the <i>NYS Learning Standards</i> . The plan has been developed by the LMS, principal, and members of the Library Media Program Advisory Committee. | Library plan Library curriculum Library units of study Examples of information seeking and inquiry model used throughout school Student work that demonstrates high level of information literacy understanding |
| | B. There is no Library Media Program Advisory Committee. | B. Informal library media committee exists which is used for small fundraising and/or volunteer needs. | B. Library Media Program Advisory Committee meets regularly to plan an effective school-wide Library Media Program. | B. Library Media Program Advisory Committee has a mission statement, goals and objectives for a quality program, with representatives from throughout the school community, including teachers, students and parents. | Evidence of committee work, including agendas, products and policies Library media mission, goals and objectives Library media school-wide plan |

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| | C. Library Media Program is minimally aligned with the <i>NYS Learning Standard</i> . | C. Library Media Program is partially aligned with the <i>NYS Learning Standards</i> . | C. Library Media Program is aligned with the <i>NYS Learning Standards</i> ; instruction, collection and resources make it possible for students to achieve the <i>NYS Learning Standards</i> . | C. Library Media Program is aligned with the <i>NYS Learning Standards</i> ; instruction, collection, resources and networking capability make it possible for students to exceed the <i>NYS Learning Standards</i> . | Matrix of program is aligned with appropriate <i>NYS Learning Standards</i> . Action research demonstrates results of program quality and student achievement. |

Library Media – Additional Resources for Educators

New York State Resources:

- NYS School Library Media Program Web Site: <http://www.emsc.nysed.gov/nyc/library.html>
- *New York State Library Media Program Evaluation Rubric*: <http://www.emsc.nysed.gov/nyc/library.html>
- *NYS Learning Standards*: <http://www.emsc.nysed.gov/ciai>
- *NYS Career Development and Occupational Studies (CDOS) Learning Standards: 3a. Universal Foundation Skills*: <http://www.emsc.nysed.gov/ciai/pub/cdoslea.pdf>
- NYS Virtual Learning System (VLS): <http://eservices.nysed.gov/vls/>

National Resources:

- *Information Power: Building Partnerships for Learning*, American Library Association: <http://www.ala.org/aaslTemplate.cfm?Section=informationpower> (pdf)
- *Information Literacy Standards*: http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf

Fiscal Resources:

- NYS – School Library Materials Aid: 2005 = \$6.00 per student
<http://www.emsc.nysed.gov/nyc/library.html>
- Federal – Improving Literacy through School Libraries competitive grants: 2005 = \$1.9 million
<http://www.ed.gov/programs/lsl/index.html>

- Federal – NCLB various Titles, school library resources for improving standards can be funded
- Laura Bush Foundation School Library Awards: 2005 = \$660,000 nationally
http://www.laurabushfoundation.org/release_052004.html

Other Resources:

- *International Standards for Technology Education (ISTE)*: <http://cnets.iste.org>
- *21st Century Skills*: <http://www.ncrel.org/engage/skills/skills.htm>
- *Power of Reading*, Krashen, Stephen. Second Edition. Hieneman, \$25.00
- Rankin, Virginia. *The Thoughtful Researcher: Teaching the Research Process to Middle School Students*
- Thomas, Nancy Pickering. *Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center*. Englewood, Colo.: Libraries Unlimited, 1999.
- Spitzer, Kathleen L., Michael B. Eisenberg and Carrie A. Lowe. *Information Literacy: Essential Skills for the Information Age*.
- *We Boost Achievement*, Loertscher, David with Ross Todd. Hi Willow. \$25.00
- *School Libraries Work!* (A research foundation paper listing the 14 State studies that demonstrate the benefits of school libraries and Library Media Specialists on student academic achievement):
www.scholastic.com/librarypublishing
- School Library Systems Association Advocacy Toolkit: <http://www.crbsls.org/slas/student-achievement/.html>
- American Association of School Librarians (AASL): www.ala.org/aasl
- New York Library Association/School Library Media Section (NYLA/SLMS) www.nyla.org/

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