



THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT

*SCHOOL LIBRARY MEDIA PROGRAM EVALUATION*

District:  School:

Enrollment:  Grades in School:

Evaluator:  Date of Evaluation:

Is an on-site visit needed by a library media professional? Yes  No

Return form to: Frances Roscello, Associate School Library Media Programs  
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Directions: The attached evaluation form is a guide for reviewing school library media programs to see where a school is located presently on a continuum. Look at each of the TARGET INDICATORS, then place a checkmark under the rubric which best describes this area of the program. Some schools may be “exemplary” in one area, but “in progress” in another area. These rubrics can be used not only as an evaluation tool, but to help guide school decision-makers in determining where they should be directing their resources. Note that library media program (LMP), library media specialist (LMS), and library media center (LMC) are used at the “basic” and beyond levels.



TARGET INDICATORS	NON-EXISTENT	IN PROGRESS	BASIC	PROFICIENT	EXEMPLARY
<b>PROFESSIONAL STAFF</b>	No professional staff assigned to Library.	Teacher assigned to the Library part of the day; ____ ✓ Teacher assigned to the Library all day; _____ ✓ Certified LMS assigned to the Library part of the day; ____ ✓	Certified Library Media Specialist (LMS) assigned to the Library Media Center (LMC) full-time.	Certified LMS assigned to the LMC full-time with additional LMS as needed depending on requirements of the library program and number of students and teachers in the school. At least 1 LMS for each 1000 students.	Certified Library Media Specialist assigned to the LMC full-time with additional LMS as needed depending on the requirements of the library media program and the number of students and teachers in the school. At least 1 LMS for each 500 students.
✓		assigned __ hrs.			
<b>SUPPORT STAFF</b>	NO support staff assigned to the Library (clerk, aide, para, secretary, technician).	Support staff assigned to the Library less than half-time occasionally to assist the Librarian.	Support staff assigned to the LMC half-time or more, but less than full-time to assist the LMS.	Support staff assigned to the LMC full-time to assist the LMS.	One or more support staff assigned to the LMC to assist the LMS(s). Number of support staff depends on the needs of the library media program and the number of LMSs, students, and teachers in the school. At least 1 support staff for each 500 students.
✓					
<b>FACILITY</b>	NO SCHOOL Library. Do not complete rest of form.	Library space arranged traditionally with large tables for whole class instruction. No space for simultaneous whole class and individual student use.	LMC space accommodates whole class. Limited space and furniture for simultaneous class, small group, and individual use.	Large, flexible LMC facility with space and furniture available for simultaneous whole class, small group, and individual use. At least two groups able to work in LMC at the same time.	Very large, flexible LMC facility with space and furniture for simultaneous scheduling of multiple groups of students. Production space, presentation space, and flexibility in design provided in the LMC.
✓					
<b>CLIMATE</b>	Facility unattractive, disorganized, and not maintained. Students do not feel welcome.	Traditional quiet library used mainly for class visits. Few displays, but clean and functional. Students seldom initiate coming to the Library on their own.	LMC safe and barrier-free. Students and teachers feel welcome. Colorful current displays abound. Well-organized with clear directional signs.	LMC inviting to all. Students actively seek opportunities to visit the LMC to research or read. LMC staff proactive in meeting student and teacher needs.	LMC is the hub of the school. Students and teachers flow seamlessly between classroom and LMC to meet curricular and recreational needs.
✓					
<b>COLLECTION</b>	A collection of old books in a room; resources or materials not organized for use.	A collection of dated materials which need weeding. Meet some student and curriculum needs. Access to collection limited; card catalog not accurate or may be missing.	A collection of current materials which have been weeded and meet student and curriculum needs. Access to information in a variety of formats, i.e. books, periodicals, videos, and electronic resources including the Internet and NOVEL databases.	A collection of 10-15 resources per student, current, weeded and responsive to curricular and recreational needs of students. Reflects diversity of cultures and in languages other than English, as appropriate. Access to information in a variety of formats, i.e. books, periodicals, videos, and electronic resources including the Internet and NOVEL databases	A collection of 20-25 resources per student, current, weeded, and responsive to curricular and recreational needs of students. Reflects diversity of cultures and in languages other than English, as appropriate. Access to information in a variety of formats, i.e. books, periodicals, videos, and electronic resources including the Internet, NOVEL and other databases to meet student and staff needs.
✓					



TARGET INDICATORS	NON-EXISTENT	IN PROGRESS	BASIC	PROFICIENT	EXEMPLARY
<b>SCHEDULING</b>	Library closed half or more of day with no access for teachers or students.	Library closed during scheduled classes, lunch, and prep periods. Scheduled program with little or no open access to Library.	LMC open all day. At least half of day, a flexible schedule supports classroom teaching and learning and provides open access to all LMC resources.	LMC open all day and before and after school. Flexible schedule supports teaching and learning and provides open access to all LMC resources.	LMC open all day, and for extended periods (evenings, weekends). Flexible schedule provides open access to all LMC resources, services and staff.
✓	open __hrs.	open __hrs.			
<b>COLLABORATIVE PLANNING</b>	No planning between classroom teachers and librarian. Scheduled program and/or isolated teaching.	Librarian plans collaboratively with classroom teachers when requested by the teacher. Librarian provides resources when requested. Majority of teaching is in isolation or parallel teaching.	Many teachers plan collaboratively with LMS for information literacy skills integrated into core curriculum. LMS selects and purchases materials to reflect this collaboration.	Most teachers collaborate with LMS to plan instruction for students. Planning includes extensive use of LMC resources. LMS and teachers develop instructional program coordinated with core curriculum.	All teachers plan collaboratively with LMS to provide learning strategies and activities for all students. LMC resources and information literacy processes are integral to all instructional planning. LMS is full partner on the school instructional team.
✓					
<b>COLLABORATIVE TEACHING AND LEARNING</b>	Library or information literacy skills are not taught.	Librarian teaches "library skills" and reading activities independent of other instruction in the school.	LMS teaches library and information skills in the context of classroom content. LMS supports and promotes reading activities in the school.	LMS develops written goals and objectives in collaboration with teachers to ensure that students will be effective users of ideas and information. Information literacy skills and literature appreciation embedded into resource-based teaching across the curriculum.	LMS and teacher provide resource-based teaching that requires evidence of effective use of ideas and information. Technology used to enhance information literacy learning. Students participate in schoolwide literature appreciation and reading activities through the library media program.
✓					
<b>LIBRARY AUTOMATION</b>	No library management functions computerized.	LMC has plan for automation. Weeding and inventorying is in process; records of materials are being computerized in MARC standard format.	LMC has an automation system for library management and circulation, and an on-line public access catalog (OPAC) for student use. Access to LMC materials is available only in the LMC.	LMC has an automation system for library management; for access to resources in the library; for classroom access; and for access to through the School Library System (SLS).	LMC has an automation system for library management; for access to resources in the library; for classroom access; and for access from remote sites such as student's homes and the School Library System (SLS).
✓					
<b>TECHNOLOGY FOR INSTRUCTION AND ACCESS</b>	No computers or current technology in the Library (VCR, DVD, TV, computer workstations, etc.).	Library has few computers. Limited, mostly traditional technology such as video and listening equipment, etc. for student use.	LMC includes multiple computers for accessing information and word processing, a video area, listening stations, and other technology and media for student use. Technology is current and provides access to the Internet and NOVEL databases	LMC has adequate technology to meet student needs for current, challenging information. Students use technology independently for extended projects and information retrieval. Technology is current and includes access to the Internet and NOVEL databases.	LMC technology resources are integrated with the total school technology plan and are integral to all teaching and learning. Technology is current and emerging, and includes equipment to access the Internet, databases and shared resources within and outside the school.
✓					



TARGET INDICATORS	NON-EXISTENT	IN PROGRESS	BASIC	PROFICIENT	EXEMPLARY
<b>NETWORKING</b>	No library resources borrowed beyond the school. No telephone in the Library to facilitate resource sharing.	Library resources may be informally borrowed from other schools in the district. LMC telephone promotes resource sharing.	LMS participates in the School Library System (SLS). LMS borrows materials for teachers and students through the SLS.	LMS contributes records of resources to the SLS database and regularly borrows needed materials through the SLS. LMS uses SLS tools to access information and facilitate interlibrary loan. LMS participates in SLS activities.	School is an active member of the SLS, contributing and borrowing materials as needed. The LMC has been designated an Electronic Doorway Library (EDL) by the State Education Department. LMS collaborates with public libraries and other agencies. LMS has a leadership role in the SLS and actively promotes resource sharing.
✓					
<b>BUDGET</b>	No funds support the library program.	Only funding is the NYS \$6 School Library Materials Aid.	NYS \$6 School Library Materials Aid and local funds from the District/City provide funding for new materials to maintain the collection.	NYS \$6 School Library Materials Aid, local funds from the District/City, plus Federal funds support collection development.	Library Media Program budget consists of Federal, State, District/City, and grant funds to support resource-based teaching and learning. Long-range plan for library media program development and resources incorporated into school and district budget process.
✓		\$_____per pupil	\$_____per pupil	\$_____per pupil	\$_____per pupil
<b>ADMINISTRATIVE SUPPORT</b>	Library operates in isolation within building. Role of Library Program in resource-based teaching and learning not recognized.	Library Program receives verbal support from building administration. Limited recognition of role of Library Program in resource-based teaching and learning.	Library Media Program (LMP) supported verbally and fiscally at building level. Some understanding of role of LMP in resource-based teaching and learning evident.	Library Media Program supported verbally, fiscally, programmatically at building and district level. Administration articulates role of LMP in resource-based teaching and learning.	Library Media Program supported verbally, fiscally, and programmatically at building and district level. Administration actively articulates and advocates for role of LMP in resource based-teaching and learning.
✓					
<b>PROFESSIONAL DEVELOPMENT</b>	Librarian does not participate and is not encouraged to seek professional development opportunities.	Librarian participates in limited professional development, mainly school, SLS, or local library media professional activities.	LMS participates in professional development opportunities and attends cross-discipline activities at local and regional levels.	LMS seeks out, participates in and promotes active involvement in diverse professional development opportunities at local, state and national levels.	LMS initiates and provides professional development opportunities for self and others across disciplines and at local, state and national levels.
✓					
<b>LIBRARY MEDIA PROGRAM ADVISORY COMMITTEE</b>	No Library Media Program Advisory Committee.	Informal library committee exists which is used for small fund raising and/or volunteer needs.	Library Media Program Advisory Committee that meets infrequently to discuss procedural issues.	Library Media Program Advisory Committee, which may be a sub-committee of the school-based planning committee, meets regularly to plan an effective library media program.	Library Media Program Advisory Committee has developed a mission statement, goals and objectives for the library media program. Committee actively seeks ways to make the LMC the hub of teaching and learning in the school.
✓					

Revised 1/06/2004 NYSED - Frances Roscello & Patricia Webster