2019

MISSISSIPPI

PUBLIC AND NONPUBLIC

School Library Guide and Resources

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Mississippi Department of Education

SCHOOL LIBRARY PROGRAM

Acknowledgements

MISSISSIPPI DEPARTMENT OF EDUCATION

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INTRODUCTION

The purpose of the *Mississippi Public and Nonpublic School Library Guide* is to provide guidelines and establish uniformity of policies and procedures for school library programs in Mississippi schools. This guide was developed by library professionals who believe that the educational integrity of a school is strengthened by the quality of the services provided by the school library program.

The school library program, led by a highly qualified librarian, plays an integral part in a student's total educational experience. The role of the librarian is one of master teacher, information specialist, and curriculum partner. It is the responsibility of the librarian to prepare students and teachers to use the vast technological resources available to 21st century learners and to preserve traditional programs that encourage a love of reading.

The *Mississippi Public and Nonpublic School Library Guide* includes state and national standards and guidelines that focus on the roles of the school library program and the school librarian as integral components in the teaching and learning process. It is the hope of the committee that this guide will provide the information needed to create outstanding school library programs in all schools in Mississippi.

The Mississippi Department of Education advocates exemplary school library programs and well trained, highly qualified, and certified librarians in all school systems in the state.

"What a school thinks about its library is a measure
of what it thinks about education."
Harold Howe, former U.S. Commissioner of Education

RESEARCH

Research studies show that an active school library program run by a highly qualified and certified librarian with flexible open access to the library makes a significant difference in student learning outcomes.

SOME OF THE STUDIES INCLUDED ARE

- "Why School Librarians Matter: What Years of Research Tell Us" - Keith Curry Lance and Debra E. Kachel, 2018

- "Building Success Beyond High School with Career-and College-Ready Literacies" - Carolyn Foote, 2016

- "Washington State School Library Impact Study" - Elizabeth Coker, 2015

- "Communicating the Emerging Roles of Librarians to Teachers Through a Collaborative K-12 and Higher Education Partnership" - Eileen Schroeder, 2015

- "School Libraries Matter: Views from the Research" - Mirah J. Dow, 2013

- "The Impact of School Libraries and Student Achievement and Success" - Katherine Parr, 2012

- "School Libraries Count: National Longitudinal Survey of School Library Programs" - 2012

- "School Library Research Summarized: A Graduate Class Project" - Debra E. Katchel, 2011

- "Something to Shout About: New Research Shows that More Librarians Means Higher Reading Scores" - Keith Curry Lance and Linda Hofschire, 2011

- "School Librarians Continue to Help Students Achieve Standards" - Briana Francis, 2010

- "The Graduation Project: Research in Action" - Kaye Dotson, 2010

"Researchers have proven that a quality school library program with a certified school librarian who teaches information literacy skills to students improves academic achievement."
Pennsylvania School Librarians Association

SECTION ONE
VISION, MISSION, STANDARDS, PHILOSOPHY

1.1 VISION STATEMENT

Create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the information literacy gap.

1.2 MISSION STATEMENT

The mission of Mississippi's school library programs is to assist in providing a quality education for every child by:

- Encouraging lifelong information literacy and learning through reading and inquiry.

- Providing an inviting, dynamic environment in which students and staff become learners capable of accessing, evaluating, applying, and sharing information independently.

- Providing real and virtual access to appropriate, high-quality resources (print/non-print and digital formats) and services that support and enhance teaching, literacy, and learning during and outside the school day.

- Participating in curriculum development and design of learning activities.

- Facilitating professional development for the learning community.

1.3 NATIONAL SCHOOL LIBRARY STANDARDS

The *National School Library Standards for Learners, School Librarians, and School Libraries* reflect an evolution of AASL Standards, building on philosophical foundations and familiar elements of previous standards while featuring the streamlined AASL Standards Integrated Framework for learners, school librarians, and school libraries. The standards are not a curriculum; rather, they provide school librarians with guidance and structure as librarians develop a curriculum tailored to the school community. The AASL Standards frameworks are composed of Shared Foundations, explanatory Key Commitments, competency Domains, Competencies, and Alignments. The core components are divided into three areas: learners, school librarians, and school libraries.

The learning standards begin by defining six foundational common beliefs

1. The school library is a unique and essential part of a learning community.

2. Qualified school librarians lead effective school libraries.

3. Learners should be prepared for college, career, and life.

4. Reading is the core of personal and academic competency.

5. Intellectual freedom is every learner's right.

6. Information technologies must be appropriately integrated and equitably available.

Shared Foundations and Key Commitments

- **INQUIRE** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- **INCLUDE** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

- **COLLABORATE** Work effectively with others to broaden perspectives and work toward common goals.

- **CURATE** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- **EXPLORE** Discover and innovate in a growth mindset developed through experience and reflection.

- **ENGAGE** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

AASL National School Library Standards https://standards.aasl.org/

1.4 INTELLECTUAL FREEDOM

Intellectual freedom is a prerequisite to effective and responsible citizenship in a democracy and is one of the core values of the library profession.

The American Library Association's *Library Bill of Rights* serves as the library profession's interpretation of the First Amendment of the U.S. Constitution. A school library program is founded on a commitment to the right of intellectual freedom.

It is the responsibility of the school librarian to ensure that the collection is age and content appropriate, is relevant to the curriculum, and represents the diversity of the school and community served.

Intellectual Freedom Manual http://www.ala.org/advocacy/intfreedom

1.5 FREEDOM TO READ

In addition to providing a foundation for selection and/or collection development policies, *The Freedom To Read Statement* provides a reminder that open communication is necessary in a free society and a creative culture. Librarians help ensure that students have access to information covering a wide range of issues and viewpoints.

The Freedom to Read Statement
http://www.ala.org/advocacy/intfreedom/freedomreadstatement

Access to Resources and Services in the School Library
http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources

2.1 21ST CENTURY SCHOOL LIBRARY PROGRAM

Information literacy is the keystone of lifelong learning. Creating a foundation for lifelong learning is at the heart of the school library program.

Characteristics of Effective School Library Program

- The library is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.

- Students have open, flexible access to library resources and services.

- Library resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.

- Resources are organized using the Dewey Decimal Classification System and they are available in an automated format, i.e. electronic circulation and cataloging.

- Library and research skills are integrated with all subjects and developed in a curriculum context to provide a foundation for lifelong learning.

- Library services are implemented according to a written plan based on data analysis, needs assessment, and an annual evaluation, consistent with the goals of the school and the school system.

- A comprehensive library program is provided that includes skills instruction, information access, program management, and library management.

- Learners are taught to seek diverse perspectives, gather and use information ethically, and use social media responsibly and safely.

The Library Professional

- The librarian is highly qualified and certified, evaluated annually by appropriate criteria, and has a plan for professional development.

- The librarian collaborates with the learning community to determine collection needs, and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library is physically attractive and accessible to all students and teachers.

- The library is adequately lighted and contains furnishing appropriate in size to the student population.

- The library has the infrastructure needed to sustain existing and emerging technologies.

2.2 ADMINISTRATOR RESPONSIBILITIES

Principals and school administrators have the responsibility of ensuring a successful school library program and also maintaining a safe and well equipped library. Their active engagement and support is a vital element to the success of the school library program.

Personnel

- Hiring highly qualified and certified librarians.

- Understanding and protecting the role of the librarian in the educational setting.

- Ensuring that the librarian and the library staff follow job descriptions as developed by local school board policy and according to certification requirements.

Funding

- Ensuring that funds are expended to maintain an organized collection of materials and equipment representing a broad range of current learning media/technology that will ensure a systematic program of services to students and staff.

- Supporting efforts to keep the collection current, which include print, non-print, and electronic resources, ensuring that funds are sufficient.

- Utilizing discretionary funds to enhance the library's resources and programs.

- Ensuring the appropriate maintenance of the library, including the physical space, furnishings, and technology infrastructure.

Collaboration

- Participating in and encouraging students and teachers to make recommendations to the librarian for possible inclusion in the library's collection.

- Encouraging teachers to plan differentiated learning activities collaboratively with the librarian.

- Including librarians in analysis of state and school-wide tests results.

Technology

- Supporting the establishment and maintenance of an automated catalog system.

- Ensuring that technology resources are sufficient for teacher and student use.

- Providing resources for the maintenance and upgrade of technology.

- Including the librarian in the development of the school technology plan.

- Ensuring that the librarian provides instruction in the ethical and safe use of technology and the Internet.

Scheduling

- Ensuring that the librarian and teachers have time to collaborate in planning curriculum activities which integrate inquiry, library and research skills, and technology into the school curriculum.

- Collaborating with the librarian to develop schedules that facilitate open and flexible access.

- Communicating the scheduling policy to the staff, ensuring that the librarian has ample time reserved for management responsibilities.

Evaluation

- Planning periodic assessment of the library and the library program, using district and/or state approved evaluations.

Professional Development

- Encouraging participation by securing financial support for the librarian to participate in local, state, regional, and national professional development.

- Ensuring that the librarian provides professional development opportunities for teachers.

"Libraries allows children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open."

Laura Bush,
Former First Lady of the United States
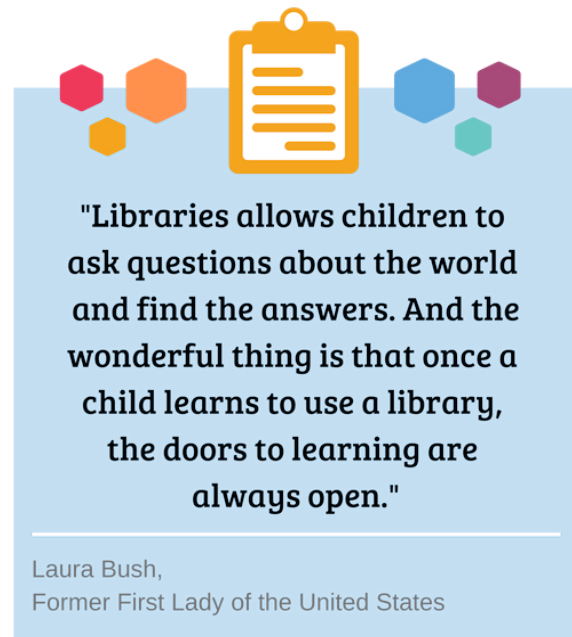
Advocacy

- Administrator serves on the Library Advocacy Committee to ensure that the resources support the content standards and student interests.

AASL School Library Programs Improve Student Learning
https://mdek12.org/sites/default/files/administrators_color-intro.pdf

AASL Pre-Service Toolkit
https://mdek12.org/sites/default/files/PreserviceEducators_Toolkit_FINAL_2016-03-17.pdf

2.3 TEACHER RESPONSIBILITIES

The active participation of teachers is essential to a successful school library program. Collaboration between teachers and school librarians is the key to creating dynamic library programs.

- Communicating the value of the school library program and respect for the library to students.

- Serving on the Library Advocacy Committee to help librarians use resources to help support the subject area standards.

- Providing information to help align the collection to the classroom curriculum to help make recommendations to students.

- Requesting materials related to specific units and areas of the curriculum.

- Sharing the needs and interests of the students.

- Sharing student work for display in the library.

- Using the library's resources effectively.

- Co-teaching the ethical and safe use of technology with the librarian.

- Participating in professional development opportunities offered by the librarian.

- Collaborating with the librarian to establish high quality websites for student use.

- Collaborating with the librarian to ensure student participation in special programs in the library, such as book fairs and author visits.

Classroom Collaboration

- Collaborating with the librarian to plan and schedule library research units.

- Collaborating with the librarian to design and co-teach instructional units.

- Collaborating with the librarian to provide opportunities for students to have equitable and frequent access to the library and its resources at the point of need.

- Collaborating with the librarian to develop and implement school-wide reading initiatives.

AASL School Library Programs Improve Student Learning
https://mdek12.org/sites/default/files/aasl_teacher_intro-color.pdf

AASL Pre-Service Toolkit
https://mdek12.org/sites/default/files/PreserviceEducators_Toolkit_FINAL_2016-03-17.pdf

2.4 LIBRARIAN RESPONSIBILITIES

School librarians work with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons.

Library Environment

- Providing a welcoming and respectful climate in the school library.

- Arranging the library for a variety of uses by large groups, small groups, and individuals.

Library Program

- Developing a vision, a mission, and long and short term goals for the school library program with input from administrators, teachers, and students.

- Providing orientation and instruction for students and faculty in the use of the library's materials and equipment.

- Encouraging reading by maintaining an awareness of students' reading interests and by providing guidance in the selection of appropriate materials.

- Developing and implementing reading initiatives to motivate and engage each student in independent reading.

Collaboration

- Collaborating with teachers to plan and implement instructional units integrating the resources of the library with the classroom curriculum.

- Providing instruction and resources to reach diverse student needs.

- Ensuring that students have access to the library for class-related research, individual investigation, independent reading, and personal inquiry.

- Participating in school curriculum planning meetings.

- Having knowledge of state and school-wide test results with respect to proficiency in library and information literacy skills.

Technology

- Staying current on the latest technologies and their use for teaching and learning.

- Collaborating with teachers to integrate inquiry, library and research skills, and technology skills into the school curriculum.

- Working with technology personnel to maintain working and up-to-date computers, Internet access and other technology peripherals.

- Implementing the use of technology in the school library program management and instruction.

Collection Development

- Providing access to a balanced, up-to-date collection of both print/non-print and digital format materials, including technology, that meet the needs of students and teachers.

- Establishing, maintaining, and updating an automated catalog and organizing the collection.

"Effective school libraries have up-to-date digital and print materials and technology, including curation of openly licensed education resources."

American Association of School Librarians, Definition of an Effective School Library (2018)

Advocacy

- Communicating regularly with administrators, teachers, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, web page).

- Promoting use of the library to students, teachers, and parents to ensure that the library is a vital and active center of learning for the entire school community.

- Developing an ongoing advocacy program for the library.

Budget

- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library advisory committee, and industry trends.

- Submitting in a timely manner a proposed annual budget to the building administrator to assure inclusion in school/district's budget planning.

- Maintaining budget and expenditure records proficiently.

Policies

- Maintaining fair and consistent circulation and use policies.

- Developing a scheduling policy which provides open and flexible access for all students and teachers.

- Developing a policies and procedures manual for the library that is approved by the local board of education, including a selection policy.

- Documenting, reporting, and maintaining records showing the use of library resources including (but not limited to) budget requests/justification, collection statistics and short/long range goals.

- Managing the library staff and volunteers.

Professional Development

- Providing professional development for teachers and administrators based on assessed needs to demonstrate how new and emerging technology and information skills can be used to support the curriculum and instruction.

- Providing access to professional materials/information for faculty and staff.

- Attending local, state, and national professional development workshops and meetings specifically geared to school librarians.

- Reading professional library journals to stay abreast of outstanding print/non-print materials and current trends in school library programs.

2.5 PROFESSIONAL DEVELOPMENT

To be effective, librarians must stay abreast of and incorporate the rapidly changing information environment into the school library program. In order to accomplish this goal, librarians must connect and share expertise within the professional learning community.

Professional Development Opportunities

Some of the educational agencies and professional organizations that offer support and professional development for school librarians are:

- American Association for School Librarians

- American Library Association

- Fay B. Kaigler Children's Book Festival

- MegaResource School Librarian Workshop

- Mississippi Library Association

- University of Southern Mississippi School of Library and Information Science

Librarian Professional Development Plan https://mdek12.org/adminview

School Librarian Professional Development https://mdek12.org/adminview

Professional Journals

To keep current on happenings in the 21st century library, the librarian must read professional journals regularly.

- *School Library Journal*

- *Booklist*

- *Knowledge Quest*

- *Teacher Librarian*

EBSCOhost Journal Alerts save valuable research time, and can be set up to provide automatic email notification whenever a new issue of a particular journal becomes available in the EBSCO interface you are using. *Professional Development Collection* provides a high-quality collection of educational journals and periodicals on everything from children's health and development to pedagogical theory and practice.

MAGNOLIA Journal Alert Directions https://mdek12.org/adminview

2.6 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

National Board Certification is an additional, voluntary certification that is administered by the National Board of Professional Teaching Standards (NBPTS). National Board prerequisites for eligibility state that the candidate must:

- Hold a bachelor's degree.

- Have completed three full years of teaching/school counseling.

- Possess a valid state teaching/school counseling license, or if teaching where a license is not required, have taught in schools recognized and approved to operate by the state.

This standards-based teaching certification is available for librarians who teach students ages 3-18+. For the latest information on national board certification, check the Website or call customer service at 1-800-22TEACH.

State Program Overview

- MS Code 37-19-7 provides for an annual salary supplement of $6,000 for the life of the certificate to eligible Mississippi teachers who hold a valid certificate from the National Board for Professional Teaching Standards.

- Mississippi teachers who apply for National Board Certification may receive low-interest loans from designated banks in the state and be reimbursed by the state upon completion of the National Board certification process. A number of school districts provide local support for their teachers seeking certification.

Library Media Standards https://mdek12.org/adminview

3.1 ESTABLISHING A SCHOOL LIBRARY LEARNING ENVIRONMENT

The school library should be exciting and welcoming and identifiably different from classrooms. As a multimedia interactive learning environment, it motivates pupils to explore resources for curriculum related work and their personal interests and stimulates creativity.

A student-centered, outcome-based school library learning environment includes these components:

- The library program provides a curriculum-based learning environment which accommodates all learners, using diverse resources.

- The library program supports the mission and goals of the school and promotes the development of a curriculum-rich environment that provides the foundation for lifelong learning.

- The library program incorporates collaborative planning and teaching by the librarian and teachers, and integrates information literacy and technology instruction into the curriculum.

- The librarian provides opportunities for staff development and professional growth for the library staff, teachers, administrators, and other members of the learning community.

- The librarian provides technology access and instruction for students, teachers, administrators, and staff.

AASL Resource Guide for Underserved Student Populations
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/UnderservedPopulations_toolkit_2016-06-06.pdf

YASLA Transforming Library Services for and with Teens
https://mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Library%20Services/YALSA_TransformingLibServicesThruCE_report.pdf

3.2 UNDERSTANDING THE LIBRARIAN'S ROLE IN READING AND CCRS

Reading within the content area is at the center of College- and Career-Readiness Standards Initiative. Significant numbers of the standards also address the building of informational skills to ready students for 21st century learning. The responsibility for successful implementation of reading development is shared by the entire school community – teachers, librarian, and administrators working together.

AASL position on school librarian's role in reading

Reading is a foundational skill for 21st century learners. Guiding learners to become engaged and effective users of ideas and information and to appreciate literature requires that they develop as strategic readers who can comprehend, analyze, and evaluate text in both print and digital formats. Learners must also have opportunities to read for enjoyment as well as for information. With their extensive knowledge of the wide variety of reading materials available in the school library and beyond, and their expertise in matching books to readers, the school librarian provides a crucial supportive role in the total reading program.

AASL Position Statement
http://www.ala.org/aasl/advocacy/resources/statements/reading-role

AASL position on school librarian's role in reading development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for lifelong learning. Acquisition, organization, and dissemination of resources to support the reading program through the school library is cost-effective for the entire school district.

AASL Position Statement
http://www.ala.org/aasl/advocacy/resources/statements/reading-dev

Strong Readers = Strong Leaders

Mississippi is committed to improving literacy among all school children, particularly students in pre-kindergarten through 3rd grade. Strong Readers = Strong Leaders incorporates Mississippi's Literacy-Based Promotion Act requiring all 3rd graders to demonstrate they read well enough to be promoted to 4th grade. Parents, educators and community members are all encouraged to be involved in equipping students to be strong readers.

Strong Readers = Strong Leaders http://strongreadersms.com/

Effective Reading Program

The librarian should be knowledgeable about the instructional reading program in order to provide resources and activities in the library that correlate with the reading program. Greater access to books increases students' reading enjoyment which leads to improvement in reading fluency, vocabulary, and comprehension. The following elements are integral to an effective reading program:

- The school library is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.

- Students choose from a varied, non-graded collection of materials which reflect their personal interests.

- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.

- Multidisciplinary approaches to teaching and learning are encouraged.

- Teachers and school librarians cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.

- Teachers and school librarians share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.

- Continual staff development is critical to reading instruction.

"Reading should not be presented to children as a chore, a duty. It should be offered as a gift."

Kate DiCamillo,
Children's author of *The Tale of Despereaux*
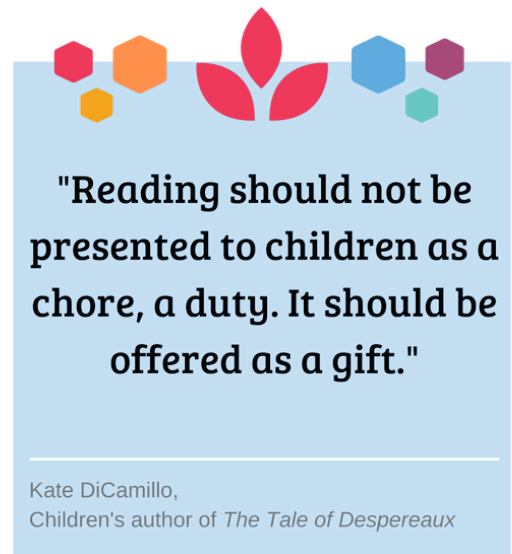
3.3 CREATING A READING ENVIRONMENT

The library should be the heart of the school where frequent and flexible access is encouraged. It should be aesthetically pleasing and have a barrier-free learning environment that encourages the enjoyment and excitement of reading. A vibrant program will encourage students to visit the library, to become lifelong library users, and to love books and reading.

Suggested Reading Activities and Incentives

- Author displays and studies

- Author visits

- Battle of the books

- Blogs and podcasts

- Book clubs

- Book talks

- Guest readers

- Principals/teachers challenge

- Reader's theatre

- Silent sustained reading (SSR)

- Summer reading

YASLA Teen Literacies Tool Kit
http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/TeenLiteraciesToolkit_WEB.pdf

YALSA Teen Services Competencies for Library Staff
http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/YALSA_TeenCompetencies_web_Final.pdf

3.4 USING DATA IN THE SCHOOL LIBRARY

Reading or text levels are used to help guide students in choosing books that are right for them by not being too easy or too hard. Adding reading or text levels to library records allows teachers and students to find resources that connect to classroom learning.

Lexile Measure

The Lexile measure is the difficulty level at which the student can easily understand about 75 percent of the text. Lexile measures are based on semantic difficulty (word frequency) and syntactic complexity (sentence length). Lexile measures do not address reader interests, age appropriateness of the topic for the reader or the actual quality of the story so finding the appropriate book to match the student's capabilities and interests is very important. Lexile measures do not directly translate to grade levels.

Finding the Right Books

Students, teachers, and librarians can easily build custom reading lists using the free "Find a Book" tool. Books can be chosen based on subject and reading ability, then the title searched using the school library's automated system.

✓ Go to **https://fab.lexile.com/fab/MS/**

✓ Enter the student's Lexile measure or grade level

✓ Select the student's interest categories

✓ View and refine the search results

✓ Add books the reading list

Collection Development

Compare students' Lexile measures with the Lexile measures of the print and nonprint in the library helps to analyze and develop the collection to more fully meet the needs of all students. Most book vendors have the ability to search by reading levels or reading programs. Select databases in MAGNOLIA allow students and teachers to limit articles based on Lexile measures.

Organizing Books

School libraries are to be organized using a standard classification system that enables students, teachers, and librarians to find resources in the school library. Non-standard shelving practices do not promote free access for students and aids in restricting their library materials.

AASL Position Statement on Labeling Books with Reading Levels

Librarians use spine labels to organize and identify library resources by call number to help patrons locate general subject areas or specific fiction, non-fiction, reference, audiovisual, or other items. Viewpoint-neutral directional labeling in libraries increases students' access to information and supports their First Amendment right to read. Best practice in school libraries includes books and other resources being shelved using a standard classification system that also enables students to find resources in other libraries, such as a public library, from which they may borrow materials. Labeling and shelving a book with an assigned grade level on its spine allows other students to observe the reading level of peers, thus threatening the confidentiality of students' reading levels.

AASL Position Statement
http://www.ala.org/aasl/advocacy/resources/statements/labeling

3.5 UNDERSTANDING COLLABORATION

Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. It is imperative that the librarian and the grade and subject area teachers work together to create a quality learning environment.

Facts to Remember in Collaboration[1]

- Planning between the teacher(s) and the librarian is the first step in collaboration. Together they should agree on the objectives to be addressed, the process for teaching the unit, what products, if any, will be created, what assessment will be used for evaluation, the timeline for the unit of study, and how the teaching responsibilities will be divided.

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[1] Gavigan, Karen. "Coteaching the Standards Through L4L and the Three Cs: Curriculum, Collaboration, & Communication", Knowledge Quest, March/April 2012, p. 76.

- Developing shared goals and visions and an atmosphere of trust and respect is essential. Different strengths and viewpoint contribute to the teaching process.

- Each educator has his/her area of expertise. The librarian has knowledge of information and technology skills and the methods needed to integrate them into the unit of study. The librarian also has the knowledge for teaching these skills and an understanding of the research process. The classroom teacher has an understanding of the strengths, weaknesses, attitudes, and interests of the students, and of the curriculum content to be taught.

- Each educator has equal input and contributions to the planning process which involves a shared responsibility for implementation and evaluation.

- Communication between the librarian and the classroom teacher is essential to success.

"Collegiality and teamwork are non-negotiable requirements for faculty in schools that seeks to become schools that learn."

Judi Morellion,
Collegiality and Teamwork (2019)

- Curriculum mapping is important so that the librarian has knowledge of the curriculum content being taught in the classrooms.

- A planning template is essential to the success of the unit of study.

- The time to plan for collaboration is sometimes difficult to find. Educators have to be creative!

- Collaborative lessons may occur in the library and continue in the classroom setting or vice versa.

- At the end of the collaborative unit of study, there is reflection for possible revision by collaborative partners.

Collaborative Lesson Plan https://mdek12.org/LLE
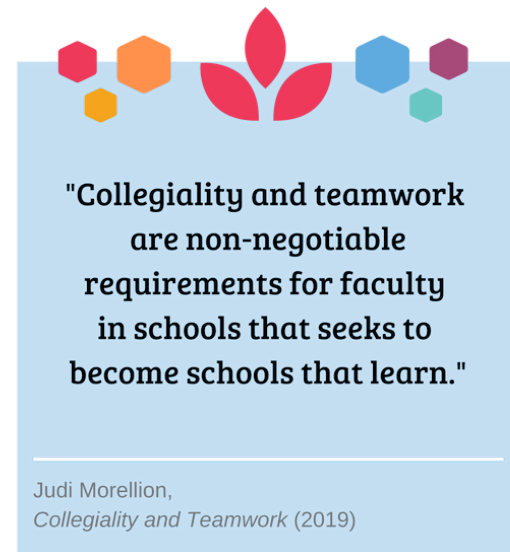
Teacher Request Form https://mdek12.org/LLE

Virtual Collaboration[2]

School librarians, like classroom teachers, wear many different hats on a day-to-day basis which makes it hard to schedule face-to-face collaborative teaching meetings. School librarians can create an open and flexible lines of communication between other librarians, teachers, and even students using online communication tools. Because teachers and librarians do not always have the same planning block, this type of technology can be used to help facilitate aspects of co-taught lessons. With the implementation of the College-and Career-Readiness ELA Standards, research and in-depth writing projects require students and teachers to seek help from school librarians. Using Web 2.0 tools allow students to share documents and presentations with teachers and school librarians. By virtually sharing assignments, students can receive timely feedback to help throughout the writing or researching process which can result in better quality assignments and improve scores. School librarians can model how to use such technology to both teachers and students to help make the transition from traditional to "virtual" collaboration.

Providing Resources to Early Childhood Classrooms[3]

According to the *Early Learning Guidelines for Classrooms Serving Three- and Four-Year Old Children and Kindergarten Guidelines*, all pre-kindergarten and kindergarten classrooms should have a minimum of four different learning centers which includes a library center. As well as having a library or book center, each learning center should provide children with access to a wide range of interesting, developmentally appropriate reading materials from all genres including fiction and non-fiction books, poetry, magazines, and newspapers.

Early Childhood Classroom Library Center Guide https://mdek12.org/LLE

3.6 PLANNING FOR INSTRUCTION

Librarians of the 21st century are educators in every sense of the word. Whether instruction is a collaborative effort with other teachers or on an as-needed basis, librarians – like their classroom counterparts – must be prepared to develop instructional plans that meet the needs of the learning community they serve. These lesson plans must be framed according to current best practices in teaching and learning and should include the use of technology in teaching as a necessary element in meeting the needs of the 21st century digital learner.

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[2] Jones, S. A., & Green, L. S. (2012). Transforming collaboration. Teacher Librarian, 40(2), 26-31.
Oremland, S. (2013). Collaboration and Technology for Authentic Research Projects. Knowledge Quest, 41(4), 60-68.
[3] 2018 Mississippi Department of Education Kindergarten Guidelines

The basic constructs of a good lesson plan help insure the success of any instructional endeavor and should include, but are not limited to, the following components:

- **Understanding of the students** What are their interests and learning preferences and what prior knowledge do they have?

- **Knowledge of the content** How familiar is the librarian with the subject area/key content of the assignment?

- **Resources** What materials will help the librarian teach the lesson?

  Resource Pathfinder https://mdek12.org/LLE

- **Goals/outcomes** What knowledge or skill does the librarian want the students to know?

- **Objective(s)** What measurable task should students be able to do at lesson's end?

- **Opportunity** How will students "practice/apply" what they have learned?

- **Comprehension** How will understanding be monitored/checked during the lesson?

- **Closure** How will the lesson be concluded?

- **Evaluation** How will the librarian measure the students success in achieving the lesson's objective?

LEARNING STANDARDS IMPLEMENTATION

The following charts provide students guidelines for the development of library and research skills. The charts should not dictate when students can and cannot develop library and research skills. However, teachers and librarians may find this useful in guiding instructional choices. Skills are noted as optional, introductory, reinforced, and mastery at each grade level. Librarians should use this information when planning and developing lessons with teachers to ensure that all students participate in guided learning experiences toward becoming information literate.

LEGEND

O	I	R	M
Optional at this level	Introduce the concept	Reinforce the concept	Master the concept

LIBRARY SKILLS

SKILL 1: Identify and locate

Learning Standards	PreK	K	1	2	3	4	5	6
IL.1.1 Locate the school library and understand how the library is organized.	O	I	R	R	M	M	M	M
IL.1.2 Identify whom to ask for help in the school library.	O	I	R	M	M	M	M	M
IL.1.3 Locate books in easy section by using author's last name.		O	I	R	M	M	M	M
IL.1.4 Locate books in non-fiction section by using Dewey Decimal classification.			O	I	R	M	M	M
IL.1.5 Observe a list of subjects and tell how books are organized on the shelves and in the automated system.				O	I	R	M	M
IL.1.6 Convert guide or keywords into subject headings that will be found in the automated system.						I	R	M
IL.1.7 Define call number, why it is used and where it is found.					O	I	R	M
IL.1.8 Identify the ten classes of Dewey Decimal System.					O	I	R	M
IL.1.9 Interpret information in the automated system, e.g. type of material, publication, location.						O	I	R
IL.1.10 Locate a book with a preselected group of Dewey Decimal.						O	I	R

SKILL 2: Library use

Learning Standards	PreK	K	1	2	3	4	5	6
LU.2.1 Follows rules for proper library conduct according to a posted listed of library rules.		I	R	R	M	M	M	M
LU.2.2 Demonstrate the proper way to handle a book.		I	R	R	M	M	M	M
LU.2.3 Select a book and check it out from the library.		O	I	R	M	M	M	M

SKILL 3: Listening and viewing

Learning Standards	PreK	K	1	2	3	4	5	6
LV.3.1 Watching a story then answer questions about characters, plot, setting, etc.	O	I	R	R	M	M	M	M
LV.3.2 Concentrate on what students hear and draw the ending of a selected story.		O	I	R	M	M	M	
LV.3.3 Interpret a story that students have heard.					I	R	M	M

SKILL 4: Literature appreciation

Learning Standards	PreK	K	1	2	3	4	5	6
LA.4.1 Distinguish fiction from non-fiction.	O	I	R	R	M	M	M	M
LA.4.2 Acquaint themselves with a variety of books in the library's collection.		O	I	R	M	M	M	M
LA.4.3 Select non-fiction books on subjects that are on the student's Lexile and Interest Levels.			O	I	R	M	M	M

Learning Standards	PreK	K	1	2	3	4	5	6
LA.4.4 Describe interesting books that students have read so that others may be encouraged to read.			O	I	R	M	M	M
LA.4.5 Read selected books and share evaluation with other students.				O	I	R	M	M
LA.4.6 Identify types of books - folk tales, fairy tales, and poems.					I	R	M	M
LA.4.7 Select a book and write a review of the text.							I	R

SKILL 5: Parts of a book

Learning Standards	PreK	K	1	2	3	4	5	6
PB.5.1 Identify parts of a book: Title, Author, Illustrator, Back and Front Covers.		I	R	M	M	M	M	M

Learning Standards	PreK	K	1	2	3	4	5	6
PB.5.2 Identify parts of a book: Spine, Publisher, Call Number.			O	I	R	M	M	M
PB.5.3 Identify parts of a book: Table of Contents, Preface, Glossary, and Copyright Date.				I	R	M	M	

SKILL 6: Reference

Learning Standards	PreK	K	1	2	3	4	5	6
RF.6.1 Use the encyclopedia for an overview of a topic.			O	I	R	M	M	M
RF.6.2 Identify the location in a dictionary or thesaurus of a list of words.			O	I	R	M	M	M
RF.6.3 Find different subjects in an encyclopedia.					I	R	M	M
RF.6.4 Describe the contents of magazines and newspapers in the library.					O	I	R	M
RF.6.5 Use the index to find information about topics in different volumes of encyclopedias.					O	I	R	M
RF.6.6 Write a current event summary based on an article in a periodical.						O	I	R
RF.6.7 List and describe the different types of biographical sources.							I	R
RF.6.8 Use an almanac to find specific facts.							I	R
RF.6.9 Utilize atlases to locate places.							I	R
RF.6.10 Use biographical sources to write informative text.								I
RF.6.11 Use print and digital reference materials to locate information to support claims in writing.								I
RF.6.12 Write a bibliographic citation for a book, encyclopedia, online sources, and magazine including author, title, publisher, date, and proper punctuation.								I

RESEARCH SKILLS

SKILL 1: Identify area of inquiry

Learning Standards	7	8	9	10	11	12
ID.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	I	R	R	R	M	M
ID.1.2 Narrow or broaden topic.	I	R	M	M	M	M
ID.1.3 Generate presearch questions through brainstorming and use of graphic organizers.	I	R	R	R	M	M
ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).	I	R	R	R	M	M
ID.1.5 Formulate a thesis or state of purpose.	I	I	R	R	M	M

SKILL 2: Decide how much information is needed

Learning Standards	7	8	9	10	11	12
DC.2.1 Recognize need for multiple information sources.	I	R	R	R	M	M
DC.2.2 Identify potential information sources.	I	R	R	R	M	M

SKILL 3: Develop a search action plan and timeline

Learning Standards	7	8	9	10	11	12
DV.3.1 Work individually or in a cooperative group to develop a search action plan with timeline which lists: ● topics and subtopics; ● keywords and alternate terms; ● presearch questions; ● thesis or statement of purpose; ● possible information sources; ● people to provide assistance with research; ● due dates for project.	I	R	R	R	M	M
DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).	I	R	R	R	M	M
DV.3.3 Sequence the steps in the research process.	I	R	R	R	M	M

SKILL 4: Locate print and digital resources

Learning Standards	7	8	9	10	11	12
LC.4.1 Retrieve fiction, non-fiction, and reference books from shelves using call numbers.	I	R	M	M	M	M
LC.4.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC).	I	R	M	M	M	M
LC.4.3 Identify appropriate resources to answer a personal or academic information need from various locations.	I	R	M	M	M	M
LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.	I	R	M	M	M	M

SKILL 5: Apply evaluative criteria to select the best resources to answer the search question

Learning Standards	7	8	9	10	11	12
AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).	I	R	R	R	M	M
AP.5.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	I	R	R	R	M	M
AP.5.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g. textbooks, biographies, encyclopedias).	I	R	R	R	M	M
AP.5.4 Select a variety of information sources representing a range of viewpoints and formats.	I	R	R	R	M	M

SKILL 6: Demonstrate an understanding of how information is organized and located

Learning Standards	7	8	9	10	11	12
DM.6.1 Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	R	M	M	M	M	M

Learning Standards	7	8	9	10	11	12
DM.6.2 Understand that resources may be organized according to type or format alphabetically, numerically, topically, chronologically, or graphically.	R	M	M	M	M	M
DM.6.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	R	M	M	M	M	M
DM.6.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	R	M	M	M	M	M

SKILL 7: Exhibit responsible care and use of materials, e-resources, equipment, and facilities

Learning Standards	7	8	9	10	11	12
EX.7.1 Follow procedures for circulation and timely return of materials.	I	R	R	M	M	M
EX.7.2 Exhibit responsible care in the use of materials, equipment, and facilities.	I	R	R	M	M	M
EX.7.3 Follow guidelines and etiquette in the use of electronic information sources.	I	R	R	M	M	M
EX.7.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	I	R	R	M	M	M

SKILL 8: Read, evaluate, and select information to answer search need

Learning Standards	7	8	9	10	11	12
RD.8.1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.	I	R	R	R	M	M
RD.8.2 Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.	I	R	R	R	M	M
RD.8.3 Analyze information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).	I	R	R	R	M	M

SKILL 9: Take notes and record data required for citations

Learning Standards	7	8	9	10	11	12
TK.9.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	I	R	R	R	M	M
TK.9.2 Recognize intellectual property rights.	I	R	R	R	M	M
TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).	I	R	R	R	M	M
TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).	I	R	R	R	M	M

SKILL 10: Analyze information gathered and compare with research need

Learning Standards	7	8	9	10	11	12
AN.10.1 Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.	I	R	R	R	M	M
AN.10.2 Review notes and/or information for clarity, coherence, and completeness.	I	R	R	R	M	M
AN.10.3 Revise and/or add new questions based on information gathered.	I	R	R	R	M	M
AN.10.4 Search for additional information, if needed.	I	R	R	R	M	M

SKILL 11: Select a presentation format appropriate for the topic, audience, and purpose

Learning Standards	7	8	9	10	11	12
SC.11.1 Choose a presentation method based on appropriateness and personal preference.	I	I	R	M	M	M
SC.11.2 Identify the strengths and weaknesses of presentation methods.	I	I	R	M	M	M

SKILL 12: Analyze and synthesize collected information

Learning Standards	7	8	9	10	11	12
AN.12.1 Analyze and synthesize information to draw conclusions for product development.	I	I	R	R	R	M
AN.12.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	I	R	R	R	R	M

SKILL 13: Communicate information and ideas using a variety of formats and media

Learning Standards	7	8	9	10	11	12
CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	I	R	R	M	M	M
CM.13.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	I	R	R	R	M	M
CM.13.3 Revise and edit the information product as needed.	I	R	R	M	M	M

SKILL 14: Apply and develop evaluative criteria for information problem or product

Learning Standards	7	8	9	10	11	12
AP.14.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.	I	R	M	M	M	M
AP.14.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	I	R	M	M	M	M

SKILL 15: Reflect on the search process, noting strengths and weaknesses

Learning Standards	7	8	9	10	11	12
RC.15.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	I	R	M	M	M	M

SKILL 16: Make recommendations for improving applying process

Learning Standards	7	8	9	10	11	12
MK.16.1 Assess the process used for inquiry-based learning and suggest ways for improvement.	I	R	R	R	M	M
MK.16.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	I	R	R	R	M	M

Information Literacy[4]

The strongest impact on student achievement results when school librarians work in partnership with teachers to integrate information literacy skills into the curriculum through well-designed learning activities.

For the 21st century learner, information literacy is no longer merely the effective use of reference sources. Information literacy encompasses literacy, technology, critical thinking, and information skills. Students must do more than just locate facts. They must be effective users of information. They must evaluate and select the best resources and then extract, record, and synthesize information to create new material in effective, appropriate, and ethical ways. This prepares students not only for success in school on the curriculum and assessments, but also to be productive in a technological, knowledge-based society. Essentially, an information literate adult is an informed citizen.

Students need to develop a wider set of literacy skills to help them both to comprehend the messages they receive, and to effectively utilize these tools to design and distribute their own messages. Being literate in an information age requires critical thinking skills, which empower people as they make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth.

3.7 PROMOTING FLEXIBLE, OPEN ACCESS

In order for the school library to be the core of the educational setting, the librarian, with the assistance of the administrator, must be allowed to schedule the library for its most effective use.

Guidelines for Library Scheduling

Weekly schedules that list whole-class and small-group instruction, special programs, planning times, and other planned library activities should be available in the library and online for documentation of library use throughout the year.

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[4] Guidelines for Library Media Programs in Louisiana Schools, 2017

- The librarian, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.

- The library should be open for student use at all times. It should not be closed for non-library purposes this includes testing and teacher meetings.

- Twenty-five percent of the librarian's time should be spent in the administration of the library program and in collaborative planning with teachers. During this time, students and teachers, within reason, may still use the library.

- The librarian should have a scheduled lunch time and a planning period.

Flexible Scheduling

Flexible scheduling is a scheduling arrangement that allows for variation in library use. Flexible scheduling allows teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the learning activity planned. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. With flexible scheduling the library is considered an extension of the classroom.

Partially Flexible Schedule

Partially flexible scheduling is often seen in elementary schools where classes are scheduled at regular times to have contact with the librarian for exposure to read aloud stories and instruction in library skills. In this case, classes are normally concentrated into two or three days a week allowing for large blocks of time for other classes to schedule library time as units are developed and to give individuals library access at the point of need.

Fixed Scheduling

With fixed scheduling each class is scheduled into the library for a regular, fixed period. Although this type of schedule or some variation of it is more commonly seen in elementary schools, partially flexible scheduling is a preferable alternative.

Library Schedule Template https://mdek12.org/LLE

Open Access

School Library Monitoring Rubric 2.1 Flexible scheduling/Open access is incorporated into the school library schedule especially during a non-traditional school day. A non-traditional school day includes but not limited to standardized testing, school programs, book fairs, professional development meetings, etc.

Students and teachers should have access to the school library's resources and materials at all times. That can become difficult when the library/librarian is used for different purposes. Establishing open access policies can enable that students and teachers have the ability to use all of the library's print and non-print resources and materials.

Non-Traditional School Day Policy

When the library facility or the librarian is used for other purposes, a policy should be in place to ensure that students and faculty still have access to resources.

Example 1 The school librarian can spend time visiting classrooms with a book truck and a wireless check-out system. Students can check-out or return books to the cart during that time. A schedule can be made so that the librarian can visit classrooms as necessary. This should not replace students' access to the school library.

Example 2 If the library is being used for another purpose, the librarian can set up a makeshift library in a classroom or another part of the school building. The location should be made known so that students and teachers have access to materials and resources. Students can check-out/check-in books at this time. This option can be used when the library is closed due to meetings or testing.

Extended "Open" Library Times

"Open" library time allows all students access to the library during a particular time and allows for student-choice instead of teacher-choice book selection. In elementary schools, the librarian can schedule different grades each day during "open" library time to be able to help students. Middle and high school libraries should be open to all students throughout the day. Extending "open" library time on non-traditional school day will allow students to have access to the school library's resources and materials.

"There is more treasure in books than in all the pirate's loot on Treasure Island."

Walt Disney

Self Check-out/Check-in Station

Creating self check-out/check-in stations can increase open access for students and teachers. There is training involved for students and teachers to understand how to correctly use the station. Each station should be created with the school community in mind. Having the station in an open area will allow the librarian to keep an eye on it even when working with other students. Printed directions with pictures can help students and teachers use the station.

3.8 ENCOURAGING ADVOCACY

Leadership and advocacy require stepping out of comfortable behind-the-scenes roles and becoming a proactive leader. The professional librarian needs to provide leadership and advocacy in information literacy, technology initiatives, policy creation, instructional design, and professional development.
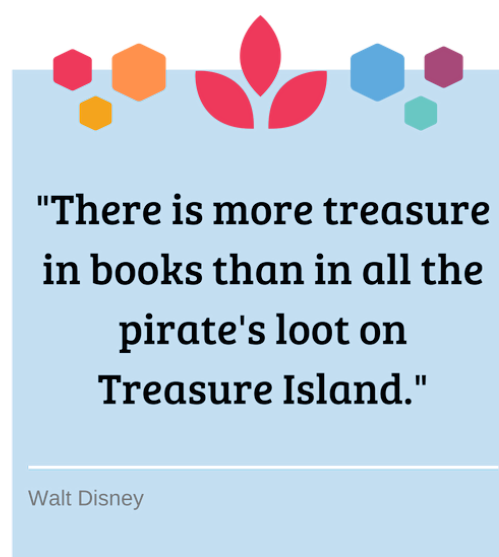
Advocacy Tools

- The American Association of School Librarians (AASL) provides advocacy tools for school library programs on their website that include brochures, infographics, and toolkits.

- **Webpage/Website** can be the virtual face of the school library program. The information needs to be clear and kept up to date. It should include, but not be limited to, the library schedule, links to websites, database access, library news, book reviews, unit projects, and recommended titles.

- **Newsletters** can be an important tool for library promotion. The focus should be on what is new in the library, events that have happened or will happen, class visits, projects, circulation reports, books added to the collection, pictures of students/projects.

- **Local and School Newspaper Articles** with pictures can also be another important promotional tool for the library.

- **Social Media** is a quick way to get information out to teachers, students, and parents.

NOTE Receiving parental/guardian permission to use student photos is a must. The librarian should check with the office to make sure that permission has been granted.

Library Public Relations Plan https://mdek12.org/LLE

Library Advocacy Committee

Growth Rubric Standard Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community.

Monitoring Rubric Standard The school library program has an established advocacy committee for the school library program within the school and beyond.

Advocacy Committee includes:

✓ Library staff   ✓ Administrator   ✓ Teachers

✓ Parents   ✓ Students (when appropriate)

Advocacy Committee documents:

✓ List of members   ✓ Meeting schedule

✓ Meeting agendas   ✓ Goals and objectives

Library Advocacy Committee Meeting Agenda https://mdek12.org/LLE

3.9 Library Promotional Events

The American Library Association sponsors nationally recognized events that promote the value of the school library program. The Mississippi Library Commission promotes local events throughout the year in public and school libraries. National reading programs provide a catalyst for collaboration with the learning community. Each year professional organizations and state reading programs provide opportunities to enhance the library program and promote the joy of reading. Librarians should seek out age-appropriate venues for the learning community and make them available.

ALA Programs

Banned Books Week brings together the entire book community; librarians, booksellers, publishers, journalists, teachers, and readers of all types, in shared support of the freedom to seek and to express ideas, even those some consider unorthodox or unpopular.

Digital Learning Day was started as a way to actively spread innovative practices and ensure that all youth have access to high-quality digital learning opportunities no matter where they live.

School Library Month encourages librarians to create activities to help their school and local community celebrates the essential role that strong school library programs play in transforming learning.

National Reading Programs

Read for the Record is Jumpstart's national campaign that was launched over a decade ago to address the educational inequities that leave too many children unprepared for kindergarten.

BOOKIT! Program motivates children to read by rewarding their reading accomplishments with praise, recognition and pizza sponsored by Pizza Hut.

Drop Everything and Read is a national celebration held on April 12 to honor Beverly Cleary's birthday.

Read Across America is NEA's annual reading motivation and awareness program that celebrates the birthday of Dr. Seuss on March 2.

STATE READING PROGRAMS

America Reads - Mississippi is dedicated to improving the reading skills of students, encouraging public awareness and support of literacy.

Letters About Literature encourages students to read a book, poem or speech and write to the author about how the book affected them personally.

The Magnolia Award is given annually to the book voted by the children and teens of Mississippi and voting takes place every February.

Poetry Out Loud is created by the National Endowment for the Arts and the Poetry Foundation, teachers and librarians can guide students to a deeper understanding of the power of language and literature.

3.10 COLLABORATING WITH PUBLIC LIBRARIES

The public library can be a great resource for school librarians and their students. It is important to get to know the public library staff, especially the person responsible for providing service to children and teens.

If the local public librarian knows in advance what students need to complete a specific assignment, they can:

- Pull the needed materials far in advance of the assigned due date and make the materials easily available to the students.

- Get the resources that are not available locally from other libraries.

- Offer on-site assistance in searching the MAGNOLIA databases.

- Visit the school to facilitate book clubs, do book talks, describe the public library's resources, etc.

In addition, public libraries offer a wide array of other services for students. Some libraries offer access to online, live after school tutoring services which are free to students! Many public libraries across the state subscribe to informational databases in addition to those provided through MAGNOLIA.

ALSC School-Public Library Partnerships
http://www.ala.org/alsc/publications-resources/professional-tools/school-public-library-partnerships

Collection Development and Collaboration with Public Libraries

Because public libraries provide a wealth of free resources, a strong school-public library relationship can also offer a workable solution to the challenge school librarians face with limited resources. Working in collaboration with the public librarian many emerging resources can be made available to students through the public library and school librarians can limit their purchases to materials that are required reading with the current curriculum standards. This collaboration encourages joint planning and the responsible stewardship of available monies to meet the needs of both school and community patrons.

Mississippi Library Commission Resources

Talking Book Services provides services for eligible Mississippi residents who are unable to read standard print due to a visual, physical or organic reading disability and for institutions which serve these eligible individuals (schools, hospitals, living facilities, etc). The Talking Books collection offers a wide range of popular fiction and non-fiction titles for adults, teens, and children.

Sensory Story and Storytime Kits contain one print/Braille book and number of items related to the book. The kits were created to enhance books for children. Each book contains printed words, illustrations, and Braille making them accessible to readers with and without visual impairments.

Technology Kits allow public schools to different types of technology such as: 3D printers, Little Bits Coding Kit, LEGO Mindstorm Kits, and 3Doodler Kit.

Book Club in a Box contain ten copies of the same book along with discussion questions ready for schools and libraries to check out for their book club groups. Kits are available for a three-month period (time to receive, distribute, read, and discuss).

MLC Special Collections https://mlc.lib.ms.us/ms-libraries/special-collections/

3.11 MAGNOLIA

Mississippi Alliance for Gaining New Opportunities through Library Information Access provides Mississippi residents with access to electronic database through their local public, school, community college or university libraries.

MAGNOLIA is funded by the Mississippi Legislature and partially funded by the Library Services and Technology Act (LSTA) administered by the Mississippi Library Commission and the Mississippi Department of Education.

 Resources for K12 Libraries and Teachers offers information regarding the MAGNOLIA resources for K-12 school librarians, teachers, and students. School librarians should provide training to teachers and students on the various databases and resources provided through MAGNOLIA.

Resources for K12 Libraries and Teachers https://mdek12.org/LLE

4.1 UNDERSTANDING COLLECTION DEVELOPMENT

Collection development can be defined as the carefully chosen purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population served. Ultimately these purchases determine the impact of the school library's collections on student success and achievement.

The process of collection development includes 1) selection and deselection (weeding) of current and retrospective materials including donations; 2) a well-defined strategy for purchase of acquisitions; and 3) the evaluation of collections to ascertain how well they serve patron needs. These functions are guided by a district-approved collection development policy, which establishes priorities, supports efforts, and facilitates purchase decisions. The information explosion together with tightening budgets requires the school librarian to look at ways to access resources in formats beyond physical ownership, such as licensed electronic databases or high-quality open educational resources.

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy should include guidelines for selection, weeding, and challenged materials. The handling of gifts or donations to the school library should be included in the policy. A collection development policy is revised periodically to reflect the changing needs of the school community. Set collection goals and prioritize development based on biggest gaps and greatest needs.

NOTE One goal of the collection policy is to add at least 1 new book per student each year.

District Approved Collection Development Policy https://mdek12.org/LC

4.2 SELECTION TOOLS

Selection decisions are usually made on the basis of reviews and standard collection development tools by school librarians and may also be done by teachers and students to help create a well-rounded collection that connects to both the curriculum and student interests.

Selection of new materials is an ongoing process. Given that the school librarian cannot read or preview every purchase selection, tools are critical in the selection process. Some selection tools available to the school librarian include:

- Library advisory committee

- Magazines and journals

4.3 HONOR/AWARD AND NOTABLE BOOKS

Book awards and honors are given to publications, and the authors, illustrators, and publishers who use their talent and love for reading to create these works of art.

Honor/Award Books

Caldecott Award honors the best children's picture book of the year, is awarded annually to the illustrator by the Association for Library Service to Children, a division of the American Library Association.

Carnegie Medal is an award given to honor outstanding video productions for children released during the previous year.

Coretta Scott King Award is given to honor African American authors and illustrators for outstanding inspirational and educational contributions.

Magnolia Award allows Mississippi students in grades k-12 to participate. Students read the books and turn their votes in to their teacher, librarian, or other adult at an authorized voting site. Votes are cast electronically and is held each year in February, with winners announced at the Fay B. Kaigler Children's Book Festival in April.

Morris Award honors a debut book published by a first-time author writing for teens and celebrating impressive new voices in young adult literature. The award's namesake is William C. Morris, an influential innovator in the publishing world and an advocate for marketing books for children and young adults.

Newbery Medal is an award given to the author of the most distinguished contribution to American literature for children.

(Theodor Seuss) Geisel Medal honors the author(s) and illustrator(s) of the most distinguished contribution to the body of American children's literature known as "beginning reader books" published in the United States during the previous year.

Notable Books

ALA Notable Books for Children's goal has been to make available to the nation's readers a list of 25 very good, very readable, and at times very important fiction, non-fiction, and poetry books for the adult reader.

Young Adult Library Services Association Best of the Best finds the best books and media for youth each year through YALSA's Best of the Best.

4.4 COLLECTION GUIDELINES

Collection guidelines are important for the systematic development and maintenance of the library's print, media, and electronic collections so that the holdings of the school library supplement, enrich, and support the needs of its patrons. Print/digital library materials are selected, acquired, maintained, and deselected to serve this purpose.

Collection standards are based on the belief that a collection of diverse resources assembled to match the school curriculum and the developmental, learning, and cultural needs and interests of students will contribute positively to the learning environment.

"It does not matter how many books you have, but whether they are good or not."

Epistolae Morale
Lucius Annaeus SENECA 3 B.C. - 65 A.D.

To ensure the library collection reflects the school curricula, librarians should collaborate with faculty and staff. They should consider what texts and additional resources teachers and students will need to support implementation of the curricula. Since student independent reading is an important goal of education, it is important to align resources to student interests and reading levels. Librarians should also consider how best to incorporate teaching literacy skills into the various school curricula and identify and gather resources which support those efforts.
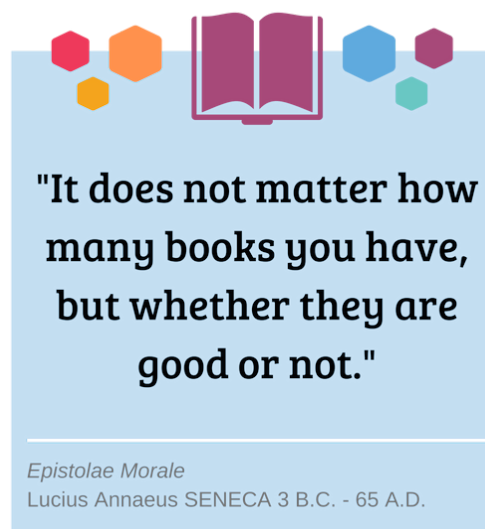
Steps for aligning resources to the school's curriculum

1. Use an evaluation tool to identify areas that need to be strengthened.

   Collection Evaluation Tool https://mdek12.org/LC

2. Identify the diverse needs and interests of the student population.

3. Prepare a collection development plan of needed curriculum resources.

4. Present the plan to appropriate administrators and teachers.

5. Use the alignment to identify areas for weeding.

A variety of collection development tools are available, including software and web-based applications through automated library software programs and vendor services. These tools analyze the collection for average copyright dates and numbers of titles in each category, providing recommendations for purchase. Contact your automated circ/catalog software company for information.

High-quality Supplemental Materials

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. To aid in this endeavor, school library resources must match with the classroom's high-quality instructional materials. It is critical that school library resources align with state standards and are high quality to help provide meaningful instructional support.

Grades 5-12 Exemplar List https://mdek12.org/LC

Balanced Dewey Recommendations for the School Library Collection

	Elementary (Prek-5)	Middle (6-8)	High (9-12)
000 Generalities	.5%	1%	1%
100 Philosophy and Psychology	.5%	1%	1%
200 Religion	1%	1%	1%
300 Social Sciences	8%	10%	11%
400 Language	1%	1%	1%
500 Science/ Mathematics	11%	9%	7%
600 Technology	5%	7%	6%
700 The Arts	5%	5%	6%
800 Literature	4%	5%	10%
900 Geography and History	7%	13%	11%
General Fiction	23%	26%	15%
Reference	3%	9%	18%
Biography	6%	10%	9%
Professional	2%	1%	2%
Story Collection	0%	1%	1%
Easy	23%	0%	0%

Guidelines for School Library Collection Development[5]

Type of Resource	Elementary School (Grades Pre-K - 5)	Middle School (Grades 6 - 8)	High School (Grades 9 - 12)
Encyclopedia, General	- At least 1 or more online general, grade-level appropriate encyclopedia **AND** 1 current set of print, not older than 5 years	At least 1 or more online general, grade-level appropriate encyclopedia	At least 1 or more online general, grade-level appropriate encyclopedia
Dictionaries	- Electronic access to online dictionary **AND** - Up to 5 copies of recent, appropriate dictionary **AND** - Foreign language dictionaries available for languages taught or spoken in the school and represented by the community	- Electronic access to online dictionary **AND** - Up to 5 copies of recent, appropriate dictionary **AND** - Foreign language dictionaries available for languages taught or spoken in the school and represented by the community	- Electronic access to online dictionary **AND** - Foreign language dictionaries available for languages taught or spoken in the school and represented by the community
Atlases	1 Globe **AND** 1 US Atlas **AND** 1 World Atlas **AND** - Electronic access to online atlas and map resources	1 US Atlas **AND** 1 World Atlas **AND** - Electronic access to online atlas and map resources	Electronic access to online atlas and map resources
Almanacs	1 general, appropriate almanac **AND** 1 state almanac, latest edition available	1 general, appropriate almanac **AND** 1 state almanac, latest edition available	1 general, appropriate almanac **AND** 1 state almanac, latest edition available
Thesaurus	- Electronic access to online thesaurus **AND** - Up to 5 copies of a standard thesaurus	- Electronic access to online thesaurus **AND** - Up to 5 copies of a standard thesaurus	Electronic access to online thesaurus **AND**
Geographical Dictionary	Electronic access to online geographical dictionary	Electronic access to online geographical dictionary	Electronic access to online geographical dictionary

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[5] *Guidelines for Library Media Programs in Louisiana Schools, 2017*

Biographical Resources	A print or digital biographical reference source of each of the following groups: ● Americans of current and historical interest, ● Authors, ● Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and ● Current and historical figures of general interest and appeal to a diverse population	A print or digital biographical reference source of each of the following groups: ● Americans of current and historical interest, ● Authors, ● Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and ● Current and historical figures of general interest and appeal to a diverse population	A print or digital biographical reference source of each of the following groups: ● Americans of current and historical interest, ● Authors, ● Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and ● Current and historical figures of general interest and appeal to a diverse population
Magazines	● 2-4 print or digital subscriptions to appropriate periodicals that support the curriculum or of the school's students choice	● 2-4 print or digital subscriptions to appropriate periodicals that support the curriculum or of the school's students choice	● 2-4 print or digital subscriptions to appropriate periodicals that support the curriculum or of the school's students choice
Newspapers	● 1 local or regional newspaper, current subscription (print or digital)	● 1 local or regional newspaper, current subscription (print or digital)	● 1 local or regional newspaper, current subscription (print or digital)
Professional Collection	● A goal of 20 print and/or digital current professional titles **AND** ● Access to print and/or digital professional periodicals **AND** ● Current credible websites for professional development purposes available through the school library website	● A goal of 20 print and/or digital current professional titles **AND** ● Access to print and/or digital professional periodicals **AND** ● Current credible websites for professional development purposes available through the school library website	● A goal of 20 print and/or digital current professional titles **AND** ● Access to print and/or digital professional periodicals **AND** ● Current credible websites for professional development purposes available through the school library website

READY REFERENCE

Ready reference areas can be created to help pull information together for projects, teaching units, or research. The ready reference area rotates during the school year depending on the needs of teachers and students. ready reference should be designated to a central location in the school library to help students and teachers easily find resources. Quality signage should be made to promote the ready reference collection. Bookmarks, flyers, and other takeaways should act as supporting documents to the ready reference collection.

Example If high school social studies and English teachers are teaching a unit on the Great Depression, then the school librarian can pull all of the library resources that contain information regarding the Great Depression and the 1920/1930s into the ready reference section. This will allow teachers to find information to use in class and students will be able to find additional resources such as historical fiction to take learning beyond the classroom.

4.5 WEEDING OF COLLECTION RESOURCES

In order to maintain a collection that meets the needs of the learning community, deselection (weeding) of materials is essential. School library weeding guidelines should include the rationale and established criteria for weeding as stated in the collection development policy.

Decisions concerning the replacement of individual items are based on the following considerations: 1) demand for the specific item; 2) the number of copies held; 3) the existing coverage of the subject within the collection; 4) the validity of its contents; 5) the availability of the title for reorder; and 6) the cost of mending versus the cost of replacement. Any duplication of materials is governed by popular demand, the importance of the material, and budgetary limitations.

The Texas State Library's Crew Method, MUSTIE, has become the benchmark tool for weeding library collections including e-books. MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and make it a prime candidate for weeding:

> **M** = Misleading (and/or factually inaccurate)
>
> **U** = Ugly (worn and beyond mending or rebinding)
>
> **S** = Superseded (by a truly new edition or by a much better book on the subject)
>
> **T** = Trivial (of no discernible literary or scientific merit)
>
> **I** = Irrelevant to the needs and interests of your community
>
> **E** = Elsewhere through interlibrary loans, borrowing or electronic format
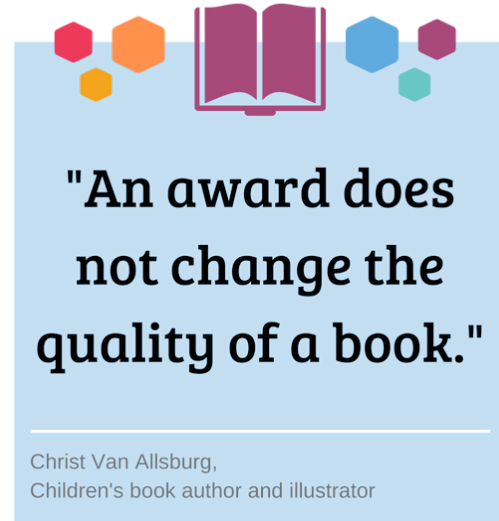
Increase Circulation Through Displays

- Place books in high traffic areas

- Highlight books with quality signage

- Reflect student or teacher interests

- Cross promote genres or series

- Displays should be fun and creative

Weeding Procedure

- Design a plan that includes a schedule and a goal for the weeding process.

  ○ Informal is an ongoing process as materials are checked-in and checked-out

  ○ Formal is a planned process not to be replaced by informal weeding. A rotation schedule can be established to allow weeding over time.

- Schedule formal weeding during an uninterrupted time.

- Look at each book and apply your criteria.

- Determine what will be done to the item after it has been removed.

- Remove records from circulation system. Pay special attention to Title I and EEF Materials.

Things to Keep

- Classics, award winners

- Local history

- Annuals and school publications

- Current reading lists

- Out of print titles that are still useful

- Biographical sources

Weeding Guidelines https://mdek12.org/LC

"An award does not change the quality of a book."

Christ Van Allsburg,
Children's book author and illustrator

4.6 CHALLENGED MATERIALS

The business of the school is to educate children to become productive citizens of a global society. Students need to learn about cultures, viewpoints and lifestyles other than their own - not only those of fellow Americans - but also of the other peoples of the world. To this end the school library collection is expected to reflect many viewpoints, including the works of acknowledged experts or leaders.

Interests of the community, the faculty and the students, which vary from school to school, should also be reflected in the collection. As a result, controversial topics, both personal and of a societal nature, will be represented. Occasionally, materials in the school library may be challenged as inappropriate. The school librarian prepares for this event with a board-approved collection development policy which addresses challenged materials. The American Association of School Librarians (AASL) has information to aid in the development of a collection development policy addressing challenged materials.

Copies of the American Library Association's *Bill of Rights* and *Freedom to Read Statement*, and the National Council of Teachers of English (NCTE) *Right to Read Statement* should all be used to support the school district's students' rights policy.

Right to Read Statement http://www2.ncte.org/statement/righttoreadguideline/

4.7 CATALOGING AND PROCESSING

A web-based automated library system is needed to establish circulation procedures for easy access to the school library's collection and to maintain accurate records and statistics on the use of materials. All library materials' automated records should match the spine label placed on the physical items.

Book Processing

Designate an area that is dedicated to processing books that includes easy access to the circulation system, stamps, labels, and additional supplies. The following should take place as soon as possible to ensure that materials are made available to students and teachers.

- When materials are received in the library, they should be opened, checked, and prepared for processing.

- Check the packing slip against the purchase order and alert your office manager of receipt of materials.

- If materials are pre-labeled by the vendor, then add the record into the circulation system. Double check the information to ensure that the book and the record match.

- If materials do not have barcodes and spine labels, then place the barcode on the book and create a spine label that correctly indicates where the book is located.

- Librarians can add additional information such as a reading program levels or fiction series.

- Also stamp the material with the school library's stamp.

- Shelve the item in the correct location or on a special display that showcases new arrivals.

Cataloging and Processing Requirements

- Web-based automated library system

- Scheduled inventory

- All library resources cataloged in automated system

- Library professional development or training on automated system operations

- In-service training for teachers on automated system operations

- Training for students on how to use the automated system and how to locate resources in the library

- Standardized system of classification and shelving

- Consist classification and shelving for special collections

- Barcodes and spine labels on all physical resources

Cataloging and Processing Guide https://mdek12.org/LC

4.8 BOOK MAINTENANCE AND REPAIR

How an item is handled, processed and shelved in addition to such environmental factors as sunlight, humidity and pests do much to affect the physical condition of collection. The life and value of a school library's collection can be increased by maintaining and repairing materials.
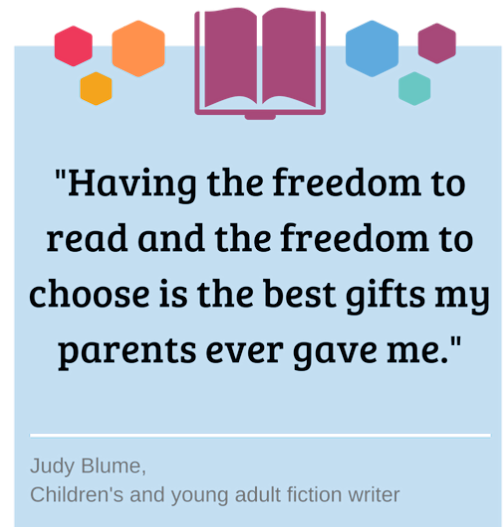
Repair Principles

- **Books to be Repaired** books that contain torn or loose pages, worn spines and covers, loose hinges, or detached covers.

- **Books to be Discarded** books that do not warrant the time or expense to repair. These may include books with yellow, crumbling pages, missing pages, out-of-date information, or lack of relevance to the collection.

- Catch damage early as students check books into the library. Teach student workers or volunteers how to repair minor damage.

- Sort books by type of damage. It is more efficient and cost-effective to repair similar damage.

- Work systematically to make sure that the books are repaired correctly.

    - Remove the book jacket

    - Mend torn pages or reattach loose pages

    - Repair the cover

    - Clean the book jacket cover or insert jacket into a new cover

Book Repair Suggested Tools

- Transparent repair corners and wings

- 2" and 3" book tape, cloth repair tape, mending tape

- Transparent acid-free mending tissue

- Perforated hinge tape, paper hinge tape

- Book repair glue with syringe, 1/2" and 3/4" glue brush

- Tape and adhesive remover, book cleaner

- H-band assortment

- Plastic bone folder, book squeegee

- Non-stick scissors, razor blade knife

- Aluminum edge ruler

Book Maintenance and Repair Guide https://mdek12.org/LC

"Having the freedom to read and the freedom to choose is the best gifts my parents ever gave me."

Judy Blume,
Children's and young adult fiction writer

5.1 THE ROLE IN THE TECHNOLOGY PROGRAM

Technology continues to change the role of today's school librarian. Once the 'stereotyped librarian' who dealt primarily with books, the 21st century school librarian now serves as an information specialist and often as the link between library patrons and the unlimited access to information and knowledge available to them.
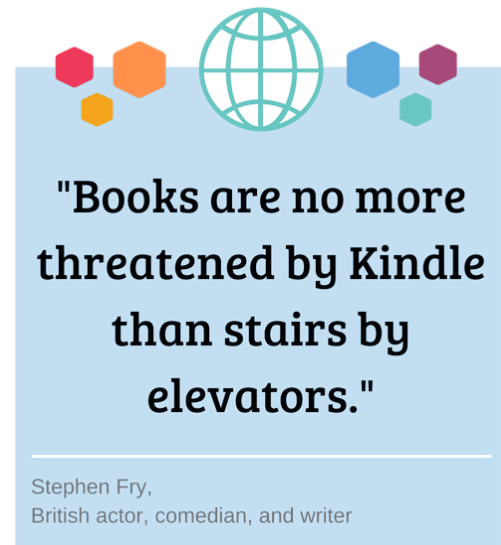
It is the responsibility of the school librarian to provide leadership and expertise in the use of this technology to ensure that students and faculty are effective and responsible users of these vast resources. Through the use of media and technology, students can acquire and strengthen skills in reading, writing, listening, observing, organizing and communicating ideas. The school librarian should, in collaboration with classroom teachers, teach students the skills necessary to evaluate the information, to determine its accuracy, its usefulness, and its relevance to their search topic. The students' ability to access and use information effectively prepares them for the information-rich technological world.

The library should be the center for the innovative and responsible use and adoption of new technology. Consequently, the school librarian must be an active participant in technology curriculum integration. The school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of current and emerging technologies to enrich the curriculum and enhance learning.

The School Librarian

- Possesses technology competencies which are evaluated by an approved evaluation instrument.

- Serves as a technological leader by taking a leadership role in the technology planning for the school.

- Provides professional development training for teachers and administrators who are not yet comfortable using computers and technology or with locating information resources.

- Provides and participates in professional development instruction for teachers and administrators on the use of technology and integration of technology into the curriculum.

- Embraces, promotes, seeks, and shares technologies that assist faculty and administration in understanding how to effectively and appropriately utilize technology and integrate information resources in the learning environment.

- Provides professional development training for faculty to assist in the use and integration of MAGNOLIA resources, free online databases, and journal articles made available to all publicly supported schools into the curriculum.

- Collaborates with faculty by conducting instructional sessions for students in the use of the school library and its online resources, to properly cite sources to avoid plagiarism, to appropriately search for and evaluate materials online and to protect their privacy in an increasingly online world.

- Provides information about and adheres to copyright laws.

- Models and instructs students and teachers on conduct, ethics, and integrity in the use of the Internet and other electronic resources.

- Models the information problem-solving processes in providing instruction using technology references and research techniques.

- Uses existing and emerging technologies to assist the students and teachers with learning and teaching activities.

- Seeks funding to provide students with technologies that assist them in learning and engagement.

- Works cooperatively with the district technology coordinator.

- Collaborates with the learning community to empower students to acquire technology information literacy skills that enable them to be lifelong learners and critical thinkers.

"Books are no more threatened by Kindle than stairs by elevators."

Stephen Fry,
British actor, comedian, and writer

The School Library

- Have a web-based automated circulation system with an online catalog that assists students in locating materials purchased by the library (to include print, e-books, websites, etc.) that students can utilize in their research.

- Have a library website that provides students with easy access to the library's online catalog, links to other libraries in the area, online research databases including MAGNOLIA, and appropriate websites that assist in locating and citing resources and online tutorials.

- Have an up-to-date multimedia computer lab (when space permits) that provides students with access to the library's automated catalog/circulation system, various

software applications necessary for research, and for the creation of presentations that include audio, video, and the Internet.

- Provide students with access to a variety of technology including (but not limited to) scanners, cameras, video cameras, iPads, e-readers, etc.

5.2 CREATING A TECHNOLOGY-RICH ENVIRONMENT

The 21st century school librarian designs the library program with a new and improved concept of the school library's space and its resources. The school librarian has a unique opportunity to offer customized, 24/7, relevant, and authentic service and instruction.

A 21st Century Librarian[6]

- Learners and teachers can access age and content appropriate and relevant databases, portals and websites.

- Librarian organizes the web for learners by organizing electronic resources to meet the information needs of the learners.

- In addition to print materials, the collection now includes e-books, audio books, blogs, streaming media and more.

- Interactive library services are provided online (book reviews, reference services, library calendar).

- Partnering with classroom teachers is used to consider new interactive, collaborative, and engaging communication tools for student projects (digital storytelling, podcasts, streaming video and user-generated content, game-books, etc.).

- Experts, scholars, authors, and other classrooms visit the library via telecommunication tools.

- Reading is promoted through digital book talks, e-books, and virtual literature circles.

- Respect for intellectual property is modeled by using appropriate documentation for media in all formats and explaining new licensing concepts to all learners.

- Students are empowered to create learning materials and provide instruction utilizing the latest technology tools.

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[6] Adapted from Valenza, Joyce Kasman. "You know you're a 21st-Century teacher-librarian if …"

5.3 DIGITAL RESOURCES

Technology resources are available for school librarians to meet emerging 21st century skills. The role of the librarian continues to evolve, and technology is the driver behind the evolution of research skills.

Digital Resources https://mdek12.org/Tech

Website Components

The primary audience, teachers and students, should use the website as a place for credible, reliable, current information. The school library website should help students become effective learners and assist teachers in providing quality educational experiences. The website should be user-centered.

User-Centered Library Website

- The ability to interact with the library's OPAC.

- A gateway to the library's electronic resources.

- Remote access to the library's databases.

- Library tutorials or how-tos and a virtual reference section.

- The promotion of reading.

Web Design

- Keep the website up to date. Out-of-date information an invalid links are worse than no information at all.

- Fix broken links when updating the web page. Either correct or eliminate the link.

- Test website in different browsers and on different devices.

- Be sure the content on all web pages is clear, well organized, and well written.

- Do not use long, scrolling pages.

- Do not forget to have a link to your library's website on the school's homepage.

Website Components https://mdek12.org/Tech

5.4 TECHNOLOGY PROFESSIONAL DEVELOPMENT

A school librarian's participation in professional technology associations and attendance at technology-related conferences cannot be understated.

BER: Bureau of Education and Research
Bureau of Education & Research is a provider of professional development and PD training resources for educators in North America.

Internet@Schools Annual Conference
Discover the insights, strategies and practices that allow librarians to push the envelope in expanding the net, building solid connections to the Internet of Things, managing libraries and digital information, and enhancing the information sharing and learning experience of people in school communities.

LAMP (Mississippi Library & Media Professionals)
The Library and Media Professionals (LAMP) Tour is a workshop designed to increase and improve the awareness and understanding of the role of librarians in the state of Mississippi.

International Society for Technology in Education
ISTE is a source for professional development, knowledge generation, advocacy, and leadership for innovation.

"Google can bring you back 100,000 answers, a librarian can bring you back the right one."

Neil Gaiman,
English fiction author

### MegaResource School Librarian Workshop
The MegaResource School Librarian Workshop series began in 1999 as a series of workshop sessions, developed and presented by Mississippi State University Libraries, for school librarians throughout the state of Mississippi.

Mississippi Library Association School Library Section
MLA's mission is to provide professional leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

Mississippi Educational Computing Association (MECA)
MECA provides for the sharing and exchanging of ideas, techniques, materials, and procedures for all persons interested in technology in education including instructional applications, administrative applications, and computer science education.
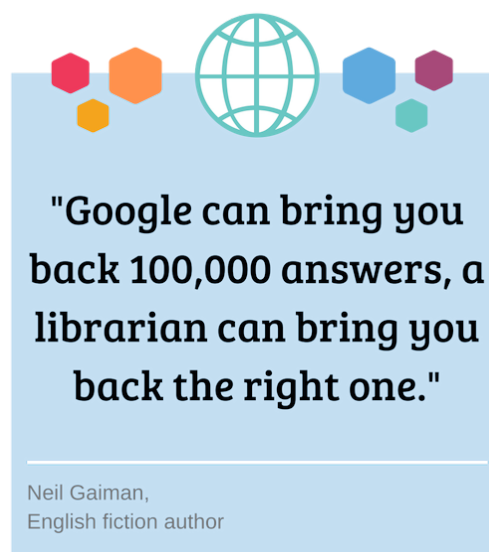
5.5 MAKERSPACES IN SCHOOL LIBRARIES

Makerspaces are part of a growing movement of hands-on learning environments to make and remake the physical and digital worlds. These spaces promote invention, creation and STEM learning.

The makerspace movement aligns with the *Educate to Innovate Initiative* which helps students increase math and science scores. Makerspaces will enable mentor-led learning and will introduce students, teachers and families to technology and equipment that will enable creative hubs can enrich and empower library users' creativity and lives which is an extension of the library's mission - a place of lifelong learning. The makerspace project addresses a driving need to create lifelong readers and learners in students. Libraries exist to provide access to information and ideas for academic purposes; however, technology has changed the way students and teachers interact, not only with each other but also within our environments. Students and teachers are no longer just users and consumers of information, but they are also becoming creators of information - this information can be uploaded, shared and blogged. The library, especially school libraries, must constantly evolve and adapt to meet the needs of patrons in the most effective ways possible. The school library is working to move beyond the definition of a warehouse for books to a facilitator of creation and innovation.

Makerspace Guide https://mdek12.org/Tech

SECTION SIX
ADMINISTRATION OF THE SCHOOL LIBRARY

6.1 PERSONNEL

A well-trained and highly qualified school librarian should be the leader and administrator of the school library program. As the administrator of the library program, the school librarian should use collaboration, leadership, and technology skills to manage a 21st century library program that is comprehensive and fully integrated into the school curriculum.

An effective school library program should have sufficient staff to operate the library and conduct its day-to-day services. The number of professional personnel and support staff should be determined by the school's instructional program and the number of students and teachers served. Some larger districts may employ library coordinators to assure the smooth operation of all its libraries.

Process (input) standards address accepted educational principles and practices that are believed to promote educational quality. Library staffing is addressed in MDE's accreditation process standards as follows:

1. The Mississippi Department of Education *Process Standards for Accreditation* states the school district MUST employ in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4 or 25%) of the workday to library/media administrative activities.

2. The school librarian or library media specialist must have a degree in Library Science or have a state teaching license with a library media endorsement (MS Endorsement 440).

3. Large districts may employ a library coordinator to assure the smooth operation of all its media centers. The library media coordinator develops, implements, and evaluates library objectives, policies, programs, and services. A library coordinator must hold a Master's degree in Library or Information Science or Instructional Technology and have experience as a school librarian.

4. Library assistants/paraprofessionals with some university or community college experience should be employed to assist the school librarian in schools with 500 or more students. Adult volunteers and student assistants can provide additional assistance.

5. Continuing Education Units (CEUs) and/or semester hours of coursework must be in content or job/skill areas.

MSIS Code for Librarians

- **751011 LIBRARY AIDE** Aide assigned to work in the library.

- **551014 SUPERVISOR- MEDIA/LIBRARY** Supervises the library/media personnel and programs in the district.

- **601007 LIBRARIAN/MEDIA SPECIALIST** Responsible for the operation of the library/media center in the assigned school.

- **902001 NATIONAL BOARD - CERTIFIED TEACHER/COUNSELOR/LIBRARIAN** National Board for Professional Teaching Standards Certification as issued by the NBPTS org.

PRAXIS Information

Mississippi requires that all educators pass a rigorous test to comply with licensure guidelines. The Praxis series offered through Educational Testing Service are the tests approved by the Mississippi State Board of Education for licensure in Library Media.

Praxis Tests Required for Library Media Category

- Praxis II Library Test Code 5311 (Passing Score - 143)

- Praxis II Principles of Learning and Teaching 5622, 5623, or 5624 (Passing Score - 160)

Library Media Licensure https://mdek12.org/ASL

6.2 BUDGET AND FUNDING

For a school library to have a collection that is balanced, diverse, and updated and that meets the needs of its patrons and the school's curriculum, school librarians must have adequate, consistent, and sustained funding.

School librarians should collaborate with their individual school and district administrators to ensure that funds are budgeted to maintain the library program. Budgetary funds should be provided for books, reference materials, magazines, newspapers, electronic resources, equipment, and other emerging technologies.

NOTE A proposed budget with justifications should be submitted annually to the building administrator in a timely manner to assure inclusion in the school/district budget planning sessions.

An inadequately funded library program can lead to a collection with outdated books and technology resulting in a collection that will not meet the curriculum needs of its patrons and may lead to loss of state accreditation and library standards set forth by the Mississippi Department of Education. Budgets should be planned for and allocated with the following criteria in mind:

- The library program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development and facilities to meet the 21st century learning needs of the students in the school community.

- The budget process of the school library includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.

- The budget supports the philosophy of the school library and the community it serves.

- The school librarian must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for 3 years.

- Data collected from the assessment of the school library's collection, school curriculum, and instructional changes as well as the increased cost of materials should be used in planning the budget for the year.

- The school librarian must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.

- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 3 years.

- The school librarian must administer the school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community.

- State, national, and regional accreditation standards should be considered in the acquisition and budgeting process of the school library.

Other Areas of Funding

If school librarians are to be proactive in obtaining funds for their libraries, other areas of funding must be investigated. There are many grant opportunities available to school libraries including local businesses and industries.

School Library Grants Toolkit https://mdek12.org/ASL

Library Budget Guidelines

- Include a brief justification for each line item that ties to the school's academic goals which is supported by the library. These annual reports and supplemental documents should be retained a minimum of 3 years.

- Classroom sets of chapter books, novels, or reference materials (atlas, dictionaries, thesaurus) must not be purchased using 652 funds or any other designated library funds. The library can only count 5 copies of 1 title in the collection.

- Fundraisers, fines, and grant funds must be placed in the designated library account either at the district or school level.

- Supplies that are used ONLY in the library can be purchased with 610 funds or any other designated library funds.

- Anything purchased using Title or EEF funds must be kept for 5 years along with requisitions and/or receipts.

- New titles or resources (print or digital) should equal to 2-3% of the collection added each year. This does not mean reprints or replacements.

- A library's collection should only consists between 10-15% of trade paperbacks and mass-market paperbacks due to the books being easily damaged and they should be weeded regularly. Paperback materials should be fully processed and cataloged to make them available in the automated system.

Sample Library Budget Forms https://mdek12.org/ASL

6.3 COPYRIGHT INFORMATION

The information age has made the knowledge of copyright and fair use laws a critical issue for school librarians.

Understanding copyright is an everyday concern for all librarians. The high demand of a digital environment makes it more difficult for librarians to keep abreast on copyright laws, how they evolve, and its implications. Copyright laws strongly impact the nature and extent on how libraries provide information services to their users. Since libraries play an important role in a well informed society, librarians try to balance copyrights laws, technology, and access to information. The possible ethical and legal ramifications that exist for the misuse of information by users of the school library make providing training on copyright information an important aspect of the role of the school librarian.

Copyright and Fair Use Guide https://mdek12.org/ASL

6.4 ACCEPTABLE USE POLICY

The school librarian educates the learning community about the acceptable use policy adopted by the school district which outlines the terms and conditions of Internet use, rules of online behavior, and access privileges. The school librarian will adhere - and lead the learning community in adherence - to an AUP set by the school district.

Sample Acceptable Use Policy https://mdek12.org/ASL

6.5 LIBRARIAN GROWTH RUBRIC

School library services are evaluated using the Librarian Growth Rubric annually by the district in two areas: 1) the performance of the school librarian in his/her duties and 2) and the scope and implementation of the school library's services.

Librarian Growth Rubric
https://mdek12.org/OTL/OTC/Additional-Educator-Growth-Rubrics

Professional Growth Goals https://mdek12.org/ASL

Standards	Evidence
Domain I: Planning	
1. Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school's instructional program.	• Professional Growth Goals • Short-and Long-Term Library Goals
2. Develops and implements library policies and procedures for effective library use.	• Policy and Procedure Manual (updated and implemented)
3. Plans for and provides the necessary resources, technology, and instructional services that align with MS library standards and curriculum goals.	• Student Learning Outcomes

4. Plans instruction that meets the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.	• Student and/or Teacher Survey
	• Documentation of provision (ELLS/SPED/504):
	  – High Interest-Low Level
	  – Large Print
	  – World Languages or other resources for diverse learners

5. Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration.	• Budget Report
Domain II: Management	
6. Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program within the district resources.	• Collection Analysis Report

Standards	Evidence
Domain II: Management	

7. Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility.	• Observation
	  – Automated System (updated/web-based)
	  – Library layout

8. Maintains accurate library records and statistics on the use of materials.	• Library Holdings • Circulation Report
9. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items.	• Weeding Reports/Disposal of Weeded Materials • Inventory Report • Loss Items Report
Domain III: Collaboration and Services	

10. Encourages reading by maintaining an awareness of students' reading interests and providing guidance in the selection of appropriate materials.	• Observation
	  – Literacy promotion
	  – Collaborative library project/program

11. Maintains effective communication with staff and students informing them of new acquisitions and library services.	• Observation
	  – Promotional Displays
	  – Library web page
	  – Newsletter/Flyers/Handouts
	  – Use of safe online communication tools

12. Determines instructional needs within the library program by consulting with library advocacy committee.	• Student Learning Outcomes
13. Collaboratively teaches information and digital literacy as an integral part of the curriculum.	• Library Schedule (fixed/flexible) which includes either Collaborative Lesson Plans or Grade-appropriate library lessons
14. Provides training to students and teachers in the use of resources, technology, and equipment.	• Observation – Librarian training or assisting students and/or teachers
15. Assists students and teachers in locating information and resources for research.	• Observation – Librarian training or assisting students and/or teachers
Domain IV: Library Environment and Facilities	

16. Organizes the library for optimal use by students and faculty.	• Observation
	  – Meets "minimum" on facilities standards listed on the current Library Monitoring Rubric (if not, document budget requests)
	  – Appropriate quality signage or labels

17. Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff.	• Observation
	  – Rules posted and implemented
	  – Safety information posted

Standards	Evidence
Domain V: Professional Responsibilities	
18. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers.	• Professional Development Plan

19. Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community.	• Active Library Advocacy Committee
	   – Committee recommendations
	   – Implementation of goals and objectives
	   – Other supporting documents

20. Promotes the Library Bill of Rights and Intellectual Freedom.	• Observation
	   – Implementation of the Library Bill of Rights
	   – Access to balanced collection that reflects student interest and needs

6.6 LIBRARY MONITORING RUBRIC

An effective school library program does not happen in a vacuum. Program success depends on the careful evaluation of pivotal aspects of the program and must be approached with the access to and the provision of the informational/instructional needs of the patrons being served.

The careful collection of data and subsequent review of the information this evaluation provides is foundational to the continued improvement of the school library program. To that end, the information in this section is provided to help districts, schools and librarians comply with accreditation process standards that directly relate to school library programs and facilities.

Public School Library Monitoring Rubric https://mdek12.org/Library

Nonpublic School Library Monitoring Rubric https://mdek12.org/Library

Library Audit Documentation Checklist https://mdek12.org/ASL

1. Library Collection
1.1 Automated Management System All library collections shall be cataloged in a web-based automated system, including fiction, non-fiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and e-books. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.
1.2 General Collection Collection shall include non-fiction, fiction, and easy titles. The collection shall be consistently weeded and assessments shall be used to guide selection of materials. Collection can also includes e-books that can be circulated or tracked through the library's automated system.

1. Library Collection

1.3 Reference Materials
Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection.

1.4 Non-Print Resources
Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and digital and e-book subscriptions.

1.5 Professional Collection
Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.

2. Library Management

2.1 Certified Staff
A certified school librarian shall be assigned to the school library MS Code 37-17-6(3)(a-e). The librarian shall offer an organized program of service to students and staff. The librarian shall function 100% in the library position, either ½ or full time, depending on the school population. The librarian shall not serve as a substitute teacher.

2.2 Needs Assessments
The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.

2.3 School Library Policies and Procedures
A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

2.4 Funding
School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.

2.5 Library Advocacy Committee
The school library program shall establish an advocacy committee for the school library program within the school and beyond.

2.6 Public Relations
The school librarian shall use a public relations plan to promote advocacy for the school library program.

3. Library Facilities

3. Library Arrangement
The school library shall be arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; (4) provide equitable access to information and resources within the school, community, and global networks.

6.7 SCHOOL LIBRARY FACILITY

The school library facility is more than just a space. In fact, the arrangement of library space is pivotal to the success of a school library program.

A school library plays an integral part in the education process by providing an environment in which students can obtain appropriate enjoyable reading materials and can learn to find information and use technology to aid in research and study. For the most effective learning to occur, the facility must address the needs of the student, faculty, and library staff. Ease of access to print and non-print resources, comfortable work and study spaces for one student or multiple classes of students and sufficient workspaces to meet current and future technology needs are all basics.

Whether a school is retrofitting current facilities or planning new construction, these critical elements should be considered. The following standards address facility and access requirements, which are essential to the school library.

Facility Design

- **Minimum interior space for school library with up to 600 students students** 3600 sq. feet. For schools with more than 600 students, number of students should be multiplied by 6 for interior space footage.

- Consider traffic flow and plan for security.

- Facility exists on the school site and provides standard ADA access.

- The school library should be centrally located, but away from noisy areas such as gymnasiums, band rooms, or playgrounds.

- Form should follow function. Consider how the space may most effectively be used to forward the school's mission and expectations for student learning.

- Signage must be clear, readable, and strategically placed to encourage efficient and independent use of the facility.

- Furnishings for students must be durable, comfortable, and of appropriate size and height for intended users.

- An unobstructed view of the library from the circulation, office area, or workroom is essential to allow for easy supervision.

- The circulation area should be located near the primary exit of the library to facilitate checking out and returning materials.

- Windows should be placed so that adequate wall and floor space remains to accommodate the shelving necessary for the library collection size.

- The library should be ergonomically designed to be free of columns or other visual barriers to facilitate unobstructed view of the entire area to ensure adequate supervision of the site and the safety of students.

Library Access

- It should be near an outside entrance to facilitate deliveries and accessibility during non-school hours without the remainder of the school being open.

- Students and staff have extended access to library facilities, services, and resources during and beyond the instructional day.

- Librarian maximizes open and flexible access to resources and library services for individuals, small groups and classes in response to instructional and personal needs.

Universal Design

Universal Design (UD) means that rather than designing the school library for the average student, the school library is designed with a broad range of abilities, disabilities, and other characteristics - such as age, reading ability, learning style, language, culture, and others. Librarians must keep in mind that students, teachers, and other visitors may have learning disabilities or visual, speech, hearing, and mobility impairments.

- The circulation desk and book returns should be wheelchair accessible.

- The aisles between tables and shelving should be wide and kept clear of obstructions for the safety of users.

- Library signage should be high-contrast (black text on white background) in large print font that is easy to read.

- Tables should be adjustable-height to assist students who use a wheelchair or are small or large in stature.

Mississippi School Design Guidelines

Media Center as a Focus (1.3.3) in the current *MS School Design Guidelines*. There has been much talk about the new role of the library over the past few decades and the changing ideas and patterns that have developed out of this new role. A library no longer is just a place for books, but it is a resource center and social gathering place for the school as well as the community. By understanding the complexity of the new library or media center, it is possible to fulfill its role through a proper location and configuration. It is important that the library or media center be a place of focus on two levels: engage the surrounding elements and community and provide for inter-needs and components. The media center's location is important due to the multitude of relationships it has to other areas of the school and community. Depending on the idea and program for each specific media center and school, it is up to the designer, planner, librarian, and school administrator to decide which strategy or strategies would best meet their needs. The media center or library is arranged with a wide variety of important spaces that are a part of a

student's or teacher's everyday life. Components or inter-needs such as movable shelving; expandable computer room; flexible reference area; multiple study areas for individuals, small groups, or whole classes; reading areas, conference rooms, controlled viewing and listening rooms; separate librarian's facilities; secure storage; and accessible equipment and repair rooms are needed to create a library or media center that supports the needs of the school and community. When planning a library or media center, it is important to remember that it should be the heart of the school.

- **To create a flexible, expandable, and current media center, provide:**

  - LC4   Technology in Every Learning Environment   2.1.4

  - LC2   Flexible Schools   2.1.2

  - NL4   Support for Teachers   2.7.4

  - NL5   A Variety of Designated Storage   2.7.5

  - NL8   Configurable Furniture and Equipment   2.7.8

- **To accommodate for a variety of activities, use:**

  - IS4   Gathering Places   1.3.4

  - VS1   A Variety of Learning Spaces   2.4.1

  - EL3   Generous Reading Spaces   2.5.3

  - EL4   Creative Spaces   2.5.4

- **To accommodate community use, consider:**

  - DS4   Network of Shared Spaces   1.2.4

  - IS6   Adult Spaces in Schools   1.3.6

- **To accommodate for the welfare and safety of users, consider:**

  - CC4   Convenient Restrooms   2.6.4

  - CC5   Drinking Water Where You Need It   2.6.5

  - NL1   Visual Openness   2.7.1

OVERALL LIBRARY FACILITIES

Required

DESIGN CONSIDERATIONS

- Adequate non-glare lighting
- Control of lighting in addition to some natural is recommended
- Sound absorbent floor covering
- Welcoming and attractive spaces
- Temperature and humidity controlled to preserve collections and protect equipment
- Easy flow of traffic
- The school library is easily accessible by persons with disabilities

TECHNOLOGY INFRASTRUCTURE

- Adequate electrical outlets
- Light switches
- Network access
- Sufficient bandwidth for data, voice and video network
- Connection to school and district local area network (LAN)
- Networked scanner/ copier/printer
- Sufficient data ports or wireless accessibility
- Surge protectors/APC power converter
- Telephone

CIRCULATION AREA

Required

DESIGN CONSIDERATIONS

- Near the library entrance
- Online catalog/circulation terminal
- Desk and staff work area
- Circulation desk appropriate height for students
- Book drop
- Book carts/trucks

TECHNOLOGY INFRASTRUCTURE

- Barcode reader

Optional

DESIGN CONSIDERATIONS

- Separate climate control for operation during non-school hours

TECHNOLOGY INFRASTRUCTURE

- Wireless inventory capabilities
- Spine label and barcode machine
- Student self-check in/out capabilities
- Book spine repair machine

LIBRARY COLLECTION

Required

DESIGN CONSIDERATIONS: SHELVING

- Sturdy with adjustable shelves
- Special shelving for periodicals, audiovisual software, displays, and equipment
- Shelves should be no more than 2/3s full and should accommodate the current collection with room for 30% growth
- Shelves should have backstops and tops
- Size of materials, collections, and anticipated growth of the collection determine depth of shelving. **Recommendation is 12".**

- Freestanding double-faced stacks placed in rows of 4-6 sections is the most preferred arrangement. **Mobile shelving is recommended to allow for maximum flexibility in usage of school library space if the library is part of another facility (e.g., auditorium).**
- Maximum heights
    - Perimeter Shelving: Elementary 42" - 48"; Middle 60" - 66"; High School 72" - 84"
    - Freestanding Shelving: Elementary 42" - 48"; Middle 42" - 48"; High School 48" - 60"
- The American with Disabilities Act recommends 42" between shelving units; 36" in the legal minimum.

- **Formula for calculating shelving needs**: Linear feet of storage = number of items to be stored ÷ (divided by) the number of items per 1 foot of shelving (2/3s full).

- Or use the following: Picture books - 20 books per foot / 60 books per shelf length; Standard size - 10 books per foot / 30 books per shelf length; Reference books - 6 books per foot / 18 books per shelf length.

INSTRUCTIONAL/COMPUTER AREA

Required	Optional
DESIGN CONSIDERATIONS	**DESIGN CONSIDERATIONS**
- Accommodates a minimum of 10 - 15% of the student population and is arranged to accommodate flexible access by students - Computer workstations that meet accessibility standards for all patrons - Appropriate seating for computers - Appropriate chairs/tables are provided for various age groups - Storytelling areas are provided in elementary school libraries - Age appropriate leisure reading areas are provided - The arrangement of furniture and equipment encourages simultaneous use by class(es), small groups, and individuals - Adequate dimming in areas in which projection equipment is used	- Bring Your Own Device (BYOD) area - Group study area/room with mobile whiteboards - Movable furniture with power capabilities
TECHNOLOGY INFRASTRUCTURE	**TECHNOLOGY INFRASTRUCTURE**
- Sufficient multimedia computers to accommodate student/faculty population - Data/video projection capabilities - Viewing screens	- Interactive board - Device charging stations

WORKROOM/STORAGE AREA

Required

DESIGN CONSIDERATIONS

- Glass panel for ease of supervision
- Work counter, storage cabinets, and shelving
- Counter space for computer
- Processing supplies storage
- Area for delivery of materials and equipment
- Repair tools
- Secured room near the entrance of the library

NOTE: If textbooks, classroom reading sets, or guided reading kits are housed and circulated through the library, space must be designated for their storage without infringing on library storage areas.

PRODUCTION/MAKERSPACE AREA

Optional

DESIGN CONSIDERATIONS

- Table work space
- Accessible by groups without disrupting activities in the library
- Environment designed to include different displays, furniture selections, and room treatments
- Storage

TECHNOLOGY INFRASTRUCTURE

- Audio/video recording equipment
- Software/equipment for graphics production
- Light/sound equipment
- Editing equipment
- Film scanner
- Tinker kits
- 3D printer
- Die-cut machine

CONFERENCE AREA

Optional

DESIGN CONSIDERATIONS

- Glass panel for ease of supervision
- Shelves/cabinets
- Table/chairs

TECHNOLOGY INFRASTRUCTURE

- Interactive board

LIBRARIAN OFFICE

Optional

DESIGN CONSIDERATIONS

- Secured/locked room with proximity to the circulation desk
- Glass panel for ease of supervision
- Desk
- Shelves/cabinets (to include filing)

NETWORK CENTER/SERVER ROOM
Optional

DESIGN CONSIDERATIONS

▫ Adequate ventilation
▫ Shelving
▫ Desk for technician

Notes

● Placement of components within areas (e.g., network printers/scanners/copiers and telephones) should be at the school librarian's discretion based upon his/her knowledge of the usage/activities of the school library and the school learning community.

● School librarians should have input in the planning stages for new construction or renovations that includes the school library.

ACTIONS FOR SUCCESSFUL IMPLEMENTATION[7]

Administrators

● Determine that the facility models the educational philosophy of the school, meets national guidelines for school library media programs, enables inquiry-based learning, and is an integral part of the municipal education technology plan.

● Determine that there is sufficient staff to effectively handle the multi-use capabilities of the facility space.

● Plan for the involvement and positive interaction of faculty in the design and growth of the facility.

● Ensure that the space allotment, scheduling, usage, and staffing reflect the school's commitment to honoring individual learning styles and providing equitable access to resources.

● Provide leadership in obtaining adequate funding for the space, staffing, furnishings, storage, and technological capabilities needed to support and encourage student achievement as readers, information problem solvers, and technology users.

● Support policies and procedures that ensure the school's library media center is an inviting, viable, accessible, resource-based center of learning.

- Ensure that scheduling priority is given to use of the facility for student learning.

Faculty

- Collaborate to ensure a library facility that meets students' academic needs, teaching needs, and generates excitement for reading, research, and independent learning.

- Use the facility as an inquiry-based learning lab to help students meet the objectives of the curriculum frameworks and the school's expectations for student learning.

Librarian

- Provide evaluative documentation on facility and staffing requirements to meet current and evolving academic needs.

- Lead to ensure that the facility is designed, equipped, scheduled, and staffed to be utilized to the best advantage of the learning community.

- Work to make the facility inviting and educationally stimulating through displays of students' work, books, and thoughtful use of space, color, and design.

- Provide clear, abundant, attractive signage and maps that show the layout of materials in key areas.

EXAMPLES OF ASSESSMENT TOOLS

- Statistics showing the instructional focus of the facility including numbers of reading, storytelling, cooperative learning, project-based and resource-based teaching and learning activities along with any non-instructional uses of the facility.

- Statistics on individual and small groups of students accommodated and worked with throughout the school day and on the number of large groups, which can be accommodated simultaneously.

- Statistics on number of faculty, students, classes, or small groups unable to be accommodated at point of research, reading, or production need because of lack of facility space and/or sufficient staffing.

- Floor plan, maps, photographs.

- Policies describing access to the library media facility.

- Furniture and technology equipment inventories.

LIBRARY SIGNAGE

A sign system is a means of making the library easier to use by providing information and simple instructions for the location and use of items in the collection. Signs help people become more independent and will free the media generalist to do more important things.

Purpose Of Quality Signs

- **Identification** reference materials, fiction, biography, and magazines.

- **Direction** workroom, restrooms

- **Instruction** how to use equipment, materials

- **Information** hours, special events.

Elements Of Quality Signage

- **Location** place signs where they are visible and at a height where they can be seen and attract attention. A sign placed so low that it is hidden when someone stands in front of it is not particularly useful. Think of the size of the person to whom the sign is directed.

- **Message** keep it short, use terms that most people will understand and be positive. Try "Please dispose of gum" rather than "No gum chewing allowed in Library."

- **Symbols** use symbols if they are simple, effective and easily understood. There are no language barriers to understanding when a good symbol is used.

- **Lettering** the letters of the alphabet can vary from short to tall and in thickness. The letters need to be proportionate in width (thickness) to height for ease in reading.

- **Color** color combinations and contrast affect readability. The following list from *Sign Systems in Libraries* is the most visible color combinations.

  - Black on yellow   Yellow on blue

  - Black on white   Green on white

  - Yellow on black   Blue on yellow

  - White on blue   White on green

- **Space** the amount of space between words also affects readability blank, empty space around the edges of the lettering allows the background color to frame the message. This helps to attract attention and to improve readability.

- **Durability** laminating posters and signs prevents tearing and makes them last longer. With the advent of the computer almost any type of sign can be made neatly, cleverly and attractively.

6.8 SHORT- AND LONG-TERM GOALS[8]

Short-term goals are to be achieved within the school year. Long-term goals are broad statements describing desirable end results toward which the library will work over the long term.

Examples of Short-Term Goals

1. Clean, organize, and purge the library with a special emphasis on making the media resources more accessible to the faculty for instruction.

2. Update collection by purchasing new fiction and non-fiction titles.

3. Collaborate with teachers to purchase new standards-based materials to enhance their instruction.

4. Promote and advertise new materials to both faculty and students.

5. Update magazine collection to incorporate more student interest.

Examples of Long-Term Goals

1. Increase library funding and incorporate new technology and materials through grant writing.

2. Continue to create opportunities to plan/co-teach various lessons and units with faculty which utilize library resources.

3. Continue to purchase current standards-based material for the professional collection.

4. Promote instructional use of online resources (OPAC, library website, research sites).

5. Introduce current library resources like e-books, Kindles, etc.

Needs Assessments (Surveys) https://mdek12.org/ASL

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[8] gchslibrary.weebly.com/short-and-long-term-goals.html

6.9 POLICIES AND PROCEDURES HANDBOOK

The school library facility is more than just a space. In fact, the arrangement of library space is pivotal to the success of a school library program.

Each school system is expected to have a board-approved policies and procedures handbook for their school libraries. The goal of a school library is to support the educational goals and aspirations of the district in which they are located. To that end, the purpose of the handbook is to provide a guide for the effective management and operations of the school district's libraries. The following list provides a guideline of the standard information found in a school library policies and procedures handbook.

Suggested School Library Policies and Procedures Handbook Checklist

Statements and Budget
Mission statement
Vision statement
Statement of philosophy
Goals and objectives
Budgeting procedures
Needs assessments

Operational Procedures
Open/flexible scheduling for library
Non-traditional school day policy
Circulation policy

Collection Development
Selection policy - District
Challenged materials - District
Evaluation and weeding - District
Donations and gifts - District
Cataloging and processing
Teacher and student requests

Technology
Acceptable use policy for Internet - District
Copyright/fair use
Storage/maintenance of equipment

Management and Facilities
Job descriptions/ responsibilities - District
Record/reports keeping
Advocacy and public relations
Opening and closing duties
Inventory procedure
Duties of support staff and volunteers
Facility map
Disaster preparedness

Library Program
Services/activities offered
Library Bill of Rights

NOTE District-approved policies must have Board Policy number on document.

Policies and Procedures Handbook Checklist https://mdek12.org/ASL

APPENDIX A
MISSISSIPPI CODE AND ACCOUNTABILITY PROCESS STANDARDS

School libraries help prepare students to live and learn in a world of information. The mission of school libraries is to ensure that students and teachers are able to use ideas and information.

MS CODE 37-17-6

Establishment and implementation of permanent performance-based accreditation system; particular accreditation requirements; accreditation audits and reviews; development programs for school failing to meet standards; establishment of a Mississippi Recovery School District; declaration of state of emergency in school district

(3) (a) Beginning with the 1994-95 school year the State Board of Education, acting through the Commission on School Accreditation, shall require that school districts employ certified school librarians according to the following formula:

Number of Students	Number of Certified School Librarians Per School Library
0-499	½ Full-time Equivalent Certified Librarian
500 or More	1 Full-time Certified Librarian

(b) The State Board of Education, however, may increase the number of positions beyond the above requirements.

(c) The assignment of certified school librarians to the particular schools shall be at the discretion of the local school district. No individual shall be employed as a certified school librarian without appropriate training and certification as a school librarian by the State Department of Education.

(d) School librarians in the district shall spend at least fifty percent (50%) of direct work time in a school library and shall devote no more than one-fourth (1/4) of the workday to administrative activities that are library related.

(e) Nothing in this subsection shall prohibit any school district from employing more certified school librarians than are provided for in this section.

MISSISSIPPI PUBLIC SCHOOLS ACCOUNTABILITY STANDARDS FOR SCHOOL LIBRARY MEDIA, 2016

Administration and Personnel

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

Instructional Practices

18. Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {Miss. Code Ann. § § 37-176(3)(a-e)}

18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

STANDARD 4.0 RECOGNITION AND REWARDS

The State Board of Education shall provide special recognition and/or rewards to individual schools or school districts meeting the highest levels of accreditation standards (A/B) as defined by the State Board of Education.

4.2.1 Exemptions for Schools Meeting the Highest Levels of Performance

Schools Meeting the Highest Levels of Performance may be exempted from citations of noncompliance with the Process Standards listed below.

Standard 18.1 - Library Media/Organized Collection

Standard 18.2 - Library Media Program of Service

Schools Meeting the Highest Levels of Performance may still be audited based on Standard 18.1 and 18.2 but will receive an audit report stating "recommended suggestions" instead of "corrective actions."

Mississippi Nonpublic School Accountability Standards, 2017

Administration and Personnel

2. All professional positions are required to be filled by licensed staff that are properly endorsed as required by state law.

2.3 The school has access to library/media services.

Instructional Practices

15. Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide.

15.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. Special purpose schools provide library/media center services in conformity with the mission and curriculum of the school and as indicated on each student's Individualized Education Plan (IEP).

15.2 The library offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in use of materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

Special Purpose School Exemption

Each special purpose school provides either a resource center or a library/media center that contains up-to-date materials appropriate for the ages and functional levels of the students enrolled and in conformity with the mission and curriculum of the school. Library-media services are provided as indicated on each student's individualized education plan (IEP).

APPENDIX B
SCHOOL LIBRARY AWARDS

Mississippi Library Association and the American Library Association offers many award opportunities to recognize the greatness and contributions school librarians make to the library profession.

MLA Awards

- **The Carroon Apple Award** – The School Libraries Section of the Mississippi Library Association awards the Carroon Apple Award annually to a school librarian in recognition of outstanding accomplishments in the area of school library media services.

- **The Kaigler-Lamont Award** – The Kaigler-Lamont Award is awarded each year to a children's or school librarian for distinguished accomplishment in promoting children's reading in Mississippi schools and public libraries. The award is presented annually at the University of Southern Mississippi School of Library and Information Science's Fay B. Kaigler Children's Book Festival.

- **The Peggy May/MLA Scholarship Award** – The Peggy May/MLA Scholarship provides financial assistance for individuals seeking to be professional librarians, information specialists, or media specialists in academic, public, school, or special libraries. $1000 will be awarded each spring to a qualifying graduate student enrolled in or officially admitted to the School of Library and Information Science at the University of Southern Mississippi.

- **The Virgia Brocks-Shedd Scholarship Award** – The Black Caucus Roundtable of MLA awards the VirgiA Brocks-Shedd Scholarship annually in honor of the late Virgia Brocks-Shedd to a minority student attending the School of Library and Information Science at the University of Southern Mississippi. It is a one-time, non-renewable award paid directly to the recipient.

Other Awards/Grants

- **The Collaborative School Library Award** – The Collaborative School Library Award recognizes and encourages collaboration and partnerships between school librarians and teachers in meeting goals outlined in Empowering Learners: Guidelines for School Library Programs through joint planning of a program, unit, or event in support of the curriculum and using the school library resources.

- **The Distinguished School Administrators Award** – The Distinguished School Administrators Award honors a school administrator who has made worthy

contributions to the operations of an exemplary school library and to advancing the role of the school library in the education program.

- **Distinguished Service Award** – The Distinguished Service Award recognizes an individual member of the library profession who has, over a significant period of time, made an outstanding national contribution to school librarianship and school library development.

- **Frances Henne Award** – The Frances Henne Award recognizes a school librarian with five years or less experience who demonstrates leadership qualities with students, teachers, and administrators, to attend an AASL Conference or ALA Annual Conference for the first time.

- **I Love My Librarian Award** – The I Love My Librarian Award encourages teachers, students, administrators, and school community to recognize the accomplishments of exceptional school librarians.

- **Information Technology Pathfinder Award** – The Information Technology Pathfinder Award recognizes and honors school librarians demonstrating vision and leadership through the use of information technology to build lifelong learners.

- **Intellectual Freedom Award** – The Intellectual Freedom Award is given for upholding the principles of intellectual freedom as set forth by the American Association of School Librarians and the American Library Association.

- **National School Library Program of the Year Award** – Established in 1983, the National School Library Program of the Year (NSLPY) Award honors school library programs practicing their commitment to ensure that students and staff are effective users of ideas and information, as well as exemplifying implementation of AASL's learning standards and program guidelines.

"It is an awfully sad misconception that librarians
simply check books in and out. The library is the heart of a school, and
without a librarian, it is but an empty shell."
Jarrett J. Krosoczka, author and illustrator

APPENDIX C
GLOSSARY OF LIBRARY TERMS

AASL (American Association of School Librarians) – The AASL is a division of the American Library Association. It is the only national professional membership organization focused on the needs of school librarians and the school library community. The AASL advocates for the highest quality school library professional and school library program through learning standards, program guidelines, and standards for professional preparation.

Acceptable Use Policy (AUP) – An AUP is a school or organization's official policy statement regarding the use of the Internet or other computer networks.

Access – Access is the ability and freedom to obtain and use resources and services.

ALA (American Library Association) – ALA is the voice of America's libraries and the people who depend on them. It is the oldest and largest library association in the world with members in academic, public, school, government, and special libraries.

Audio books – Audio books are taped oral readings or recordings of books and magazines.

Automated Circulation – Automated circulation is a computerized system for checking materials in and out of the library.

Basic Collection – A basic collection is a collection of materials and technology that every school should have in order to operate effectively.

Bibliography – A bibliography is a list of works such as books, articles, media resources, etc. on a particular subject, usually arranged in alphabetical order.

Blog – A blog is a website on which an individual or group of users record opinions, information, etc. on a regular basis.

Boolean search – A Boolean search is a search that allows users to combine words and phrases using the words AND, OR, and NOT (which are Boolean operators) to limit, widen, or define a search to produce more relevant results.

BYOD (Bring Your Own Device) – BYOD allows students or employees to bring their personally owned mobile devices such as laptops, tablets, IPads, smartphones, etc. to school or the workplace to use in those settings.

Call Number – A call number is a letter/number combination assigned to each book or media resource in a library used to identify its location on the shelves.

Citation – A citation is a reference or a note referring to a document or file from which text is quoted.

Classification – Classification is the process of arranging and assigning codes or numbers to print, non-print, or electronic materials according to their subject or format. (Most school libraries in the United States use the Dewey Decimal classification system.) NOTE: A classification system is not a reading program, nor is it based on reading levels.

Collaborative Planning – Collaborative planning is the planning for, involvement with, and support of students by two or more concerned groups, (i.e., administrators, teachers, library media specialists, resource teachers, parents, community representatives.)

Collection Development – Collection Development is a systematic process for evaluating, selecting, acquiring, and maintaining materials, resources, and information services to support and enrich the school's educational process.

Copyright – Copyright is a property right granted by a government to the author of an intellectual property to reproduce, copy, print, duplicate, publish, sell, and distribute any section or part of an existing original work (e.g., book, article, video program).

Core Collection – Core collection is a selected list of fiction and non-fiction titles that are recommended by collection development specialists for libraries. Core collection guides should be impartial, authoritative, and help librarians build and maintain a well-rounded collection of the most highly recommended reference, non-fiction, and fiction books.

Database – A database is a collection of data that is organized so that its contents can be easily accessed, managed, and updated. For example, an electronic library catalog is a database that can be searched by author, title, or subject.

Dewey Decimal System – The Dewey Decimal System is a widely used classification system, devised by Melvil Dewey, that classifies non-fiction books and other works into ten main classes of knowledge with further subdivision in these classes by use of the numbers of a decimal.

Digital Collection – Digital collections are collections of documents in organized electronic form which may enable the user to access magazine articles, books, papers, images, sound files, and videos.

Digital Divide – The digital divide refers to the gap between people with effective access to digital and information technology, and those with very little or no access to those technologies.

Digital Literacy – Digital literacy is another form of literacy that focuses on the end-user being able to successfully identify, evaluate, and re-assimilate information in new formats using a variety of tools.

E-Books – E-books are electronic books that are book-length productions in digital forms. E-books have text, images, or both, and are produced on, published through, and readable on computers or other electronic handheld devices, such as smartphones and e-book readers.

E-COLLAB – E-COLLAB is an eLearning Laboratory available to AASL members and E-COLLAB subscribers. It contains a repository of AASL professional development opportunities and resources that are very helpful to a school librarian.

Fair Use – Fair use refers to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

Flexible Scheduling – Flexible scheduling is a scheduling arrangement that allows for variation in library use. Flexible scheduling allows teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the learning activity planned. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. With flexible scheduling the library is considered an extension of the classroom.

Genrefication – The organization of the library into categories, subject, or genres to help students and teachers locate materials.

Graphic Novels – Graphic novels are novels in comic strip format published as books.

Guided Reading – Guided reading is a strategy that helps students become proficient readers. By using this strategy, the teacher can provide support for small groups of readers as they learn to use various reading strategies such as context clues, letter and sound relationships, word structure, etc. This strategy allows students to be taught in a way that is more focused on their specific needs, accelerating their progress.

High Interest/Low Reading Level Books – Referred to as Hi-Lo books, these books are used to encourage the reluctant reader. Although the books are written at a lower reading level, they still appeal to the readers' high interest level even though the books might not match their grade level. These books are geared toward the reluctant reader who is not reading on grade level and who is not interested in books at his/her reading level.

Information Literacy – Information literacy is the ability to recognize the extent and nature of an information need and to apply a systematic approach to locate, evaluate, and effectively and efficiently use the needed information.

Information Text – Information text is defined as a text with the primary purpose of expressing information about the arts, sciences, or social studies. This text ranges from newspaper and magazine articles to digital information to non-fiction trade books to textbooks and reference materials.

Interactive Board – These devices are interactive projection displays that enable teachers and business leaders to combine a variety of learning tools, such as websites, images, and videos into a compelling lesson.

Interactive Books – Interactive books are books that require participation and interaction by the reader. Interactive books may incorporate modern technology or computerized books. Interactive books can range from books with texture to those with special devices to help teach students certain tools.

Interlibrary Loan – Interlibrary loan is a service provided by many libraries and other information agencies that enables a user to obtain copies of articles and borrow books and other materials from other libraries and information centers.

ISBN (International Standard Book Number) - The ISBN identifies the title or other book-like product (such as an audiobook) to which it is assigned, and it also identifies the publisher to be contacted for ordering purposes. For more than 30 years, ISBNs were in a 10 digit format until 2007 when they were switched to a 13 digit format. An ISBN is a number, not a bar code. One agency per country is designated to assign ISBNs for publishers and self-publishers located in that country.

Journal – A journal is a periodical publication that contains scholarly articles written by professionals, researchers, and other experts in a particular field.

Keyword Searching – Keyword searching is a type of search that looks for matching documents that contain one or more words specified by the user.

LAN (Local Area Network) – LAN refers to a number of computers and other peripheral devices connected to a file server for the purpose of sharing resources, such as software applications, files, peripherals, and services. A LAN usually refers to a network in one room or building.

Lexile Levels – Lexile levels are designed to provide a common scale for measuring text difficulty and student reading ability. Lexiles are the most widely adopted reading measure in use today and they offer a scientific approach that facilitates learning and instruction by improving interpretability and informing educational decisions and instructional strategies. By using Lexiles, teachers can match students with appropriate texts and track student reading ability over time using a common scale. Lexiles can be used to measure the difficulty of a text or a student's reading ability level.

Library Media – Library media refers to a wide variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.

LSTA (Library Services and Technology Act) – LSTA is the only federal program exclusively earmarked for libraries. It is administered by the Institute of Museum and Library Services (IMLS). State libraries use the funds to support statewide initiatives and

also distribute the funds through subgrants or cooperative agreements to public, school, academic, research, and special libraries.

MAGNOLIA (Mississippi Alliance for Gaining New Opportunities Library Information Access) – MAGNOLIA is funded by the Mississippi Legislature and partially funded by the Library Services and Technology Act (LSTA) administered by the Mississippi Library Commission. It provides Mississippi residents with free access to electronic databases through their local public, school, community college, or university libraries.

MARC (Machine-Readable Cataloging) – MARC refers to the standards for a set of digital formats for the description of items catalogued by libraries, such as books. MARC was developed to create records that can be used by computers and to share those records among libraries.

Media – Media refers to materials in all formats and all channels of communication that serve as carriers of information.

Plagiarism – Plagiarism is an act or instance of using or closely imitating the language and thoughts of another author without authorization or the representation of that author's work as one's own.

Playaway – Playaway is the name of a portable all-in-one pre-recorded audio book player.

RDA (Resource Description and Access) – RDA is a standard for cataloging print and online materials. RDA was introduced in 2012 as the successor to the Anglo-American Cataloging Rules, Second Edition (AACR2).

Scanner – A scanner is a device for converting text or graphics displayed on a sheet of paper into a digital image that can be displayed on the computer screen and used with certain applications.

School Librarian – A school librarian is a person with appropriate certification and professional preparation, both in education and library and information science, responsible for operating the school library program.

School Library – The school library is an area in the school where a full range of materials, equipment, and services from library media are accessible to students and school personnel.

School Library Assistant – A school library assistant is a staff member with clerical or secretarial competencies who assists the school librarian.

School Library Program – The school library program is a planned program that provides resources and services and facilitates instruction to meet the needs of the school learning community. A school library program should support the school's educational goals and objectives.

STEM (Science, Technology, Engineering, and Mathematics) – STEM is an educational interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons. With STEM students apply science, technology, engineering, and mathematics in   contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the 21st century economy.

Virtual Field Trip – A virtual field trip is a guided exploration through the World Wide Web that organizes a collection of pre-screened, thematically based web pages into a structured online learning experience.

Weeding – Weeding is the removing of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development and is a planned and thoughtful action that will ensure library materials are current and enticing.

School Library

Collaborate ▪ Learn ▪ Inspire ▪ Read ▪ Create

For more information, please contact Elizabeth C. Simmons in the Office of Elementary Education and Reading.

601-359-2586 | **esimmons@mdek12.org**

Visit: **www.mdek12.org/Library**