



## **I.2 TEACHER LIBRARIAN STAFFING**

***Check boxes below to indicate attainment***

***STATUS***

### **LEVEL 1 REQUIREMENT**

- A qualified teacher librarian, licensed by the board of educational examiners, works with students, teachers, support staff and administrators.**
- The teacher librarian directs the library program and provides services and instruction in support of building curricular goals.**

### **LEVEL 2 MAKING PROGRESS**

- A minimum of one half-time qualified teacher librarian serves each attendance center in the district.
- The teacher librarian's time in each attendance center is sufficient to perform the program requirements
- The teacher librarian participates in the development of a schedule that provides maximum access to the library, its personnel and resources, and time for instruction.
- Support staff including technical support is provided to assist the teacher librarian in providing a comprehensive library program.

***List evidence requirement is met or exceeded***

### **LEVEL 3 BEST PRACTICE**

- At least one full-time qualified teacher librarian serves each attendance center in the district.
- Staffing increases with enrollment and program needs; schools of over 1000 students should have at least two f.t.e. teacher librarians and an appropriate level of support staff.
- The teacher librarian's schedule is fully flexible so that s/he can meet with teachers and classes whenever needed.
- A district-level library coordinator supports the library program.

***List action steps to meet or exceed requirement***

- 1.
- 2.
- 3.



<b>I.4 INFORMATION LITERACY CURRICULUM COLLABORATION</b> <i>Check boxes below to indicate attainment</i>		<b>STATUS</b>
<p><b>LEVEL 1 REQUIREMENT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher librarian and classroom teachers collaborate to develop, teach, and evaluate information literacy learning experiences.</li> <li><input type="checkbox"/> Instruction includes access, evaluation, use, creation, and communication of information and emphasizes use of inquiry and critical thinking.</li> </ul>	<p><b>LEVEL 2 MAKING PROGRESS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A sequential K-12 library and information literacy curriculum that includes standards, benchmarks and objectives (indicators) has been developed.</li> <li><input type="checkbox"/> The information literacy curriculum is integrated with classroom content in some areas.</li> <li><input type="checkbox"/> An information search process model has been adopted.</li> <li><input type="checkbox"/> The teacher librarian provides instruction in the use of information resources including online databases and the Internet in collaboration with classroom teachers.</li> <li><input type="checkbox"/> The teacher librarian assesses student progress in collaboration with classroom teachers.</li> <li><input type="checkbox"/> Research engages students in questioning, problem solving and reflection.</li> <li><input type="checkbox"/> The curriculum includes instruction in the ethical use of information and technology.</li> </ul>	<p><i>List evidence requirement is met or exceeded</i></p>
	<p><b>LEVEL 3 BEST PRACTICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The information literacy curriculum is integrated into curriculum in all content areas where appropriate.</li> <li><input type="checkbox"/> Information literacy goals are incorporated into subject area curriculum guides.</li> <li><input type="checkbox"/> The teacher librarian works with classroom teachers to design authentic assignments that allow students to create new knowledge and develop life-long learning skills.</li> </ul>	<p><i>List action steps to meet or exceed requirement</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>



## **I.6 READING AND LITERACY**

**Check boxes below to indicate attainment**

## **STATUS**

### **LEVEL 1 REQUIREMENT**

- The school library program promotes literacy through reader guidance and activities that develop capable and independent readers.

### **LEVEL 2 MAKING PROGRESS**

- The school library program contributes to improved reading achievement through its materials, programs and services.
- The school library provides access to print materials, both fiction and non-fiction, that are developmentally appropriate.
- The teacher librarian establishes relationships with students that promote the development of their reading interests and skills.
- The teacher librarian provides information on students' reading progress to teachers and parents.
- The teacher librarian's knowledge of literature enables him/her to recommend materials to support the literacy program.
- The teacher librarian is knowledgeable about reading strategies and assists in planning and implementing literacy goals across the curriculum.

### **LEVEL 3 BEST PRACTICE**

- The teacher librarian is a catalyst for a culture of literacy in the school.
- The teacher librarian collaborates in planning and assessing the district literacy program.

**List evidence  
requirement is met or  
exceeded**

**List action steps to  
meet or exceed  
requirement**

1.

2.

3.





**11.2 ELECTRONIC RESOURCES**  
*Check boxes below to indicate attainment*

**STATUS**

**LEVEL 1  
 REQUIREMENT**

- Electronic resources are provided to assure that students become skillful and discriminating users of information.

**LEVEL 2 MAKING PROGRESS**

- The library provides access to the Internet and a variety of subscription databases and instruction in their use.
- An electronic library catalog and circulation system provides access to library collections via a school-wide network.
- A well-designed library web page serves as a portal to information resources.

**LEVEL 3 BEST PRACTICE**

- A library network provides students with access to a variety of information resources within the school and from their homes or other remote sites.
- Library systems generate a variety of data to assess the library collection and program.
- The teacher librarian promotes the adoption of promising emerging electronic resources.

*List evidence requirement is met or exceeded*

*List action steps to meet or exceed requirement*

- 1.
- 2.
- 3.



**11.4 UPDATING RESOURCES**  
*Check boxes below to indicate attainment*

**STATUS**

**LEVEL 1  
 REQUIREMENT**

- A plan for annual updating and replacing of library materials, supports, and equipment is in place.

**LEVEL 2 MAKING PROGRESS**

- The library program is funded at a level sufficient to update materials and equipment in support of the curriculum and other school program goals.
- The teacher librarian submits an annual budget request that includes library resources and supplies as well as computers and other equipment that support the curriculum and other school program goals.
- A long-range budget plan includes funds for facility improvements, staff, emerging technologies, professional development and other needs.

**LEVEL 3 BEST PRACTICE**

- Funding supports a large, current and diverse library collection to support classroom literacy efforts and other building curriculum needs.
- Bond issues, grants, school fundraising, and business partnerships supplement the budget.
- Significant annual progress is made toward both short and long-term goals for updating library resources.

*List evidence requirement is met or exceeded*

*List action steps to meet or exceed requirement*

- 1.
- 2.
- 3.

<b>11.5 PROFESSIONAL DEVELOPMENT</b> <i>Check boxes below to indicate attainment</i>		<b>STATUS</b>
<b>LEVEL 1 REQUIREMENT</b>  <input type="checkbox"/> <b>Access or support for professional development for the teacher librarian is provided.</b>	<b>LEVEL 2 MAKING PROGRESS</b>  <input type="checkbox"/> The teacher librarian regularly participates in library science professional development through the AEAs, professional organizations, public libraries, the State Library and other agencies. <input type="checkbox"/> The teacher librarian has developed and is implementing a professional development plan. <input type="checkbox"/> The teacher librarian participates in building and district inservice. <input type="checkbox"/> Time is provided for district library staff to meet. <input type="checkbox"/> Funding for professional development is available.	<i>List evidence requirement is met or exceeded</i>
	<b>LEVEL 3 BEST PRACTICE</b>  <input type="checkbox"/> The teacher librarian is encouraged to attend professional development opportunities and to share new ideas with the school and district. <input type="checkbox"/> The teacher librarian is an active member of the state's library association. <input type="checkbox"/> The teacher librarian is a member of national professional library associations.	<i>List action steps to meet or exceed requirement</i>  1.  2.  3.



<b>III.2 ACCESS</b> <b>Check boxes below to indicate attainment</b>	<b>STATUS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students and staff may use the library before and after school.</li> <li><input type="checkbox"/> Students are able to come to the library when needed.</li> <li><input type="checkbox"/> Classes use the library when curriculum requires the use of information resources.</li> <li><input type="checkbox"/> Flexible scheduling and policies provide students with access to the library during all hours that the school is in session, as well as some evening and summer hours.</li> <li><input type="checkbox"/> Study halls and scheduled classes do not limit access to the library.</li> <li><input type="checkbox"/> A library Web site provides virtual access to library resources at all times.</li> </ul>	<p><b>List action steps needed.</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
<b>III.3 FACILITY</b> <b>Check boxes below to indicate attainment</b>	<b>STATUS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The school library facility supports multiple teaching and learning activities occurring simultaneously.</li> <li><input type="checkbox"/> The facility's arrangement, signage and displays help to create a climate for learning in the library.</li> <li><input type="checkbox"/> Security systems are in place if appropriate</li> <li><input type="checkbox"/> Multiple classes and small groups can be accommodated in the library</li> </ul> <p>The facility includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> whole class instruction area</li> <li><input type="checkbox"/> small group area</li> <li><input type="checkbox"/> large group area</li> <li><input type="checkbox"/> work area for staff</li> <li><input type="checkbox"/> media production area</li> <li><input type="checkbox"/> computer lab or area</li> <li><input type="checkbox"/> sufficient storage</li> <li><input type="checkbox"/> adequate wiring</li> <li><input type="checkbox"/> wireless access</li> </ul>	<p><b>List action steps needed.</b></p> <p>1.</p> <p>2.</p> <p>3.</p>