

Library Program Strengths and Limitations

Evidence – Strengths – Limitations – Action Plan

Teaching and Learning:

Program and Evaluation – Teacher Librarian Staffing – Curriculum Support – Community Connections
(Sections 1 – 2 – 3 – 7 of Teaching and Learning Component)

<p>STRENGTHS:</p> <ul style="list-style-type: none"> • Established curriculum • Established review process • District commitment to library staffing • Buildings have large, diverse collections • Teacher librarians actively promote use of resources and technology • Teacher librarians support the use of AEA services 	<p>Supporting EVIDENCE:</p> <ul style="list-style-type: none"> • Established curriculum review process • Written library program, scope and sequence—posted on web • S-B-O document • Staffing (except no support staff at Tate) • Fixed and flex schedules (except not at GAP schools) • Certified staff • Diverse, current collections (analyze this?) • Biennial tech upgrades
<p>LIMITATIONS:</p> <ul style="list-style-type: none"> • No data to support positive climate for each student • No plan in place for annual data analysis and sharing with principals and other administrative staff • Assessment piece of curriculum is weak • GAP schools initiative conflicts with flexible scheduling, keyboarding, research projects • Inconsistent staff at secondary buildings (teacher librarians and support staff) • No plan to include elementary and secondary teacher librarians on each curriculum review committees • Inconsistent reporting of school library program accomplishments and concerns • Community connections vary greatly from building to building—also, more elementary than secondary 	<p>(Preliminary) ACTION STEPS</p> <ul style="list-style-type: none"> • District-wide library facility plan • Annual report for principal • State Library Survey—how to share/compare results • Climate—how to show evidence? Student survey? • Assessment tool (beyond ITED/ITBS) to be used district-wide • “Tech Bucks” • Simpler version of InfoLit database for documentation • Building staffing at secondary level determined by principal • Building staffing at elementary level—problem small vs large • District tech staff—short

Teaching and Learning:

Information Literacy Curriculum Collaboration – Technology and Learning – Reading and Literacy
(Sections 4 -5 -6 of Teaching and Learning Component)

STRENGTHS:

- Sequential curriculum
- Standards – Benchmarks – Objectives document
- Information processing model
- Teacher librarians in each building **do** collaborate with teachers to some extent
- Upgrade schedule is comprehensive and ongoing
- Teacher librarians are on the district tech committee
- Teachers, administrators and students view teacher librarians as technology leaders
- Elementary genre bibs are great
- Author visits
- “Culture of literacy”
- Teacher librarians model reading

Supporting EVIDENCE:

- Daily schedules including collaborative planning times
- Examples of teacher librarians assessing student work with teachers
- Examples of lessons that engage students in questioning, problem solving and reflection
- Track reading scores
- Collection analysis re: age, ration, etc.
- Report multiple formats

LIMITATIONS:

- Fixed schedules limit changes for teacher librarians to collaboratively plan lessons
- Teacher librarians should be on curriculum review teams of other areas
- Communication with other curriculum areas is lacking
- Some teacher librarians have many more sections to teach than others, which limits collaboration and flexible teaching opportunities

(Preliminary) ACTION STEPS

- Reduce the amount of fixed time for teacher librarians
- Teacher librarians should be on curriculum review teams for other areas as well
- Committee appointments
- Readabilities included in the MARC records (i.e. Lexile, DRA)
- Teacher librarians should share lists of resources in each curricular area

Library Management:

Collection – Electronic Resources – Updating Resources – Professional Development – Policies
(Sections 1 -2 -4 -5 -6 of Library Management Component)

STRENGTHS:

- Regularly scheduled meetings (staff development time)
- Staff development with peers
- Sharing of new skills, technology and information between staff
- Collections are responsive to changes in curriculum
- Good system for ordering books
- AEA collection support

Supporting EVIDENCE:

- Teacher librarians are assigned collection areas and annually develop bibs (at 3 elementary levels) to share with all teacher librarians
- Upper level students use electronic and print resources
- TIMP training
- Copyright presentation

LIMITATIONS:

- Inconsistency between buildings regarding budget and facilities
- Process for reviewing and ordering non-print (av and software)

(Preliminary) ACTION STEPS

- Systematically examine age of collections and mix of formats
- Develop more systematic approach to reporting MCGF titles ordered.
- Follow ILL records to determine if more materials should be purchased in specific areas to support curriculum
- Assistance with low level/high interest titles
- Assistance with identifying books on disc/tape in other languages
- Collections are inconsistent from one building to another (especially AV/electronic)
- Survey what is done with electronic resources in each building
- Examine and compare web pages between buildings and who maintains (inconsistent between buildings)
- Continued training on emerging electronic resources and tools
- Survey teacher librarians about best practices for collection development and

	<p>weeding</p> <ul style="list-style-type: none">• Improve communication about capital project planning and budgeting for both principals and librarians• Address inequity between buildings related to budgeting and capital priorities• Work toward per pupil budget for collections• Better funding for professional development• Support for participation in state association meetings• Rotating plan so more can participate in professional development• Mentoring support for new staff• Presentation on confidentiality of student records
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Library Management

Support, Access and Facilities

Computers – Support Staff – Access – Facility

(Section 3 of Library Management Component and Sections 1 -2 -3 of Support, Access and Facilities)

STRENGTHS:

- Staffing is great
- Replacement cycle for computers
- Building principal support is key
- Tech support

Supporting EVIDENCE:

- Inventory (quantities, age, software available) quite good
- Most of the time, wireless connections are available
- DINA practices survey (indicates overall positive tech satisfaction)
- Replacement cycle
- Number of secretaries and associates

LIMITATIONS:

- Equity for technology, facilities
- Website and tech support
- GAP priority scheduling
- Library staffing used to cover other areas so library isn't staffed

(Preliminary) ACTION STEPS

- Increase numbers based on site and need (equity)
- Increase/adequate network speed and bandwidth
- Increase tech support
- Examine pay of associates
- Increase training of secretaries
- Recruit volunteers
- Create list of duties/job description for support staff
- Support staff varies in many ways from building to building
- Involve teacher librarians in facility design and remodel projects
- Consider wiring and wireless needs in schools needs among school