

IOWA CITY COMMUNITY SCHOOL DISTRICT

Self Study of the Library Program



Fall 2009

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Equity Statement

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CURRICULUM REVIEW PROCESS

Iowa City Community School District Curriculum Review Process

The Iowa City Community School District reviews curriculum for the purpose of meeting the state provisions of reviewing curriculum as required by a Comprehensive School Improvement Plan (CSIP). The curriculum review process provides a systematic procedure to study existing curricular areas and programs relative to internal and external standards.

Description of the Model

A curriculum review model was adopted by the ICCSD Board of Directors in the fall of 1991. Within a seven-year period all curricular or support areas are evaluated. Each year, at the district-wide level, a self-study committee is appointed for the areas under study for that particular school year. The district curriculum coordinator serves as chair of the committee.

During the first two years of the process, strengths and limitations are identified. Recommendations are made to address the limitations, and an improvement plan is written to outline procedures for accomplishing the recommendations over the next five years.

The library program engaged in the seven-year cycle in 1994-95, 1997-98, 2001-02 and again in the spring of 2008 to the spring of 2009. Key questions were established and surveys were completed by teacher librarians, teachers, administrators, parents, and students to identify library program components and satisfaction with the library program. During the summer of 2008, survey data were tabulated for the purpose of further analysis.

A self-study committee was formed in the fall of 2008. Its members included teacher librarians; teachers; a LARS; administrators; other library professionals; parents and community members; a school board member; the library curriculum coordinator; and the director of instruction.

During the second year, the current status of the district's library program was reviewed and analyzed. In addition, the mission statement and belief statements, the standards and benchmarks were reviewed and refined as needed. Program strengths and limitations were generated from the results of the surveys to teachers, administrators, students and parents. Recommendations to address identified limitations were incorporated into an improvement plan. Recommendations were shared with the Superintendent, directors of instruction, administrators, and the Board of Directors.

At the end of the self-study, fall 2009, an outside audit team visits the district to review the process and improvement plan and provides constructive feedback. Recommendations and strategies from the visiting team may be integrated with other information about the programs under study to assist in developing a final improvement plan. The recommendations contained in the improvement plan will be detailed and prioritized following the completion of the outside review team. Implementation will begin in the fall/winter of 2009 and will continue during the 2009-2010 school year.

A particular emphasis of this model is not only to retain and improve vertical (K-12) and horizontal (across all schools within the same instructional level) articulation, but to also support and provide opportunities to integrate curriculum areas.

Purpose of the Model

Evaluating is judging the worth of something according to standards or criteria. Information obtained from formal evaluation activity is generally useful in program decision making. Systematic evaluation promotes the identification of program needs and development of proposals for program improvement. Formal evaluation is requirement for school accreditation by some colleges as well as the state mandated CSIP.

Other reasons for conducting program evaluation include the following objectives:

- To review existing district standards and benchmarks
- To identify changes and trends in the school community
- To determine a logical scope and sequence for K-12 instruction
- To identify program omissions and duplications
- To provide guidance for the selection of instructional materials based on research and best practice
- To provide ongoing professional support for teachers
- To develop community support

Commitment to the Model

The involvement and cooperation of several groups, including the instructional staff, administration, parents, community members and the Board of Directors, is a vital component of the model. The Board and administration must be prepared to make financial commitments allowing for staff and curriculum development, and time to satisfactorily complete a program evaluation. This model indicates the board's pledge to continuing support of the goals and purposes of long-range evaluation.

Teaching staff and administrators cooperate by serving on various committees and follow procedures established by the program committees. Parents and other community members are asked to serve on committees and to give input.

Upon completion of the process, teaching staff and administrators are expected to follow the recommendations for program improvement as approved by the Board of Directors. The results of the program evaluation are not used to evaluate the performance of any individual teacher, administrator, or other staff member.

Organizational Structures

The Self-Study Committee has the responsibility of carrying out the K-12 curriculum review process for each curriculum area. Self-study committees met during the academic year to carry out the program review schedule during the second year of the review cycle. The committee will continue to meet on an as needed basis during the remaining years of the cycle.

Membership of the committee is composed of teacher librarians, teachers, administrators and parents. The committee is chaired by the curricular area coordinator.

The roles and responsibilities of the committee include carrying out activities of the evaluation schedule; providing on-going communication with buildings, curriculum coordinators, and the directors of instruction regarding the review process; completing studies and making recommendations for curriculum in the area of study; and communicating with other self-study committees for the purpose of developing objectives for integration of curriculum areas.

Iowa City Community School District
Curriculum Review Schedule

Year One – Collect Data

- Develop a budget and timeline for years one through three which includes funding for release time, professional development and textbook/materials purchase
- Collect evidence and analyze program effectiveness
 - Secure state guidelines, national and state trends/standards, current research
 - Develop a plan for collection of data necessary to answer key questions
 - Identify kinds of information needed to address key questions
 - Identify appropriate sources of information
 - Specify methods, procedures, and/or instruments to collect information, and to the extent possible, procedures for studying and analyzing the information (consider: data base information, student/teacher/others surveys, interviews, inventories, summaries)
 - Develop ways to store information
 - Develop and conduct a survey that addresses program effectiveness
 - Conduct data analysis
 - Complete findings summary (summer)
 - Interpret findings and draw conclusions regarding program strengths, program weaknesses, recommendations for action
- Establish the self-study committee – chairperson is curricular area coordinator
 - Select committee members and appoint program subcommittees if necessary

Year Two - Analyze Evidence and Develop Improvement Plan

1. Establish program intent
 - Document program mission statement, belief and/or philosophy statements, program goals, content standards
2. Identify program strengths and limitations
3. Develop district improvement plan
 - Develop recommendations and strategies addressing limitations
 - Present implementation plan to the Administrative Council, Superintendent and Board of Directors
4. Plan for implementation
 - Prioritize curriculum writing needs
 - Begin textbook and materials adoption process
5. Prepare for audit
 - Arrange audit date and team members
 - Plan audit schedules and other activities
 - Disseminate study and audit information to faculty

Year Three - Conduct Audit and Implement Plan

1. Conduct audit
 - Participate in audit
 - Review and accept final audit report
 - Present final audit report to the Administrative Council, Superintendent, and Board of Directors
2. Implement plan
 - Complete curriculum writing
 - Finalize textbook/materials selection process (if needed)
 - Carry out actions steps in plan
 - Schedule and conduct inservice at district and building level

Year Four - Implement Plan and Monitor Progress

1. Continue staff development at district and building levels
2. Monitor implementation
3. Determine additional curriculum writing needs

Year Five - Monitor Progress and Evaluate Plan

1. Continue staff development support as needed
2. Identify corrective actions as needed

Curriculum Review Flow Chart for the ICCSD

Year 1	Year 2	Year 3	Years 4-7
	<i>Fall</i> <ul style="list-style-type: none"> Analyze and interpret data Identify program strengths and limitations Review literature, best practices, visit other sites Review and revise program mission, beliefs and goals 	<i>Fall</i> <ul style="list-style-type: none"> Prepare and conduct external audit visit 	<i>Fall</i> <ul style="list-style-type: none"> Implement plan Provide staff development Revise plan as needed
	↓	↓	↓
<i>Winter</i> <ul style="list-style-type: none"> Design survey 	<i>Winter/Spring</i> <ul style="list-style-type: none"> Develop district improvement plan 	<i>Winter</i> <ul style="list-style-type: none"> Review audit report and revise as needed 	<i>Winter</i> <ul style="list-style-type: none"> Develop evaluation instrument(s) final year
↓	↓	→	↓
<i>Spring</i> <ul style="list-style-type: none"> Survey appropriate populations 	<i>Spring</i> <ul style="list-style-type: none"> Pilot new materials Review and purchase new materials 		<i>Spring</i> <ul style="list-style-type: none"> Gather evaluative data (last year)
↓	↓		
<i>Summer</i> <ul style="list-style-type: none"> Collect and tabulate data 	<i>Summer</i> <ul style="list-style-type: none"> Revise curriculum documents 		
→	→		

Revised spring 1997

Curriculum Review Cycle for the ICCSD

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Year 1 Collect Data	Library (Information Literacy, Technology and Literature)	Language Arts, Foreign Lang.	Music, Art, Social Studies	Physical Ed., Special Ed.	Guidance, Career Ed.	Mathematics, ELL	ELP, Science/Health
Year 2 Conduct Review	ELP, Science/Health	Library (Information Literacy, Technology and Literature)	Language Arts, Foreign Lang.	Music, Art, Social Studies	Physical Ed., Special Ed.	Guidance, Career Ed.	Mathematics, ELL
Year 3 Conduct Audit Implement Improvement Plan	Mathematics, ELL	ELP, Science/Health	Library (Information Literacy, Technology and Literature)	Language Arts, Foreign Lang.	Music, Art, Social Studies	Physical Ed., Special Ed.	Guidance, Career Ed.
Year 4 Implement Improvement Plan Monitor Progress	Guidance, Career Ed.	Mathematics, ELL	ELP, Science/Health	Library (Information Literacy, Technology and Literature)	Language Arts, Foreign Lang.	Music, Art, Social Studies	Physical Ed., Special Ed.
Year 5 Monitor Progress Conduct Formative Evaluation	Physical Ed., Special Ed.	Guidance, Career Ed.	Mathematics, ELL	ELP, Science/Health	Library (Information Literacy, Technology and Literature)	Language Arts, Foreign Lang.	Music, Art, Social Studies
Year 6 Monitor Progress Conduct Formative Evaluation	Music, Art, Social Studies	Physical Ed., Special Ed.	Guidance, Career Ed.	Mathematics, ELL	ELP, Science/Health	Library (Information Literacy, Technology and Literature)	Language Arts, Foreign Lang.
Year 7 Monitor Progress Conduct Formative Evaluation	Language Arts, Foreign Lang.	Music, Art, Social Studies	Physical Ed., Special Ed.	Guidance, Career Ed.	Mathematics, ELL	ELP, Science/Health	Library (Information Literacy, Technology and Literature)

Library Program Curriculum Review
Self-Study Team
 2008-2009

Name	Position	Location
Pat Braunger	Teacher Librarian	Wood Elementary School
Terry Coleman	Assistant Principal	City High School
Susie Corbin-Muir	Teacher Librarian	North Central Junior High School
Judith Dickson	Teacher Librarian	Weber Elementary School
Andrea Frederickson	Teacher Librarian	City High School
Kristi Harper	Teacher Librarian	Kirkwood Elementary School
Jill Hofmockel	Teacher Librarian	West High School
Pat James	LARS	Elementary Schools
Anne Marie Kraus	Teacher Librarian	Roosevelt Elementary School
Cindy Kunde	Teacher Librarian	Wickham Elementary School
Julie Larson	Teacher Librarian	Tate High School
Sarah Latcham	Teacher Librarian	Hills Elementary School
Sheryl Little	Teacher Librarian	Shimek Elementary School
Kara Logsden	Librarian / Parent	Iowa City Public Library
Connie McCain	Teacher Librarian	Lucas Elementary School
Denise Rehmke	Library Coordinator	Central Administrative Office
Sue Richards	Teacher Librarian	Northwest Junior High School
Perry Ross	Director of Instruction	Central Administrative Office
Debra Schindler	Teacher	Mann Elementary School
Janie Schomberg	Library Science Faculty	University of Iowa
Joel Shoemaker	Teacher Librarian	South East Junior High School
Celeste Shoppa	Asst Principal / Teacher	Van Allen Elementary School
Melva Starr	Media Specialist	Grant Wood AEA

**Library Program Curriculum Review
Meeting Dates and Times
2008-2009**

August 13, 20088:00 – 10:30 a.m..... K-12 Teacher Librarians Tate

September 25 20083:00 – 4:00 p.m..... K-12 Teacher Librarians Weber

September 29, 20084:00 – 5:00 p.m..... Self-Study Team..... CAO

October 9, 2008.....2:45 – 4:00 p.m..... K-12 Teacher LibrariansHorn

October 23, 20082:45 – 4:00 p.m..... K-12 Teacher Librarians Shimek

November 12, 200812:45 – 3:45 p.m..... Self-Study Team..... CAO

December 11, 2008.....2:45 – 4:00 p.m..... K-12 Teacher Librarians Lucas

January 27, 20098:00 – 11:15 a.m..... Self-Study Team..... CAO

January 29, 2009.....2:45 – 4:00 p.m..... K-12 Teacher Librarians Lincoln

February 12, 20092:45 – 4:00 p.m..... K-12 Teacher Librarians Hills

February 16, 20098:00 – 3:30 p.m..... K-12 Teacher Librarians Wickham

March 2, 200912:45 – 3:45 p.m..... Self-Study Team..... CAO

March 12, 2009.....2:45 – 4:00 p.m..... K-12 Teacher Librarians North Central

April 9, 20092:45 – 4:00 p.m..... K-12 Teacher LibrariansCCentral

April 23, 20092:45 – 4:00 p.m..... K-12 Teacher Librarians South East

April 30, 20092:45 – 4:00 p.m..... K-12 Teacher Librarians West

LIBRARY PROGRAM DESCRIPTION

Good schools have good school libraries; good school library programs help students learn and teachers teach. Our school district has very fine schools, and by many measures, our school libraries and library programs are exemplary:

- Data collected in the annual survey of school library programs in Iowa indicates that school libraries in the ICCSD—elementary, junior high, and high school—are at or near the top of the rankings in almost every measurable program indicator: number of literacy and information literacy classes taught; library usage including number of visits; circulation of resources; hours accessible for library services; funding; staffing; technology; collections and resources. To a great extent the survey results indicate the level of district and building-level support of library programs in our district over many years.
- The heart of our library program, our K-12 library curriculum, developed and continuously revised and refined by district teacher librarians, is recognized and valued by others in the school library field:
 - The Iowa Department of Education provides a model curriculum framework for school libraries along with the newly articulated and adopted school library program guidelines; this framework is based on the ICCSD Library Curriculum. Elements of our curriculum are likewise integrated into the Iowa Core Curriculum.
 - Our curriculum has been published twice by Neal Schuman Publishers, first in 1998, and again in 2005, both editions very positively reviewed.
 - Our curriculum was adopted in 2008 by the Illinois School Library Media Association as the basis for its ISAIL document (Illinois Standards Aligned Instruction for Libraries).
- In 2006, our district library program was honored with a state award—Glass Apple—recognizing the commitment to and success of our library program in enhancing student achievement. Again, the district’s commitment to the library program was a deciding element.

The best school libraries are centers of learning in their schools and this is what each of our libraries strives to be. They are permeated by a “culture of literacy,” where the development of skills and interest in reading, writing, speaking, viewing and listening as well as critical thinking are promoted and practiced. Literacy is vital to participating effectively in our information society and the library program fosters and supports the development of literacy through its curriculum, resources, and services. The school library has been and continues to be profoundly impacted by technology which provides access to a vast array of information and diverse means for communicating information and ideas. The integration of technology reinforces the need for instruction in critical thinking and evaluation of information, essential teaching areas of the library curriculum. Technological and information literacies, along with reading development and promotion, are basic to the mission of the 21st century school library.

Teacher Librarian Roles

The title teacher librarian captures well the essence of what we do: we perform a dual role in our schools—that of a **teacher** and that of a **librarian**. As **teachers**, we are members of the school’s instructional team. In this role, the teacher librarian helps to identify appropriate resources,

instructional strategies and technologies. School libraries and teacher librarians play an important role in supporting and enhancing literacy through support of classroom reading instruction and the provision of materials and activities that help students develop skills in reading for both information and pleasure. The teacher librarian is also responsible for one specialized area of the curriculum—information literacy—in which students acquire skill in locating, interpreting, using, evaluating, creating and communicating information. These skills are articulated in the Iowa Core Curriculum, described in both the Literacy and the 21st Century Skills components.

The second area of responsibility of the teacher librarian is to effectively manage and operate the school library—the **librarian** role. This involves planning for school library collections, technology, schedules and staff to assure the best possible access to resources and services for students and teachers in a positive, dynamic learning environment. Policies and procedures, hours of operation, scheduling of the facility, and selecting and organizing information resources are components of this area of responsibility. Selecting and acquiring needed resources and managing the library budget are included in this role.

Both roles—the teaching role as well as the library administration role—are important. And what teacher librarians in our district strive for is to create and cultivate strong collaborative relationships with classroom teachers, working toward the same goals of student achievement. Teacher librarians are clearly stakeholders in the learning process, and work to help teachers teach and students learn by providing instruction, resources and services.

Staffing

Since 1994, each elementary school library, regardless of the size of the school, has been staffed with one full-time teacher librarian, and one library secretary, with the largest elementary schools allocated an additional 4 hours of associate time (approximately 1.5 support staff). As this self-study was nearing completion in the spring of 2009, district budget constraints brought about a change in this staffing. The library staffing was to be determined by the enrollment of the school, with four enrollment tiers being articulated. In the fall of 2009, the two smallest elementary schools (enrollment between 100 and 200) each will be staffed by half-time teacher librarians and full-time library secretaries. The next 6 smallest elementary schools (enrollment between 201 and 350 students) will retain full-time teacher librarians, but the library secretaries will be half-time. The next 5 elementary schools (enrollment between 351 and 450) each will be staffed by a full-time teacher librarian and a full-time library secretary. The largest elementary schools (enrollment over 451) will each be staffed by a full-time teacher librarian and one full-time and one half-time library secretary.

The largest junior high library is staffed with 1.5 teacher librarians; the other two junior high libraries each have one full-time librarian. The library support staff at each junior high varies somewhat, tied to building enrollment.

The two large high school libraries have multiple teacher librarians and library support staff members. As with the junior high schools, the staffing varies between the schools. With all of the secondary schools, library staff is determined at the building level, rather than district level, which accounts for the variances.

Since the last library program review, a staffed library program has been established at Tate High School, providing instruction, resources, and services to the students and staff at this alternative high school.

A full-time district library coordinator provides direction and support to the building-level teacher librarians. She plans meetings and inservices and coordinates various initiatives, communicates procedures and policies, and facilitates purchasing and accounting. In addition, a full-time cataloger, cataloging clerk, and a part-time circulation clerk for the District Media collection also provide resources, services and support to the building-level library programs.

Collaboration and Integration

The library program, specifically the delivery of the library curriculum has long been based on collaboration between the teacher librarian and the classroom teachers. The teacher brings to the planning process a knowledge of subject content and student needs. The teacher librarian contributes a broad knowledge of resources and technology, and is responsible for developing a collection of resources and services appropriate to meet the diverse needs and learning styles of the students. Together they share an understanding of teaching methods and a wide range of strategies. When this process of collaborative planning is employed, literacy and information literacy skills (accessing, evaluating and communicating information) can be effectively integrated into the classroom curriculum, and the classroom content can serve as a vehicle for the instruction of the information problem solving process.

Research and best practice indicate that this type of collaboration with classroom teachers and the integration of library skills (literacy, information literacy, research, production) creates more relevant learning experiences. However, in recent years, as new instructional initiatives and programs have been implemented, particularly at the elementary level, this type of collaboration and integration has become more challenging to bring about because of the complexity of scheduling. Most of the elementary teacher librarians now deliver the library curriculum on a fairly fixed, rather than flexible schedule. This has required some fairly significant changes, not in what is taught, but in how.

Collections and Resources

Libraries contain carefully selected collections of resources to support teaching and learning and to encourage reading. Budgets are determined at the building level and vary considerably from school to school. These budgets are sometimes supplemented from other sources such as PTOs, and community contributions. Teacher librarians manage budget and manage expenditures for resources to support the curriculum including books, reference materials, periodicals, software, audio, video and digital materials, online resources and library and AV supplies.

Libraries throughout the district have managed collections and circulation through online systems since the mid-80s. In March, 2008, Follett *Destiny*, a web-based library management system was implemented. Each of the libraries has its own online catalog, accessible from school or remotely; all catalogs are searchable to anyone. This unified system has facilitated interlibrary loan resource sharing. The system is integrated with *PowerSchool*, the district-wide student information system, extracting student data and updating this data daily. The system has powerful reporting features and functions, allowing the teacher librarians to do collection analysis and gather data concerning use, circulation, and collection value and age.

An additional component of the Follett system was also implemented in 2008—a textbook manager module. Libraries and library staff are increasingly managing other resources and assets

in the schools, including student textbooks, and other materials such as DRA, language arts and math resources.

Teacher librarians serve also as the building technology coordinators for their schools. Most technology in the schools is planned and managed by the library staff through the library: AV equipment and computer technologies are reviewed, selected, inventoried, and deployed through the library. Classroom technology as well as computers labs and mobile computers are managed by the library staff. In addition, the teacher librarian and library support staff provide technical training and inservice, as well as front-line technical support in their school. Often, they are able to provide the necessary assistance to address a technical need or problem; if not, they submit a request to our district online tech support system. Library staff members are key to the planning, implementation and smooth operation of technology in schools in our district.

The library secretaries likewise play a critical role in the operation of our school libraries, supporting and complementing the roles and responsibilities of the teacher librarians. They perform countless clerical responsibilities, responsible for managing circulation and reporting functions; they manage equipment inventories and databases; they provide technical support with all types of equipment and programs; they provide reader guidance and caring support to students. In short, they keep the libraries running and accessible throughout the school day.

Conclusion

We believe we have strong, vibrant libraries in schools throughout our district: well-used facilities, diverse collections, relevant curriculum, well-integrated technologies. We do have some areas in need of improvement and enhancement. But most of the key elements necessary for a good school library program, one that supports effective learning and teaching, are in place because of the strong commitment of the teacher librarians and support from our school community.

DATA COLLECTION
Data - Surveys - Results

During the curriculum review process, various types of program information was collected and analyzed, including academic achievement by students and qualifications library staff.

Additionally, as part of the curriculum review process, numerous survey instruments were developed and administered in the spring of 2008. The purpose of the surveys was to identify program strengths and limitations as perceived by various stakeholders. Respondents were asked to react to a set of statements, identifying whether or not they agreed or disagreed. They were also given an opportunity to make comments. In addition, questions were asked of various focus groups.

Academic Achievement

Students in the ICCSD in grades 3-8 take the Iowa Tests of Basic Skills (ITBS); students in grades 9-11 take the Iowa Tests of Educational Development (ITED). One of the tests included in each is "Sources of Information." Neither test correlates completely with our library curriculum, i.e., there are portions of each that fall outside the library curriculum. Additionally, both tests emphasize a "source-based" content. Many of the questions ask students to identify "which source would you use to find out..." While at one time, library curriculum did emphasize specific sources, most library curricula today focus instead on skills, strategies, processes, and **not** specific sources. Technology has also dramatically changed the library/information world, with students no longer being using print periodical indexes or print reference tools, but rather, using databases and electronic search tools and engines. The ITBS and ITED do not yetentirely reflect these changes.

Student Proficiency in **Sources of Information** test on ITBS/ITED (*October 2008*)

Grade	Number Included	National Grade Equivalent / National Standard Score (9-11)	National Percentile Rank	Low % (bottom 25% of students in nation)	Intermediate % (middle 50% of students in nation)	High % (top 25% of students in nation)
Grade 3	915	4.1	77	13.5	36.5	50.0
Grade 4	887	5.6	80	13.0	31.0	55.5
Grade 5	829	7.2	78	11.5	28.5	59.5
Grade 6	836	7.8	70	20.7	35.5	44.0
Grade 7	816	9.4	70	15.7	38.0	46.5
Grade 8	768	10.9	69	15.3	33.8	50.8
Grade 9	697	275.1	67	11.0	38.5	50.0
Grade 10	673	286.9	69	10.5	40.0	49.5
Grade 11	714	290.4	65	16.5	37.5	46.0

Teacher Librarian Profile

The teacher librarians in the ICCSD are **qualified** and **experienced**. Among the **18 elementary teacher librarians**, **15** hold their Masters degree in library science, as well as Iowa teacher librarian certification. The remaining 3 are currently finishing coursework for their Masters degrees in library science. They have Iowa teaching certification and conditional teacher librarian certification, and are projected to finish their library science programs by 2011. (Two of these already have a Masters degree; they are completing a second Masters in library science.) All **4 of the junior high teacher librarians**, and all **6 of the high school teachers librarians** hold Masters degrees in library science.

The district library coordinator and the district cataloger also hold Masters degrees in library science. The district library coordinator has Iowa teacher librarian certification.

In terms of experience, there is significant variation. One teacher librarian is in her first year of her first teaching position. Another teacher librarian is the most veteran teacher in the district, having worked in the ICCSD for 49 years! Of the 29 teacher librarians in the district, 17 have been hired since 2001, a reflection of many recent retirements.

Administrative Support

District Level Support

At the district level there is a full-time library coordinator. The role of the coordinator is to lead, manage and advocate for the library program. That individual chairs the curriculum review team.

In addition to the curriculum coordinator, there is a full-time Director of Instruction. One of the responsibilities of the director is to oversee the work of the library coordinator and the K-12 library program.

Building Level Support

The principal is the instructional leader of the school. The principals support the library programs in their schools by providing and/or advocating for library budget, quality staffing, library facilities, technology, and by facilitating scheduling and collaboration.

Surveys – General Trends

In the spring of 2008, online surveys were conducted to gather data concerning the ICCSD library program. Surveys were conducted of building administrators, teacher librarians, library secretaries, students, and parents. In addition, teachers participated in focus groups.

The surveys posed questions related to the Teaching and Learning component of the library program and to the Library Management component. **General strengths and limitations** identified commonly by all groups include:

Teaching and Learning –Strengths

- Collaboration with teachers
- High quality materials
- Literacy support

Library Management – Strengths

- Effective, efficient and conducive learning climate
- Organized management of resource, procedures and routines
- Inviting/welcoming facilities
- Flexible/equitable access to resources
- Diverse collection
- District support of library mission

Teaching and Learning –Limitations

- Assessing student progress
- Lack of adequate community connections

Library Management – Limitations

- Not enough computers for all classes
 - Large class size couple with small lab size
 - Inadequate/inequitable funding
 - Inadequate technical support at building and district levels
 - Inequitable distribution of support staff
 - Limited professional development for teacher librarians (difficult to get away from libraries)
-

Administrator Survey Results/Summary

Quantitative results from a survey of administrators, conducted in the spring of 2008.

Administrator Survey Results - 2008	Below Expectations	Meets Expectations	Exceeds Expectations	Beyond Expectations
	<i>The number below indicates the number of respondents for each descriptor. There were 23 administrators who participated in the survey.</i>			
Collaboration between librarian and classroom teachers to plan instructional units, team-teach and assess	1	9	11	1
Communication	2	8	12	1
Information literacy integration	1	11	11	
Staffing	2	14	6	1
Support for literature	1	5	16	1
Support for technology	4	7	12	
Resources including print, non-print, electronic, equipment	2	10	10	1
Facilities	1	8	12	1
Scheduling	4	9	10	1
Building library budget	1	12	6	1

Qualitative survey responses from administrators: summary of trends

How does the library program contribute to your school?

- Teaching/instruction of information literacy skills
- Co-teaching of information skills to help guide research projects and individualized reading support
- Resources for teachers and staff
- Integration of technology into curriculum
- Technical support in the lab and throughout the building
- New literature for teachers and students
- Instructional core of the school
- Center of instruction
- Supports school-wide curriculum, research, access to technology
- Integration of information skills and literacy into the general education curriculum

The library program consists of two major components: 1) Teaching and Learning; and 2) Library Management. Relative to these two components, what are the strengths of the library program in your school?

Strengths of Teaching and Learning

- Collaboration ability with classroom teachers
- Selection of high quality literature
- Integration of information literacy skills
- Integration of technology
- Teaching is very involved and comprehensive
- Willingness to continue to learn
- Follows library curriculum, standards and benchmarks
- Exemplary leadership from certified and non-certified staff
- Participation in discussions regarding curriculum, materials, learning goals, etc.
- Delivers a balance between literature and information literacy skills

Strengths in Library Management

- Effective and efficient management of resources, procedures and routines
- Flexible, yet holds high expectations for behavior
- User friendly and welcoming atmosphere
- Effectively tracks materials
- Budgets wisely
- Organization and accessibility of materials at a high level
- Keeps principal informed
- Develops and facilitates building technology plan

The mission of the library program is to ensure that students and staff are effective users of information. How should they gain the necessary competencies?

- By developing opportunities to gain/practice skills through collaboration with classroom teacher
- On-going professional development
- Peer-coaching
- Purposeful, meaningful ways
- Through in-services provided by teacher librarian
- Engaging materials
- As an integrated program - teachers partnering with librarian
- Continued scheduling for checkout AND information literacy lessons
- Librarians should be part of the development of building curriculum, learning goals, etc.
- Flexible scheduling
- By using technology

What barriers or limitations exist that keep students from becoming information literate?

Time/Scheduling

- Basic time structure within the school day for large classes in large buildings
- Need flexible scheduling to create and finish projects
- Need to increase number of teachers who will collaborate with librarians

Technology/Facilities:

- Limited access to computers
- Computer lab is too small to accommodate full class

Student Motivation

- Students more interested in video games than our materials
- Prior exposure/background knowledge

What might our library program do to better support instruction and improve student achievement in all curricular areas?

- Develop scope and sequence for research projects
- Create more collaboration opportunities with teachers
- Base staffing on school size
- More technology - expand access capabilities
- Spend more time with direct instruction
- Increase confidence/competence level relevant to technology
- Encourage stronger collaboration between teacher and librarian
- Incorporate flex scheduling - reduce class size

Teacher Survey Results/Summary

Quantitative results from a survey of teachers (small sampling), conducted in the spring of 2008.

Teacher Survey Results - 2008	Below Expectations	Meets Expectations	Exceeds Expectations
<i>The number below indicates the number of respondents for each descriptor. There were 121 teachers who participated in the survey and focus groups</i>			
Collaboration between librarian and classroom teachers to plan instructional units, team-teach and assess	23	33	65
Communication	16	39	65
Information literacy integration	15	47	55
Staffing	23	58	38
Support for literature	8	34	76
Support for technology	18	37	63
Resources including print, non-print, electronic, equipment	13	60	44
Facilities	13	56	48
Scheduling	13	60	44
Building library budget	31	60	21

Qualitative survey responses from teachers – summary of trends:

Collaboration between teacher librarians and classroom teachers to plan instructional units, team-teach, and assess.

<p><i>Strengths:</i></p> <ul style="list-style-type: none"> • Librarian is willing and actively involved • Exceptional collaborator • Integral part of instruction • Amazing collaboration in long-range planning as well as individualized instruction 	<p><i>Limitations:</i></p> <ul style="list-style-type: none"> • Time constraints in everyone’s schedules • Inconsistencies in amount of collaboration – some buildings have very little collaboration; some have exceptional amount
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Support for literature

<p><i>Strengths:</i></p> <ul style="list-style-type: none"> • Extremely helpful • Wealth of ideas for all reading levels • Selects high-quality literature 	<p><i>Limitations:</i></p> <ul style="list-style-type: none"> • Inadequate funding to purchase all books • Not enough books for small schools due to smaller budgets
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Building library budgets *(Note: Many teachers are unaware of the library budget, yet thankful for sound purchasing decisions.)*

<p><i>Strengths:</i></p> <ul style="list-style-type: none"> • Evidence of careful and thoughtful selection of materials • PTO funds help in some schools 	<p><i>Limitations:</i></p> <ul style="list-style-type: none"> • Budget is too limited • Allocation based on student enrollment challenges small schools to build equitable collections • Technology is part of library budget. Puts a strain on purchasing other resources.
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Staffing	
<i>Strengths:</i> <ul style="list-style-type: none"> • Very knowledgeable and high quality staff • Very helpful; go above and beyond in customer service • Having a full-time librarian and library secretary make significant difference (positive) 	<i>Limitations:</i> <ul style="list-style-type: none"> • Need more staffing in larger schools and GAP schools • Need a technology teacher in addition to the librarian • Need more hours for the library secretary
Scheduling	
<i>Strengths:</i> <ul style="list-style-type: none"> • Flexible scheduling is a plus for older grades • Quite willing to reschedule classes if necessary 	<i>Limitations:</i> <ul style="list-style-type: none"> • Lab size is inadequate, so scheduling is difficult • Class size is too large, making scheduling difficult • Teacher schedules are extremely tight, so scheduling is difficult
Facilities	
<i>Strengths:</i> <ul style="list-style-type: none"> • Well-kept, clean, user-friendly, organized and well-stocked, accessible, open, large and inviting 	<i>Limitations:</i> <ul style="list-style-type: none"> • Lab is too small • Not enough computers to accommodate entire classes • Need access during lunch, before and after school • Need additional instructional space
Information literacy integration	
<i>Strengths:</i> <ul style="list-style-type: none"> • Done very well • Purposeful lessons are taught • Considers literacy in all curricular areas • Information literacy is part of building thinking and planning 	<i>Limitations:</i> <ul style="list-style-type: none"> • Need more staffing to accommodate integration
Support of technology	
<i>Strengths:</i> <ul style="list-style-type: none"> • Very knowledgeable and willing to help • Excellent and efficient support offered 	<i>Limitations:</i> <ul style="list-style-type: none"> • More time • More technology integration • More district support and training
Resources (print, non-print, electronic, equipment)	
<i>Strengths:</i> <ul style="list-style-type: none"> • Materials are current, rich and accessible • Careful selections are made, and the wisdom is reflected in the results 	<i>Limitations:</i> <ul style="list-style-type: none"> • Inadequate funding • More resources in larger schools
Communication	
<i>Strengths:</i> <ul style="list-style-type: none"> • Strong, reliable, efficient, prompt, pleasant and open 	

In addition, teachers in each school were invited to participate in focus groups, facilitated by the building administrator. The teacher librarians were not present during these discussions, however the groups were taped, and the sessions transcribed. (The many, many comments from these transcriptions are not included in this document, but were shared and discussed with the curriculum review team and the teacher librarians.) There were many positive remarks along with some significant, thoughtful suggestions from these colleagues.

Teacher Librarian Survey Results/Summary

Quantitative results from a survey of teacher librarians, conducted in the spring of 2008.

Teacher Librarian Survey Results - 2008	Below Basic	Basic	Proficient	Exemplary
<i>The number below indicates percentage of respondents for each descriptor. There were 28 teacher librarians participated in the survey.</i>				
Teaching and Learning				
Information literacy standards are well-integrated into content learning.	0%	29%	39%	32%
Collaborative planning is promoted and facilitated.	4%	25%	39%	32%
The school library program promotes literacy through reader guidance and activities that develop capable and independent readers.	0%	4%	46%	50%
The school library program is responsive to the diverse learning abilities, styles and needs of our students.	0%	21%	43%	36%
Student progress is assessed.	0%	50%	29%	21%
The teacher librarians and classroom teachers collaborate to enhance learning and teaching through technology.	0%	21%	54%	25%
The school library makes connections with parents and the community.	11%	29%	39%	21%
Library Management				
The physical facility provides adequate access to information needs.	4%	14%	46%	36%
Electronic resources are provided to assure that students become skillful and discriminating users of information.	0%	18%	29%	54%
Adequate technology is provided to assure that students become skillful and discriminating users of information.	7%	11%	50%	32%
A climate conducive to learning is provided.	0%	7%	36%	57%
Students and staff have flexible and equitable access to library resources.	4%	14%	32%	50%
The library includes a current and diverse collection of fiction and non-fiction in a variety of formats to support students and curriculum needs.	0%	14%	39%	46%
Legal guidelines and professional ethics in information policies, procedures and practices are in place.	0%	11%	39%	50%
Staffing is at an appropriate level.	4%	11%	41%	44%
Support staff is provided to assist the teacher librarians in providing comprehensive service.	0%	21%	29%	50%
Support staff numbers increase with enrollment and program needs.	11%	25%	39%	25%
The mission of the ICCSD Library Program is supported by administration at the building and district levels.	0%	7%	46%	46%
Funding supports a large, current and diverse library collection to support classroom literacy efforts and other building curriculum needs.	14%	25%	29%	32%
District services are adequate to support the library program.	4%	18%	43%	36%
Technical support is adequate to support the library program.	21%	29%	36%	14%
Access or support for professional development for the teacher librarian present.	7%	18%	43%	32%
There is on-going assessment of the library program.	0%	14%	64%	25%
The mission, goals, function and impact of the library program are communicated.	0%	14%	68%	18%

The survey results indicate that teacher librarians perceive the following areas of strength and limitation:

Teaching and Learning areas of Strength (>80% proficient and exemplary)

- Literacy support
- Collaboration
- Responsive to diverse learners

Teaching and Learning areas with Limitations

- Assessing student program
- Making connections with community
- Integrated standards

Library Management areas of Strength (>80% proficient and exemplary)

- Flexible and equitable access to electronic resources
- Conducive climate
- Diverse collections of fiction and non-fiction
- Adequate technology
- Ethical guidelines in place
- Mission supported by administrators at all levels

Library Management areas with Limitations

- Inequity in support staff numbers
- Funding
- Technical Support
- Professional development for teacher librarians

Student and Parent Survey Summary

ICCSD students at all levels were surveyed in the spring of 2008. There were 1833 participants in the online survey. A few highlights:

The highest uses of the library include:

- Find a book to read (73%)
- Use computers for school-related needs (70%)
- Work on a homework assignment (53%)
- Read (51%)
- Create projects (46%)

Students generally find the library a good place to go, with helpful staff, and the resources they need and want (between 85% and 94% respond frequently or sometimes).

Additionally, a small number of parents responded to the survey (28). While this sample is too small to be particularly helpful, the strengths and limitations they identified correlate to those identified by other groups:

Strengths:

- The library is organized and inviting.
- Students receive assistance when using the library.
- Children are taught how to use and evaluate information.
- Children are taught appropriate ways to use technology

Limitations:

- Access when needed.
- Enough materials are present for all children.
- Communication with parents.
- Not enough computers.

LIBRARY PROGRAM
Mission Statement
Belief Statements
Standards – Benchmarks - Objectives

Iowa City Community School District
Library Program Mission and Beliefs

During the curriculum review process, the self-study team reviewed and revised the mission statement and belief statements that had been adopted in 1995, and revised in 1999, 2002, and 2006. As a result of this process, we recommend the following statements.

Mission Statement

The mission of the library program in the Iowa City Community School District is to provide an engaging, dynamic instructional program that equips students with life-long learning skills, delivered in an environment that optimizes services to support and enhance teaching, learning and literacy.

Belief Statements

We believe that

- life-long learning is the ultimate goal of schools in our society, and that the library program is vital to creating independent, informed, responsible learners.
- the teacher librarian is an instructional leader in the school with expertise in resources, technology and literature.
- the teacher librarian works in collaboration with teachers, administrators, support staff and parents to provide learning experiences that promote student achievement.
- the library program promotes critical thinking, engagement with information in all its forms and the responsible use of technology to enhance teaching and learning.
- the library program fosters and supports the development of literacy and reading for enjoyment and for information
- the library curriculum promotes inquiry learning through information literacy instruction that enhances and reinforces classroom content and instruction.
- the library program cultivates connections with the larger learning community by providing students access to learning resources and activities beyond classroom and school walls.
- all children have the right to equal access to literature, information and information technologies.
- the diverse needs and learning styles of students require differentiation in learning resources and instruction.
- a rich and abundant collection of resources in many formats is essential to meet the teaching and learning needs of the school curriculum, and to reflect diversity and intellectual freedom principles.

Adopted: Spring, 2009

Library Program Standards

Standard 1: Reads widely both for information and in pursuit of personal interests.

- Is a competent and self-motivated reader
- Selects fiction and non-fiction at an appropriate level for fluent reading
- Uses a variety of reading comprehension strategies to understand literature and informational text
- Develops a background in types of literature/genres and literary elements
- Connects ideas to personal interests and previous knowledge and experience
- Applies critical thinking skills when reading, viewing and listening
- Responds to literature and other creative expressions of information in varied formats

Standard 2: Uses inquiry and critical thinking skills to acquire, analyze and evaluate, use, and create information.

A. The learner accesses information efficiently and effectively.

- Recognizes the need for information
- Formulates essential questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

B. The learner evaluates and extracts information critically and competently.

- Determines relevancy, suitability, authority, objectivity, and currency
- Distinguishes among fact, point of view, and opinion
- Selects and records information relevant to the problem or question at hand
- Derives meaning from information presented in a variety of formats

C. The learner uses information accurately, creatively and ethically.

- Organizes information for practical application
- Integrates new information into current knowledge
- Creates and communicates information and ideas in appropriate formats
- Uses technology effectively to organize, present and document research findings
- Designs and develops information products and solutions both for school assignments and personal interests.
- Evaluates process and product based on information need and essential questions
- Revises and improves process and product
- Practices ethical behavior with regard to information and information technology

Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects the differing interests and experiences of others and seeks a variety of viewpoints
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly and ethically
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

**Library Program
Standards – Benchmarks – Objectives**

Standard 1: Reads widely both for information and in pursuit of personal interests.

Kindergarten	
Benchmarks	Objectives
<ul style="list-style-type: none"> Selects books based on personal interests 	<ul style="list-style-type: none"> Selects an “Everybody” book to share at home
<ul style="list-style-type: none"> Uses illustrations and other visual elements to understand text 	<ul style="list-style-type: none"> Tells a story based on illustrations in the text
<ul style="list-style-type: none"> Makes connections to background knowledge (Text to Self) 	<ul style="list-style-type: none"> Participates in discussion by sharing personal experiences related to text Responds to stories by participating in a variety of activities such as drama, puppetry, songs, and visual arts
<ul style="list-style-type: none"> Distinguishes between fiction and nonfiction 	<ul style="list-style-type: none"> Identifies fiction as “made-up” story and nonfiction as “real” Identifies a book as fiction or nonfiction
<ul style="list-style-type: none"> Begins to recognize story structure 	<ul style="list-style-type: none"> Identifies the beginning, middle, and end of a story
<ul style="list-style-type: none"> Identifies roles of author and illustrator 	<ul style="list-style-type: none"> Defines author as the person who writes the words Defines illustrator as the person who makes the pictures

Grade 1	
Benchmarks	Objectives
<ul style="list-style-type: none"> Selects a “Just Right” book independently for personal reading 	<ul style="list-style-type: none"> Applies guidelines for choosing a “Just Right” book during library checkout
<ul style="list-style-type: none"> Uses illustrations and other visual elements to understand text 	<ul style="list-style-type: none"> Points to picture book design elements
<ul style="list-style-type: none"> Makes connections to background knowledge (Text to Self) 	<ul style="list-style-type: none"> Participates in discussion by sharing personal experiences related to text
<ul style="list-style-type: none"> Uses predictions to understand text 	<ul style="list-style-type: none"> Uses picture book design elements to make predictions about the text Predicts what could happen next in the story
<ul style="list-style-type: none"> Recognizes basic story structure 	<ul style="list-style-type: none"> Identifies the story’s problem and solution
<ul style="list-style-type: none"> Begins to recognize different types of literature 	<ul style="list-style-type: none"> Distinguishes between a fantasy story and a realistic story Identifies nonfiction books as informational text

Grade 2	
Benchmarks	Objectives
<ul style="list-style-type: none"> Selects a “Just Right Book” independently for personal reading 	<ul style="list-style-type: none"> Applies guidelines for choosing a “Just Right” book during library checkout
<ul style="list-style-type: none"> Begins to recognize different types of literature 	<ul style="list-style-type: none"> Distinguishes between several types of literature such as biography, poetry, and folktales
<ul style="list-style-type: none"> Makes connections to background knowledge (Text to Text, Text to World) 	<ul style="list-style-type: none"> Participates in discussion by sharing personal knowledge of other texts and the world

<ul style="list-style-type: none"> • Uses mental images to understand text 	<ul style="list-style-type: none"> • Creates mental pictures from text and shares them through telling, drawing, or writing
<ul style="list-style-type: none"> • Begins to identify literary elements of character, plot, and setting 	<ul style="list-style-type: none"> • Identifies elements of character, plot, and setting with support through participation in discussion or use of graphic organizers

Grade 3	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses retelling and paraphrasing to understand text 	<ul style="list-style-type: none"> • Restates meaning of text verbally or in writing through oral literature or note-taking process
<ul style="list-style-type: none"> • Recognizes different types of literature/genres 	<ul style="list-style-type: none"> • Identifies types of literature/genre through activities such as oral literature, reading promotion programs, booktalks, or reading logs • Reads different types of literature/genres through reading activities collaboratively planned by the teacher librarian and the classroom teacher
<ul style="list-style-type: none"> • Identifies literary elements of character, plot, and setting 	<ul style="list-style-type: none"> • Identifies elements of character, plot, and setting independently through graphic organizers or other reading activities
<ul style="list-style-type: none"> • Begins to use text features to understand informational text 	<ul style="list-style-type: none"> • Identifies text features (such as headings, fonts, captions, and graphics) with support
<ul style="list-style-type: none"> • Selects a variety of “Just Right” fiction and nonfiction for independent reading 	<ul style="list-style-type: none"> • Checks out a variety of “Just Right” fiction and nonfiction from the library

Grade 4	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Recognizes different types of literature/genres 	<ul style="list-style-type: none"> • Reads different types of literature/genres through reading activities collaboratively planned by the teacher librarian and the classroom teacher • Identifies types of literature/genres through activities such as oral literature, reading promotion programs, booktalks, or reading logs
<ul style="list-style-type: none"> • Identifies literary element of point of view 	<ul style="list-style-type: none"> • Identifies point of view independently through reading activities
<ul style="list-style-type: none"> • Uses text features to understand informational text 	<ul style="list-style-type: none"> • Identifies text features (such as headings, fonts, captions, and graphics) independently
<ul style="list-style-type: none"> • Selects a variety of “Just Right” fiction and nonfiction for independent reading 	<ul style="list-style-type: none"> • Checks out a variety of “Just Right” fiction and nonfiction from the library
<ul style="list-style-type: none"> • Uses summarizing to understand text 	<ul style="list-style-type: none"> • Briefly identifies the main points or gist of text through oral literature or note-taking process

Grade 5	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses questions to understand text 	<ul style="list-style-type: none"> • Ask questions with support before, during, and after reading literature or informational text
<ul style="list-style-type: none"> • Selects a variety of “Just Right” fiction and nonfiction for independent reading 	<ul style="list-style-type: none"> • Creates a reading list of books for independent reading based on personal interests

Grade 6	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses questions to understand text 	<ul style="list-style-type: none"> • Ask questions with support before, during, and after reading literature or informational text
<ul style="list-style-type: none"> • Selects a variety of “Just Right” fiction and nonfiction for independent reading 	<ul style="list-style-type: none"> • Creates a reading list of books for independent reading based on personal interests

Grades 7-12	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Is a competent and self-motivated reader 	<ul style="list-style-type: none"> • Reads for pleasure to learn and to solve information needs • Uses library catalogs to generate a list of books on a topic of choice
<ul style="list-style-type: none"> • Selects fiction and non-fiction based on interest, need, and reading level 	<ul style="list-style-type: none"> • Uses knowledge of types of literature/genres to select appropriate titles
<ul style="list-style-type: none"> • Develops a background in types of literature and literary elements 	<ul style="list-style-type: none"> • Reads across genres and formats
<ul style="list-style-type: none"> • Connects ideas to personal interests and previous knowledge and experience 	<ul style="list-style-type: none"> • Explores topics of interest
<ul style="list-style-type: none"> • Applies critical thinking skills when reading, viewing and listening 	<ul style="list-style-type: none"> • Reads widely and fluently to make connections with self, the world, and previous reading
<ul style="list-style-type: none"> • Responds to literature and other creative expressions of information in varied formats 	<ul style="list-style-type: none"> • Shares response to literature with others

Standard 2: Uses inquiry and critical thinking skills to acquire, analyze and evaluate, use, and create information.

- A. The learner accesses information efficiently and effectively.**
- B. The learner evaluates and extracts information critically and competently.**
- C. The learner uses information accurately, creatively and ethically.**

Kindergarten	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Understands basic organizational pattern of library 	<ul style="list-style-type: none"> • Locates everybody and nonfiction sections of the library
<ul style="list-style-type: none"> • Recognizes parts of a book 	<ul style="list-style-type: none"> • Identifies cover, spine, and title page

Grade 1	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Understands basic organizational pattern of library 	<ul style="list-style-type: none"> • Locates relevant sections of the library based on personal interests or needs • Applies alphabetical order skills to everybody section
<ul style="list-style-type: none"> • Recognizes parts of a book 	<ul style="list-style-type: none"> • Identifies title and call number
<ul style="list-style-type: none"> • Understands a fact as a true statement 	<ul style="list-style-type: none"> • Distinguishes between fact and make-believe
<ul style="list-style-type: none"> • Recognizes nonfiction as a source of information 	<ul style="list-style-type: none"> • Identifies information after reading or listening to a nonfiction text

Grade 2	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Understands organizational pattern of library 	<ul style="list-style-type: none"> • Applies alphabetical order skills to all fiction sections of the library
<ul style="list-style-type: none"> • Understands how call numbers are used to locate books 	<ul style="list-style-type: none"> • Matches call number prefix with section of library
<ul style="list-style-type: none"> • Recognizes parts of a book 	<ul style="list-style-type: none"> • Identifies author and illustrator
<ul style="list-style-type: none"> • Begins to use nonfiction as a source of information 	<ul style="list-style-type: none"> • Identifies facts in nonfiction text with support

Grade 3	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Understands how call numbers are used to locate books 	<ul style="list-style-type: none"> • Uses call number to locate fiction and nonfiction books on library shelves with support • Uses library catalog to identify and locate materials with support
<ul style="list-style-type: none"> • Uses technology to locate information 	<ul style="list-style-type: none"> • Uses selected online resources to locate information with support
<ul style="list-style-type: none"> • Uses nonfiction as a source of information 	<ul style="list-style-type: none"> • Uses table of contents and glossary to locate information in text with support • Identifies appropriate reference source (dictionary, atlas, encyclopedia) based on information need with support
<ul style="list-style-type: none"> • Begins to identify information need 	<ul style="list-style-type: none"> • Identifies keywords to guide information search with support

<ul style="list-style-type: none"> Begins to use keywords to initiate an information search 	<ul style="list-style-type: none"> Uses keywords to search library catalog or table of contents with support
<ul style="list-style-type: none"> Begins to extract information from text based on need 	<ul style="list-style-type: none"> Uses note-taking strategies to record information with support

Grade 4	
Benchmarks	Objectives
<ul style="list-style-type: none"> Understands how call numbers are used to locate books 	<ul style="list-style-type: none"> Locates fiction and nonfiction books on library shelves by call number Uses library catalog to identify and locate materials
<ul style="list-style-type: none"> Uses technology to locate information 	<ul style="list-style-type: none"> Uses selected online resources to locate information with support
<ul style="list-style-type: none"> Uses nonfiction as a source of information 	<ul style="list-style-type: none"> Uses table of contents and glossary to locate information in text Identifies appropriate reference source (dictionary, atlas, encyclopedia) based on information need with support
<ul style="list-style-type: none"> Begins to identify information need 	<ul style="list-style-type: none"> Identifies keywords to guide information search with support
<ul style="list-style-type: none"> Uses keywords to initiate an information search 	<ul style="list-style-type: none"> Uses keywords to search library catalog or table of contents
<ul style="list-style-type: none"> Begins to extract information from text based on need 	<ul style="list-style-type: none"> Uses note-taking strategies to record information with support
<ul style="list-style-type: none"> Uses technology appropriately to create and share information 	<ul style="list-style-type: none"> Demonstrates appropriate technology skills such as keyboarding and word processing
<ul style="list-style-type: none"> Begins to cite information sources 	<ul style="list-style-type: none"> Records sources of information with support Locates bibliographic information in a source with support

Grade 5	
Benchmarks	Objectives
<ul style="list-style-type: none"> Uses technology to locate information 	<ul style="list-style-type: none"> Uses selected online resources to locate information Selects appropriate resources from a results list obtained from an electronic search
<ul style="list-style-type: none"> Uses nonfiction as a source of information 	<ul style="list-style-type: none"> Uses index to locate information in text Identifies appropriate reference source (dictionary, atlas, encyclopedia, almanac) based on information need
<ul style="list-style-type: none"> Identifies information need 	<ul style="list-style-type: none"> Identifies keywords to guide information search
<ul style="list-style-type: none"> Uses keywords to initiate an information search 	<ul style="list-style-type: none"> Uses keywords to search library catalog or index
<ul style="list-style-type: none"> Extracts information from text based on need 	<ul style="list-style-type: none"> Uses note-taking strategies to record information
<ul style="list-style-type: none"> Uses technology appropriately to create and share information 	<ul style="list-style-type: none"> Demonstrates appropriate technology skills such as keyboarding and word processing
<ul style="list-style-type: none"> Cites information sources 	<ul style="list-style-type: none"> Locates bibliographic information in a source with support Creates bibliography with support

Grade 6	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses technology to locate information 	<ul style="list-style-type: none"> • Uses selected online resources to locate information • Selects appropriate resources from a results list obtained from an electronic search
<ul style="list-style-type: none"> • Uses nonfiction as a source of information 	<ul style="list-style-type: none"> • Uses index to locate information in text • Identifies appropriate reference source (dictionary, atlas, encyclopedia, almanac) based on information need
<ul style="list-style-type: none"> • Identifies information need 	<ul style="list-style-type: none"> • Identifies keywords to guide information search
<ul style="list-style-type: none"> • Uses keywords to initiate an information search 	<ul style="list-style-type: none"> • Uses keywords to search library catalog or index
<ul style="list-style-type: none"> • Extracts information from text based on need 	<ul style="list-style-type: none"> • Uses note-taking strategies to record information
<ul style="list-style-type: none"> • Uses technology appropriately to create and share information 	<ul style="list-style-type: none"> • Demonstrates appropriate technology skills such as keyboarding and word processing
<ul style="list-style-type: none"> • Begins to evaluate information sources 	<ul style="list-style-type: none"> • Determines relevancy, suitability, and authority of information sources with support
<ul style="list-style-type: none"> • Cites information sources 	<ul style="list-style-type: none"> • Locates bibliographic information in a source • Creates bibliography with support

A. The learner accesses information efficiently and effectively.

Grades 7-8	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Recognizes and refines the need for information 	<ul style="list-style-type: none"> • Articulates an information need
<ul style="list-style-type: none"> • Identifies potential sources of information 	<ul style="list-style-type: none"> • Uses a variety of appropriate sources of information
<ul style="list-style-type: none"> • Develops and uses successful strategies for locating information 	<ul style="list-style-type: none"> • Generates appropriate keywords to use as access points in a search and refines searches as necessary
<ul style="list-style-type: none"> • Uses technology effectively to locate information 	<ul style="list-style-type: none"> • Conducts effective searches using identified online resources such as databases, online encyclopedias, online catalogs, internet
<ul style="list-style-type: none"> • Uses a variety of print and electronic tools to find information 	<ul style="list-style-type: none"> • Uses resource-specific navigational features such as table of contents and index to locate and access information

Grades 9-12	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Recognizes and refines the need for information 	<ul style="list-style-type: none"> • Formulates essential questions to refine an information need • Develops purpose or thesis statement
<ul style="list-style-type: none"> • Identifies a variety of potential sources of information 	<ul style="list-style-type: none"> • Identifies multiple sources of appropriate scope and depth
<ul style="list-style-type: none"> • Develops and uses successful strategies for locating information 	<ul style="list-style-type: none"> • Identifies and uses various strategies and techniques to execute and refine successful searches, including multiple keywords, Boolean searches, truncation, etc.

<ul style="list-style-type: none"> • Uses technology effectively to locate information 	<ul style="list-style-type: none"> • Applies advanced functions of electronic catalogs and online databases
<ul style="list-style-type: none"> • Uses a variety of print and electronic tools to find information 	<ul style="list-style-type: none"> • Navigates within print and online resources effectively and independently

B. The learner evaluates and extracts information critically and competently.

Grades 7-8	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Determines usefulness of information 	<ul style="list-style-type: none"> • Applies evaluative criteria to determine the appropriateness of the information with respect to: relevancy, suitability, authority, objectivity, and currency of the information
<ul style="list-style-type: none"> • Selects and records information relevant to the problem or question at hand 	<ul style="list-style-type: none"> • Identifies information relevant and essential to the information need • Uses appropriate techniques such as highlighting or paraphrasing to extract and record information from resources

Grades 9-12	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Determines accuracy, relevance, authority, and suitability 	<ul style="list-style-type: none"> • Applies evaluative criteria to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency
<ul style="list-style-type: none"> • Distinguishes among fact, point of view, and opinion 	<ul style="list-style-type: none"> • Successfully recognizes and purposefully integrates others' points of view and opinion as well as factual information into research process
<ul style="list-style-type: none"> • Selects and records information relevant to the problem or question at hand 	<ul style="list-style-type: none"> • Uses appropriate extraction techniques or strategies to identify and record pertinent information

C. The learner uses information accurately, creatively and ethically.

Grades 7-8	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Organizes information for practical application 	<ul style="list-style-type: none"> • Uses graphic organizers, outlines, storyboards, rough drafts or other tools to synthesize information
<ul style="list-style-type: none"> • Creates and communicates information and ideas in appropriate formats 	<ul style="list-style-type: none"> • Selects an appropriate format for communicating ideas • Presents, performs or shares information and ideas successfully
<ul style="list-style-type: none"> • Evaluates process and product based on information need and essential questions 	<ul style="list-style-type: none"> • Uses a checklist or rubric to reflect on research process
<ul style="list-style-type: none"> • Practices ethical behavior with regard to information and information technology 	<ul style="list-style-type: none"> • Avoids plagiarism • Observes copyright guidelines by recording sources using a standard format. • Creates a properly formatted bibliography

Grades 9-12	
Benchmarks	Objectives
<ul style="list-style-type: none"> Organizes information for practical application 	<ul style="list-style-type: none"> Employs a systematic method of organizing extracted information
<ul style="list-style-type: none"> Creates and communicates information and ideas in appropriate formats 	<ul style="list-style-type: none"> Analyzes information and identifies topics, subtopics, and relationships Selects suitable format for clearly expressing ideas and information
<ul style="list-style-type: none"> Uses technology effectively to organize, present and document research findings 	<ul style="list-style-type: none"> Uses appropriate technology to develop a formal outline or storyboard
<ul style="list-style-type: none"> Designs and develops information products and solutions both for school assignments and personal interests 	<ul style="list-style-type: none"> Creates a product that clearly expresses ideas
<ul style="list-style-type: none"> Evaluates process and product based on information need and essential questions 	<ul style="list-style-type: none"> Evaluates product or presentation
<ul style="list-style-type: none"> Revises and improves process and product 	<ul style="list-style-type: none"> Revises and refines as necessary
<ul style="list-style-type: none"> Practices ethical behavior with regard to information and information technology 	<ul style="list-style-type: none"> Respects others' intellectual property by avoiding plagiarism and observing copyright guidelines Cites sources in a properly formatted bibliography

Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

Kindergarten	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library materials • Follows proper checkout procedures • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully

Grade 1	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library materials • Follows proper checkout procedures • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully

Grade 2	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library materials • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully

Grade 3	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library materials • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully
<ul style="list-style-type: none"> • Begins to understand the ICCSD technology resources policies 	<ul style="list-style-type: none"> • Uses internet as instructed for educational purposes
<ul style="list-style-type: none"> • Begins to work appropriately in groups 	<ul style="list-style-type: none"> • Works actively and productively in groups with support

Grade 4	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library materials • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully
<ul style="list-style-type: none"> • Begins to understand the ICCSD technology resources policies 	<ul style="list-style-type: none"> • Uses internet as instructed for educational purposes
<ul style="list-style-type: none"> • Works appropriately in groups 	<ul style="list-style-type: none"> • Works actively and productively in groups
<ul style="list-style-type: none"> • Begins to understand intellectual property rights 	<ul style="list-style-type: none"> • Identifies plagiarism as copying the work of others • Recognizes need to cite information sources

Grade 5	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library material • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully
<ul style="list-style-type: none"> • Understands the ICCSD technology resources policies 	<ul style="list-style-type: none"> • Uses internet as instructed for educational purposes • Uses student network accounts responsibly and ethically
<ul style="list-style-type: none"> • Works appropriately in groups 	<ul style="list-style-type: none"> • Works actively and productively in groups
<ul style="list-style-type: none"> • Understands intellectual property rights 	<ul style="list-style-type: none"> • Identifies plagiarism as copying the work of others • Recognizes need to cite information sources

Grade 6	
Benchmarks	Objectives
<ul style="list-style-type: none"> • Uses library materials responsibly 	<ul style="list-style-type: none"> • Demonstrates proper care of library materials • Returns library materials on time • Demonstrates proper use of computers and other equipment
<ul style="list-style-type: none"> • Understands expected classroom behaviors 	<ul style="list-style-type: none"> • Listens and participates respectfully
<ul style="list-style-type: none"> • Understands the ICCSD technology resources policies 	<ul style="list-style-type: none"> • Uses internet as instructed for educational purposes • Uses student network accounts responsibly and ethically
<ul style="list-style-type: none"> • Works appropriately in groups 	<ul style="list-style-type: none"> • Works actively and productively in groups
<ul style="list-style-type: none"> • Understands intellectual property rights 	<ul style="list-style-type: none"> • Identifies plagiarism as copying the work of others • Recognizes need to cite information sources

Grades 7-12	
Benchmarks	Objectives
<ul style="list-style-type: none"> Seeks information from diverse sources, contexts, disciplines and cultures 	<ul style="list-style-type: none"> Maintains openness to new ideas by considering divergent opinions or conclusions
<ul style="list-style-type: none"> Respects the differing interests and experiences of others and seeks a variety of viewpoints 	<ul style="list-style-type: none"> Understands intellectual freedom and recognizes various viewpoints
<ul style="list-style-type: none"> Respects intellectual property rights and understands the need for documenting sources 	<ul style="list-style-type: none"> Establishes and maintains a working bibliography throughout the research process
<ul style="list-style-type: none"> Uses technology and resources responsibly and ethically 	<ul style="list-style-type: none"> Understands and follows the ICCSD technology resources use policies Complies with library patron policies
<ul style="list-style-type: none"> Works independently and in groups to pursue information to solve problems 	<ul style="list-style-type: none"> Assesses own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
<ul style="list-style-type: none"> Participates and collaborates as a member of a team of learners 	<ul style="list-style-type: none"> Contributes to the exchange of ideas within and beyond the learning community

LIBRARY PROGRAM
Strengths and Limitations

Iowa City Community School District
Library Program Strengths and Limitations

As part of the self-study process, the mission statement, philosophy statements and standards that guide the library program were reviewed, revised, and refined. Following the collection of relevant data, the conducting of surveys and the examination of various library program elements, program strengths and limitations were identified. The following information was generated from review and analysis of data gathered, summary of surveys, a review of best practices, national standards, and discussion and reflection by the self-study team and the Teacher Librarian staff.

Strengths of the ICCSD Library Program

- Teacher Librarians are dedicated and professional educators, committed to their mission, knowledgeable about information, libraries, literature, and technology; they engage in ongoing learning and professional development, and are instructional leaders in their schools.
- Teacher Librarians seek and create opportunities to collaborate with other teachers and successfully integrate the Library Curriculum into literacy, research, and production activities throughout the school's curriculum.
- There is wide support for library programs among teachers, administrators, students and parents.

Teaching and Learning

- The ICCSD K-12 Library Curriculum, including standards, benchmarks, and objectives, aligns with national standards and benchmarks and components of the Iowa Core Curriculum, and is integrated into many curricular areas.
- The Library Curriculum is examined and revised for relevance and appropriateness through the ICCSD Curriculum Review Process and ongoing study.
- The Information Literacy component of the Library Curriculum is based on an inquiry model which engages students in questioning, problem-solving, and reflection. Our students demonstrate increasing competence in locating, evaluating and using information.
- The Literature component of the Library Curriculum promotes literacy and reading; a culture of literacy permeates the library program.
- The library program is responsive to the developmental needs of students, offering opportunities, strategies, and resources for differentiation in instruction and reading.
- The library program provides essential support to the school's curriculum through its collections and services.

Library Management

- The ICCSD has demonstrated commitment to the library program through staffing: every school library in the district is staffed by at least one full-time, Teacher Librarian; the level of library support staff varies, determined by school enrollment; a full-time district library coordinator provides leadership.
- A full-time cataloger and a full-time clerk manage the district cataloging and processing center, preparing library and textbook resources for schools throughout the district.
- Diverse collections are responsive to the needs of students and teachers to support the curriculum as well as personal reading interests.
- The district-wide library management system is a valuable resource and management tool, web-based and accessible from any computer, providing for improved user access capabilities, as well as collection analysis and management, inventory, circulation, and interlibrary loan functions.
- The district library program website provides access to policies, procedures, documents, and resources relating to library curriculum and management.
- Library facilities in many schools have been expanded and updated to accommodate for a range of activities.
- Library budgets are allocated at the building level and provide for updating resources.
- Library policies are in place, including those regarding selection and reconsideration; confidentiality of library records; and legal and ethical use of information resources.

Technology and Resources

- Teacher Librarians are the primary technology leaders in their schools, and are viewed as such by teachers, administrators, and students. They are responsible for inventorying, scheduling, and troubleshooting of equipment. They also coordinate the planning and deployment involved in ongoing technology upgrades.
- Many Teacher Librarians provide formal and informal technology training for staff and students in their schools.
- Teacher Librarians provide access to and model and promote the use of various technologies for instruction, research, and production.
- Teacher Librarians teach and promote the use of powerful online resources, some funded by Iowa AEA Online, some by our own AEA10, others by local library funding. The use of electronic resources is well-integrated into the Library Curriculum.
- A district-wide technology plan is in place addressing infrastructure as well as end-user needs and priorities. Teacher Librarians serve on the District Technology Council, responsible for planning, the development of technology policies and procedures, and for determining equitable allocation of technology resources.

- Every elementary school library has one computer lab, available for instruction by the Teacher Librarian and classroom teachers. Secondary school libraries have multiple labs available. Computers are available in every library. Most schools also have wireless access, increasing the number of computers that may access network resources.

Limitations of the ICCSD Library Program

Teaching and Learning

- The K-12 Library Curriculum needs to be updated to reflect recent changes in content and strategies.
- The integration of the K-12 Library Curriculum is not consistent; implementation varies significantly from school to school.
- The amount of time devoted to the Library Curriculum has been significantly, negatively affected by the scheduling methods used in selected elementary schools (e.g. SINA initiatives, GAP program, PLCs).
- Schedules at the elementary level that are predominantly fixed limit opportunities for teacher librarians to collaboratively plan and teach integrated units.
- The assessment component of the Library Curriculum is not well articulated. There are few clearly defined or implemented assessment methods; they also vary across schools.
- Articulation of the library curriculum from level to level is inconsistent.
- Teacher Librarians are not included on curriculum review teams for other curricular areas.
- Teacher Librarians are not necessarily included in planning and implementing district literacy goals across the curriculum.

Library Management

- The level of library staffing (certified and support) is inconsistent across schools. The level of staffing directly impacts library access and services, and the ability to meet library program requirements.
- Library access varies somewhat, based on staffing. Not all libraries can provide access to its resources and equipment through extended hours.
- There is inconsistent reporting of school library program accomplishments to stakeholders (administrators, teachers, parents, students).
- Library budget allocations vary significantly from school to school. Smaller budgets limit the resources and services that can be provided, leading to inequity.

- Collection development and maintenance practices (selection, analysis, weeding) vary among the school libraries.
- Library facilities vary somewhat from school to school. Some facilities need attention to furniture, shelving, wiring/wireless access, lab size, traffic patterns, storage, space considerations, to meet new trends in education, libraries, and technology.

Technology and Resources

- The process for reviewing, ordering, and documenting computer software is obsolete.
- Technology resources are continually stretched; an increasing number of program mandates or initiatives district-wide are undertaken requiring use of technology resources without regard for infrastructure, hardware, access, support.
- Technology resources are not adequate or equitable in all buildings.

DISTRICT IMPROVEMENT PLAN
Limitations, Recommendations & Strategies

Iowa City Community School District
Library Program Improvement Plan

From the program limitations, recommendations were generated. The recommendations, with associated strategies and action steps, form the improvement plan for the overall library program and its components. The following information was generated from review and analysis of data gathered, summary of surveys, a review of best practices, national standards, and discussion by the self-study team and the Teacher Librarian staff.

Teaching and Learning			
Limitation	Recommendation and Strategies	Person Responsible	Timeline
The K-12 Library Curriculum needs to be updated to reflect recent changes in content and strategies.	<ul style="list-style-type: none"> • Identify and charge curriculum writing teams with modifying and updating the benchmarks and objectives. • Identify units or activities that exemplify best practices in integrated library curriculum at each level and replicate throughout levels and across schools. • Align the library curriculum with the Iowa Core Curriculum. • Redesign format for library curriculum to enhance ease of access and use. • Inservice all Teacher Librarians on new curriculum. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Director of Instruction 	<ul style="list-style-type: none"> • Summer 2008 • Academic Year 09-10
The integration of the K-12 Library Curriculum is not consistent; implementation varies significantly from school to school.	<ul style="list-style-type: none"> • Work with Directors of Instruction, curriculum coordinators, and administrators to ensure that the K-12 Library Curriculum is understood, valued, and implementation is facilitated. • Foster communication with other curricular areas. • Disseminate library benchmarks to building staff. • Create opportunities for cross-curricular collaboration. • Develop a tool for curriculum mapping, documenting integration of library curriculum in other curricular areas. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Directors of Instruction 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing
The amount of time devoted to the Library Curriculum has been significantly, negatively affected by the scheduling methods used in selected elementary schools (e.g. SINA initiatives, GAP program, PLCs).	<ul style="list-style-type: none"> • Work with Directors of Instruction and building administrators to ensure that Teacher Librarians have collaboration and planning time with classroom teachers, as well as time to teach collaborative units that address the Library Curriculum. • Include Teacher Librarians in PLCs. 	<ul style="list-style-type: none"> • Directors of Instruction • Library Coordinator • Elementary Teacher Librarians • Elementary Administrators 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing
Schedules at the elementary level that are predominantly fixed limit opportunities for teacher librarians to collaboratively plan and teach integrated units.	<ul style="list-style-type: none"> • Perform a lit review of recent studies on "fixed vs. flexible" scheduling. Provide report to stakeholders. • Establish district-wide guidelines concerning fixed vs. flexible schedules. 	<ul style="list-style-type: none"> • Elementary Teacher Librarians • Library Coordinator • Directors of Instruction 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing
The assessment component of the Library Curriculum is not well articulated. There are few clearly defined or implemented assessment methods; they also vary across schools.	<ul style="list-style-type: none"> • Re-commit to assessment. • Align assessments to revised benchmarks. • Develop district-wide assessment tools for each level. • Develop methods for documenting assessments. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Directors of Instruction 	<ul style="list-style-type: none"> • Summer 2010

Teaching and Learning, continued			
Limitation	Recommendation and Strategies	Person Responsible	Timeline
<p>Articulation of the library curriculum from level to level is inconsistent.</p>	<ul style="list-style-type: none"> • Develop a scope/sequence for library curriculum. • Develop a checklist of core/essential lessons to be taught at each grade level. • Develop a tool for curriculum mapping, documenting integration of library curriculum in other curricular areas. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians 	<ul style="list-style-type: none"> • Summer 2009 • Academic Year 09-10
<p>Teacher Librarians are not included on curriculum review teams for other curricular areas.</p>	<ul style="list-style-type: none"> • Include Teacher Librarians on curriculum review teams for input and awareness relating to 1) materials considerations as well as 2) integrated curriculum opportunities. • Consult Teacher Librarians on materials purchases, processing, storage, distribution (e.g., LARS, MARS resources). 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Curriculum Coordinators • Directors of Instruction 	<ul style="list-style-type: none"> • Academic Year 09-10
<p>Teacher Librarians are not necessarily included in planning and implementing district literacy goals across the curriculum.</p>	<ul style="list-style-type: none"> • Involve Teacher Librarians in building and district level discussions or initiatives involving literacy. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Curriculum Coordinators, LARS, Title I • Directors of Instruction 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing

Library Management			
Limitation	Recommendation and Strategies	Person Responsible	Timeline
The level of library staffing (certified and support) is inconsistent across schools. The level of staffing directly impacts library access and services, and the ability to meet library program requirements.	<ul style="list-style-type: none"> • Develop a report examining and documenting staffing (certified and support) in each library, including a time/task analysis breakdown (as per activities defined in state library survey). • Create and implement guidelines to ensure equitable staffing in libraries. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Directors of Instruction 	<ul style="list-style-type: none"> • Academic Year 09-10
Library access varies somewhat, based on staffing. Not all libraries can provide access to its resources and equipment through extended hours.	<ul style="list-style-type: none"> • Conduct a needs assessment to determine how and to what extent extended library hours or modified policies would benefit users. • Explore models for providing access to necessary resources. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians 	<ul style="list-style-type: none"> • Academic Year 09-10
There is inconsistent reporting of school library program accomplishments to stakeholders (administrators, teachers, parents, students).	<ul style="list-style-type: none"> • Improve communications about the library program (district and building level): <ul style="list-style-type: none"> ○ School library web pages. ○ Articles in newsletters, newspapers. ○ Month report for administrator. ○ Annual report. ○ State School Library Survey. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians 	<ul style="list-style-type: none"> • Academic Year 09-10
Library budget allocations vary significantly from school to school. Smaller budgets limit the resources and services that can be provided, leading to inequity.	<ul style="list-style-type: none"> • Secure ongoing funding for ongoing licensing and maintenance of our library management system. • Develop a standard funding formula for school libraries. • Ensure that libraries have adequate funding to develop and maintain strong print (fiction and non-fiction) collections that meet the differing reading abilities and areas of interest. • Ensure that libraries have adequate funding for non-print resources/supplies. • Ensure that libraries have adequate funding for current and emerging electronic resources and technologies. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Directors of Instruction • Building Administrators 	<ul style="list-style-type: none"> • Academic Year 09-10
Collection development and maintenance practices (selection, analysis, weeding) vary among the school libraries.	<ul style="list-style-type: none"> • Focus on and undertake a systematic resource alignment project, involving training, strategies, skills, and assessment. • Conduct systematic collection evaluation in each library. • Develop a five-year collection development plan in each library. • Continue “curricular bib” practice at elementary level. Replicate at secondary level for selected areas. • Secure funding to support this special collection development initiative. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians 	<ul style="list-style-type: none"> • Spring 2011
Library facilities vary somewhat from school to school. Some facilities need attention to furniture, shelving, wiring/wireless access, lab size, traffic patterns, storage, space considerations, to meet new trends in education, libraries, and technology.	<ul style="list-style-type: none"> • Consult with Teacher Librarians in the design or re-design of library and/or computer lab facilities. • Develop a facilities plan for each school library. • Examine and adjust the current baseline computer allocations per school/level to accommodate the ever-changing technology needs in our schools. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Physical Plant Director • Building Administrators • District Tech Council • Building Tech Teams 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing

Technology and Resources			
Limitation	Recommendation and Strategies	Person Responsible	Timeline
The process for reviewing, ordering, and documenting computer software is obsolete.	<ul style="list-style-type: none"> • Develop a systematic process and procedure for selecting and evaluating software, including adaptive software. • Document software licenses. 	<ul style="list-style-type: none"> • Library Coordinator • Teacher Librarians • Special Education Teachers/Coordinator 	<ul style="list-style-type: none"> • Spring 2010
Technology resources are continually stretched ; an increasing number of program mandates or initiatives district-wide are undertaken requiring use of technology resources without regard for infrastructure, hardware, access, support.	<ul style="list-style-type: none"> • Examine viability of available resources before mandating programs. 	<ul style="list-style-type: none"> • Library Coordinator • Directors of Instruction • Curriculum Coordinators 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing
Technology resources are not adequate or equitable in all buildings.	<ul style="list-style-type: none"> • Develop guidelines/plans for consistent wiring (electricity, data); wireless; multi-media capabilities, labs; infrastructure. • Look at greater standardization of computer and AV equipment. 	<ul style="list-style-type: none"> • Library Coordinator • District Tech Staff • Directors of Instruction • District Tech Council • Teacher Librarians 	<ul style="list-style-type: none"> • Academic Year 09-10 and ongoing