

Maine Effective School Library Program Standards

Prepared by the Maine Association of School Libraries Committee on Library Standards

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Overview

The aim of these Maine School Library Program Standards is to provide an *aspirational* road map to excellence in quality school library programs. Changes in technology, pedagogy and philosophy have wrought fundamental shifts in the services and functions of a school library program. While some school libraries in the state function primarily as literacy resources and materials management centers, others are focusing on information literacy and technology integration, while still others are embracing the maker movement and fostering partnerships with civic, crafts and business organizations to expand learning opportunities beyond the walls of the school.

All of these pursuits are worthy endeavors for a school library program and no one library can excel in all areas simultaneously. Rather, the intentionally planned and administered library program works with school and district leadership to determine the most relevant and necessary areas of growth for its school based on the learning needs of the student population, local resources, staffing and physical space.

Highly effective school library programs cannot be created by a single individual. They are built through a common mission, vision, and investment by the whole school community. The activities of the library program are guided by its mission and vision statements that align with school and district goals for student achievement. It is our intention to create clear, concise and actionable standards for the planning and evaluation of elementary, middle, high school library programs. Our vision is that these program standards will provide a common language, where librarians and administrators could work together to select areas of focus for future growth.

We have divided out 22 standards into three domains, reflecting various areas of school library service: 21st Century Learning, Learning Commons Approach & School Librarians as Leaders. Within each domain are standards with three levels of implementation: developing, effective, and highly effective. The highly effective designation is meant to be a rigorous standard of excellence that goes beyond what would be expected of an effective school library program. Additionally, each standard lists “Examples of Evidence” that illustrate how a standard might be brought to life through practice. These are intended as examples only, as there may be more ways to realize the ideals stated in the standard.

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Definition of Terms

Library Media Specialist (LMS) and Library Media Program Staff (LMPS): We intentionally use the term Library Media Specialist (LMS) in places where professional certification is required. As professional educators, Library Media Specialists, can design curriculum and assessments, collaborate with other professional colleagues. They have specialized training in collection development and learning commons philosophy. Library Media Program Staff (LMPS) may include librarians, educational technicians and/or clerks. Library Support Staff may be responsible for the materials management part of a library program and, like other educational technicians, provide instruction under the guidance of a professional in accordance with their certification.

Library Media Program: The Library Media Program encompasses the activities of the library and its staff. Depending on the school, this will include the technology resources and staff.

Learning Commons: A learning commons expands the use of a traditional library from a repository for physical materials to a flexible, technologically-rich, shared space for a school community to learn, create and collaborate.

Inquiry-Based Learning: Inquiry-based learning is an active learning model based on constructivist theory. It emphasizes students actively asking questions and seeking meaningful answers, rather than being presented with established facts. The teacher is viewed as a facilitator of the inquiry-process, providing metacognitive strategies and reflection tools.

Information Literacy: "Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."¹ Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

(Association of College and Research Libraries <http://www.ala.org/acrl/standards/informationliteracycompetency>)

Digital Literacy: For the purposes of this document, digital literacy is a part of the broader term information literacy (defined in detail above). As the knowledge and information landscape becomes increasingly infused with technology, the demarcation of digital versus analog become less relevant. The American Library Association Digital Task Force defines digital literacy as, “Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”
<http://connect.ala.org/node/181197>

Flexible/Fixed Schedule: Information and digital literacy is best taught with a common scaffold through disciplines and across grade levels. Therefore, library instruction best happens in collaboration with classroom teachers in context. Flexible scheduling allows information literacy skills to be taught in context and promotes collaboration between teachers and the school librarian.

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Overview

The primary function of a school library is to impact student learning. From managing access to educational resources, providing alternative learning spaces, to creating a culture of reading and inquiry, to providing direct instruction on 21st Century Skills, school libraries are focused on learning outcomes.

This strand of the standards addresses the various areas of curriculum design and instruction school librarians are uniquely trained to provide. Our roles vary according to the needs and staffing needs of a school. We may be providing direct instruction and assessment; we may be co-teaching; we may be training classroom teachers; or we may be working with district staff on curriculum design.

School libraries have always embraced the academic pursuits of the individual and strive to help students become independent lifelong learners. The *Maine Guiding Principles*, or skills of the 21st Century Learner, encompass the values of the school library in that they focus on producing adults who are ethical and effective not only in college and career readiness, but also civic engagement, social interaction, and creative pursuits.

Our work spans the academic disciplines, but falls loosely in the categories of: information literacy, literacy support, and digital citizenship. Research has shown that these skills are best retained and generalized by students when they are taught collaboratively, and systematically integrated into the curriculum across disciplines and grade spans.

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Standards

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| 1A. Curriculum Students will receive comprehensive instruction on information and digital literacy following an inquiry-based process across grade levels and content areas. | | |
| Highly Effective The LMS ensures that all students receive effective information and digital literacy instruction in collaboration with a classroom teacher across content areas. District has developed curricula with embedded information and digital literacy skills. | Effective LMPS provides information and digital literacy instruction in specific content areas. District is developing curricula with embedded information and digital literacy skills. | Developing LMPS occasionally provides information and digital literacy skills to portions of the student population, although they don't follow any documented scope and sequence. |
| Examples of Evidence <ul style="list-style-type: none"> • Written curriculum at the district and/or school level • Inquiry-based model taught throughout the district/school • Formative and Summative assessments of all students implemented either by LMS or classroom teachers • Evidence of LMS and classroom teacher collaboration. • Lesson plans • Common Sense Media certification • Research projects | | |

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Standards (continued)

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| 1B. Collaborative Planning LMS will collaborate with teachers to develop curriculum, integrate standards into classroom instruction and co-teach information and digital literacy skills in the classroom. | | |
| Highly Effective LMS regularly attends curriculum planning meetings with and plans and co-teaches units of study with classroom teachers. | Effective LMS attends some curriculum planning meetings and plans and co-teaches units of study with classroom teachers. | Developing LMPS uses the existing school curriculum to develop library lessons. |
| Examples of Evidence <ul style="list-style-type: none"> ● Flexible scheduling ● Attendance at common planning meetings ● Collaborative assessment of student learning ● Meeting with grade level and content teams ● Participating in curriculum mapping initiatives | | |

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Standards (continued)

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| <p>1C. Instruction</p> <p>The LMS is an expert co-teacher and instructional leader, advocating for personalized, rigorous inquiry-based learning opportunities to ensure that all students develop skills to ask questions, evaluate sources, use information responsibly, and self-assess their learning process.</p> | | |
| <p>Highly Effective</p> <p>All students have multiple opportunities to identify and pursue interests using an inquiry process in collaboration with the LMS. Students think critically and assess their own learning. Learning is structured for active engagement and is differentiated to challenge and support all students.</p> | <p>Effective</p> <p>All students have the opportunity to pursue interests using an inquiry-based process in collaboration with the LMPS. Students think critically and assess their own learning. Learning is structured for active engagement and is differentiated to challenge and support all students.</p> | <p>Developing</p> <p>Some classes have the opportunity to take part in inquiry-based research projects in collaboration with the LMPS, and/or students take part in research projects that are not inquiry-based.</p> |
| <p>Examples of Evidence</p> <ul style="list-style-type: none"> ● Makerspace ● Genius Hour / Passion Projects ● Explicit Instruction on 21st Century Skills & Maine Guiding Principles ● Capstone Projects ● School-Wide Inquiry Process ● Design Process instruction ● Coding ● Student self-assessment and reflection tools | | |

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Standards (continued)

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| 1D. Assessment LMS develops a consistent means of assessing students based on the curriculum and standards in conjunction with teachers. | | |
| Highly Effective | Effective | Developing |
| Student progress is evaluated by formative and summative assessments developed and administered by the classroom teacher in conjunction with the LMS. | Student progress is formatively assessed by LMPS under guidance of a LMS. Summative assessments are limited, or developed and administered by the classroom teacher. | Student progress is monitored by the LMPS through formative assessments given in various content areas and reported to students through ongoing, informal classroom feedback from the LMPS. No summative assessment is present. |
| Examples of Evidence <ul style="list-style-type: none"> • Develop rubrics with classroom teachers • Design and provide access to digital assessment tools • Learning Targets displayed • Formative assessments evident • Self assessment tools embedded in lessons | | |

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Standards (continued)

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| 1E. Reader Advisory LMS encourages students to become independent, lifelong readers by promoting reading, providing access to diverse and leveled resources, and organizing school-wide literacy events. | | |
| Highly Effective LMP sponsors school-wide literacy events and encourages and motivates students and adults to read for pleasure and independent learning. Reading culture extends beyond school to broader community involving students, teachers, parents, community members, and public libraries. The LMPS is seen as the school's expert in recommending reading materials for students, teachers and curriculum support. | Effective LMP sponsors school-wide literacy events and encourages and motivates students and adults to read for pleasure and independent learning. The LMPS is seen as a resource in recommending reading materials for students, teachers and curriculum support. | Developing LMP promotes reading through library displays, special events in the library and/or read-alouds. |
| Examples of Evidence <ul style="list-style-type: none"> ● Literacy events ● Book talks ● Staff, student, and community book clubs ● Storytime read alouds ● Author visits ● Customized recommended reading lists ● Provides instruction on/access to online sources of recommended reading such as Common Sense Media, NoveList, Goodreads, Biblionasium ● Summer reading programs | | |

Domain I. 21st Century Learning: Curriculum Design, Instruction and Assessment Standards (continued)

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| 1F. Literacy Instruction LMP reinforces literacy strategies as outlined by district literacy goals. | | |
| Highly Effective | Effective | Developing |
| LMP instruction reinforces district approach to reading instruction. LMS collaborates with literacy specialists, special education staff, and classroom teachers to develop targeted, rigorous, and differentiated instructional strategies. Literacy skills are intentionally taught/reinforced during instruction, reading instruction is embedded in information literacy lesson plans. | LMP instruction reinforces district approach to reading instruction. Literacy skills are intentionally taught/reinforced during instruction, reading instruction is embedded in information literacy lesson plans. | LMP instruction reinforces literacy skills when possible during instruction, book groups and embedded in information literacy lesson plans. |
| Examples of Evidence <ul style="list-style-type: none"> ● LMS participates in RTI process ● LMS consults with special education and literacy interventionists to differentiate lessons for students ● Literacy strategies are explicitly referenced in information literacy and read-aloud lessons ● Librarian hosts and/or participates in Family Literacy events ● Using nonfiction text features and structures for locating information and determining relevance & instruction ● Teaching literacy strategies for locating information and comprehension (skimming, scanning) ● Teaching reading strategies and tools for digital texts | | |

Domain II. The Library as Learning Commons: Collection Development and Library Management Overview

School libraries have always been physical spaces that students and staff could use to access physical materials and occupy to perform tasks related to learning. It is no surprise to anyone that school libraries house books, have individual and small group study areas, provide access to copiers, computers and audiovisual materials and equipment. As our tools and methods of teaching and learning have expanded, so too have the kinds of spaces and materials that are available in school libraries. The common term for the 21st Century Library is the Learning Commons, which embraces a philosophy of dynamic learning spaces, seamlessly integrated with the newest technology where learners not only access and consume information, but also create new information. The new school library that embraces a learning commons model will have flexible spaces, with furniture that can be easily moved, 24-hour access to digital materials through a dynamic presence both on the web and social media, and technology for creating, combining, and presenting all forms of media. Some school libraries have makerspaces, 3D printers, video and music production studios as well as collections of high-interest and up-to-date books and periodicals.

Most importantly, school libraries provide access to rigorous and relevant learning opportunities for all students and staff. An investment in the school library positively affects all the members of the school community, regardless of ability, curriculum, or background. Highly effective school libraries serve to “level the playing field” for learners of diverse populations. And provide a welcoming safe space for everyone in the school community.

Likewise, highly effective school libraries extend learning opportunities to their school community beyond the walls of the school itself. They provide a space for speakers, visiting artists, and access to virtual meetings with experts and peers through digital communications. The library program can help connect students and staff to relevant resources through expertise in connecting through the use of social media. The Library Media Specialist curates digital resources through well-designed research guides and carefully selected databases.

Domain II. The Library as Learning Commons Standards

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| 2A. Materials and Resources Student needs for learning resources are met through well-developed collections of materials in a variety of formats. | | |
| Highly Effective | Effective | Developing |
| Comprehensive, diverse, and up-to-date collections in multiple formats are built collaboratively on district collection development policy and library mission and evaluated continuously to support standards, curriculum and diverse learning needs; weeded collection holds 15-25 print, digital, and electronic titles per student. | Comprehensive diverse, up-to-date collections in multiple formats are built on district collection development policy and library mission to support standards and curriculum with some student and faculty input; weeded collection holds 10-15 print and electronic titles per student, including resources for students with special needs. | The collection is built following district approved selection policy and library mission, and collection is weeded regularly to maintain relevance, accuracy, and current interest; the weeded collection holds 5-9 print and electronic titles per student. |
| Examples of Evidence <ul style="list-style-type: none"> • Collection development policy in place and current with existing media formats • Student and teacher evaluation of collections • Interlibrary loan process in place • Collection statistics generated and assessed regularly • Access to a library catalog and state-provided databases • Curated lists of approved and recommended apps, software, and other educational technology • Web presence includes curated access to websites, state developed-resources (ex. Marvel), free and subscription databases. | | |

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| <ul style="list-style-type: none">• Collection includes reading materials that represent a diversity of perspectives and opinions• Access to materials for creation as well as for consumption. For example: craft supplies, cameras, building materials, audio-visual production equipment• Access to special equipment such as, digital microscopes, portable DVD players, document cameras• Materials written in other languages to reflect needs of ELL student population• Collection offers cultural opportunities to ALL students that might not be otherwise available | | |
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Domain II. The Library as Learning Commons Standards (continued)

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| 2B. Access <p>Students have flexible and equitable access to the library and its resources that support their academic and personal learning and meet diverse learning need. Library materials are considered part of the school curriculum and every effort is made to provide free and open access.</p> | | |
| Highly Effective Digital and print collection is organized in response to student and school staff interests and needs. Collaboratively developed policies and procedures ensure collections, resources, and services are flexibly available for all learners beyond LMP and the school day, including continuous remote access to all electronic materials. | Effective Digital and print collection is developed in response to student and school staff interests and needs. Collection includes a range of easily accessed resources, technologies, and services to meet diverse student information needs. Organization allows for flexibility to meet changing needs and encourages independent use and discovery. | Developing Student and school staff interests and needs are considered in the development of digital and print collection. Collection effectively uses and maintains a logical system for organizing and making information available to students and staff. |
| Examples of Evidence <ul style="list-style-type: none"> • Online learning commons presence to give all-hours access • Student and teacher feedback on library collection & organization • Library materials policies ensure all students may reasonably access library materials regardless of overdue and lost books • All students in the school have access to the library and its resources. • Adequate and developmentally appropriate signage | | |

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| <ul style="list-style-type: none">• Genrefied or other patron-centered collection organization• Website with online resources available 24/7- Passwords and access codes managed to maximize home and school access• Email address of LMPS available for online reference requests• Calendars and other systems of reserving shared technology and library materials• Interlibrary loan services in place• Providing access to state-developed materials | | |
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Domain II. The Library as Learning Commons Standards (continued)

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| 2C. Funding <p>The LMP has adequate, sustained funding to support students needs to attain the learning standard and achieve school mission, goals and objectives. The LMPS acts as a responsible steward of its funds, making careful and judicious purchases and seeking out free resources and outside funding opportunities whenever possible.</p> | | |
| Highly Effective <p>LMS proposes a budget that "leverages an understanding of school and community needs to identify and invest in ... resources to support student learning." (Future Ready Librarians). Budget is supported with district funding that meets identified collection, facility, and staffing needs as described under "Highly Effective" in this document.</p> <p>The LMPS regularly revisits vendor pricing options. LMPS seeks out free materials and additional sources of funding to supplement budget.</p> | Effective <p>District makes a strategic investment in the LC. District supports budget to meet identified collection, facility, and staffing needs as described under "Effective" in this document.</p> <p>The LMPS spends funds based on circulation data, curriculum needs, and collection statistics, regularly investigates vendor offers, and pursues discounted material.</p> | Developing <p>LMPS is consulted on budget and funding needs. District supports budget to meet identified collection, facility, and staffing needs as described under "Developing" in this document.</p> <p>LMPS spends allocated funds each year on materials for the library.</p> |
| Examples of Evidence <ul style="list-style-type: none"> ● Adequate Library budget developed annually in collaboration with administrators and stakeholders ● Yearly reporting of expenditures and collection growth ● Grant writing, fundraising ● Participation in state provided vendor discounts, for example SCOOP purchasing cooperative ● Multiple vendor quotes ● Vendor research | | |

Domain II. The Library as Learning Commons Standards (continued)

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| 2D. Space LMP facility is conducive to learning and flexible to meet every student's and community group's needs. | | |
| Highly Effective LMP facility is inviting, large, flexible, and conducive to different learning styles and use by multiple groups and individuals simultaneously; furniture, shelving, displays, lighting, and technology allow for safe, flexible use including individuals with disabilities; facility is dedicated to LMP use. | Effective LMP facility is barrier-free, accessible to all, including individuals with disabilities; furniture, shelving, displays, lighting, and technology accommodate simultaneous use by whole classes, small groups, and individuals; facility is dedicated to LMP use, rarely used for purposes to interfere. | Developing LMP facility is accessible to individuals with disabilities; furniture, shelving, lighting, and technology are functional, but limited in accommodating whole groups, and individuals simultaneously; facility is dedicated to LC usage, but sometimes used for other purposes that interfere. |
| Examples of Evidence <ul style="list-style-type: none"> • LMP space can be adapted for a variety of purposes as needed by the library and greater school community • The furniture of the library is designed to be easily moved. • Areas of the library are designed for different uses • Makerspaces, sound and video recording areas are present. • Materials both for consuming and creating content are readily available • Displays and signage inform invite school community of digital, maker and other resources • Area and overhead lighting is adequate for tasks • Library is used for cultural events | | |

Domain II. The Library as Learning Commons Standards (continued)

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| 2E. Environment <p>Students seek opportunities to participate in the school's LMP, a recognized center of learning and diversity with an inviting atmosphere of exploration, interaction, reading, and expression.</p> | | |
| Highly Effective <p>A stimulating environment makes the LMP a focal point of learning; LMP resources invite discovery, motivating projects, independent study; a variety of spaces accommodate different learning styles; LMP proactively provides access to individuals with disabilities and resources in different levels and languages.</p> | Effective <p>LMP provides respectful environment; users feel welcome to research, read, work independently; LMP is active in meeting user needs; space is organized, easy to navigate, resources are at different levels, and accessible to individuals with disabilities.</p> | Developing <p>LMP is quiet, clean, functional, used mainly for classes; students work to fulfill assignments, but rarely visit on their own. LMP is reactive in meeting user needs; there is limited variety of resources at various levels, with accessibility in development.</p> |
| Examples of Evidence <ul style="list-style-type: none"> • LMPS greets students and staff • LMPS assists in helping students and staff locate and access materials • LMPS encourages circulation and use of materials • Signage is welcoming and informative • Displays and promotions are engaging and change often • Expectations of behavior are responsive and reflective of a variety of student and community group needs • Library environment encourages the 4 C's: collaboration, creativity, communication and critical thinking. • Overdue and lost library materials are treated as a learning opportunity for students and addressed in an empathetic and caring manner. • Speakers and other cultural programming offered through the LMP | | |

Domain II. The Library as Learning Commons Standards (continued)

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| 2F. Technology Technologies to impact student achievement are integrated into teaching and learning through the LMP. | | |
| Highly Effective | Effective | Developing |
| Educational technology to impact student achievement is seamlessly integrated into instruction district-wide; curriculum materials are ubiquitously accessible by the whole school community in multiple formats, languages; LMS provides leadership in evaluation and implementation of instructional technologies. | Current instructional technology and assistance in usage is available for classroom teachers and students in LMP; LMP operations are completely automated, Web presence is dynamic and up-to-date with curriculum related material; technology is regularly used as a learning and literacy platform in most content areas. | Access to audio, video, and instructional technology through LMP is limited and provided only to classroom teachers; automation technology is used for circulation management and access to the LMP catalog; LMP Web presence provides limited access to resources for students. |
| Examples of Evidence <ul style="list-style-type: none"> • Rubric scores for use of technology on projects • Remote access to resources, including experts in the field, virtual field trips, and peer sharing • Electronic databases available • Broadband connected LMP computers and devices • High-traffic LMP Web pages • Student content knowledge enhanced through technology • Dynamic website guides users to relevant and carefully curated resources that supports curriculum and personal interest • Recommended apps, software and digital tools based on educational value, student privacy, and meaningful engagement • Consulting and co-teaching of technology with classroom teachers • Managing student accounts, passwords, and permission to publish. • Use of social media to make LMP accessible & visible to school community | | |

Domain II. The Library as Learning Commons Standards (continued)

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| 2G. Library Media Specialist (LMS) Student learning is increased through access to a certified LMS. | | |
| Highly Effective | Effective | Developing |
| Students have access to skilled LMP instruction as a component of all subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 500 students, with a well-qualified support staff adequate to meet the program needs. | Students have access to skilled LMP instruction as a component of many subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 to 700 students, with support staff adequate to meet program needs. | Some students have access to skilled LMP instruction as a component of some subjects in a program staffed by a certified LMS and support staff, but support staffing is part-time or in sufficient ratio to meet student instructional program needs. |
| Examples of Evidence <ul style="list-style-type: none"> • LMP is managed and supervised full time by a certified LMS • LMS works collaboratively with staff at each grade level to develop relevant and timely instruction • LMS provides direct instruction to students on a regular basis • LMS regularly meets with faculty • LMS is recognized as a teacher by the students, faculty, and administration • LMS is considered a resource for materials recommendations, technology integration, and ethical use of information | | |

Domain II. The Library as Learning Commons Standards (continued)

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| 2H. Support Staff Student learning is increased through access to well-qualified support staff guided by a certified LMS. Some programs, facilities, and levels of service will require more than one support staff member for each professional. | | |
| Highly Effective At least one full-time qualified educational technician or clerk is available to the LMP. Support staff provide assistance to students and faculty with non instructional library needs, run the daily operations, and offer additional library and technical support. Educational technicians effectively support instruction under the guidance of the LMS. | Effective A full-time qualified educational technician or clerk is available to the LMP. Support staff provide assistance to students and faculty with non instructional library needs, run the daily operations, and offer additional library and technical support. | Developing Limited support staff is available to provide assistance to students and faculty with non-instructional library needs, support the daily operations, and offer additional support. Or support staff is not effective at fulfilling these functions. |
| Examples of Evidence <ul style="list-style-type: none"> • Appropriate staffing levels • Library staff works collaboratively with LMS to complete tasks and provide effective support of LMP • Performs basic technological troubleshooting for school community • Assists with audio-visual equipment setup and maintenance • Promotes use of the library resources and reading for pleasure • Effectively manages circulation tasks • Maintains a neat and organized library environment • Maintains and manages use of shared technology resources • Library support staff certification and ongoing professional development | | |

Domain II. The Library as Learning Commons Standards (continued)

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| 2I. Schedule The LMP operates on a flexible schedule throughout the school day to allow equitable and responsive school community access to library staff and resources. | | |
| Highly Effective | Effective | Developing |
| <p>Students have access to LMP throughout the entire school day for a variety of resource needs; a flexible schedule is maintained, with a range of easily accessed resources, technologies, and services to meet diverse student information needs. The LMS schedule includes common meeting time with school staff, library colleagues and administrators. Support staff supervises LMP when LMS is teaching or meeting. Library and staff are available beyond the regular school day.</p> | <p>Mix of fixed and flexible access is maintained based on student and curriculum needs; LMP is sometimes used to provide classroom teacher planning time; planning collaborative instruction to meet student needs is in development. The LMPS schedule sometimes includes common meeting time with school staff, library colleagues and administrators.</p> | <p>The LMP maintains a fixed schedule of instruction for all students. The LMPS can occasionally meet with school staff, library colleagues and administrators.</p> |
| Examples of Evidence <ul style="list-style-type: none"> • The library facility is open and staffed the entire school day. • Students can at all times access resources that support their academic and personal. • Students can at all times access supportive and knowledgeable library staff support to meet diverse learning needs. • The LMS maintains a shared calendar of instruction and facility use. • The LMS regularly participates in grade level and/or content area meetings. • The LMS attends relevant department meetings and trainings, such as Technology, Curriculum, Administration. • Library hours before, after school, during breaks, summer school, family library nights. • Email access to LMS outside of school hours, during breaks, and over the summer. • After school library programs: coding, book clubs, etc. | | |

Domain III: Librarians as Leaders: Professional Development and School Leadership Overview

The highly effective Library Media Specialist is a leader in the school community. This domain of the program standards focuses primarily on the Library Media Specialist and the role that he or she serves in the school community.

With professional training both in library science and education, a Maine state certified Library Media Specialist is a uniquely trained staff member, and as such, he or she can play a strong role in helping to guide instruction in the school community at-large.

The Library Media Specialist is recognized as resource for all members of the school, including teachers and students, administration, support staff and families. Being visible, trusted and respected is an important part of being an effective school librarian.

The leadership of a Library Media Specialist can take many forms in response to the needs of the school and direction of the administration. Library Media Specialists might serve on building leadership teams, enrichment committees, curriculum teams, or similar professional groups. They might provide staff development on the meaningful use of technology, the stages of the inquiry process, skills for 21st Century learners, or promoting children's and young adult literature. School librarians often provide building leadership on the ethical use of information, including protecting intellectual property, ensuring intellectual freedom, and protecting the safety and privacy of students online.

Additionally, a Library Media Specialist commonly manages paraprofessional and volunteer staff members. The Library Media Specialist has a clearly articulated vision and goals for the library program and effectively guides the work of other Library Media Program staff towards that end.

Finally, because a Library Media Specialist has a unique role in the school community, it is important that he or she maintain active professional relationships with librarians within and beyond his or her school district. The Library Media Specialist may seek to work with other district librarians, participate in state organizations (like MASL, ACTEM, and ISTE) or engage in social media networks. Being aware of new technologies and resources to share with the school community, as well as the standards that guide school library programs, is an essential part of the highly effective Library Media Specialist's job.

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards

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| 3A. Professional Development Student achievement is increased through professional development and improvements in knowledge and skill. | | |
| Highly Effective | Effective | Developing |
| LMS provides and attends professional development for local (district), regional, state and national professional organizations in the areas of: curriculum, instruction, new resources, information access, and technology for student learning. | LMP attends professional development and conferences, provides in district professional development activities, and seeks opportunities for advanced education. LMP participates in professional organizations. | LMP participation in professional development, conferences, professional organizations, or ongoing advanced educational study is limited or nonexistent. |
| Examples of Evidence <ul style="list-style-type: none"> ● Presenter for school and district staff conferences ● Professional organization membership ● Journal and/or blog publications ● Conducts professional development in use of technologies and online resources (MARVEL) ● Hosts webinars ● Participates and/or moderates online professional learning through social media communities ● Subscribes to and is current with professional publications ● Actively participates in conferences and ed camps ● Shares learning and knowledge with staff through consulting, co-teaching and participating on committees | | |

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards (continued)

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| 3B. Instructional Leadership Decisions in the school community that affect student learning benefit from the expertise of the library media staff and program. | | |
| Highly Effective | Effective | Developing |
| LMS is active leader in the school community in pedagogy, curriculum, technology, and research-based practice; LMP intentionally aligns with district curriculum, state and national standards. | LMP is aware of school priorities, provides input to the leadership team, participates in some professional development, helps arrange PD for staff upon requested by administration; LMP participates in district library initiatives, participates in resource sharing and PD activities. | LMP has limited involvement in school priorities and instructional goals, seldom participates in or offers PD in use of LMP resources in school, does not participate in district level professional development. |
| Examples of Evidence <ul style="list-style-type: none"> • LMS on school leadership teams • Participation in family academic outreach • Participation in parent-teacher conferences • LMS on standards and curriculum committees • LMP benchmarked to state and national standards • Actively aligns library program activities with district curriculum standards • Develop and maintain district standards • Supports staff in helping students meet standards | | |

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards (continued)

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| 3C. Administrative Support Student achievement is increased through administrative and community support of the library media program. | | |
| Highly Effective | Effective | Developing |
| LMP evaluation and goals are implemented with administrative input; LMS meets regularly with administration on role of LMP as integral to district goals; administration actively supports LMS collaboration with classroom teachers. | Administration supports LMP fiscally, verbally, programmatically, at building, district, and regional levels; LMS and administration meet occasionally on LMP goals; administration supports LMS role in teaching information literacy skills in curriculum. | LMP and administration occasionally meet to discuss LMP goals and objectives; and the administrator has limited awareness of goals and activities of the LMP. |
| Examples of Evidence <ul style="list-style-type: none"> • Administration/LMS meetings • Impact of LMP on student achievement is communicated to school board • Annual report from LMP for administration • LMP inclusion in school development plans • LMP co-plan reading promotion programs with school; • Providing funding for LMP initiatives; • LMP included in budget planning; • School administration presenting work of LMP to upper administration and families • School district administration provides substitute coverage when staff is out. | | |

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards (continued)

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| 3D. Ethical Use of Information The Library Program provides instruction and leadership for the school community on intellectual freedom, intellectual property and privacy. | | |
| Highly Effective LMS participates in maintaining clearly articulated, up-to-date school/district policies on ethical use information. LMS provides school leadership, staff development and student instruction on ethical use of information, intellectual property and technology. | Effective LMPS upholds school/district policies on ethical use of information. LMPS models ethical use of information for staff members and provides instruction to students on ethical use of information, intellectual property and technology. | Developing LMPS upholds school/district policies on ethical use of information. LMPS provides students with informal instruction on the ethical use of information, intellectual property and technology. |
| Examples of Evidence <ul style="list-style-type: none"> • Collection development policy clearly articulates intellectual freedom standards • Collection development policy includes procedures for challenges for materials • LMPS advocate for student intellectual freedom • Circulation system settings protect the privacy of students, in accordance with the values of intellectual freedom and privacy laws. • LMPS advocate for copyright law to be upheld. • Students receive instruction on copyright, avoiding plagiarism, and citations. • Staff view LMPS as a resource for questions about copyright and fair use. • LMPS review all digital resources to safeguard student privacy. • Student acceptable use policy is in place and enforced. | | |

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards (continued)

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| 3E. Program Planning and Evaluation Progress in student achievement in the library media program is monitored, assessed, and analyzed to inform decisions. | | |
| Highly Effective | Effective | Developing |
| LMP is built on a long term comprehensive strategic plan developed collaboratively with the school community, aligned with district goals and objectives, including ongoing, evidence--based evaluation. | LMP has a short -range plan developed annually for program design and resources needs; program evaluations and goal setting processes take place regularly; plan takes into consideration evidence of learning and school and district mission and goals. | LMP operates in isolation, has a short term, unarticulated, plan for program needs and goals, and has little or no organized collection and evaluation of evidence of learning. |
| Examples of Evidence <ul style="list-style-type: none"> ● Library Advisory Committee (school community represented) ● Building/ District Leadership Team input ● Regular formal program evaluation ● Written goals and objectives, with timelines ● Evidence of learning outcomes ● Surveys, observations ● Prioritized program budget ● Statistics, data, and analyses ● Staff and student surveys to collect input into the LMP | | |

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards (continued)

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| 3F. Communication & Reporting Impact of library media program policies and services on student achievement is communicated throughout the school community. | | |
| Highly Effective The impact of LMP policies and services on students is frequently, promptly, efficiently communicated using a wide variety of communications tools to make LMP services highly visible to the school community, teachers, students, parents, SLS, and district administration. | Effective The impact of LMP policies and services on students is regularly, efficiently communicated using a variety of communications tools to make LMP services visible to teachers, SLS, and school administration. | Developing Little or no communication with regard to the impact of library media program policies, procedures, or services impact on students is in evidence, or limited and infrequent use of available avenues for communication. |
| Examples of Evidence <ul style="list-style-type: none"> ● LMP Web page, infographics, newsletter, social media presence ● Presentation at faculty, staff meetings ● Presentation to Board of Education ● Exhibits, posters, bookmarks ● Monthly, annual reports ● Statistics on resource usage communicated ● In-service workshops ● LMP open house ● LMP presence at school functions ● LMS attendance at school functions ● LMP participation and planning of enrichment; ● Local media (newspapers) feature work of LMP | | |

Domain III. Librarians as Leaders: Professional Development and School Leadership Standards (continued)

| 3G. Program Advocacy <p>A focus on student achievement guides an advocacy plan that builds support of decision makers, and actively seeks resources and funding, for a highly effective school library program.</p> | | |
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| Highly Effective | Effective | Developing |
| LMP actively follows a written, coordinated, comprehensive action plan for creating support, obtaining resources and funding, and marketing the LMP within the greater school community; the action plan is evaluated and reviewed annually. The advocacy plan reflects the goals of the larger school and district community in terms of student academic achievement. | LMP advocacy plan clearly addresses school and administrative goals in regards to student achievement. The school community receives regular updates on LMP resources and services; opportunities to advocate for LMP are welcomed when offered; there is a plan for regular assessment of school needs and LMP responses. | LMP has no organized plan for creating support within the school community; little information about LMP is available upon request; there is little or no marketing or promotion of LMP. |
| Examples of Evidence | | |
| <ul style="list-style-type: none"> • Written LMP marketing plan • Web site promoting services • Organized displays, exhibits • Distribution of resource lists linked to Standards and curriculum • Friends of Library group • LMS participates in grant writing and fundraising for the LMP • Annual LMS meeting with administration on budget planning • LMS input on school/district technology plan • Coordination with PTA on fundraising for LMP • Publically promoted programs such as summer reading, author visits, and reading incentives • Sharing of LMP impact studies | | |

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Resources

American Association of School Librarians
Empowering Learners: Guidelines for School Library Programs
<http://www.ala.org/aasl/standards/guidelines/outline>

Colorado Department of Education
Highly Effective School Library Program
<https://www.cde.state.co.us/cdelib/2016heslprogram>

Future Ready Librarians
<http://futureready.org/program-overview/librarians/>

International Society for Technology Educators
<https://www.iste.org/>

New York State Education Department
School Library Media Program Evaluation Rubric
<http://www.nysed.gov/school-library-services/teachers/nysed-school-library-media-program-evaluation-rubric>

South Carolina Department of Education
South Carolina Standards for School Library Resource Collections
<http://www.richlandone.org/cms/lib011/SC02209149/Centricity/domain/131/library%20media/SCStandardsforSchoolLibraryResourceCollections2016.pdf>