



Alabama Guidelines for Exemplary School Libraries



ALABAMA DEPARTMENT *of* EDUCATION

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Preface

The Alabama State Department of Education (ALSDE) encourages exemplary school librarians and school library programs in the state's public school systems. *Alabama Guidelines for Exemplary School Libraries*, a revision of the *Alabama's School Library Media Handbook for the 21st Century Learner* (2008), was developed by Alabama school library professionals, educators, and administrators to provide guidelines for Alabama school library programs.

School library programs are constantly changing and evolving to enhance the learning environment and contribute to student success. Research indicates a high correlation between quality school library programs and increased student achievement. *Alabama Guidelines for Exemplary School Libraries* is designed to be used collaboratively by the learning community to guarantee that students improve in academics through integration of school library services.

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Introduction: The School Library Today

Vision and Mission

The vision of Alabama school library programs is to provide access to quality collections and technologies in collaboration with the school's learning community and to extend learning services beyond the school library's four walls and the school day.

Alabama Guidelines for Exemplary School Libraries expresses the mission of Alabama's library programs as fostering literacy appreciation and supporting the school's instructional program to improve student learning and student achievement. Effective school librarians work across all subject areas and grade levels to provide materials and support for the development of learners who can think critically and use information strategically and responsibly. Dynamic school library programs constantly adapt to meet the needs of diverse learners and educational professionals in the school community, promoting collaborative activities, fostering inquiry, and creating opportunities for authentic publication for student work.

As the heart of the school community, school libraries are central to teaching and learning; school libraries' integration with the full scope of the school's instructional program enriches student learning and improves achievement for all students. School libraries provide physical and remote access to appropriate, high-quality resources and services during and outside the school day. School librarians structure meaningful learning experiences across the curriculum to ensure learners can independently inquire, locate, analyze, share, and create new knowledge in an increasingly digital world and to encourage students to become responsible lifelong learners. As certified, graduate-level professionals, school librarians follow board-approved policies and procedures, participate in curriculum development, design inquiry-based instructional activities, and facilitate meaningful professional learning for the school community.

Alabama Exemplary School Library Programs:

School libraries are a unique and essential part of a learning community.

The school library is a vital connection between school and home, as a destination for on-site and virtual personalized learning. The school librarian, as the leader of this space and its functions, ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. School librarians enable academic knowledge to be linked to deep understanding by providing access to an array of well-managed resources.

Qualified school librarians lead effective school libraries.

Effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries, inspiring student learners to reach their fullest potential. Qualified school librarians have been educated and certified to perform collaborative roles as instructional leaders, program administrators, educators, instructional partners, and information specialists.

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

Effective school librarians use knowledge of their students to differentiate resources and instruction to serve all students and meet individual needs. Complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success.

Reading is the core of personal and academic competency.

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives to engage learners. They also curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

Information technologies must be appropriately integrated and available.

An effective school library bridges digital and socioeconomic divides to enhance information technology access and skill. Although information technology is woven into almost every aspect of learning and life, not every learner or educator has access to up-to-date, appropriate technology and connectivity.

The Alabama Legislature, Alabama State Board of Education, and the Alabama State Department of Education support Alabama school library programs by allocating library media units to schools as recommended in the state-recognized accreditation standards for

elementary and secondary schools. Alabama school librarians connect teachers and students to technologies, print resources, digital resources, and other learning opportunities that have a positive impact on individuals and the learning environment. The ALSDE Compliance Monitoring process for school library media ensures that qualified school librarian/library media specialist units are placed and used in the library at the schools where they are earned as indicated by the LEA unit breakdown.

The Alabama Guidelines for Exemplary School Libraries outlines powerful practices and guidelines that define high-quality library programs in Alabama and provide optimal opportunities for *Every Child. Every Chance. Every Day.* These powerful practices and guidelines are grouped into three categories that encompass the work of school librarians:

- Teaching and Learning in the School Library
- School Library Learning Environment
- Library Program Management and Administration



Section I: Teaching and Learning in the School Library

Collaboration

An exemplary school library program supports the curriculum through strong, strategic collaboration between the school librarian, building-level teachers, instructional partners, administrators, and staff.

Successful collaboration depends on mutual information sharing, consistent shared planning time, and curricular coordination among all professionals. When information literacy is taught at the point of need, skills become transferable to other contexts and produce optimal student outcomes.

Information literacy skills are most meaningful and are best retained when they are taught in the context of authentic information-seeking tasks related to content-area learning. School libraries are also important for developing readers and establishing a schoolwide reading culture. To this end, school librarians should collaborate with administrators and classroom teachers to plan, implement, and assess inquiry and literacy tasks across the curriculum in each grade band.

Administrative Support of the School Librarian

Administrators have the responsibility to ensure successful school library media programs are established and to maintain a safe, well-equipped library. Active engagement and support from building-level and district administration is vital to the success of the school library media program. Administrator roles in collaborating with the school librarian should include practices listed below.

The school administrator

- Understands and respects the competencies needed by an effective school librarian.
- Guarantees the school librarian has opportunities to attend specialized professional learning designed to improve his or her skills as a school librarian.
- Ensures the school librarian is able to maintain an effective school library program with open, flexible access by ensuring the school librarian is not used as a substitute and/or classroom teacher and is not assigned an abundance of non-library related tasks.
- Collaborates with the school librarian to develop workable schedules that facilitate open and flexible access.

- Creates school schedules that enable and prioritize collaborative planning between the school librarian and content-area teachers.
- Encourages teachers to plan differentiated learning activities and technology collaboratively with the school librarian.
- Guarantees that the school librarian has 40% of his or her contract week reserved for management responsibilities that include, but are not limited to, implementing district and school collection development policies and procedures to evaluate and inform decisions about school library program's resources and services, preparing materials and resources to be added to the collection, and planning strategically for services provided by the school library program. It is strongly encouraged that program management time be provided in no less than 30-minute increments and protected to ensure the school librarian can effectively serve students and educators.
- Designates the school librarian a lead role in the development of the library enhancement budget with a prioritization of school library resources and programs.
- Ensures state-allocated funds are expended according to applicable laws, rules, policies, and budgeting guidelines.
- Ensures that state-allocated funds and discretionary funds are expended in ways that prioritize the enhancement of the school library's resources and programs.
- Establishes a regular and appropriate maintenance schedule for the school library, including the physical space, furnishings, and technology infrastructure.
- Includes the school librarian in the development of the school technology plan.
- Assesses technology resources to be sure they are optimal for teacher and student use and plans for maintenance and replacement.
- Ensures that the school librarian provides professional development opportunities for teachers.
- Ensures that the school librarian provides instruction in copyright, fair use, and ethical, safe access to technology and networks.

Teacher Support of the School Librarian

Teachers are among those served by school libraries and school librarians. School librarians strive to work with teachers across disciplines and grade levels to promote literacy, integrate inquiry tasks, foster information literacy, and promote effective and ethical technology integration. Teachers' roles in collaborating with the school librarian include the practices listed below.

The classroom teacher

- Ensures students have frequent access to the school library and its resources.
- Collaboratively plans and schedules research units and co-teaches a range of instructional units.
- Promotes student participation in schoolwide reading initiatives, special programs, and events organized by the school librarian.
- Provides information about the class curriculum and requests materials related to specific units to help the school librarian align the collection.
- Consults with the school librarian to identify quality online information sources to best meet curricular needs.
- Reinforces the ethical and safe use of technology and promotes consistent use of appropriate citations.

School Librarian Support of the School Community

A certified school librarian is essential to providing learners at every level with the instruction and school library services that contribute to optimal levels of academic achievement. Certified school librarians have the preparation and ongoing training to serve as educators, leaders, instructional partners, information specialists, and program administrators in concert with school-level administrators and classroom teachers. School librarian roles in collaborating with administrators and faculty include the practices listed below.

As an educator, the school librarian

- Empowers learners to become critical thinkers, problem solvers, enthusiastic readers, skillful researchers, and ethical users of information through information literacy and research skills instruction.
- Supports learners by guiding them to read, view, and listen in a variety of formats for understanding, for growth, for the ability to self-select academic and personal reading material, and for developing students' comprehension skills.
- Builds learner agency by valuing the learner's voice, choice, and responsibility.

As a leader, the school librarian

- Serves on decision-making teams and takes an active role in building and district initiatives.
- Develops and implements schoolwide reading initiatives to motivate and engage students.
- Provides leadership in technology integration across disciplines, ensuring effective implementation of new technologies and resources.
- Builds relationships with others within the school community to develop an effective school library program.
- Assembles and regularly meets with a Library Advisory Committee that includes school and district stakeholders.
- Cultivates community partnerships including public libraries and local literacy organizations.
- Promotes library services and instruction to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school community.
- Advocates for the information needs of students as well as the role of the school library within the school.
- Collaborates with other librarians for continued professional learning and growth.

As an information specialist, the school librarian

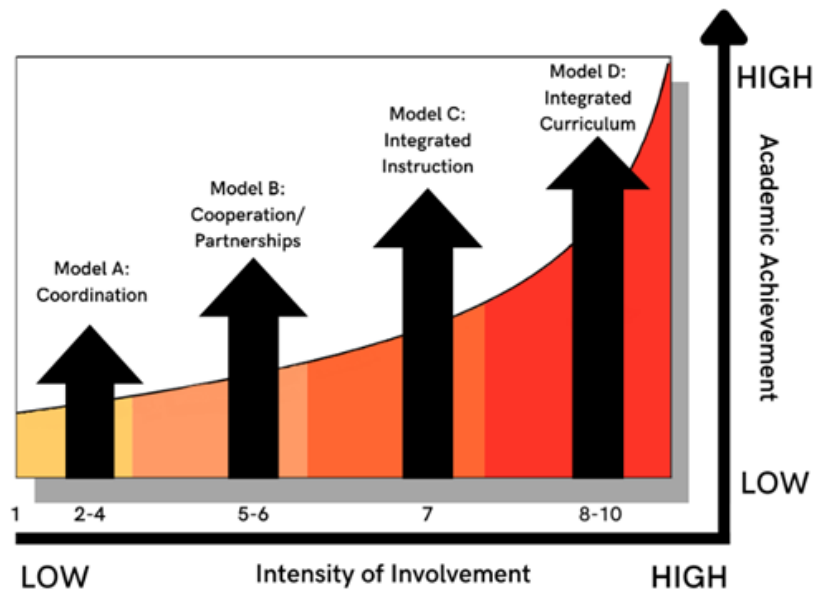
- Curates information by identifying, selecting, and sharing the most relevant and best quality print, digital and technological resources.
- Ensures access to diverse resources and appropriate technology to improve student learning and literacy.
- Uses technological and digital resources to connect with the global learning community.
- Applies, mentors, and models the principles of ethical use of information and digital citizenship throughout the learning community.
- Promotes a culture of inquiry where students can generate their own questions and are motivated to be inquisitive and discerning about information.

As an instructional partner, the school librarian

- Collaborates with teachers to adapt curriculum and instructional materials to promote technology integration.
- Emphasizes cross-disciplinary approaches, allowing for scaffolding and support for a variety of learning needs and student interests.
- Designs and provides professional learning aligned to learning standards and educational initiatives that require new knowledge and approaches, such as introducing emerging technologies to improve student engagement and achievement.
- Serves as a key instructional leader in supporting approved comprehensive core reading program(s) based on the science of reading, which develops foundational reading skills.

Four levels of typical collaboration between the teacher and school librarian have been identified: Coordination, Cooperation and Partnership, Integrated Instruction, and Integrated Curriculum, with the intensity of involvement within that cooperative relationship being critical to improving student academic achievement (Montiel-Overall, 2005).

Models of School Librarian and Teacher Working Relationships (Montiel-Overall, 2005)



Performance Rubric: Collaboration

| Criteria | Developing Coordination/Cooperation Partnerships | Accomplished Integrated Instruction | Exemplary Integrated Curriculum |
|---|--|--|---|
| Collaboration with Administration | Awareness by administration of instructional planning and delivery in the context of coordinated school goals. | Ongoing interactive support by administrator of instructional planning and delivery to meet school goals. | Deep, iterative, strategic, ongoing collaborative instructional planning with administrative input and oversight, resulting in an integrated curriculum. |
| Collaboration with Teachers | Occasional instructional planning and delivery as cooperation between the school librarian and teachers. | Ongoing instructional planning and delivery as reciprocal collaboration between the school librarian and teachers. | Deep, strategic, ongoing instructional planning, delivery, and evaluation collaboration between the school librarian and teachers. |
| School Librarian as Educator | Independent inquiry activities around information literacy and research skills instruction without reinforcement of classroom curriculum. | Collaborative activities build on content-area instruction to reinforce the role of students as thinkers, problem solvers, researchers, and ethical users of information through information literacy and research skills instruction and as enthusiastic readers. | Collaborative activities work in tandem with content-area instruction to strengthen students as thinkers, problem solvers, enthusiastic readers, skillful researchers, and ethical users of information through information literacy and research skills instruction and as enthusiastic readers. |
| School Librarian as Leader | Provides occasional leadership in curriculum development, professional learning, or technology integration across disciplines, ensuring effective implementation of new technologies and resources by some members of the faculty. | Provides intermittent leadership in curriculum development, professional learning, and technology integration across disciplines, ensuring effective implementation of new technologies and resources by most members of the faculty. | Provides active leadership in curriculum development, professional learning, and technology integration across disciplines, ensuring effective implementation of new technologies and resources by all members of the faculty. |
| School Librarian as Information Specialist | Shares available information based on expressed needs. | Curates information by identifying and sharing relevant, quality resources in available formats to meet the specific needs of learners. | Strategically curates information sources by identifying, selecting, and sharing the most relevant and best quality print, digital and technological resources to meet information needs. |
| School Librarian as Instructional Partner | Connects learners and teachers to diverse resources. Uses available technology to facilitate student learning and literacy. Uses technological and digital resources as needed. | Facilitates access to various resources and a range of technology to improve student learning and literacy. Uses a range of technological and digital resources to promote access. | Ensures access to various resources and a range of appropriate technology to improve student learning and literacy. Uses integrated technological and digital resources to provide access for all students. |

Learner Outcomes

An exemplary school library program empowers students to learn, develop, and apply skills in the areas of library use, information literacy, literature appreciation, and digital citizenship.

The following recommended learner outcomes were developed by Alabama school librarians and are intended to aid librarians in the design of learning tasks related to library and information literacy skills. This chart should not dictate when students can and cannot develop library and information literacy skills. However, librarians and teachers may find this useful when making instructional decisions to ensure that all students participate in guided learning experiences leading to information literacy.

Skills are noted as introduced, developed, or applied at each grade level. The content alignment column identifies the places of overlap in which the identified skills support students in meeting the content expectations.

Legend

| | | | |
|------------------------------|-------------------------------|---------------------|-------------------|
| O | I | D | A |
| Optional at this grade level | Introduce at this grade level | Develop the concept | Apply the concept |

Library Skills

| Recommended Learner Outcome | K-2 | 3-5 | 6-8 | 9-12 |
|---|-----|-----|-----|------|
| 1. Demonstrate proper book handling skills. | I | A | A | A |
| 2. Identify parts of a book and understand concepts of print. | I/D | A | A | A |
| 3. Demonstrate an understanding of library procedures. | I | D | D/A | D/A |
| 4. Locate the library and understand how the library is organized. | I | D | D/A | D/A |
| 5. Independently locate and select text for informational and recreational reading. | I | D | D/A | D/A |
| 6. Demonstrate an understanding of various design processes in collaborative learning environments. | I | D | A | A |

Legend

| | | | |
|------------------------------|-------------------------------|---------------------|-------------------|
| O | I | D | A |
| Optional at this grade level | Introduce at this grade level | Develop the concept | Apply the concept |

Literature Appreciation

| Recommended Learner Outcome | K-2 | 3-5 | 6-8 | 9-12 |
|--|------------|------------|------------|-------------|
| 1. Explain differences between fiction and nonfiction texts. | I/D | A | A | A |
| 2. Identify characters, settings, and events that occur in a story and describe them based on illustrations and details. | I/D | A | A | A |
| 3. Define roles of author and illustrator. | I/D | A | A | A |
| 4. Find connections between text and illustrations in books read aloud or books read alone. | I/D | D | A | A |
| 5. Identify text features to locate key facts or information in text. | I/D | D | D/A | A |
| 6. Create meaning from text by questioning, reflecting, responding, and evaluating. | I | D | A | A |
| 7. Describe key ideas from text read aloud or presented orally or in another media format. | I | I | D | D/A |
| 8. Recognize essential elements of genres in literature. | I | D | A | A |
| 9. Make meaningful connections between texts. | I | D | D/A | A |
| 10. Identify the main purpose of a text, including what an author wants to answer, explain, or describe. | I | D | D/A | A |
| 11. Read self-selected materials presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. | O | I | D | A |

Legend

| | | | |
|------------------------------|-------------------------------|---------------------|-------------------|
| O | I | D | A |
| Optional at this grade level | Introduce at this grade level | Develop the concept | Apply the concept |

Information Literacy

| Recommended Learner Outcome | K-2 | 3-5 | 6-8 | 9-12 |
|---|------------|----------|------------|------------|
| 1. Participate in individual or collaborative research projects. | I | D | D | A |
| 2. Use text features and search strategies to locate, interpret, and organize information in print and digital sources. | I | D | D | D |
| 3. Access Alabama Virtual Library and other vetted high-quality, credible, digital databases and articles representing multiple perspectives to locate and apply information. | I | D | D | D/A |
| 4. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate. | I | D | D/A | A |
| 5. Appropriately credit sources used in research to avoid plagiarism. | I | D | D | D/A |
| 6. Explore digital tools to produce and publish in collaboration with peers. | I | D | D | A |
| 7. Summarize or paraphrase information in notes and a finished work | O/I | I | D | D/A |
| 8. Draw conclusions from evidence in information sources. | O/I | I | D | D |
| 9. Identify and make a claim with supporting information. | O/I | I | I/D | D/A |
| 10. Use a variety of resources to locate content-specific information. | O | I | D | D |
| 11. Develop research topics and questions. | O | I | D | D |
| 12. Develop effective note-taking strategies. | O | I | D | A |
| 13. Discuss criteria for evaluating sources: credibility, relevance, bias, accuracy, and currency. | O | I | D | D |
| 14. Distinguish between and draw evidence from primary and secondary source materials. | O | I | I/D | D |

Legend

| O | I | D | A |
|------------------------------|-------------------------------|---------------------|-------------------|
| Optional at this grade level | Introduce at this grade level | Develop the concept | Apply the concept |

Digital Citizenship

| Recommended Learner Outcome | K-2 | 3-5 | 6-8 | 9-12 |
|--|------------|------------|------------|-------------|
| 1. Demonstrate proper care and use of technology and equipment. | I/D | D/A | D/A | A |
| 2. Demonstrate the importance of safe, legal, and responsible use of technology. | I | D | A | A |
| 3. Use digital media legally and ethically, practicing educational fair use. | I | D | D | A |
| 4. Identify and practice ethical and safe online behavior. | I | D | D | A |

Performance Rubric: Learner Outcomes

| Criteria | Developing | Accomplished | Exemplary |
|--------------------------------|---|--|---|
| Library Skills | The school librarian incorporates a few of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates most of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates all the recommended learner outcomes for the school's grade band into library instruction or practice and assesses student growth. |
| Literature Appreciation | The school librarian incorporates a few of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates most of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates all the recommended learner outcomes for the school's grade band into library instruction or practice and assesses student growth. |
| Information Literacy | The school librarian incorporates a few of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates most of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates all the recommended learner outcomes for the school's grade band into library instruction or practice, emphasizes connections to classroom curriculum, and assesses student growth. |
| Digital Citizenship | The school librarian incorporates a few of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates most of the recommended learner outcomes for the school's grade band into library instruction or practice. | The school librarian incorporates all the recommended learner outcomes for the school's grade band into library instruction or practice and assesses student growth. |



Section II: The School Library Learning Environment

Culture of Literacy

An exemplary school library program is the heart of the school’s reading community. It encourages all learners to find their passion for reading and lifelong learning through a variety of literacies, reading formats, and technologies.

The school librarian is responsible for managing and organizing the resources of the school library. The school librarian’s extensive knowledge of the collection and expertise in advising readers provide the necessary support to bolster the overall literacy program and enhance classroom instruction.

The School’s Reading Community

The school librarian will lead the school in creating a vibrant reading culture with the school library as the heart of the educational community.

The school library will host an organized and well-maintained collection of current materials in multiple genres and formats. The collection should enhance the school curriculum and provide students with access to materials for self-selected reading. The school librarian will collaborate with teachers to grow the reading communities in classrooms and support the promotion of reading across grade levels and content-areas. As part of the larger local community, the school librarian connects and collaborates with public librarians and academic librarians to supplement resources and enhance the school curriculum.

As elementary schools implement the Alabama Literacy Act, school libraries should serve as resources for teachers and students seeking materials in multiple formats (print, electronic, audio) to enhance instruction and foster a passion for reading. As upper elementary, middle, and high school students are met with increasing academic demands, school librarians should continue to encourage leisure reading and collaborate with teachers to infuse appreciation for reading and lifelong learning into classroom activities.

Reading Promotion

All students should see themselves represented within the library collection. The school library should provide an atmosphere conducive to browsing, exploring, and leisure reading at the point of need and interest.

The school librarian should promote and foster a vibrant reading environment in a variety of ways:

- Collect books of various genres that appeal to a broad spectrum of student populations on multiple reading levels.
- Encourage student participation in a variety of reading enrichment activities.
- Collaborate with teachers to infuse literature into all content areas.
- Engage in a variety of efforts to help match readers to books, such as reader advisory discussions and student interest surveys.
- Highlight a range of titles by creating purposeful book displays based on popular culture, favorite characters, and celebrations.
- Provide direct instruction on how to find and access print and digital resources.
- Provide signage that helps students independently find books on their personal interests.
- Allow generous checkout limits.

Suggested Reading Enrichment Activities

| | | | |
|------------------------------|---------------------------------|-----------------------------|---------------------------|
| Author Birthday Celebrations | Book Swaps | Listening to Books | Reading Bingo |
| Author Displays | Book Talks | Literacy Circles | Reading Goals |
| Author Studies | Book Tastings | Literary-Themed Field Trips | Reading Challenges |
| Author Visits | Book Tournament Brackets | Little Free Libraries | Scavenger Hunts |
| Battle of the Books | Book Walks | Online Book Communities | Seasonal Themes |
| Blogs | Bulletin boards | Podcasts | Summer Reading Challenges |
| Book Buddies | Drop Everything and Read (DEAR) | Principal Involvement | Summer Reading Lists |
| Book Character Parades | First Chapter Fridays | Mystery Checkouts | Teacher Involvement |
| Book Clubs | Flashlight Reading | Blind Date with a Book | Treasure Hunts |
| Book Cover Designs | Guest Readers | Read Aloud | |
| Book Fairs | Library Clubs | Readers' Advisory Group | |
| | | Readers' Theater | |

Supporting Multiple Literacies

Literacy is a broad concept, often understood most fundamentally as the ability to read and write. In the library learning environment, a range of literacies are addressed. School librarians engage students in the critical thinking skills needed to foster the following literacies across grade levels and content-areas:

- Information literacy - the cognitive strategies and skills needed to effectively find, retrieve, analyze, evaluate, use, create, and communicate information in all formats.
- Digital literacy - the ability to understand, evaluate, create, and integrate information in multiple digital formats.
- Technological literacy - the ability to effectively use technology to improve learning in all subject areas by creating information, solving problems, communicating, and accessing, managing, and evaluating information.
- Visual literacy - the ability to effectively find, interpret, evaluate, use, and create images and visual media.
- Cultural literacy - students' appreciation of their culture as well as the cultures of other people.

Flexible, Open Access

An exemplary school library is an open and welcoming environment that serves members of the school community at the point of need.

The responsibility for an open and flexible school library schedule relies on the shared school community including the district administration, principal, school librarian, educators, library support staff, parents, and students. Scheduling parameters are developed and maintained through partnerships with the school librarian, principal, and classroom educators.

Open access ensures that resources are available to students at the student's time of academic or personal need. To maximize benefits from the resources and services available, students must have access to resources individually or in small groups. To encourage students to read more and use all resources as necessary for academic or personal needs, school library procedures and schedules encourage frequent visits. The physical arrangement of the school library permits flexible use of the facility by small groups or individuals, even when a class is present.

Providing flexible, open access so that students feel welcome and comfortable using school library resources is an essential goal of school librarians. Additional information regarding implementation of this goal is covered in Section III: School Library Program Management and Administration.

Intellectual Freedom

An exemplary school library program is committed to supporting all students' access to literature, informational resources, and library services.

The school librarian promotes intellectual freedom through the following:

- Guaranteeing student access and choice in reading, listening, and viewing to increase academic outcomes, lay the foundation for a culture of literacy, and inspire lifelong learning.
- Recognizing that school libraries may represent the only means of access to resources for young people in underserved communities and providing access to curricular and independent reading resources as well as information literacy and digital skills instruction.
- Ensuring collections are age-appropriate, high-quality, balanced to meet curricular and personal interests, and promote student choice.
- Evaluating information sources to ensure currency, accuracy, relevancy, and freedom from bias.
- Creating, evaluating, and maintaining policies for material and technology selection that reflect the principles of intellectual freedom, provide learners with the greatest possible access to information, and protect learners' privacy and confidentiality.
- Supporting and adhering to state and local board policies on reconsideration, selection, and deselection of materials.

Performance Rubric: School Library Learning Environment

| Criteria | Developing | Accomplished | Exemplary |
|---------------------------------------|--|---|---|
| Reading Promotion | <p>The school library includes basic signage.</p> <p>The school librarian creates book displays.</p> <p>The school librarian occasionally engages students in reader advisory discussions.</p> | <p>The school library includes basic signage.</p> <p>The school librarian creates purposeful book displays.</p> <p>The school librarian uses reader's interest surveys and engages in reader advisory discussions.</p> <p>The school librarian promotes reading through semi-annual programming or participation in reading initiatives</p> | <p>The school library includes basic signage.</p> <p>The school librarian creates purposeful book displays.</p> <p>The school librarian uses reader's interest surveys, engages in reader advisory discussions, collects, and actively promotes books based on individual student interest.</p> <p>The school librarian promotes reading through quarterly programming or participation in reading initiatives.</p> |
| Supporting Multiple Literacies | <p>The school librarian leads inquiry-based learning experiences that incorporate multiple literacies and critical thinking.</p> | <p>In collaboration with other teachers, the school librarian designs and leads inquiry-based learning experiences that incorporate multiple literacies and critical thinking.</p> | <p>In collaboration with teachers, the school librarian designs and leads inquiry-based learning experiences that incorporate multiple literacies and critical thinking into multiple content-areas.</p> |
| Intellectual Freedom | <p>The school librarian provides access to a variety of high-quality resources.</p> | <p>The librarian uses professional expertise and book reviews, not personal opinion, to ensure access to high-quality reading resources.</p> | <p>The librarian consistently uses professional expertise and book reviews, not personal opinion, to ensure access to high-quality reading resources.</p> |



Section III: School Library Program Management and Administration

Policies and Procedures

An exemplary school library program has policies and procedures in place to support its mission.

Policies and procedures are developed to ensure that the school library runs effectively and meets the needs of the school community. Policies should be administrator and board approved, while procedures may be defined by the school librarian and other school personnel and direct the day-to-day operations of the library. Exemplary school librarians should have clear procedures in place that include budgeting, collection development, library management, privacy and ethics, and reconsideration of materials.

A district policies manual should address the following:

- Copyright and fair use practices for teachers and students.
- Appropriate use of technology in accordance with the district's Acceptable Use Policy (AUP).
- Purchasing and managing a diverse collection that supports all learners.
- Privacy and confidentiality of library users.
- Selection and retention criteria.
- Process for challenged materials.
- School librarian and staff job descriptions.

A school's procedures manual should address the following:

- Mission, goals, and philosophy of the library and community.
- Budgeting funds and purchasing resources based on the needs of the school community.
- Maintenance and disposition of financial records.
- Deselection (weeding) guidelines.
- Disposal of deselected (weeded) materials.
- Circulation processes.
- Digital access to materials outside of the school day.
- Gathering input from all stakeholders.
- Yearly inventory procedures.
- Acceptance/non-acceptance of gifts and donations.

Performance Rubric: Policies and Procedures

| Criteria | Developed | Accomplished | Exemplary |
|---|---|---|---|
| Board-approved policies manual | The district policies manual includes some of the suggested policies. | <p>The district policies manual includes most of the suggested policies.</p> <p>School librarians and district and building administrators have access to these policies.</p> <p>District and building personnel evaluate these policies periodically to suggest updates.</p> | <p>The district policies manual includes all the suggested policies.</p> <p>The policies are published on the district website.</p> <p>District and building personnel evaluate these policies periodically to suggest updates.</p> <p>District and building personnel adhere to the policies.</p> |
| School or district procedures manual | The school or district procedures manual includes some of the suggested procedures. | <p>The school or district procedures manual includes most of the suggested procedures.</p> <p>School librarians and district and building administrators have access to these procedures.</p> <p>District and building personnel evaluate these procedures periodically to suggest updates.</p> | <p>The school or district procedures manual includes all the suggested procedures and additional procedures relevant to local schools.</p> <p>School librarians and district and building administrators have access to these procedures.</p> <p>District and building personnel evaluate these procedures periodically to suggest updates.</p> <p>District and building personnel follow these procedures.</p> |

Personnel

An exemplary school library is led by a full-time, certified library media specialist who is funded based on earned units and is supported by an engaged supervisor at the district level.

The minimum staff required for an effective library program is a full-time certified librarian and, when appropriate, a part- or full-time administrative support staff member. Providing additional and appropriate administrative support staff frees the certified school librarian to perform tasks for which they are uniquely educated and equipped.

Roles of the School Librarian

The school librarian contributes to the school community as an instructional partner and teacher leader and performs many administrative and instructional responsibilities necessary to the implementation of a successful library program.

As a program administrator, a certified school librarian

- Manages the school library program and supervises any support staff, volunteers, or student assistants.
- Identifies budget priorities, ensures that Library Enhancement funding is spent according to applicable laws, rules, and budgetary guidelines.
- Establishes library policies and procedures for fair and consistent use of library resources and the circulation of materials and makes them available to stakeholders.
- Conducts a comprehensive needs assessment, sets goals, and evaluates progress to improve library services for all stakeholders.
- Manages the collection development process, including research, ordering, cataloging, processing, and circulation.
- Collects data and makes available reports of library usage.
- Manages the library environment, ensuring that each patron's needs are met.
- Plans lessons, programs, displays, fundraisers, and other library promotions.

As a teacher leader, a certified school librarian

- Offers opportunities for staff development and professional growth for library staff as well as for other members of the school learning community.
- Provides information and ongoing training/professional learning for the faculty on the use of resources and technologies for teaching and learning.
- Participates in professional learning activities at the local, state, and national level to stay abreast of emerging best practice, new technologies, and learning resources.
- Collaborates in school and district professional learning communities.

District School Library Supervisor

Every district should designate a supervisor to support the work of the school library. This person should be the key district contact for all information relating to school library programs and school librarians. The district school library supervisor is expected to provide leadership and support by collaborating with leaders at all levels to create and sustain effective school libraries and to ensure that school library programs are connected to school district initiatives. The district school library supervisor supports school librarians by advocating for access to diverse print and digital materials, dynamic physical and virtual learning environments, and high-quality professional learning to ensure that librarians and libraries are key components of realizing school and district missions and visions.

Evaluation of the School Library Program and School Librarian

To ensure the relevant professional growth for school librarians, districts should consider development of an evaluation tool specifically designed to evaluate the school library programs and these roles and responsibilities specific to school librarians. School librarians regularly reflect on the library program and their practice using various tools, such as the rubrics in this document. These rubrics provide a comprehensive self-assessment for building and district-level personnel and may serve as a guide.

The process of evaluating the unique role of the school librarian at the district level should reflect the individual responsibilities of the school librarian in their various roles as teacher, instructional partner, information specialist, program administrator, and teacher leader. The district library supervisor should work with district and school personnel to develop and utilize an evaluation tool unique to school librarians to ensure relevant professional growth for school librarians and continuous improvement of school library programs.

Performance Rubric – Personnel

| Criteria | Developing | Accomplished | Exemplary |
|---|--|--|--|
| District Leadership and Support Staffing | <p>A district library supervisor/coordinator is identified and serves as an advocate for school librarians.</p> <p>A district school library supervisor communicates occasionally with school librarians.</p> | <p>A district library media supervisor has a library media certification and school library experience.</p> <p>A district school library supervisor promotes librarian engagement in various aspects of the district’s instructional plan.</p> | <p>A district library media supervisor has school library experience, and the majority of their time is dedicated to library supervision.</p> <p>A district school library supervisor promotes librarian engagement in various aspects of the district’s instructional plan.</p> <p>A district school library supervisor advocates for access to print and digital collections and dynamic physical and virtual spaces.</p> <p>A district school library supervisor provides librarians with opportunities for high-quality professional learning.</p> |
| School Library Staffing | <p>A certified Library Media Specialist is assigned to the school library in accordance with the ALSDE LEA Unit Breakdown.</p> <p>The school librarian does not serve as a substitute or classroom teacher unless a full library media unit is not earned by the school.</p> | <p>A certified Library Media Specialist is assigned to the school library in accordance with the ALSDE LEA Unit Breakdown.</p> <p>The school librarian does not serve as a substitute or classroom teacher unless a full library media unit is not earned by the school.</p> <p>Support staff is assigned to the library as needed.</p> | <p>A certified Library Media Specialist is assigned to the school library in accordance with the ALSDE LEA Unit Breakdown.</p> <p>The school librarian does not serve as a substitute or classroom teacher unless a full library media unit is not earned by the school.</p> <p>Support staff is assigned to the library.</p> |
| School Librarian as Program Administrator* | <p>Forty percent of the school week is allowed for management of the school library and is unencumbered by regularly scheduled classes.</p> <p>The school library has posted procedures for students, teachers, and stakeholders.</p> <p>The school librarian collects data and shares reports of library usage with administrators.</p> <p>The school librarian sets 2-3 goals for the library program each year.</p> | <p>Forty percent of the school week is allowed for management of the school library and is unencumbered by regularly scheduled classes.</p> <p>The school library has posted procedures for students, teachers, and stakeholders.</p> <p>The school librarian collects data and shares reports of library usage with administrators and teachers.</p> <p>The school librarian sets 2-3 goals for the</p> | <p>Forty percent of the school week is allowed for management of the school library and is unencumbered by regularly scheduled classes.</p> <p>The school library has posted procedures for students, teachers, and stakeholders.</p> <p>The school librarian collects data and shares reports of library usage with district personnel and the community stakeholders.</p> <p>The school librarian works with school</p> |

**Many items listed as program administrator responsibilities above are addressed in the budget, collaboration, culture of reading, and collection development rubrics.*

| Criteria | Developing | Accomplished | Exemplary |
|---|--|--|---|
| | <p>Time is allocated at the beginning and end of the year for necessary library maintenance tasks.</p> | <p>library program each year and evaluates progress toward these goals at midyear and end of year.</p> <p>Time is allotted at the beginning or end of the year for necessary library maintenance tasks.</p> <p>The duties of volunteers are arranged to optimize student and teacher services and the efficient operation of the school library.</p> | <p>leaders to set library goals as part of a multi-year strategic plan, establishes timeline and stakeholders involved, and evaluates progress toward goals at determined intervals throughout the year.</p> <p>Time is allotted at the beginning and end of the year for necessary library maintenance tasks.</p> <p>The duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the school library.</p> |
| School Librarian as Teacher Leader | <p>The school librarian shares resources with individual teachers during the collaborative planning process.</p> <p>The school librarian independently engages in professional learning (books, online resources).</p> | <p>The school librarian shares resources with individuals and groups of teachers during the collaborative planning process.</p> <p>The school librarian collaborates with other librarians and professionals in the district to share ideas and develop lessons or programs.</p> | <p>The school librarian shares resources with individuals and groups and collaborates with school leadership to regularly present resources to all classroom teachers.</p> <p>The school librarian engages in professional learning independently and with district librarians and collaborates at the state or national level by attending conferences and actively participating in professional learning opportunities.</p> |
| Evaluation of the School Librarian | <p>The school librarian is formally and informally evaluated using the same tool used for classroom teachers.</p> | <p>The school librarian is formally and informally evaluated using a tool that allows for reflection on the roles of teacher, instructional partner, information specialist, program administrator, and teacher leader.</p> | <p>The school librarian is formally and informally evaluated using a specific tool that allows for reflection on the roles of the librarian as teacher, instructional partner, information specialist, program administrator, and teacher leader.</p> |

Access

The exemplary school library is an inviting, flexible, barrier-free learning environment that encourages use by individuals, groups, and classes for collaboration, creation, and other activities to promote reading and inquiry.

An exemplary school library that is fully integrated into the educational program is vital to the learning community because it provides resources, programs, learning opportunities, and support for the academic and personal interests of all learners, including teachers and students, so that learners, families, educators, and the school librarian become partners in learning. Open access to a quality school library is vital for learners to develop the essential skills necessary to analyze, evaluate, interpret, and communicate information and ideas in a myriad of formats.

The focus of school library programs has shifted from emphasizing resources to creating a community of learners and creators and laying the foundation for lifelong learning. To establish, develop, and maintain this community of learners and creators, exemplary school library programs utilize open and flexible access to large and small groups, individual students, and classroom educators for collaboration, instruction, recreational reading, and use of print and digital resources.

Scheduling

The responsibility for a flexible and fixed library schedule relies on the shared school community including the district administration, principal, librarian, educators, library support staff, parents, and students. The following scheduling parameters are developed and maintained through partnerships with the librarian, principal, and classroom educators.

Flexible scheduling is designed to accommodate collaborative, hands-on, resource-based learning activities. It provides opportunities for cross-curricular project-based learning with all grades and provides students with immediate access to resources at the point of need. Flexible scheduling places the emphasis on student achievement by allowing expanded opportunities for students to actively explore content and resources and allows the librarian and teacher to work collaboratively to schedule library usage to fit curricular and student needs and to change the length and time of visits to reflect the current assignment. Under flexible access, the schedule is a mechanism that promotes optimum learning. When the schedule is molded to student and teacher needs, meaningful instruction can take place, and the experience can be shortened, expanded, or repeated to accommodate varying lessons focused on integrating information literacy into the school's curricula.

Fixed scheduling is designed to provide specific and explicit instruction in library skills. Fixed scheduling places the emphasis on pre-planned lessons and whole-class instruction that is separate from the classroom/content-area curriculum. The purpose is to establish routines and to provide instruction in locating resources, navigating the library facility, and accessing the library catalog. Under a rigid, fixed schedule, librarians may be limited in their ability to provide authentic learning experiences. Early learners (Pre-kindergarten through Grade 2) could benefit the most from this molded and highly structured environment.

Technology

Technology is primarily used as an instructional tool for teaching and learning. Students and classroom educators should have open access to developmentally appropriate and instructionally supportive databases, portals, websites, hardware/devices, and other technologies. Appropriate access to technology relies on the following principles:

- The collection should include but is not limited to print, e-books, audiobooks, and streaming media that respect copyright laws.
- The library should have an online interactive component to include book reviews, library calendar, and virtual services.
- The school librarian should work with classroom teachers to introduce new technologies and learning tools to the students for projects and learning objectives.
- Technology should be used to bring experts, scholars, authors (book creators) and other visitors into the learning environment.
- The school librarian should educate users on how to locate and evaluate resources, curate resources to enhance curriculum, and provide open access to students, teachers, families, and community stakeholders.
- Issues of access should be met with open-source software alternatives; hardware and web-based applications are made available for all learners.

Performance Rubric: Access

| Criteria | Developing | Accomplished | Exemplary |
|-------------------------------------|---|---|--|
| <p>Flexible, Open Access</p> | <p>The school library schedule provides times for flexible, open access.</p> | <p>The school librarian and school administrator collaboratively develop workable library schedule(s) that facilitate flexible, open access times to encourage collaboration between the teachers and school librarian.</p> | <p>The school librarian and school administrator collaboratively develop workable library schedule(s) that facilitate flexible, open access times to encourage collaboration between the teachers and school librarian.</p> <p>The school schedule enables and prioritizes collaborative planning between the school librarian and content-area teachers.</p> <p>The school library program provides students with access to resources at the point of need with a flexible, open schedule.</p> |
| <p>Technology</p> | <p>The school librarian introduces students or staff to digital reading options, services, and library catalog.</p> | <p>The school librarian introduces students and staff to digital reading options, services, and library catalog.</p> <p>The school librarian provides access to digital books and databases.</p> | <p>The school librarian introduces students and staff to digital reading options, services, and library catalog.</p> <p>The school librarian introduces new technology to teachers and students to enhance learning.</p> <p>The school librarian provides access to digital books and databases.</p> <p>The school librarian uses technology to bring experts into the learning environment.</p> <p>The school librarian meets issues of access with open-source software alternatives, and hardware and web-based applications are made available for all learners.</p> |

Collection Development

An exemplary school library program establishes and maintains a robust collection of high-quality materials to ensure that each student has access to relevant and challenging resources that support the curriculum and diverse interests of the student population while expanding their awareness of the world.

Collection development is defined as the planned purchase and continuous maintenance of a well-developed collection of physical and digital resources that support the curriculum and meet the diverse needs of all learners. A robust collection includes recreational and informational materials in formats that support the varied developmental, cultural, social, and linguistic needs of learners and their communities.

Selection Guidelines

- School librarians adhere to local policies while also evaluating how books align with both local and state curricula.
- The processes of collection development include selection and deselection of current and retrospective materials, including in-kind gifts; planning of coherent strategies for continuing acquisitions; and evaluation of collections to ascertain how well they serve user needs.
- To support the *Alabama Literacy Act* for Grades K-3, the school librarian must ensure an adequate collection of decodable texts in support of students' acquisition of reading skills, for all students, including those with special needs or who speak languages other than English.
- All librarians should pay special attention to make sure the classics of American and English language literature are available to students to the greatest extent possible.
- Librarians use a variety of resources to help them choose books, including book reviews, bestseller lists, trade journals, and annotated bibliographies.
- Librarians use their Library Management System and stakeholder requests to evaluate and determine gaps in their collections.
- These functions are guided by the district's collection development policy which establishes priorities, supports efforts, and facilitates decisions.
- It communicates the libraries' intentions to the library users. Robust school library collections include print materials, digital collections, electronic databases, and other forms of content.

A collection development policy

- Provides the basis for developing and maintaining the collection through the planned and deliberate purchase of materials in diverse formats to meet instructional needs.
- Includes guidelines for selection, deselection (weeding), and challenged materials.
- Prioritizes access for all readers and establishes processes for considering the unique and specific needs of patrons including (but not limited to) materials for persons with hearing and visual impairment and texts in languages other than English.
- Reflects changing needs of the school community and is regularly reviewed and updated.

Deselection

To maintain a collection that meets the needs of students and teachers, deselection, or weeding, is essential. Deselection guidelines should include rationale and established criteria for weeding. Items that are deselected should be disposed of as indicated in the system library media policy and procedures manual.

Suggested Copyright Date Chart for Deselection

| Dewey Classification | Suggested Years to Retain |
|-----------------------------|---|
| 000 | 2-10 years (Computer books age faster) |
| 100 | 5-8 years |
| 200 | 2-10 years (Difficult to weed because of religion) |
| 300 | 5-10 years |
| 400 | 3-10 years |
| 500 | 5-10 years (Science books may differ) |
| 600 | 5-10 years (Technology and medical titles may be sooner.) |
| 700 | 5-10 years |
| 800 | Flexible |
| 900 | 5-10 years (Some may differ - almanacs, maps) |
| Biography | Flexible |
| Fiction | Depends on circulation use (Award winners & classics will differ) |
| Audio and Video | Condition, content, and format will determine |

(Adapted from MUSTIE)

Library materials of all types may be candidates for weeding based on the following criteria:

- Currency - The content of library materials should be accurate and up to date. Materials superseded by newer, revised, or updated editions may be weeded.
- Usage - Low or no usage may be a factor in weeding decisions.
- Physical Condition - Materials that are badly deteriorated or damaged beyond reasonable preservation efforts will be weeded.
- Duplicates - Due to space limitations, the library may weed duplicate copies.
- Completeness - Materials that are part of a multi-volume set of which the library does not have all volumes may be weeded.

Challenges

In the event materials in the library media collection are challenged, the school relies upon a system-level collection development policy and reconsideration policy, approved by the local board of education, which addresses the process of reviewing materials.

Performance Rubric – Collection Development

| Type of Resource | Developing | Accomplished | Exemplary |
|------------------------------------|---|--|---|
| Automated Management System | <p>Circulation computer includes software with cataloging and circulation capabilities and a barcode scanner.</p> <p>Online access to materials available only in the library.</p> | <p>Circulation computer includes software with cataloging and circulation capabilities and a barcode scanner.</p> <p>Online access to materials available in the library and throughout the school facility.</p> | <p>Circulation computer includes software with cataloging and circulation capabilities and a barcode scanner.</p> <p>Online access to materials available in the library, school facility, and remote sites.</p> |
| Print Resources | <p>Elementary 5+ appropriate and usable books per student in good condition which support the school’s instructional program.</p> <p>Secondary 2+ appropriate and usable books per student in good condition which support the school’s instructional program.</p> <p>Both 2% of the collection are new book purchases.</p> <p>The collections include materials that support all student needs.</p> | <p>Elementary 6-10+ appropriate and usable books per student in good condition which support the school’s instructional program.</p> <p>Secondary 3-5+ appropriate and usable books per student in good condition which support the school’s instructional program.</p> <p>Both 5% of the collection are new book purchases.</p> <p>The collection supports the school curriculum.</p> <p>Class sets and novels are available for classroom use.</p> <p>The collection reflects the interests of students and community.</p> <p>Collections include materials that support all student needs.</p> | <p>Elementary 11-15+ appropriate and usable books per student in good condition which support the school’s instructional program.</p> <p>Secondary 6-8+ appropriate and usable books per student in good condition which support the school’s instructional program.</p> <p>Both 5% of the collection are new book purchases.</p> <p>The collection supports the school curriculum.</p> <p>Class sets and novels are available for classroom use.</p> <p>The collection reflects the interests of students and community.</p> <p>Collections include materials that support all student needs.</p> |
| Digital Resources/Databases | <p>Research databases are available for student and teacher use.</p> <p>eBooks are not available for student and teacher use.</p> <p>The collection includes digital materials that support all student needs.</p> | <p>Research databases are available for student and teacher use.</p> <p>eBooks are available for student and teacher use.</p> <p>The collection includes digital materials that support all student needs.</p> | <p>Research databases are available for student and teacher use.</p> <p>eBooks are available for student and teacher use.</p> <p>The collections include materials that support all student needs.</p> <p>eBooks and audiobooks are available for student and teacher use.</p> |

Advocacy and Outreach

An exemplary school librarian advocates for support for library services from school leaders, community stakeholders, policy makers, as well as members of the public and provides outreach for library services throughout the learning community.

Effective advocacy and outreach include partnerships at the building level as well as partnering and communicating with families, communities, and state and federal stakeholders. The school library must be an integral and valued part of the learning community.

To strengthen their library programs, exemplary school librarians:

- Serve as instructional leaders to enhance the literacies of all members of the library community.
- Develop collaborative relationships within the school and local community, including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, and businesses.
- Create strategic publicity materials to promote library skills, reading, community engagement, and services in a variety of formats, including social media, websites, newsletters, and emails.
- Actively engage community, state, and federal stakeholders to garner strategic support for library programs.
- Promote information literacy instruction, technology initiatives, schoolwide policy creation, collaborative instructional design, and professional development.

Performance Rubric – Advocacy and Outreach

| Criteria | Developing | Accomplished | Exemplary |
|----------------------|--|---|--|
| Leadership | The school librarian serves on committees and initiatives when prompted by administration. | The school librarian intermittently joins committees and participates in leadership opportunities throughout the school and leads professional learning for teachers in the school. | The school librarian consistently promotes and actively seeks committee appointments, including the areas of literacy, technology, professional learning, and instructional design to be an integral instructional leader throughout the school and community. |
| Partnerships | The school librarian intermittently partners with teachers within their building. | The school librarian intermittently partners with teachers within their building and community groups. | The school librarian creates and maintains multiple partnerships with teachers, public libraries, families, and other community groups including state and national organizations. |
| Communication | The school librarian intermittently communicates with teachers through one format. | The school librarian communicates with stakeholders through a variety of formats. | The school librarian communicates with students, teachers, administrators, families, and community members often through a variety of formats. |
| Advocacy | The school librarian is aware of library advocacy efforts at the local, state, and national level. | The school librarian supports advocacy efforts at the local, state, and national level. | The school librarian advocates for the library program and actively participates in advocacy efforts on the local, state, and national level |

Budget

An exemplary school library program effectively and economically supports teaching and learning by ensuring careful and strategic stewardship of all resources allocated by the state, school, district, and community.

The school librarian collaborates with the local school district and administrators to ensure that adequate funds are budgeted to maintain the school library program. The library media program must have sufficient, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet current learning needs and improve the instructional program of the school at large.

Budget Planning and Spending

Along with the budget committee and other stakeholder groups, the school librarian should make sure that budget planning and implementation accomplish the following goals:

- The budget should reflect the philosophy of the library, the school, and the community it serves.
- Spending should reflect needs based on an assessment of the library collection, curriculum, and instructional changes, and increasing costs of materials.
- Funds should be allocated for resources such as print and digital books, databases, equipment, and technology.
- Accurate budget records should be maintained to monitor and document responsible use of available funds under the guidelines of applicable laws, rules, and budgetary guidelines.

Guiding Documents

Code of Alabama (1975)

1. The *Code of Alabama (1975)* provides appropriate use of library enhancement funds in Section 16-16-232 b2c: “The Foundation Program allowance for classroom instructional support shall be determined by multiplying a uniform amount times the number of teacher units allowed in Section 16-13-232. The uniform amount shall include allowances for library enhancement, classroom materials and supplies, professional development, and technology. The library enhancement appropriation shall be for K-12 Public School Library/Media Centers and is an absolute appropriation. Other expenditures may include book binding, repair, CD-ROMS, computer software, computer equipment, cataloging, audio-visual materials, newspapers, magazines, recordings, and video tapes.”
2. The *Code of Alabama (1975)* provides that school librarians must be consulted regarding library enhancement funds in Section 16-1-8.1:

“All funds allocated in the Foundation Program for library enhancement, student materials, technology, professional development, and common purchases shall be spent only for the purpose for which they were allocated. Library media specialists shall be consulted in budgeting all library enhancement funds.”

Alabama Educator Code of Ethics

School librarians should adhere to the *Alabama Educator Code of Ethics*, Standard 6: Public Funds and Property by “maximizing the positive effect of school funds through judicious use of said funds” and “modeling for students and colleagues the responsible use of public property.”

Performance Rubric – Budget Development and Implementation

| Criteria | Developing | Accomplished | Exemplary |
|-------------------------------------|---|--|---|
| Budget Priorities | All state allocations are spent in full on library enhancement each fiscal year. | All state allocations are spent in full on library enhancement each fiscal year. All funds are budgeted to address areas of greatest need in the library program. Collection development is maintained as a high priority. | All state allocations are spent in full on library enhancement each fiscal year. Written plan braids multiple funding sources (as available). The annual budget supports the multi-year library strategic plan. School administration and the school librarian collaborate to seek and secure additional funding if needed. |
| Budget Development | The school complies with the <i>Code of Alabama</i> in the development of its budget to expend state funds. | The school complies with the <i>Code of Alabama</i> in the development of its budget to expend state funds. The school librarian leads the library enhancement budget development process, using multiple data sources to support purchasing recommendations. The library enhancement budget reflects a strong shared vision regarding the role of the library in the school’s vision and mission. | The school complies with the <i>Code of Alabama</i> in the development of its budget to expend state funds. The annual budget developed collaboratively between the school librarian and stakeholders and is explicitly aligned to the multi-year strategic plan. The budget functions as an expression of the collective priorities of the school. |
| Recordkeeping and Compliance | Record-keeping complies with district fiscal policies | Records are kept and maintained over multiple fiscal years and provide evidence of compliance with district fiscal policies | Record-keeping complies with district fiscal policies by maintaining evidence over multiple years resulting in the creation of reports of progression. |
| Funding Advocacy | All state allocations are spent in full on library enhancement each fiscal year. | The school librarian and school/district leadership identify and pursue additional funding sources. | School/district personnel systematically and strategically advocate for increased funding from local and state sources. School/district allocates local funds to support library programs. |

Library Facilities and Space

The exemplary library is open during school hours, during extended hours and extended year as funding permits, is physically accessible to all education professionals, students, families, and community members, provides posted guidelines with accessible hours, and is the appropriate size and design to provide the physical elements required to support student learning.

Recommendations for Library Spaces

General Space Guidelines

- **Location:** The library should be located near the academic areas, administrative areas, and the main entrance. Accessibility after hours should be a consideration. The library should not be located adjacent to the cafeteria, band room, gym, mechanical rooms, or other high-noise areas.
- **Traffic Patterns:** Traffic should flow along the perimeters of areas, not through them. The library design should limit entrances and exits to discourage using the library as a “shortcut” through the building.
- **Furnishings and Seating:** Furniture placement should accommodate a variety of learning activities and library programming. Furniture placement should allow individuals or small groups access to books, technology, and the circulation desk when a class occupies the instructional area(s). In elementary schools, a flexible-use open space should be included for storytelling. Seating at tables should accommodate classes and small groups, and tables, chairs, and other furniture should be of appropriate size, design, and construction for the school population. All tables and seating should be easily moved to accommodate a variety of inquiry-based learning.
- **Shelving:** Wall space should allow for most of the collection to be shelved around the wall with a minimum of low, freestanding shelves consuming available floor space. Wall shelving should be securely attached to walls and be ADA compliant.
- **Lighting:** Lighting should be considered for different areas of use within the library. Control of a lighting panel should be available for the school librarian. Natural lighting is desirable, but blinds and shades must be considered for the space.
- **Heating, Ventilation, and Air Conditioning (HVAC) System:** An energy management system should ensure a draft-free and comfortable environment. The library houses an expensive inventory of materials and equipment and may operate outside school hours; therefore, the design should accommodate a controlled environment throughout the year, including summer months and holidays.

- **Acoustics:** Careful consideration should be given to the location of high-traffic areas within the library. High-noise areas should not adjoin an instructional area. In addition, some areas such as a makerspace area might work best if enclosed as a separate and visible room. Shelving and furniture should also be placed to create noise buffers. Textured wall treatments, fabrics, and acoustical ceiling tiles are all effective additions to help with absorbing sound. Television or other production or recording areas should have special acoustical treatment.
- **Telecommunications:** Data and electrical outlets should be placed strategically throughout the library to accommodate access to network resources and the Internet by classes and individuals as well as for instruction. Wireless network access should be sufficient to accommodate all library patrons without a change in upload or download speed.

Specific Zones in the Library

- **Circulation area:** The circulation area should be near the main entrance. The library office(s) and workrooms should be adjacent to the circulation area. When in use, the circulation area's location should allow the librarian to maintain visual supervision of the library and bookshelves. Its size and design should accommodate essential circulation functions, such as checking books in and out and answering general information questions. The design and size of the circulation area should be appropriate to the size of the room and age of the student population of the school.
- **Main area:** The main room of the library should be planned for simultaneous, multiple uses by whole classes, small groups, and individual students. General shelving should include the print and non-print materials in the school library collection. The instructional area should include seating for one to three classes and allow for drop-in access of small groups. Seating and power supply should support students in bringing in their own devices.
- **Leisure reading area:** A leisure reading and browsing section should contain comfortable leisure seating and shelving for books along with display areas. Charging stations should be in the area. Locate leisure reading areas adjacent to fiction, magazines, and newspapers. This area should be within easy view of the circulation area.
- **Specialty areas:** In elementary schools, this may include an area for storytelling and read alouds. In high schools, this may include study areas to accommodate individual and small-group study.
- **Support areas:** These should include an office/work room with sink and running water, a conference room, a small meeting room for teachers with the professional collection and teaching resources, a production room (e.g., TV/multimedia production or makerspaces), equipment/technology storage (circulating equipment and shared A/V or technological hardware to support student or teacher presentations), and general storage.

Performance Rubric: Library Spaces

| Space | Developing | Accomplished | Exemplary |
|------------------------------|---|---|---|
| General | <p>The school library includes:</p> <ul style="list-style-type: none"> • neat and orderly design • adequate seating • tables available to accommodate student work • ADA-compliant shelving • outlets for student use • wireless connection • circulation space • large group space • small group space • individual space • library management space • display space | <p>The school library includes:</p> <ul style="list-style-type: none"> • neat and orderly design, materials are easily located • age-appropriate, adequate seating • tables available to accommodate at least one class • ADA-compliant shelving which allows for 10% growth • outlets available to accommodate a class • wireless connection • circulation space • large group space • small group space • individual space • storytelling space for elementary • library management space • display space • storage space • posted district and/or school library guidelines | <p>The school library includes:</p> <ul style="list-style-type: none"> • neat and orderly design, materials are easily located, space encourages collaboration and enjoyment of reading • age-appropriate, flexible, adequate seating • tables available to accommodate class instruction, small groups, and individuals simultaneously • clearly labeled, ADA-compliant shelving which allows for 20% growth • outlets available to accommodate classes, groups, individuals • wireless connection • circulation space • large group space • small group space • individual space • storytelling space (elementary) • creative space • library management space • display space • storage space • posted district and/or school library guidelines |
| Circulation Area/Desk | Checkout space accessible to all students. | <p>School librarian can observe most library space from this area.</p> <p>Checkout space accessible and inviting to all students.</p> | <p>School librarian can observe all library space from this area.</p> <p>Checkout space is accessible and inviting to all students.</p> |

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