

Standards for New Mexico School Libraries

New Mexico Task Force for School Libraries

March 2004

Standards for New Mexico School Libraries

New Mexico Task Force for School Libraries

January 2001

INTRODUCTION: *“The aim of education should be to teach us rather how to think, than what to think – rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.”* - James Beattie

VISION

The vision of the New Mexico School Libraries Task Force is that every student in New Mexico schools (K-12) will have access to and become effective users of quality library services, collections, and programs.

PURPOSE

The purpose of this document is to outline standards for New Mexico school library media programs. These standards were developed by the New Mexico Task Force for School Libraries in 1999-2000 and revised in the fall of 2003. Because these standards include quantitative measures, they are offered to provide useful, concrete guidelines for schools and school districts whose aim is to improve the quality of their school library media programs.

TASK FORCE MISSION

The mission of the New Mexico School Task Force for School Libraries is to enable New Mexico school libraries to meet the outlined minimum standards by the year 2006.

RESEARCH ON IMPACT OF SCHOOL LIBRARY MEDIA PROGRAMS ON STUDENT PERFORMANCE

Four major research studies (First Colorado Study, Lance, 1995; Alaska Study, Lance, 1999; Second Colorado Study, Lance, 1999; Pennsylvania Study, Lance, 2000; and New Mexico, 2002); have explored the impact of school library media programs on student performance. In each of these statewide studies, a significant factor influencing student performance has been the quality of the school library media program. Elements of school library media programs that have been most important have been the quality of library staffing and the quality of collections.

NEW MEXICO TASK FORCE FOR SCHOOL LIBRARIES

The New Mexico Task Force for School Libraries was formed in February 1999 to investigate ways to improve school library programs and services in New Mexico. The New Mexico Task Force is composed of practicing school librarians (“Library Media Specialists”), district library administrators, library educators (trainers of school librarians), public librarians, school board members, representatives of the New Mexico State Department of Education, representatives of the New Mexico State Library, and other interested persons.

As a first step, the Task Force, with support from the New Mexico State Library, developed and distributed a survey of the state’s school libraries in Fall 1999. This survey investigated the status of staffing, collections, facilities, funding, curriculum involvement, and management. By December 1999, the survey was completed and returned by 70% of the total school library staff in New Mexico.

Survey results indicated poor conditions in many school libraries. In those schools, collections were small and out of date, staffing was untrained and/or unsupervised, facilities and funding were inadequate, and curriculum integration was non-existent.

WHY STANDARDS?

As a result of the survey results, it became clear that the development of program standards for quality collections, facilities, staffing and programs in New Mexico School libraries would be a critically important step in any plan for improvement of school libraries.

WHAT IS A STANDARD? WHAT ARE PROGRAM STANDARDS?

A standard is an acknowledged measure of comparison for quantitative or qualitative value; it describes a level of quality of performance; it establishes a set of criteria or a norm to be achieved in order to fulfill a classification.

Program standards refer to guidelines for providing staff, services, facilities, and resources (in contrast to Curriculum Content Standards). The school library program standards provide schools one way to implement the New Mexico Content Standards and Benchmarks.

RELATION TO THE NEW MEXICO CONTENT STANDARDS AND BENCHMARKS

The New Mexico Content Standards and Benchmarks provide content standards for guiding the curriculum.

The New Mexico Content Standards and Benchmarks are a part of the New Mexico Standards for Excellence, the statement of guidelines and required protocols for operation of New Mexico schools, K-12. These have been approved by the New Mexico State Board of Education. There are nine content areas included in The New Mexico Content Standards and Benchmarks: The Arts; English Language Arts; Math; Science; Social Studies; Health; Physical Education; Modern, Classical and Native Languages; and Career Readiness. Information Literacy (formerly “library skills”) has been integrated in every one of these nine curriculum areas.

AUTHORITY OF THE STANDARDS

The New Mexico Task Force for School Libraries formed a Standards Committee to develop appropriate guidelines. The Standards Committee conducted a second survey, this time of other states’ published standards and of the professional literature for school library media services. This survey provided the committee with a range of criteria for each of the components of school library media programs.

Based upon this survey, the committee produced a draft of standards that provide guidelines for collections, facilities, staffing, curriculum involvement, management, and funding. Each area includes three levels of quality service: Minimum, Average, and Exemplary.

The rough draft of the standards was carefully reviewed and revised by the Task Force. The revised draft was presented at 14 sites for review and discussion during September and October, 2000. It has also been distributed statewide for review and feedback from librarians, educators, parents, and other members of New Mexico communities. An Action Plan for Implementation has been developed.

The standards were approved as guidelines for New Mexico schools by the New Mexico Library Association.

ISSUES RELATED TO THE ACHIEVEMENT OF STANDARDS

There are certain issues which have been raised during the statewide review process of the library standards that are addressed below. It is understood by the Task Force that not all districts and schools within the state are able to respond to the library standards at the exemplary level due to various constraints.

In these situations we recognize the following:

- ♦ Funding issues are present statewide and not all districts will be able to respond to the same levels. Whenever possible we ask that local funding be channeled to support the library to the fullest extent possible.
- ♦ Staffing issues such as finding and funding qualified personnel are very real. Our long-range goals include the following:
 - (a) Working through the state legislature to raise compensation levels for librarians and providing funding to every New Mexico school district sufficient to underwrite hiring at the minimum levels of staffing as outlined in these standards;
 - (b) Working with the State Department of Education and Higher Education institutions to provide training for those on the job and for prospective candidates.
- ♦ Numbers of computers installed in libraries may vary according to school size and class size. Library standards in this document are based on one computer for each two students in an average class based on statewide averages. Some smaller districts may have correspondingly smaller class sizes, therefore the installed computer base in the library may be different from the number recommended in the library standards.
- ♦ Current trends in use of computers in school sites are leading away from computer labs and to placing computers in classrooms for integrated curriculum and instruction. An assumption made in the library standards is that the computers located in the library will be used to provide information literacy instruction and strengthen student information literacy access skills in conjunction with use of book resources in the library simultaneously.
- ♦ It is recommended the librarian be utilized in reading literacy support and information literacy instruction with students with as little time diverted to technology maintenance as possible.
- ♦ NOTE: There is a non-public school representative present on the Task Force and a parallel survey was extended to BIA (Bureau of Indian Affairs) schools. While it is recognized that most state funding initiatives will not cover non-public school needs, the Task Force supports quality school libraries for all New Mexico children.

CONTENTS

I.	COLLECTIONS	6
II.	FACILITIES	9
III.	ACCESS	13
IV.	STAFFING	14
V.	CURRICULUM INTEGRATION	18
VI.	MANAGEMENT	20

I. LIBRARY COLLECTIONS

Introduction: “Books to the reading child are so much more than books—they are dreams and knowledge, they are a future, and a past.” - Esther Meynall

The library resources are the heart of the school library. The fiction collection encourages students to increase reading growth and expand reading interests. The information collection, including print and non-print formats, provides information to students and staff for their research needs, for curriculum support and enrichment, and for enhancement of students’ personal interests.

Because of rapid scientific and/or social change, e.g. astrophysics, geophysics, technology, and political geography, informational resources in several categories are subject to loss of intellectual integrity over time. These categories have been identified as time-sensitive areas, and it is essential that resources in them be kept current in order to serve students’ research and learning needs.

General recommendations: Library materials should be cataloged, inventoried, and accessible to all users. They should reflect the unique needs, cultural and linguistic, of the specific school population. They should evidence a balance among intellectual categories (informational and fiction) and among print and non-print (audio, video, software, and electronic) formats. Materials in the library should be routinely updated.

Essential yearly maintenance requires the following:

- **Selection of the best in newly published materials to meet a range of interests and needs of students and staff and ongoing replacement of old, lost and worn-out materials.**
- **Time-sensitive materials especially in the social sciences, sciences, technology, computer sciences, geography, travel, biography and modern history and general reference should be as current as possible, preferably with publication dates no older than 8 years old, but certainly no older than 10 years, as compared to the current year.**
- **Routine discarding (weeding) out-of-date materials: refer to the appendix for the CREW Method guidelines, published by the Texas State Library, 1995.**

Standards for Collection Currency

Currency Standard	Minimum	Average	Exemplary
70% of the collection area is current, i.e. publication date is no older than 10 years from the current date	Time-Sensitive Sections: Social Sciences (Call # 300-389) Science (Call # 500-599) Technology (Call # 600-699) Geography, travel, biography, modern history (Call # 900-999) Reference (Call # R)	Nonfiction collection (Call # 001-999)	Total collection Fiction and Nonfiction

Standards for Collection Size (Numbers of titles)

School Size Number of students	Minimum	Average	Exemplary
Fewer than 300	5000 titles	7000 titles	9000 titles
300-600	7500	10,000	12,500
601-1000	12,000	16,000	20,000
1000+	15,000 or 15 titles per student whichever is greater.	20 titles per student	25 titles per student

Standards for Periodicals

Periodicals -- Every school library should have at least one (1) online Internet periodical database that provides extended access to full-text articles in a wide range of journals suitable to the school's grade levels. For staff professional use and for student patrons' recreational and literacy development reading needs, the following standards for hard copy periodicals pertain.

Standard by School Size and Level	Minimum	Average	Exemplary
Elementary School Fewer than 300 students	8 magazine titles; 1 newspaper title	12 magazine titles; 2 newspaper titles	16 magazine titles; 4 newspaper titles
Elementary School 300 - 600	10 magazine titles; 1 newspaper title	14 magazine titles; 2 newspaper titles	18 magazine titles; 4 newspaper titles
Elementary School 600+	12 magazine titles; 1 newspaper title	16 magazine titles; 2 newspaper titles	20 magazine titles; 4 newspaper titles
Middle/Jr High School	16 magazine titles; 2 newspaper titles	24 magazine titles; 4 newspaper titles	32+ magazine titles; 5 newspaper titles
High School	25 magazine titles; 2 newspaper titles	35 magazine titles; 3 newspaper titles	45+ magazine titles; 5 newspaper titles

General Guidelines for Distribution of the Collection

Languages: It is expected that schools serving students with first languages other than English will have those languages represented by library materials throughout the collection.

Non-print materials (including videocassette titles, CD-ROM titles and computer software titles) should equal at least one (1) percent of the total print collection.

Dewey Class	Percentage Guideline-- \pm 2 or 3 %.
000-099 General Works & Reference (R)	5%
100-199 Philosophy, Psychology	2%
200-299 Religion & Mythology	2%
300-399 Social Sciences, Folklore	10%
400-499 Language	6%
500-599 Pure Science	10%
600-699 Applied Science	10%
700-799 Fine Arts, Recreation	5%
800-899 Literature	5%
900-999 History, Geography, Biography	20%
FIC &/or E Fiction and/or Easy	25%

II. LIBRARY FACILITIES

Introduction: A school library media center plays an integral part in the education process by providing an environment in which students can obtain appropriate enjoyable reading materials and can learn to find information and use technology to aid in research and study. For the most effective learning to occur, the facility must address the needs of the student, faculty and library staff. Ease of access to print and non-print resources, comfortable work and study spaces for one student or multiple classes of students and sufficient workspace to meet current and future technology needs are all basics.

Whether a school is retrofitting current facilities or planning new construction, these critical elements should be considered. The following standards address facility and access requirements, which are essential to the school library media center.

Facility Design

<p style="text-align: center;">Minimum</p>	<p style="text-align: center;">Average <i>In addition to all items in the Minimum category.</i></p>	<p style="text-align: center;">Exemplary <i>In addition to all items in the Minimum and Average categories.</i></p>
<ol style="list-style-type: none"> 1. Minimum interior space for school libraries with up to 600 students: 3600 sq. feet. 2. For schools with more than 600 students, # of students should be multiplied by 6 for interior square footage. 3. Within the interior space, basic functional spaces should be designed <ol style="list-style-type: none"> a. to house the collection (floor area for shelving and traffic access-3 ft. linear shelving for every 25 volumes or 50 picture books in the collection.) b. for work/study space for two classes of 25-30 students at the same time c. for large group presentations d. for reference area e. for circulation activities f. for electronic resource work areas at 30 sq. ft. per workstation g. for library office/workroom h. for storage i. for display. 4. Security systems for middle and high school. 	<ol style="list-style-type: none"> 1. Electronic workspaces to provide simultaneous access for class and individual research needs. 2. Expanded work/study space to provide for more than two classes simultaneously. 3. Casual reading area. 4. Staff and student production area. 5. Electronic distribution room. 6. Expanded storage. 	<ol style="list-style-type: none"> 1. The school library media center is a state-of-the art model for attractive and functional spaces for multiple library-media uses by students, staff and community that might include such areas as: <ol style="list-style-type: none"> a. media/video production room b. distance learning center/satellite conferencing area c. group study room d. conference room e. editing room.

Building Infrastructure

<p style="text-align: center;">Minimum</p>	<p style="text-align: center;">Average <i>In addition to all items in the Minimum category.</i></p>	<p style="text-align: center;">Exemplary <i>In addition to all items in the Minimum and Average categories.</i></p>
<ol style="list-style-type: none"> 1. Electrical wiring—adequate to meet lighting needs and electronic equipment needs. Meets or exceeds current National Electrical Code. 2. Communications infrastructure— Adequate to support the library’s internal network traffic. 3. Local Area Network (LAN) High speed link to the Internet. 4. New schools <ol style="list-style-type: none"> a. The “cutting-edge” in connecting lines for the internet link. b. Video, phone and data distribution state-of-the-art network infrastructure. 5. Environmental Control: Meets/exceeds state uniform building codes. 6. Heating, cooling, ventilating providing for electronic equipment. 7. Lighting and sound provisions appropriate for reading and study. 	<ol style="list-style-type: none"> 1. Video Distribution Center-equipment and network infrastructure. 2. Satellite Reception. 	<ol style="list-style-type: none"> 1. The “cutting-edge” in connecting lines for the Internet link. 2. Video, phone and data distribution equipment and network infrastructure.

Furniture

<p style="text-align: center;">Minimum</p>	<p style="text-align: center;">Average <i>In addition to all items in the Minimum category.</i></p>	<p style="text-align: center;">Exemplary <i>In addition to all items in the Minimum and Average categories.</i></p>
<ol style="list-style-type: none"> 1. Appropriate size chairs and tables for student population; sufficient seating for at least two classes. 2. Computer workstations. 3. Shelving for print and non-print collection with a minimum of 3 linear ft. for every 25 standard volumes or 50 picture books. 4. Secure storage cabinets. 5. File cabinets. 6. Circulation counter. 	<ol style="list-style-type: none"> 1. Well-designed furnishings appropriate for recreational reading areas. 	<ol style="list-style-type: none"> 1. Furniture appropriate to the special use areas, e.g. Conference table.

Library Automation System and Computer Equipment

<p style="text-align: center;">Minimum</p>	<p style="text-align: center;">Average <i>In addition to all items in the Minimum category.</i></p>	<p style="text-align: center;">Exemplary <i>In addition to all items in the Minimum and Average categories.</i></p>
<ol style="list-style-type: none"> 1. Computer hardware 2. Networked computer hardware: server, circulation workstation, and administrative workstation. 3. Online public access catalog / reference database internet workstations for in-library student research use: 12 for elementary, 20 for mid/jr. high school, 30 for high school; i.e., a sufficient number of computers for one classroom of students to access for information literacy instruction appropriate to the level, with several extra stations available for students working independently. (Adjustments to be made as appropriate for schools less than 300 with mixed campus use.) 4. Integrated library automation software - including Search, Cataloging, Circulation, and Inventory components. 5. Electronic communications equipment: <ol style="list-style-type: none"> a. Computers and software for word processing, graphics, and presentation b. Copier (s) c. Laminators d. Telephone e. Fax f. Scanner g. Printers (or integrated model combining all the components) 6. Other equipment for in-library use, at least one per school library: <ol style="list-style-type: none"> a. Cassette player/recorder b. TV/VCR c. Overhead projector d. CD and/or DVD player e. LCD/Computer projector f. Screen g. Camcorder h. Digital camera i. Portable PA system j. Binding machine. 	<ol style="list-style-type: none"> 1. Increased number of online catalog research internet workstations to provide for expanded student use. <p style="text-align: center;">Mid/Jr. and High Schools</p> <ol style="list-style-type: none"> 2. Staff and student production equipment. <p style="text-align: center;">New schools</p> <ol style="list-style-type: none"> 3. Video, phone and data distribution state-of-the-art equipment. 	<ol style="list-style-type: none"> 1. CD read/writer. 2. Smart Board <p style="text-align: center;">Mid/Jr. and High Schools</p> <ol style="list-style-type: none"> 3. Media/video production equipment <ol style="list-style-type: none"> a. light/sound equipment b. sound mixing equipment c. editing equipment d. film scanner (negative/slide) e. color printer.

III. LIBRARY ACCESS

Introduction: Library access includes physical access for all library users; and time availability before, during, and after the school day for both classes, small groups, and individual students, faculty, administration, and others as defined by districts.

<p style="text-align: center;">Minimum</p>	<p style="text-align: center;">Average <i>In addition to all items in the Minimum category</i></p>	<p style="text-align: center;">Exemplary <i>In addition to all items in the Minimum and Average categories</i></p>
<ol style="list-style-type: none"> 1. Facility exists on the school site and provides standard ADA access. 2. Students and staff have access to library facility, services, and resources during the instructional day 3. Librarian schedules use of the facilities throughout the instructional day and serves individuals and small groups on a limited basis. 	<ol style="list-style-type: none"> 1. Facility is conveniently located on the school site 2. Professional staff has some access before and after the instructional day. 3. Librarian schedules planning time with teachers. 	<ol style="list-style-type: none"> 1. Facility is conveniently located to staff, building(s), and instructional activities. 2. Students and staff have extended access to library facility, services, and resources during and beyond the instructional day. 3. Librarian maximizes open and flexible access to resources and library services for individuals, small groups and classes in response to instructional and personal needs

IV. LIBRARY STAFFING

Introduction: A major educational goal of communities in New Mexico and the educators who work with them is to identify, promote, and implement instructional programs that improve the reading fluency, general literacy, and overall academic performance of New Mexico Students.

Recent research is showing that quality library media programs are just such instructional programs. Student learners, on the whole, evidence significantly higher performance on reading and general academic assessments when their school libraries have licensed school Library Media Specialists available during all hours of the school day, according to the Keith Lance research. Licensed school Library Media Specialists have significant instructional responsibility in the school setting, which is why they are required to have teacher licensure as well as a library endorsement. It is the direct instruction and curriculum support that the licensed librarian offers to students that is making a major part of the positive difference in their academic performance.

The New Mexico School Task Force For School Libraries believes that every New Mexico student deserves an equal educational opportunity and that every New Mexico student, even in the smallest schools, deserves access to a licensed school Library Media Specialist during the school day.

Students in larger schools should also benefit from the support of one or more qualified paraprofessional staff who can take on library maintenance responsibilities so that the school Library Media Specialist is available for instructional responsibilities.

In larger school districts with more than several school sites and school library programs, students will benefit from the coordination of library services throughout the district and the service of district library administrators who can supervise program quality and advocate for school library needs. In the smaller school systems that do not offer district acquisition, cataloging and processing support to school libraries, the support of additional paraprofessional staff in the school library is even more critical to freeing the school Library Media Specialist for library instruction.

DEFINITIONS:

School Level Staffing

Library Media Specialist (LIBRARY MEDIA SPECIALIST or Librarian): Serves as the leader in developing and promoting the information literacy component of the school curriculum, and serves as the supervisor / director of the library media program in the school. Minimum requirements include a bachelor's degree and teacher certification with a LIBRARY MEDIA SPECIALIST endorsement. The Library Media Specialist is considered a professional teacher.

Library Media Technician: Serves as a paraprofessional in one or more areas of focus, such as operations and maintenance of circulation, of collections, of equipment, or provision of production services. Minimum requirements include two years of post-secondary training (college, A.A. degree or other post-secondary training programs), with courses in the above areas. The Library Media Technician is not considered to be part of the professional teaching staff.

Library Assistant: Serves as a paraprofessional who is responsible for clerical services(s) in the school library media center, such as checking materials in and out, shelving materials, etc. With only on-the-job training, the Library Assistant is not considered to be a part of the professional teaching staff.

The above definitions are from New Mexico State Department of Education Regulations, Competencies for Entry-Level Library Media Specialists. Passed by the New Mexico State Board of Education, July 1, 1999.

District Level Staffing

District Library Director: Advocates for the school library program with other district administrators, the school board and the community and collaborates with other program directors in instructional program planning. Provides direction to, and support for, school library staff in the areas of professional development, program planning assessment, collection development and maintenance. Computer training, and facility improvement.

District Library Coordinator: Advocates for the school library program with site administrators. Collaborates with district administrators in instructional program planning and implementation. Provides direction to, and support for, school library staff in the areas of professional development, program planning and assessment, collection development and maintenance, computer training, and facility improvement.

Library Technical Services Coordinator: Supervises the district staff responsible for acquisition, cataloging and process for delivery of print and non-print materials to school libraries.

Technology Support: Maintains area networks, library hardware, troubleshoots and installs library software, advises on library hardware and software purchases, trains others in use of library hardware and software.

Technical Services Specialist: Para-professional or professional staff possessing specific skills and/or training to acquire, catalog, and classify library materials and prepare library materials for use by students and staff.

Technical Services: Personnel responsible for ordering, cataloging, and processing materials to make them shelf-ready.

Program (building or school site) staffing based on student enrollment:

Student Enrollment	Minimum	Average	Exemplary
0-200	.5 Library Media Specialist for elementary schools, middle schools/junior highs, and mixed campuses of the two. 1 Library Media Specialist for high schools or mixed campuses which include the high school level.	1 Library Media Specialist at each site.	1 Library Media Specialist, 1 Library Assistant at each site.
0-500	1 Library Media Specialist at each site	1 Library Media Specialist, 1 Library Technician at each site	1 Library Media Specialist, 1 Library Technician, 1 Library Assistant at each site
500-1000	1 Library Media Specialist, 1 Library Technician at each site	1 Library Media Specialist, 1 Library Technician, 1 Library Assistant at each site	2 Library Media Specialist, 1 Library Technician, 1 Library Assistant at each site
1000-1500	1 Library Media Specialist, 1 Library Technician, 1 Library Assistant at each site	1 Library Media Specialist, 1.5 Library Technician, 1 Library Assistant at each site	2 Library Media Specialists, 1.5 Library Technicians, 1 Library Assistant at each site
1500+	2 Library Media Specialists, 1 Library Technician at each site	2 Library Media Specialists, 1.5 Library Technician, 1 Library Assistant at each site	2 Library Media Specialists, 2 Library Technicians, 1 Library Assistant at each site.

District Level Staffing based on numbers of Library Programs (building or school sites)

	Minimum	Average	Exemplary
3-5 sites/programs in the district	1 Library Media Specialist with .5 FTE district library program management duties	1 District Director/Coordinator	1 District Director/Coordinator, 1 District Library Technology support
6-20 sites/programs	.75 FTE District Director/Coordinator, 1 District Technology Support with library technology responsibilities	1 District Director/Coordinator, 1 District Library Technical Services Specialist, 1 District Library Technology Support	1 District Director/Coordinator, 1 District Library Technical Services Specialist, 1 District Library Technology Support
20-40 sites/programs	1 District Director/Coordinator, 1 District Library Technology Support	1 District Director/Coordinator, 1 District Library Technical Services Specialist, 1 District Library Technology Support	1 District Director/Coordinator, 1 District Library Technical Services Librarian, 1 District Library Technology Support
40+ sites/programs	1 District Director/Coordinator, 1 School Libraries Coordinator, 1 District Library Technical Services Librarian, 1 District Library Technology Support	1 District Director/Coordinator, 1 School Libraries Coordinator, 1 District Library Technical Services Coordinator, 1 District Library Technology Support	1 District Director/Coordinator 1 School Libraries Coordinator, 1 District Library Technical Services Coordinator, 1.5 District Library Technology Support, 2 Technical Services Specialists

V. LIBRARY CURRICULUM INTEGRATION

Introduction: *"The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction - how to teach himself. Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn."* - Herbert Gerjuoy

To be prepared for a future characterized by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively. "Information Literacy" is the term being applied to these skills of information problem solving. (American Library Association, c1993, p.1). The American Association of School Librarians has produced national standards for information literacy, which have served as a model for state curriculum/content standards (AASL/AECT. 1998. Information power: Guidelines for School Library Media Programs.)

In past decades, students were trained in "library skills" or "research/study skills". The focus of their learning was **accessing information**, i.e., "how to get one's hands on the material containing information." Today, the phrase "information literacy" refers to developing students' abilities to **decode, analyze, evaluate, use, produce, and appreciate** the varieties of information found in media, in addition to **accessing** information. Similarly, "**media literacy**" refers to students' abilities to **analyze and evaluate** both the content/message and the effect of format elements of mass media products, and to **make their own media products**. Students need to **understand** the impact of media and communications technologies on daily life, in both social and intellectual aspects.

To use media resources effectively, students must **access and evaluate** information in visual, sound, print, and other forms. Students must learn to **recognize, understand, and use** information and information technologies **in ethical and responsible ways**. In their own communications, learners must match information with the appropriate medium for a specific audience.

These skills relate to every subject area in the curriculum. Their development and implementation should be the responsibility of all teachers, not only of the school library media specialist. However, training in information/media literacy curriculum has been the strength of the school library media specialist. The following are program recommendations for providing the "information/media literacy" curriculum.

**The following standards are based on the expectation that at the minimum a licensed library media specialist staffs the school (see Staffing Standards). The teaching role of the library media specialist should be supported by the school and district on the same basis as is support for other licensed educators.

Library Curriculum Integration

Minimum	Average	Exemplary
<ol style="list-style-type: none"> 1. Reading development, information literacy, media literacy, and technological literacy are four significant areas of literacy to which the librarian contributes expertise in the school's curriculum planning. 2. The school library program contributes to implementation of all areas of the curriculum by: <ol style="list-style-type: none"> a. providing literacy-skilled instruction and development support to students and teachers b. providing materials and guidance for resource-based learning c. offering reader guidance d. providing reference/information services e. utilizing interlibrary loan services f. making library space available for a variety of uses to students and staff g. supporting staff and student use of information/media technology. 3. The library media program has a written curriculum plan and evidence of implementation and assessment. 4. The school library media specialist takes a leading responsibility of the planning and implementation of the school's information literacy curriculum. 5. The information literacy curriculum is based on the <u>New Mexico Content Standards and Benchmarks</u>, and on the <u>NM School Library Independent Reading & Information Literacy Standards & Benchmarks</u> (Aug 2003). 6. Evaluation and assessment of the school's program and the EPSS, <u>Educational Plan for Student Success</u> (school's long-range plan) includes data from the library media program. 7. The school library media specialist participates in frequent, informal collaborative curriculum planning with the school staff and other librarians. 8. The school and/or district routinely provide funding for participation of library staff in local professional development activities. 	<ol style="list-style-type: none"> 1. Library Curriculum is planned at the district level with input from local school librarians. 2. Training in curriculum planning and implementation for reading information literacy, media literacy and technological literacy is provided district-wide by and for librarians, teachers, library technicians and library assistants. 3. School administrators provide for library media program scheduling which supports formal librarian/teacher collaboration. Staffing is provided to keep the library open and available to student/staff access during the time allotted for formal librarian/teacher collaboration. 4. Professional development funding support is provided by the school and/or district for library media staff to attend regional, state, national and international workshops and conferences. 	<ol style="list-style-type: none"> 1. Library curriculum is planned at the district and school level with input from school library staff, teachers, parents, other professional librarians. 2. Training in curriculum collaboration is provided for school library staff, teachers, parents, other professional librarians, and community stakeholders. 3. Funding and program support is provided by the school and/or district to extend and encourage student participation in library media programs and events, such as local, state, and national reading, information literacy, library, and media literacy conferences.

VI. LIBRARY MANAGEMENT

Introduction: For effective delivery of programs to students, attention must be paid to the management of the library facility.

<p style="text-align: center;">Minimum</p>	<p style="text-align: center;">Average <i>In addition to all items in the Minimum category</i></p>	<p style="text-align: center;">Exemplary <i>In addition to all items in the Minimum and Average categories</i></p>
<ol style="list-style-type: none"> 1. Has a written curriculum that is developed, approved, delivered, and assessed by the district or governing board. 2. Policies approved by district and/or school. <ol style="list-style-type: none"> a. Written collection development policy. b. Written selection policy that includes response-to-challenge procedures. c. Local library use policy which includes staff and student Internet Acceptable Use Policies and an interlibrary loan policy if applicable. 3. Assessment <ol style="list-style-type: none"> a. Provides for an annual needs assessment for the collection and library services. b. Provides for regular student performance assessment based on approved library curriculum. c. Reports routinely to school and/or district administration on library usage, attendance, service use and circulation. 4. Committees <ol style="list-style-type: none"> a. Participates in school curriculum and technology committee(s). b. Has a library advisory committee. 	<ol style="list-style-type: none"> 1. Publishes a procedural manual at district or school level covering items such as: <ol style="list-style-type: none"> a. Collection maintenance: budgeting, ordering procedures, receiving and cataloging procedures, inventory, weeding, book repair. b. Circulation parameters, fines, payment for lost books. c. Responding to parental concerns. d. Use of equipment. 2. Trains and utilizes volunteers and student assistants. 3. Actively involved in public relations and library advocacy i.e. publishing flyers, announcements, and routine newsletters. 4. Cooperates with public library and other community/academic libraries. 5. Has a library advisory committee that includes staff, student, and community members. 	<ol style="list-style-type: none"> 1. Engages in long-range budget planning (5 years). 2. Has an active Friend of the Library group. 3. Has a written policy and development plan for a volunteer program. 4. Interacts with library and museum services statewide, i.e. Interlibrary Loan. 5. Has a sophisticated public relations program including a web , frequent coverage in community newspapers and occasional coverage in other public media such as TV and radio.