



CONSIDERATIONS

Research studies demonstrate that effective school library media programs increase student learning, career and college readiness, and graduation rates. In fact, library media programs have been found to significantly impact the education of at-risk and high poverty students. The purpose of this document is to support school and district leadership as they reflect on their library media programs. The Division of Digital Teaching and Learning hopes that the answers to these thought provoking questions will give you insight to guide strategic planning and decision making for strengthening school library media programs.

Assessing one's library media program involves a variety of stakeholders such as district leaders, school administrators, teachers, and instructional technology leaders like school library media coordinators and instructional technology facilitators. Engaging stakeholders with these reflection questions may identify library media program strengths and highlight areas where additional support is needed. To implement a more comprehensive assessment of a school or district's library media program, this document may be used in conjunction with other evaluative resources such as *Empowering Learners: Guidelines for School Library Media Programs*, the *Rubric for Evaluating North Carolina's School Library Media Coordinators*, *North Carolina's Digital Learning Progress Rubric*, *IMPACT Guidelines for North Carolina Media and Technology Programs*, and/or Local Education Agency evaluative tools.

After using this document, please contact your regional Digital Teaching and Learning Consultant for support in areas of need identified by the process.

LEADERSHIP

- What is the vision and/or mission of this school's library media program? How is this shared with library media stakeholders? (Stakeholders may include teachers, administrators, students, community members, etc.)
- What processes are in place to ensure that the school library media coordinator remains current in library-media teaching and learning practices that directly impact and improve student learning?
- What policies and procedures are in place to promote/sustain school library media programs in this school?
- What practices/strategies are in place to advocate for school library media programs with the school board, parents, community and various additional stakeholders?
- What outreach programs are in place to promote the use and sustainability of this school library media program?
- How are school library media leaders involved in budgeting decisions that promote/sustain school library media programs in this school?
- How does the administrator(s) and school library media coordinator(s) in this school and/or library media program provide an open, equitable, and accessible learning environment?
- What opportunities are available for the school library media coordinator to assume a leadership role in a professional learning community/network, Media Technology Advisory Committee, and/or School Improvement Team?
- How do the program's services support school improvement plan goals?
- Is the school a 1:1 or Bring Your Own Device (BYOD) environment? If so, how is the school library media coordinator involved in leading this initiative?
- What professional development does the school library media coordinator lead for this school and/or district's faculty?



LEARNING ENVIRONMENT

- What are the dedicated funding sources in the school and/or district budget to support the media center's learning environment including its physical space?
- Is the library media center adequately climate controlled to maintain materials and equipment?
- Is the light quality in the media center sufficient for its uses?
- Is the library media center barrier-free and able to accommodate wheelchairs and other assistive devices?
- Does the library media center include wired network access as well as wireless access?
- Does the library media center's wireless network include guest access?
- Does the library media center have reliable connectivity even at high usage times?
- What digital devices are available to students and teachers in the library media center?
- Does the library media center have adequate power receptacles to meet the usage and charging needs of student and teacher devices?
- Are students able to use their personal devices in the library media center?
- Is the library media center accessible before and/or after school?
- Is the library media program adequately staffed with both certified and classified personnel? (see Program Administration Personnel Chart, pg.196, *IMPACT*, <http://bit.ly/NCIMPACT>)
- What barriers to open and equitable access to the library media center and its resources exist?
- How does the library media program cultivate creativity and critical thinking?
- How does the library media program foster global literacy, awareness, and cultural understanding?
- Does the library media center allow for flexibility to support whole class, small group, and individual users?
- If the school is a 1:1 or BYOD environment, how has the library media program evolved since the addition of 1:1?
- Does the library media center have innovative, creation space(s)?
- Does the library media center's learning environment extend to the web? If so, how?
- How does the library media center's physical space foster collaboration? How does the library media center's virtual space foster collaboration?
- What data is used to understand the diverse learning needs of the school community?



PROGRAM ADMINISTRATION

- Is the collection management plan accessible to stakeholders?
- Who are the stakeholders that collaborate to develop and regularly update the collection management plan?
- What data is used to collaboratively develop and regularly update the library's collection management plan?
- Are there dedicated funding sources in the school and/or district budget for library resources?
- What additional funding sources are used for library resources?
- How is collection management plan data used to solicit external resources to support collection development? (External resources may include outside funding sources, print and/or digital resources from other libraries, donations from the community, etc.)
- Does this program use a school and/or district selection policy?
- Does this program use school and/or district guidelines for the reconsideration of instructional materials?
- Are collection mapping and other collection analysis tools used to develop this collection?
- How does the library media collection align with and support the NC Standard Course of Study?
- How does the library media collection reflect the vision and/or mission of the library and the vision and/or mission of the school?
- How does the library media collection provide for the recreational and informational needs of students in a variety of formats?
- How do library resources reflect the diverse developmental, cultural, social, and linguistic needs of students?
- How does the library program facilitate inquiry-based instruction?
- What data is used to determine if the collection is affecting student learning in the school?
- When was the most recent inventory of the collection conducted?
- What is the number of books per student in this library media collection? (A school library's number of books per student denotes the availability of books for student selection. This can be an indicator of a student's access to reading materials through his/her library media center.)
- What is this collection's average age? (A collection's average age reveals the currency of the library's reading materials which can indicate a collection's relevance to the students and teachers it serves. *IMPACT*, Collection Guidelines, <http://bit.ly/slmcollection>)
- What percentage of this collection is in a digital format? (The percentage of a library media center's collection that is in print format and digital format shows the digital transition of a school's library media collection.)
- How is this collection's digital content accessed both within and outside of the school library media center? Is this access equitable?
- How often is this collection weeded? (Weeding removes materials in a collection that are no longer relevant or accurate.)



TEACHING AND LEARNING

- Does the library have necessary equipment, space, etc. that enables students to create both digital and non-digital products?
- Is a school-wide research model used?
- What special programming is offered to support reading instruction?
- How does the library media program promote leisure reading?
- How are the Information and Technology Essential Standards integrated by all educators across all subject areas and grade levels?
- Does the library currently operate under a flexible schedule for instruction for all grade levels?
- Does the library provide an atmosphere that promotes collaboration and co-teaching?
- How are information and technology tools and resources integrated across all content areas?
- How are all content areas and grade levels supported by the media program?
- How does the media program foster locating, evaluating and using a wide range of information and technology resources in an ethical and appropriate manner?
- How does the library media program address varying student interests and learning styles?
- How is the library media program involved in integrating 21st Century skills in instructional design, delivery, and assessment?
- How has the library media program supported the school's transition to digital teaching and learning?
- How does the library media program facilitate participatory and social learning experiences?



REFLECTION

- What evidence is collected to demonstrate the effectiveness of the school library media program?
- How is data used to make instructional decisions that impact student learning and achievement?
- How has action research been used to determine the impact of the library program on student achievement?
- Are results from action research used to advocate for the library program?
- How has information gathered in professional learning communities been used to determine library services and programs?
- How have skills learned in professional development been used to improve the library program?
- How is feedback from library media stakeholders used to make improvements in the library program?
- How has the library media program changed to meet the evolving digital needs of stakeholders?
- How is research applied to enhance library services and programs?
- Are research, data, and other relevant pieces of information, as well as recommendations for improvement, shared with all stakeholders?
- Is there a long-term, strategic library program plan in place based on best practices, school improvement goals, and relevant data?



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