

Minnesota Standards for Effective School Library Media Programs

Part One. Learning and Teaching	Minimum	Standard	Exemplary
1. Is the program essential and fully integrated?	25-50% of classes use the media program's materials and services the equivalent of at least once each semester.	50%-100% of classes use the media program's materials and services the equivalent of at least once each semester. The media specialist is a regular member of curriculum teams. All media skills are taught through content-based projects.	50%-100% of classes use the media program's materials and services the equivalent of at least twice each semester. Information literacy skills are an articulated component of a majority of content area curricula.

Research that supports element 1:

For school library programs to be successful agents of academic achievement, information literacy must be an integral part of the school's approach to both standards and curriculum. ("Keystone" finding in *Pennsylvania Study*, 2000)

Regardless of level of librarian staffing, the more library media staff time devoted to teaching library/information literacy skills, cooperative planning with teachers, and providing in-service to teacher and other staff, the higher the test scores. (*Alaska Study*, 1999)

Frequency of library use has been positively linked to student achievement scores. (Koga and Harada, 1989; "Positive Correlation...", 1999; Library Research Service, 1998 #149 as cited in *Colorado Study*, 2000) p. 23

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998). Learning and Teaching, Principle 1.

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Teach Students to Access, Evaluate, and Use Information

Illinois (1999), Teaching and Learning, 1

Ohio (1999) Library Media Standards, Curriculum Integration

Pennsylvania (1999) Integration

<p>2.Are the information literacy standards integral to the curriculum?</p>	<p>Minimum: Students complete at least two resource-based projects each year that require research skills.</p>	<p>Standard: Students complete all resource-based projects required by the Graduation Rule’s High Standards. There are a clear set of media and technology benchmarks for each grade level.</p>	<p>Exemplary: All classroom projects have both content and information literacy outcomes.</p>
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Research that supports element 2:

Students learn research/information literacy skills at a higher level when instruction is integrated into content curriculum. (Todd, 1995, Bingham, 1994; Hara, 1997 as cited in Loertscher, Woolls, 1999)

Comparison to national, regional, and state standards:

Minnesota Graduation Standards, Profile of Learning: Learning area five: Inquiry and Research.
 NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 41
 AASL/AECT Information Power (1998). Learning and Teaching, Principle 2 and Information Literacy Standards for Student Learning, Chapter 2.
 McREL/ASCD Content Knowledge (1997). Language Arts 4.
 NSSE Program Evaluation: Library Media Services (1998). Part 1: Focusing on the Quality of Student Work, Information Literacy Standards (k-12)
 ISTE NETS (2000), Foundation standards 4, 5, 6.

Parallels with other state standards:

Alabama (1999), Teach Students to Access, Evaluate, and Use Information
 Illinois (1999), Teaching and Learning, 3
 Ohio (1999) Library Media Standards, Program, Information Literacy
 Pennsylvania (1999) Integration of Essential Information Literacy Skills

<p>3.Does the media program model and promote collaborative planning and teaching?</p>	<p>Minimum: The media specialist has a schedule that allows meeting with teachers prior to each research unit. The media center contains a professional collection.</p>	<p>Standard: The media specialist has a schedule that allows meeting with teachers on a regular basis to plan resource-based projects. The media specialist is a member of grade level or team planning groups. The media specialist has defined responsibilities for teaching skills in each project.</p>	<p>Exemplary: The media specialist participates in the assessment and grading of student projects with all staff. The media specialist is viewed as a resource for authentic assessment and project-based learning.</p>
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Research that supports element 3:

Students demonstrate improvement in language arts, spelling, math computation, science, problem-solving skills, and self-concept when library media specialists participate on teaching teams. (Aaron, 1975; DeBlauw, 1973; Gilliland, 1986; Gengler, 1965; Hastings, Tanner, 1963; Hutchinson, 1982; Todd, Lamb, McNicholas, 1993; Todd, 1995 as cited in *Colorado Study*, 2000) p 16,19

The development of student competence in research and study skills is most effective when integrated into curriculum through cooperative planning between equal partners--the teacher and the library media specialist. (Becker, 1970; Callison, 1979; Hodson, 1978; Nolan, 1989; Smith, 1978 as cited in Haycock, *What Works*, 1992)

Time for cooperative planning is affected by the ratio of teachers to pupils. (*Colorado Study*, 1993)

Test scores increase as school librarians spend more time teaching cooperatively with teachers. (*Pennsylvania Study*, 2000; *Colorado Study*, 2000, *Alaska Study*, 1999)

The library media specialist is the key to successfully implementing the instructional role. He/she must be enthusiastic, have good interpersonal skills, show leadership, understand theory and practice, and be knowledgeable about specific resources. (Yetter, 1994 and Farwell, 1998 as cited in *Colorado Study* 2000; Donham van Deusen, 1996b)

Library media specialists improve instruction by helping teachers focus and clarify goals. (Donham van Deusen, 1996b)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998). Learning and Teaching, Principle 3 & 4.

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Teach Students to Access, Evaluate, and Use Information

Illinois (1999), Teaching and Learning, 3

Ohio (1999) Research-based Instruction Model & Curriculum and Instruction

Pennsylvania (1999) Integration

<p>4.Is there access to a full range of information resources and services?</p>	<p>Minimum: The media specialist is knowledgeable about and acquires some resources in print and non-print formats. The media specialist assists students and staff in gathering data from electronic resources.</p>	<p>Standard: The media specialist evaluates, acquires, and promotes resources in print and non-print formats. The media specialist helps staff and students access other community resources.</p>	<p>Exemplary: The media specialist participates in resource and service sharing with other community agencies.</p>
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Research that supports element 4:

Through participation in networks, school communities take advantage of newsletters, directories, training packages, guidelines, technical assistance, public relations, database management assistance, etc., in addition to resource sharing and interlibrary loan. As teachers learn about these services, they develop expectations for a higher level of services and encourage their students to use them. (Van Orden, 1993)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998). Learning and Teaching, Principle 5
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program
Illinois (1999), Teaching and Learning, 4
Ohio (1999) Library Automation
Pennsylvania (1999) Staffing and the Educational Community

5.Does the media program encourage reading, viewing and listening?	Minimum: The media center contains current materials of student interest in print format. The media specialist promotes materials on a regular basis.	Standard: The media center contains current materials of high student interest in a variety of formats. A formal program to encourage student reading, viewing and listening is in place.	Exemplary: The media program conducts events and activities that encourage independent reading. A computerized book-tracking system is available. Activities that promote media literacy are held.
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Research that supports element 5:

Access to large book collections in comfortable and friendly school libraries affects achievement in reading. (Barlup, 1991; Bustard, 1993; Hines, 1995; Holland, 1994; Lipscomb, 1993; McQuillan, 1997 as cited in Haycock, 1999)

According to the NAEP's *Reading Report Card*, students' reading scores improve when more pages are read and when elementary students read self-selected books. (Donahue, Voelkl, Campbell, Mazzeo, 1999)

More free voluntary reading results in better reading comprehension, writing style, vocabulary, spelling and grammatical development. (Krashen, 1993)

Teachers and LMS strongly agree that LMS should work with teachers in helping students to develop the reading habit. (Lai, 1995 as cited in *Colorado Study*, 2000)

Using the *Accelerated Reader* computer-based literacy program had a positive effect on student academic performance and attendance rates. (Paul, VanderZee, Fue and Swanson, 1996 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

- Minnesota Graduation Standards, Basic standards: Reading
- Minnesota Graduation Standards, Profile of Learning: Learning area one: Read, Listen, and View & Learning area 3: Arts and Literature
- AASL/AECT Information Power (1998) Learning and Teaching, Principle 6
- McREL/ASCD Content Knowledge (1997). Language Arts 5, 6, 7
- NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

- Alabama (1999), Encourage Every Student to Read, View, and Listen
- Illinois (1999), Teaching and Learning, 4
- Ohio (1999) Library Media Standards, Collection, Size of... & Curriculum
- Pennsylvania (1999) Essential Information Literacy Skills

<p>6. Does the media program support diverse learning needs, abilities, and styles?</p>	<p>Minimum: Research projects are individualized. Multiple formats of information are recognized as valid.</p>	<p>Standard: Research units have a variety of final project formats including those using graphics, sound, video or oral presentations.</p>	<p>Exemplary: Students have an individualized plan for information literacy projects. A variety of multimedia projects and presentations are the outcome of research.</p>
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Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Learning and Teaching, Principle 7
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Encourage Every Student to Read, View, and Listen
Illinois (1999), Teaching and Learning, 6
Ohio (1999) Collection Development
Pennsylvania (1999) Staffing and the Educational Community

7.Does the program foster individual and collaborative inquiry?

Minimum:
Both individual and group research projects are assigned.

Standard:
Formal planning of group roles and individual tasks is a part of each project.

Exemplary:
Research projects use and foster individual interests to spur life-long learning behaviors. Teachers and media specialists articulate personal learning goals.

Research that supports element 7:

Choosing to visit the LMC as an individual, separate from a class visit, is also a strong indicator of higher test scores. (*Colorado Study*, 2000)

Comparison to national, regional, and state standards:

Minnesota Graduation Standards, Profile of Learning: Learning area five: Inquiry and Research
AASL/AECT Information Power (1998) Learning and Teaching, Principle 8
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Encourage Every Student to Read, View, and Listen
Illinois (1999), Teaching and Learning, 4
Ohio (1999) Curriculum and Instruction
Pennsylvania (1999) Staffing and the Educational Community

<p>8. Does the program integrate the use of technology?</p>	<p>Minimum: Research is done with aid of an automated library catalog and stand-alone CD-ROM databases. Projects are word-processed.</p>	<p>Standard: On-line information sources are available and used. Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. The media center has a telephone and fax machine for professional and supervised student use.</p>	<p>Exemplary: A wide variety of on-line information sources, including email and Web, are available and used. Students use digital photography and video editing to create projects. The media program teaches discriminate use of technology for effective research and communication.</p>
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Research that supports element 8:

Technology has a positive effect on student achievement, attitudes toward learning, and student self-concept. (Sivin-Kachala, Bialo, and Langford, 1997 as cited in *Colorado Study*, 2000)

In over 700 empirical research studies, students with access to computer-assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies, show positive gains in achievement on researcher constructed tests, standardized tests, and national tests. (Schacter, 1999)

If technology (online databases, Internet, access to statewide library network) is integrated into the library media program students earn higher reading test scores. (*Library Research Service Report*, 1998-141; *Pennsylvania Study*, 2000)

Automated library systems free library media specialists from clerical duties to participate in instructional partnerships and technology integration as well as to assist individual students. (Everhart, 1992; Donham van Deusen, 1996a)

Library media specialists don't see a separate, organized technology role for themselves, but see technology as a means to accomplish the goals and mission of their program. (Person, 1993 as cited in *Colorado Study*, 2000)

When librarians and technicians work together to use networks to extend the reach of the library media program into classrooms, labs and other instructional areas, student reading test scores increase. (*Colorado Study*, 2000; *Pennsylvania Study*, 2000)

The involvement of a school library media specialist in technology-based staff training supports student achievement. (Wenglinsky, 1998 as cited in Lance, Rodney and Hamilton-Pennell, 2000-Co2)

Comparison to national, regional, and state standards:

Minnesota Graduation Standards, Profile of Learning: Learning area Economics and Business
Minnesota Graduation Standards, Profile of Learning: Additional requirements: A district shall require a student to complete one application of technology in each of the following learning areas: Write and Speak (2), Mathematical concepts and applications (4), Inquiry and Research (5), and Scientific concepts and applications.

AASL/AECT Information Power (1998) Learning and Teaching, Principle 9

McREL/ASCD Content Knowledge (1997). Technology 1, 2, 3, 4, 5

NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 54

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

ISTE NETS (2000), Foundation standards 1, 3.

Parallels with other state standards:

Alabama (1999), Teach Students to Access, Evaluate, and Use Information

Illinois (1999), Teaching and Learning, 5

Ohio (1999) Library Media Standards, Program, Information Literacy

Pennsylvania (1999) Staffing and the Educational Community

<p>9. Does the program provide a link to the larger learning community?</p>	<p>Minimum: The school media program encourages the use of external resources in research projects. The availability and use of public and academic libraries are part of the information literacy curriculum. The media specialist assists students and staff in acquiring materials through interlibrary loan.</p>	<p>Standard: The availability and use of a variety of community and web-based resources are a part of the information literacy curriculum. The media specialist works with classroom teachers to make them aware of resources outside the school of value to students.</p>	<p>Exemplary: The school library is a member of the regional multitype system and participates in its activities. The media program helps facilitate school to work initiatives and other community-based learning programs.</p>
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Research that supports element 9:

Test scores tend to be higher where there is a cooperative relationship between the LMC and the public library. (*Alaska Study*, 1999)

Students benefit when school and public libraries cooperate. (Edmonds, 1984; Ekechukwu, 1972; Grunau, 1965; Woolls, 1973 as cited in Haycock, *What Works*, 1992)

Teachers assigned a wider variety of projects, had a better attitude toward the library media center, and rated the library media collection higher when they had online access to other libraries and interlibrary loan opportunities. (Church, 1991)

The attitude of the individual library media specialist and their willingness to cooperate are the key factors in a school's ability to engage in cooperative activities. An efficient delivery mechanism for interlibrary loan and a telephone in the library media center are important. (Lynch, 1981)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Learning and Teaching, Principle 10

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program

Pennsylvania (1999) Staffing and the Educational Community

Ohio (1999) Library Automation

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Part Two: Information Access and Delivery	Minimum	Standard	Exemplary
10. Does the program provide intellectual access to information and ideas for learning?	The media specialist helps students and staff with basic reference and location questions.	The media specialist helps students and staff with research questions using specialized tools both inside and outside the media center. The media specialist creates subject bibliographies for staff.	The media specialist helps students and staff become critical users of information.

Research that supports element 10:

Students indicate that the most important service provided by the school library media program is help from the LMS in finding and evaluating information. (Bell and Totten, 1992 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Information Access and Delivery, Principle 1
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Teach Students to Access, Evaluate, and Use Information
 Illinois (1999), Information Access, 1
 Ohio (1999) Library Media Standards, Program, Information Literacy
 Pennsylvania (1999) Essential Information Literacy Skills

<p>11. Does the program provide physical access to information and resources for learning?</p>	<p>Minimum: The library media center is a physical space within the school with student seating and shelving for materials. The materials in the media center are cataloged and circulated according to specified criteria. The media specialist selects, orders and processes new materials on a regular basis.</p>	<p>Standard: The media center has a variety of workspaces and tools for at least 3 classes to work researching and producing projects. The media center has spaces that support students working individually, in small groups and in classes. The collection and circulation system are automated and current.</p>	<p>Exemplary: The media specialist actively participates in building and remodeling committees. The facility is climate controlled and has an outside entrance for after hours use. The school's records are part of a larger, regional union catalog.</p>
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Research that supports element 11:

A multinational study of more and less effective schools found that students in more effective schools tended to have ready access to books due to proximity of libraries and bookstores, had well-stocked school libraries to which books were constantly added, and had teachers who encouraged children to visit libraries regularly. (Postlethwaite and Ross, 1992 as cited in Westat, 1998)

Educational specifications are more important to good facilities than finances. (Buckley, 1978; Eng, 1981; Linck, 1970; Marxsen, 1986 as cited in Haycock, *What Works*, 1992)

Choosing to visit the LMC as an individual, separate from a class visit, is also a strong indicator of higher test scores. (*Colorado Study*, 2000)

Test scores increase as school librarians spend more time teaching information literacy skills independently. (*Pennsylvania Study*, 2000)

Comparison to national, regional, and state standards:

CFL Construction Guide (1999), Guidelines for Elementary, Middle Level and High School Learning Spaces.

AASL/AECT *Information Power* (1998) Information Access and Delivery, Principle 2

NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 43 & Information technology 53

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Facility Checklist

Illinois (1999), Information Access, 1

Ohio (1999) Library Media Standards, Facilities

Pennsylvania (1999) Facilities

<p>12. Does the program provide a climate that is conducive to learning?</p>	<p>Minimum: The media center is a safe environment with adequate lighting, ventilation and heat. The furniture is appropriate for the age of the student being served. The media specialist is enthusiastic and encourages student use of the media center and its resources.</p>	<p>Standard: The media center has an inviting appearance with student created works, instructional displays and informational posters. The furniture and shelving are matched and in good condition. The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility. The media specialist conducts promotional activities to encourage student and staff use of the media center.</p>	<p>Exemplary: The media center has a variety of informal and formal student areas. The media specialist plans with teachers special displays. The media center is air-conditioned for year-round use. The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles. The staff workroom, administrative offices and distance-learning classroom are adjacent to the media center. The media center serves as the hub of all school information networks.</p>
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Research that supports element 12:

More than half of teachers in an Australian high school listed, "create an atmosphere in which staff and students feel comfortable and confident" as the most important aspect of the library media specialist's role. (Waters, 1994)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Information Access and Delivery, Principle 3
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
 Illinois (1999), Teaching and Learning, 7
 Ohio (1999) Library Media Standards, Facilities
 Pennsylvania (1999) Facilities

<p>13. Does the program provide flexible and equitable access to learning resources?</p>	<p>Minimum: The media center is open, staffed and available to students during all school hours all school days. Parents and community members may use the collection before and after school. The media center and its resources are handicap accessible.</p>	<p>Standard: The media program is flexibly scheduled so the professional services of the media specialist are available when needed by students and staff. Teacher prep time and study halls are NOT provided in the media center. The media specialist encourages the use of the media center by the public.</p>	<p>Exemplary: The media center is open and staffed extended hours evening and weekends for community use. A policy for resource use by the community is in place. The public is informed of the availability of the media center.</p>
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Research that supports element 13:

Library media specialist is more involved in collaborative planning and instruction if the library media center and staff can be scheduled flexibly. (Bishop, 1992 and Fedor, 1993 as cited *Colorado Study* 2000; Donham Van Deusen, 1993; Donham van Deusen, Tallman, 1994) Curriculum involvement improves student learning (See standard 3)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Information Access and Delivery, Principle 4
 NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 44
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
 Illinois (1999), Information Access, 2
 Ohio (1999) Library Media Standards, Facilities
 Pennsylvania (1999) Facilities

<p>14. Do the collections and resources support the school curriculum?</p>	<p>Minimum: Materials are professionally selected using recognized review tools. There is a current* print collection of at least 10-15 print items per student, a selection of periodicals, and electronic research terminals for at least 25% of the largest class. Students have access to:</p> <ul style="list-style-type: none"> • a computerized periodical index • electronic encyclopedias • a wide variety of computerized productivity programs like word processors, spreadsheets, and databases. <p>*Current is defined as the collection having an average age of not greater than 10 years, acknowledging that some areas will need more current materials and some areas will have older materials.</p>	<p>Standard: There is a current print collection of at least 15-20 print items per student, electronic research terminals for at least 25%-50% of the largest class. Students have access to:</p> <ul style="list-style-type: none"> • a computerized card catalog of local materials • on-line full text periodical databases • a wide variety of computerized reference tools like electronic atlases, concordances, dictionaries, thesauruses, reader's advisors and almanacs • content area specific reference materials • videodiscs and players • full on-line access to the Internet • educational television programming • a wide range of educational computer programs including practices, simulations and tutorials <p>Resources are specifically chosen to support curricular needs.</p>	<p>Exemplary: There is a current print collection of over 20 print items per student, electronic research terminals for over 50% of the largest class. Electronic research materials are available from all networked computers in the building. There is a written collection development policy that shows collaboration with other libraries and outside information agencies. Students have access to:</p> <ul style="list-style-type: none"> • a computerized union catalog of district holdings as well as access to the catalogs of public, academic and special libraries such as MnLink from which interlibrary loans can be made • a collection of materials to support local history studies • access to desktop video conferencing stations or an interactive television classroom • emerging technologies as needed to support the curriculum
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Research that supports element 14:

In Library Power schools where teachers and librarians worked together to select library materials, teachers used the collections more in instruction and found that the collection met their needs. The collection was the primary basis for collaborations occurring between librarians and teachers. (*Library Power*, 1999) op. 33

The more students read, the better they achieve. (Krashen, 1993; McQuillan, 1997; Digiovanna, 1994; Lipscomb, 1993; Halliwell, 1995 as cited in *Colorado Study*, 2000)

Collection size is one of the most important predictors of academic achievement, especially in reading. (*Colorado Study* 1993; *Colorado Study*, 2000)

Quality and amount of reading materials counts; Students who have access to quality libraries read more. (McQuillan, 1998)

Providing access to children's books through libraries may be one of the most important things disadvantaged communities and schools can do to improve achievement. (McQuillan, 1997, 1998; Halle, Kurtz-Costes and Mahoney, 1997 as cited in *Colorado Study*, 2000)

Simply providing interesting books to children is a powerful incentive for reading. (Ramos and Krashen, 1998 as cited in *Colorado Study*, 2000)

In addition to print volumes, the number of periodical subscriptions per student, the number of electronic reference titles per student, and total library media expenditure per student correlate with higher test scores. (*Colorado Study*, 2000)

In the North Central region, high service library media centers spent \$32.12 per student for library media center materials. (Miller and Shontz, 1998)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Information Access and Delivery, Principle 5

NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 40 & Information Technology RA 52

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Collection Evaluation Form

Illinois (1999), Information Access, 4

Ohio (1999) Library Media Standards, Collection & Technology

Pennsylvania (1999) Collection Development

<p>15. Does the program show a commitment to the right of intellectual freedom?</p>	<p>Minimum: There is a board-adopted selection/reconsideration policy. Circulation policies are consistent with the tenets of intellectual freedom and school policies. Internet access is unfiltered, but acceptable use is taught and Internet terminal use is monitored.</p>	<p>Standard: The collection has materials representing a diversity of opinions on controversial topics. The media specialist works with teachers and administrators to insure students' rights to information. Student data privacy is kept.</p>	<p>Exemplary: Intellectual freedom and the right to information is taught as a part of the information literacy curriculum.</p>
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Research that supports element 15:

Test scores tend to be higher where the LMC has a collection development policy that addresses reconsideration of materials. (*Alaska Study*, 1999)

Schools with a written policy for the selection and reconsideration of materials are more successful in retaining questioned materials. (Borowiak, 1983; Bracy, 1982; Chandler, 1985; Detty, 1981; Douma, 1973; Paysinger, 1983; Woods, 1977 as cited in Haycock, *What Works*, 1992)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Information Access and Delivery, Principle 6
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program
Illinois (1999), Information Access, 3
Ohio (1999) Intellectual Freedom
Pennsylvania (1999) Collection Development

<p>16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?</p>	<p>Minimum: The school has board-adopted policies on copyright and Internet/technology acceptable use.</p>	<p>Standard: The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.</p>	<p>Exemplary: The media specialist designs and conducts workshops on ethical issues associated with information and technology use.</p>
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Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Information Access and Delivery, Principle 7
McREL/ASCD Content Knowledge (1997). Technology 3.
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program
Illinois (1999), Information Access, 3
Ohio (1999) Technology and the Internet & Copyright Compliance
Pennsylvania (1999) Guide to copyright law & ALA Code of Ethics

Minnesota Standards for Effective School Library Media Programs

Part Three: Program Administration	Minimum	Standard	Exemplary
17. Does the program support the mission and goals of the school?	The media specialist actively participates in school evaluation / accreditation efforts. The library media program has a written mission statement that reflects the mission of the school.	The media specialist formally plans yearly goals with the principal and department heads. The library media annual goals reflect the school and district goals. The media specialist actively participates as a member of the media and technology committees.	The school mission and annual goals reflect the need for students to be information literate in order to become life-long learners and recognize the media program as essential in meeting those goals.

Research that supports element 17:

At both elementary and secondary levels, the more the library media specialist is involved in the school and library media professional activities, the higher the level of collaboration. Collaboration (see #3) has a direct impact on test scores. Collaboration includes: regular meetings with administrators, serving on curriculum committees, staff meetings, and meeting with library media staff. (*Colorado Study, 2000*)

Test scores increase as school librarians spend more time serving on standards and curriculum committees. (*Pennsylvania Study, 2000*)

An essential first step to improvement of resource center programs is clarification of the role of the teacher-librarian, particularly defining the role of cooperative program planning and teaching. (Bechtel, 1975; Markle, 1982; Pichette, 1975; Wilson, 1972 as cited in Haycock, *What Works*, 1992)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 1
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program
 Illinois (1999), Program Administration, 4
 Ohio (1999) Library Media Standards, Administration, Planning
 Pennsylvania (1999) Staffing and the Educational Community

<p>18. Is there adequate professional staffing in each building?</p>	<p>Minimum: There is at least one fully licensed full-time media professional serving each district. There is at least one fully licensed full-time media professional serving at least one half day in each school in the district. The media center is kept open with clerical help during the remainder of school hours.</p>	<p>Standard: There is a minimum of one licensed full-time media professional in each school. The principal appraises the performance of the media specialist using tools specific to the profession. There is a current job description for the media professional.</p>	<p>Exemplary: There is one full-time media specialist for each 500 students in each building. The media specialist is active in professional organization activities and participates in a wide-range of school activities.</p>
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Research that supports element 18:

The size of a library media center's staff and collection is the best school predictor of academic achievement in reading. (*Colorado Study*, 1993)

Reading test scores increase with increases in school librarian staff hours. (*Pennsylvania Study*, 2000)

Test scores tend to be higher where there is: a librarian; a full-time librarian rather than a part-time one, a part-time rather than no librarian at all. (*Alaska Study*, 1999)

Library Media Centers with more licensed staff spend more time locating materials for teachers and collaborating with teachers. More involvement in instruction improves services and predicts student reading achievement. (*Colorado Study*, 1993); Martin, 1997 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 2

NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 22 & RA 45

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment

Illinois (1999), Program Administration, 7

Ohio (1999) Library Media Standards, Personnel, Number and types of...

Pennsylvania (1999) Staffing and the Educational Community

<p>19. Is there adequate support staff for each building?</p>	<p>Minimum: The media specialist has part-time clerical and technical support.</p>	<p>Standard: The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students. The media professional supervises the support staff. There are current job descriptions for all support staff.</p>	<p>Exemplary: When justified by school size and program, there is: one full time technician in each building a media professional who supervises media production, a district-level supervisor and support staff that assist with planning, budgeting, assessment, and materials processing.</p>
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Research that supports element 19:

Student reading scores were higher in schools where there is a state-endorsed library media specialist supported by an aide. (Library Research Service, 1998-141)

Reading test scores increase with increases in school librarian staff hours and staff hours. (*Pennsylvania Study*, 2000)

District library media coordinators have a positive effect on school resource center program development. Roles and expectations need to be defined. (Andwood, 1984; Carter, 1971; Coleman, 1982; Newcomb, 1968 as cited in Haycock, *What Works*, 1992)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 3

NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment

Illinois (1999), Program Administration, 8

Ohio (1999) Library Media Standards, Personnel, Support staff

Pennsylvania (1999) Staffing and the Educational Community

<p>20. Does the program have on-going administrative support?</p>	<p>Minimum: The principal and media specialist informally plan the media program goals and budget each year.</p>	<p>Standard: A formal goal-setting and budgeting procedure is completed by the media specialist and building principal. The media program and media specialist are evaluated each year using the accomplishment of the goals as a criterion.</p>	<p>Exemplary: An advisory committee with parents, teachers, students and community members helps establish media center goals. A formal process is in place to report back to that group the accomplishment of those goals on a regular basis.</p>
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Research that supports element 20:

The principal plays a key role in the development of an effective school resource center program. (Anderson, 1970; Charter, 1982; Corr, 1972; Guise, 1972; Hellene, 1973; Shields, 1977; Walker, 1982 as cited in Haycock, *What Works*, 1992; Haycock, 1998)

School superintendents understand and support the role of the school library media specialist, but often set other priorities. (Connors, 1984; Bucher, 1976; Culver, 1987; Lowden, 1980; Young, 1978 as cited in Haycock, *What Works*, 1992)

Integrated programs require leadership on the part of the school library media specialist as well as principal support. (Lumley, 1994 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 4
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program
 Pennsylvania (1999) Staffing and the Educational Community
 Ohio (1999) Administration of the School Library Media Center, Allocation of Resources

<p>21. Is there a long-range, strategic plan for the program?</p>	<p>Minimum: The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program. The district's strategic plan reflects the mission and role of the library media program.</p>	<p>Standard: An advisory committee with parents, teachers, students and community members helps create long-range media plans.</p>	<p>Exemplary: Long-range media plans are shared with the community through public relation channels.</p>
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Research that supports element 21:

Students are likely to earn higher reading scores if there is a plan for the development of their school library media program. (Library Research Service report, 1998-150 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 5
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
Illinois (1999), Program Administration, 3
Ohio (1999) Library Media Standards, Administration, Planning
Pennsylvania (1999) Program Assessment

22. Is there an on-going assessment of the program in place?

Minimum:
The media specialist collects and reports basic circulation and collection size and age data.

Standard:
There is a means of assessing the adequacy of the program and collection through surveys done at the completion of each research unit. Annual goals and long-range plans are based on collected data. All new initiatives involving media and technology have an evaluation component.

Exemplary:
There is an effort to analyze the contributions of the media program to overall student performance in the school. Reporting of students meeting standards on identified information literacy and technology benchmarks are reported to parents and the community. The media specialist and school participate in formal studies conducted by state and academic researchers.

Research that supports element 22:

The formulation of realistic and relevant goals is the single most important factor in the planning process of a school. Goals serve as a foundation for systematic and coordinated planning. (Davidson & Montgomery, 1985 as cited in Snyder and Anderson, 1992)

Involvement of citizens in long range planning procedures generates better educated citizens and more trust in schools. (Fullan, 1982 as cited in Snyder and Anderson, 1992)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 6
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
Illinois (1999), Program Administration, 5
Ohio (1999) Library Media Standards, Administration, Evaluation
Pennsylvania (1999) Program Assessment

23. Does the program have adequate funding?

Minimum:

The program has a written budget sufficient to keep the media program at a minimal level of service.

Standard:

The media specialist yearly submits a budget itemizing suggested levels of spending for collection maintenance and growth, subscription fees, supplies and other resources. The media specialist keeps detailed records of how funds were spent each year.

Exemplary:

The media specialist actively participates in school budget decision-making committees. The media specialist uses a variety of methods for obtaining resources, including cooperative purchasing, grant writing and partnering.

Research that supports element 23:

Increasing expenditures for school library media materials has a correlation with achievement regardless of economic status or education levels in the community. (*Colorado Study*, 1993; Bruning, 1994 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 7
NCA Standard Criteria (2000) Instructional Resources, Media Services, RA 41 & RA 51
NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
Illinois (1999), Program Administration, 6
Ohio (1999) Library Media Standards, Budget
Pennsylvania (1999) Budget

24. Do the media specialist and support-staff receive adequate staff development opportunities?

Minimum:

The media specialist and support staff receive training on resources and materials purchased for the media program. The media specialist offers classes to the staff on information resources and skills and technology integration.

Standard:

The media specialist attends conferences and workshops on new resources, state graduation rule updates, and information literacy curricula. There is a budget for staff development for the media specialist.

Exemplary:

The media specialist is a leader on the staff development committee and assists in planning and implementing staff development opportunities for all school staff.

Research that supports element 24:

Test scores increase as school librarians spend more time providing in-service training to teachers. (*Colorado Study*, 1993; *Pennsylvania Study*, 2000; *Colorado Study*, 2000)

Professional associations for library media specialists can play an active role in improving the standard of services of school library media centers. (Buckingham, 1978; Burr, 1981; Koch, 1976; Rankin, 1977 as cited in Haycock, *What Works*, 1992)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 8
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
 Pennsylvania (1999) Staffing and the Educational Community
 Ohio (1999) Library Media Standards, Personnel, Staff development

25. Are the mission, goals, functions, and impact of the library program clearly communicated?

Minimum:
 The media specialist reports annually to the principal on the library media program.

Standard:
 The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.

Exemplary:
 The media specialist communicates regularly with parents and the community through newsletters, web pages, parent-teacher organization presentations, service organization presentations, and notification of the local media of special events.

Research that supports element 25:

Students are likely to earn higher reading scores if there is a plan for the development of their school library media program. (Library Research Service report, 1998-150 as cited in *Colorado Study*, 2000)

Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 9
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), What You See in a Good Library Media Program
 Illinois (1999), Program Administration, 6
 Ohio (1999) Introduction, Rationale for School Libraries (Advocate for program)
 Pennsylvania (1999) Staffing and the Educational Community

<p>26. Are the human, financial, and physical resources of the program effectively managed?</p>	<p>Minimum: The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.</p>	<p>Standard: The media specialist supervises support staff and works with custodial staff on maintenance issues. The media specialist participates in the evaluation of support staff.</p>	<p>Exemplary: The school media specialist actively participates on the building management team.</p>
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Comparison to national, regional, and state standards:

AASL/AECT Information Power (1998) Program Administration, Principle 10
 NSSE Program Evaluation: Library Media Services (1998). Part 2: Focusing on the Quality of the Work of the School, Indicators of Instructional Effectiveness.

Parallels with other state standards:

Alabama (1999), Manage a Planned Program and a Welcoming Environment
 Pennsylvania (1999) Staffing and the Educational Community
 Ohio (1999) Introduction, Rationale for School Libraries