

School Library Programs: Standards and Guidelines for Texas

**Texas Administrative Code
Title 13: Cultural Resources
Part 1. Texas State Library and Archives Commission
Chapter 4. School Library Programs
Subchapter A. Standards and Guidelines
Section 4.1**

**as adopted by the
Texas State Library and
Archives Commission**

March 19, 2004



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**TEXAS STATE LIBRARY AND ARCHIVES COMMISSION
CATALOGING IN PUBLICATION DATA**

School library programs : standards and guidelines for Texas / as adopted by the Texas State Library & Archives Commission. — [Austin, Tex.] : Texas State Library & Archives Commission, [2004]

[Rev.]

p. ; cm.

"March 19, 2004."

Includes bibliographical references (p. 67-69).

"Texas Administrative Code, Title 13. Cultural Resources, Part I. Texas State Library and Archives Commission, Chapter 4. School Library Programs, Subchapter A. Standards and Guidelines, Section 4.1."

1. School libraries — Standards — Texas. 2. School libraries — Texas. 3. School libraries — Evaluation. I. Texas State Library and Archives Commission. II. Title.

027.8 SCH61 2004

L1900.8 SCH61 2004

Comments or complaints regarding programs and services of the Texas State Library and Archives Commission may be addressed to:

Director and Librarian
PO Box 12927
Austin, TX 78711-2927
512-463-5460; fax 512-463-5436

Copies of this publication are available in alternate format upon request.

Published by the Texas State Library and Archives Commission
June 2004

www.tsl.state.tx.us



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Introduction

School Library Programs: Standards and Guidelines for Texas

Texas Administrative Code

Title 13. Cultural Resources
Part I. Texas State Library and Archives Commission
Chapter 4. School Library Programs
Standards and Guidelines
Section 4.1

Respectfully submitted October 2003 by the Steering Committee to Revise *School Library Programs: Standards and Guidelines for Texas*: Barbara Bertoldo, Barry Bishop, Mary Lankford, Christine McNew, JoAnne Moore, Julie Todaro.

Legislative Mandate: Texas Education Code §33.021:

The Texas State Library and Archives Commission, in consultation with the State Board of Education, shall adopt standards for school library services. A school district shall consider the standards in developing, implementing, or expanding library services.

School Library Programs: Standards and Guidelines for Texas became effective on July 17, 1997. The goal of this revision is to align the *School Library Programs: Standards and Guidelines for Texas* with additional provisions of the Texas Education Code, the Texas Administrative Code, and national standards for school library programs, and to provide a current tool for evaluating and improving school library programs.

The revised *School Library Programs: Standards and Guidelines for Texas* are aligned with:

- 1) State Board for Educator Certification *Guidelines for Certification of School Librarians* (Texas Administrative Code, Title 19, Part 7, Chapter 237, Subchapter B, §239.55, effective January 23, 2001).
- 2) The *State of Texas Master Plan for Educational Technology 1996-2010* (Texas Education Code §32.001, effective 1988, revised 1996).
- 3) The *Texas Essential Knowledge and Skills* (Texas Education Code §28.001, effective 1998).
- 4) *Information Power: Building Partnerships for Learning* (American Association of School Librarians, 1998), and
- 5) *Library Media Standards for Teachers of Students Ages 3-18* (National Board for Professional Teaching Standards, 2001).

Basis for the *School Library Programs: Standards and Guidelines for Texas*

Student achievement is the objective of school library programs. The *School Library Programs: Standards and Guidelines for Texas* originate in the ongoing effort to support effective schools, results-oriented education, and accountability. These aims are at the forefront of the school librarianship.

Standards are a professional tool for objective assessment based on recognized measures of performance. The revised *Standards and Guidelines for Texas* are based on research that shows a correlation between school library resources and services and greater student achievement. In preparation for revising the Standards and Guidelines, the Texas State Library and Archives Commission conducted a study entitled, *Texas School Libraries: Standards, Resources, Services, and Students' Performance* (Smith, 2001). The report of the study is available on the Texas State Library and Archives web site at www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html. The findings of the study, which are similar to results of research in other states, are summarized in the article "Texas School Libraries: Standards, Resources, Services, and Students' Performance" (Lankford and McNew, 2001).

The Revision Process

The goal of this revision is to align the *School Library Programs: Standards and Guidelines for Texas* with additional provisions of the Texas Education Code, the Administrative Code, and national standards for school library programs, and to provide a current tool for evaluating and improving school library programs.

The *Standards and Guidelines for Texas* were revised by a Committee composed of 80 individuals representing all of the Education Service Center Regions in the State of Texas. Revision Committee members included library and district coordinators, Educational Service Center staff, principals, school board members, citizens, and university and college representatives. Staff from the Texas State Library and Archives Commission and the Texas Education Agency served as Co-Chairs of the Steering Committee and coordinated the revision process. Librarians and library administrators throughout Texas



provided input and recommended revisions through meetings at conferences and through web-based discussion groups. Additionally, a draft of the Standards was posted on the Texas State Library website for comment. The process through which the *Standards and Guidelines for Texas* were revised is described in the article, "Revising School Library Programs: Standards and Guidelines for Texas" (McNew, 2001). A complete list of committee members is included as Appendix A.

A complete bibliography of resources consulted in the revision of *School Library Programs: Standards and Guidelines for Texas* is included at the end of this document.

Level of Support of Student Achievement

The State Board for Educator Certification (SBEC) *Guidelines for Certification of Texas School Librarians* describes six major components for Learner-Centered school library programs. The *School Library Programs: Standards and Guidelines for Texas* is built on the framework of these six Learner-Centered components.

The *Standards and Guidelines for Texas* establish four Levels of Support of Student Achievement for school library programs. Three of the Levels of Support of Student Achievement meet standards, one falls below standards. The Levels are identified as Exemplary, Recognized, Acceptable, and Below Standard. Through self-assessment, school libraries may find that they have achieved varying levels for the six components. Some libraries may be below the minimum Level of Support of Student Achievement in one or more components. However, all programs can improve.

The Six Major Components of School Library Standards

The six Learner-Centered components for school library programs designated in the SBEC *Guidelines for Certification of Texas School Librarians* are:

- Standard I. Learner-Centered Teaching and Learning
- Standard II. Learner-Centered Program Leadership and Management
- Standard III. Learner-Centered Technology and Information Access
- Standard IV. Learner-Centered Library Environment
- Standard V. Learner-Centered Connections to Community
- Standard VI. Learner-Centered Information Science and Librarianship

Goals and Principles of the Six Major Components

A Goal is stated for each of the Learner-Centered standards. Each Goal is followed by Principles that incorporate specific requirements of the SBEC *Guidelines for Certification of Texas School Librarians* and the additional documents listed above.

Library Program Assessment

Standards and Guidelines for Texas provides a framework for self-assessment and strategic planning for three aspects of the library program: 1) the Strategies for Librarians assess the level of resources and services; 2) the Output Measures assess the level of use of the library program; and 3) the Outcome Measures assess level of success of the school library program in supporting students in learning the State mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and demonstrating mastery of that curriculum on the state mandated test, the Texas Assessment of Knowledge and Skills (TAKS). Evaluations of a library program based on the Strategies, Output Measures, and Outcome Measures may be used for planning, improving the library program, and measuring success in achieving the program goal of supporting student achievement.

In accordance with Education Code § 33.021, these *Standards and Guidelines* are recommended, not mandated. They are designed as a means by which a school may examine the library program and begin to work toward results that are consistent with educational objectives.

Strategies for Librarians

For each of the six Standards, *School Library Programs: Standards and Guidelines for Texas* includes Strategies for Librarians that describe Exemplary, Recognized, Acceptable, and Below Standard library programs. The Strategies assess the level of resources and services available through the library program and may serve as a guide for improving the program.

In the Strategies for Librarians, the six Learner-Centered Standards are designated with Roman numerals. A goal is stated for each of the six Standards. The Principles for each of the six Standards are designated



by Arabic numerals. Every Principle is followed by Strategies for Librarians that are designated with capital letters. For example:

Standard I. Learner-Centered Teaching and Learning

Principle 1. The librarian promotes critical thinking and problem solving by integrating information literacy into the curriculum.

Strategies for Librarians: A, B, C, D ...

Benefits that students will experience as a result of the Strategies are listed at the end of each Principle.

Output Measures

Output Measures quantify the level of use of library programs and services by staff, students, and the community. Outputs are quantities of resources and activities that the library program provides in order to fulfill its mission. They measure program productivity. When compared year to year, Output Measures show how usage of the services and resources the library program has changed over time. Seven Output Measures are included in the *Standards and Guidelines for Texas*:

Measure 1. Percentage of Planning Requests Filled or Modified

Measure 2. Percentage of Teaching Requests Filled or Modified

Measure 3. Percentage of Curriculum Requests Addressed with Print Resources

Measure 4. Percentage of Curriculum Requests Addressed with Internet Resources

Measure 5. Percentage of Curriculum Requests Addressed with Subscription Databases

Measure 6. Average Number of Print Resources Utilized Per Student Per Week

Measure 7. Average Number of Print, Internet, and Subscription Databases Utilized Per Student Per Week

The seven Output Measures cited in these Standards were developed based on information provided in the book, *Output Measures for School Library Media Programs* by Frances Bryant Bradburn. Instructions for Data Collection, a Data Collection Sheet, and a Worksheet for Calculating Output Measures are included in the Output Measures section.

Outcome-Based Evaluation

Outcome-Based Evaluation is a systematic method of assessing the extent to which a program has achieved its intended result. Student Achievement is the objective of school library programs. The Outcome-Based Evaluation Plan included in the *Standards and Guidelines for Texas* is designed to assess the impact of school library resources and services on student achievement. Outcome-Based Evaluation answers two important questions: 1) How has the library program made a difference to students, and 2) How are students better off as a result of experiencing the library program.

The Outcomes included in the revised *Standards and Guidelines* are designed to reveal 1) the extent to which the library program supports students in learning the state mandated curriculum (TEKS) and 2) the extent to which students master questions on the Texas Assessment of Knowledge and Skills (TAKS) as a result of library instruction.

Three Outcomes will be used to measure the success of the library program in achieving these goals.

Outcome #1. Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs to support Texas Essential Knowledge and Skills (TEKS) student objectives in all subject areas.

Outcome #2. Students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy.

Outcome #3. Students' Texas Assessment of Knowledge and Skills (TAKS) scores increase on the questions that are related to the TEKS student expectations that are selected and either taught by the librarian or collaboratively planned and taught with teachers. Note: TAKS does not test all TEKS objectives.

Recommended Philosophy and Practice for Basing Library Instruction on TEKS Objectives

Librarians have long taught the skills and abilities outlined in the Technology Applications TEKS, particularly in the K-5 grade levels. It is recommended that librarians review the Technology Applications TEKS to fully integrate these skills into lesson plans taught independently and collaboratively. The Technology Application TEKS are on the TEA web site at www.tea.state.tx.us/rules/tac/ch126toc.html. In addition to the Technology Applications TEKS, librarians influence student learning of approximately 60% of the Texas Essential Knowledge and Skills student expectations in curriculum areas that are tested on the TAKS tests.

Through Table 1, "The TAKS objectives and the related TEKS student expectations tested for each TAKS objective that may be reasonably expected to be influenced by the library program," Librarians identify the



TEKS student objectives that may be influenced by the library program and that are tested on the TAKS test. They enthusiastically and proactively base their instruction on these TEKS student objectives. Additionally, they provide instruction in many other areas. They continually educate the school community and the community at large that librarians play a key role in student learning of the State Curriculum.

Librarians support student success in learning TEKS through the following.

- Identification of existing library resources (print and electronic) that support curriculum.
- Purchase resources to support the curriculum.
- Providing access to library resources for curriculum support.
- Alignment of learning objectives in library's information literacy program with TEKS student objectives.
- Collaborate with classroom teachers to design and deliver instruction for curriculum support.
- Design of professional development for administrators, classroom faculty and overall school community.

Vision of Texas School Libraries

Texas students will attain knowledge and skills to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens through the expertise of school librarians and the use of resources and services provided by school library programs.

Mission of Texas School Libraries

The mission of the school library program and school librarian is to ensure that students, teachers, administrators, and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats;
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas;
- Collaborating with other educators to plan, design, teach, and evaluate information literacy learning experiences to meet the needs of all students;
- Demonstrating effective leadership strategies in the administration of the program and in making connections to the broader learning community.

Adapted from *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology.

Core Values Of Texas School Libraries

- Academic Achievement = Texas school libraries provide a quality library program that results in improved student academic achievement.
- Access For All = Texas school libraries provide equitable and universal access to all members of the school learning community.
- Reading = Texas school libraries encourage and engage students to read, view, and listen for understanding and enjoyment in an environment that fosters and supports a passion for reading, learning, and pursuing individual interests.
- Lifelong Learning = Texas school libraries teach skills and habits of "learning how to learn" so that students become self-reliant, independent adults, and responsible, contributing citizens.
- Technology = Texas school libraries embrace and implement technology and teach students to use it responsibly and effectively to help them acquire the knowledge and skills required for the 21st century.
- Information Literacy = Texas school libraries assist students in accessing information efficiently and effectively and teach students to recognize that utilizing valid and relevant information is central to meeting the opportunities and challenges of academic success and day-to-day living.
- Innovation = Texas school libraries investigate, initiate, and implement positive change and new ideas that will effectively prepare students for life.
- Intellectual Freedom = Texas school libraries promote, develop, and facilitate age-appropriate access to all expressions of knowledge, opinion, and intellectual activity.



Summary of Goals and Principles for Learner-Centered Standards

Standard I. Learner-Centered Teaching and Learning

Goal: To promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

- Principle 1. The librarian models and promotes collaborative instruction with teachers, as determined by the independent and diverse needs of all learners, and within the context of state curriculum standards.
- Principle 2. The librarian works collaboratively with students, teachers, and the community to promote local, state, and national reading initiatives that encourage learners to read, write, view, speak, and listen for understanding and enjoyment.
- Principle 3. The librarian collaborates, designs, and provides ongoing instruction for staff and students in the integration of information technology and information literacy, emphasizing and modeling the ethical use of resources.

Standard II. Learner-Centered Program Leadership and Management

Goal: To demonstrate effective school library program leadership and management throughout the school, the district, and in local, state, and national activities and associations.

- Principle 1. Planning: As an advocate for libraries, the librarian leads in the development and implementation of a library vision, mission, goals, objectives, and strategic plan that incorporate sound policies and practices.
- Principle 2. Organizing and Staffing: The librarian manages staff, volunteers, and partners to support the curriculum, to satisfy learners' diverse needs, and to encourage lifelong learning.
- Principle 3. Budgets/Funding: The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that support a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community.
- Principle 4. Research/Assessment/Reporting: The librarian manages a successful program by demonstrating the value of the library program through research, data collection, assessment, evaluation, and dissemination of information about services and resources.

Standard III. Learner-Centered Technology and Information Access

Goal: To promote the success of all students and staff by facilitating the access, use, and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

- Principle 1. The library media program provides a balanced, carefully selected, and systematically organized collection of print and electronic library resources that are sufficient to meet students' needs in all subject areas and that are continuously monitored for currency and relevancy.
- Principle 2. The librarian models and promotes the highest standards of conduct, ethics, and integrity in the use of the Web and other print and electronic resources.
- Principle 3. The librarian employs existing and emerging technologies to access, evaluate, and disseminate information for integration into instructional programs.
- Principle 4. The librarian models information problem solving processes while providing formal and informal instruction about reference and research techniques.

Standard IV. Learner-Centered Library Environment

Goal: To provide design guidelines for facilities to allow for manipulation, production, and communication of information by all members of the learning community.

- Principle 1. The design of the school library is aligned with the educational objectives of the learning community. The library environment is designed for flexible access and supports all educational objectives of the library program. Educational specifications for any renovation or proposed new facility will include a description of the proposed project expressing the range of issues and alternatives, in accordance with 19 TAC 61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities.



- Principle 2. The library is designed to serve as a flexible, functional, and barrier-free simultaneous-use facility for individuals, small groups, and classes as described by state and federal guidelines. The library is also designed to maximize the use of available space to permit displays of student, faculty, and community-produced materials, and collections. The facility provides all members of the learning community opportunities to explore and meet their information and recreational needs during and beyond the school day. The library provides an exemplary level of safety, security, and an age-appropriate facility for all individuals, small groups, and classes.

Standard V. Learner-Centered Connections to Community

Goal: To provide information equity by working for universal literacy; defending intellectual freedom; preserving and making accessible the human record; ensuring access to print and electronic resources; connecting school faculty, staff, and students to community resources and services as needed; and by connecting community members to school resources and services as appropriate.

- Principle 1. The librarian develops a school library program that offers students, faculty, and staff, families, partners, and community constituents the opportunities for participation and collaboration in the library and educational community. The librarian promotes/encourages broad school and community-based advocacy for the school library program to support student success.
- Principle 2. The librarian facilitates broad access to library resources and provides opportunities for use for students, faculty and staff, families, partners, and community constituents.
- Principle 3. The librarian is knowledgeable about learning differences and ethnically and culturally diverse interests of the school and local community and develops a school library program that responds to these unique community characteristics.
- Principle 4. The librarian, in partnership with community organizations, develops, maintains, and markets the vision, goals, and needs of the school library program to the broadest community constituency to promote the library and student success.

Standard VI. Learner-Centered Information Science and Librarianship

Goal: To promote the success of all students and staff by: providing information equity; working for universal literacy; defending intellectual freedom; preserving and making accessible the heritage of all cultures; and ensuring that equal access to resources in all formats is available for everyone.

- Principle 1. The librarian works collaboratively with other information professionals in support of the library program, student achievement, and the profession, and understands the role of all types of libraries in an integrated learning environment.
- Principle 2. The librarian creates a school library program that is recognized as the central element in the intellectual life of the school as evidenced by use of statistical measures to evaluate and improve the program.
- Principle 3. The librarian applies and implements the principles and concepts of collection development: evaluation, selection, acquisition, and organization of information, and employs standard bibliographic and retrieval techniques.
- Principle 4. The librarian evaluates and selects existing and emergent technologies to support the library program in coordination with the Texas Education Agency's Long-Range Plan for Technology and the Campus and District STaRCharts.
- Principle 5. The librarian communicates effectively with students and staff to determine information needs and applies knowledge of literature to guide development of independent readers.
- Principle 6. The librarian demonstrates ethical behavior and promotes the principles of intellectual freedom, information access, privacy, and proprietary rights.
- Principle 7. The librarian engages in continuous self-evaluation and self-directed learning for professional growth by participating in and contributing to professional associations and publications.



Standard I: Learner-Centered Teaching and Learning -- Strategies for Librarians

Goal: To promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Level of Support of Student Achievement

Principle 1. The librarian models and promotes collaborative instruction with teachers, as determined by the independent and diverse needs of all learners, and within the context of state curriculum standards. (TAC, Standard I.1, 2, 3, 5, 6) In the following Program Development stages, the librarian is:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Knowledgeable of the TEKS and collaborates with teachers in all subject areas to integrate State-mandated curriculum into at least 90% of the lesson plans presented in the library.	A. Knowledgeable of the TEKS and collaborates with teachers in all subject areas to integrate State-mandated curriculum into at least 80% of the lesson plans presented in the library.	A. Knowledgeable of the TEKS and collaborates with teachers in all subject areas to integrate State-mandated curriculum into at least 55% of the lesson plans presented in the library.	A. Knowledgeable of the TEKS and collaborates with teachers in all subject areas to integrate State-mandated curriculum into less than 55% of the lesson plans presented in the library.
B. Integrates a research process model, such as The Big6™, Independent Investigation Method by Active Learning (IIM), or other research process model, into at least 90% of the research projects by collaboratively developing plans, activities, and assessments for large group, small group, and individual learning experiences.	B. Integrates a research process models such as The Big6™, Independent Investigation Method by Active Learning (IIM), or other research process model, into at least 80% of the research projects by collaboratively developing plans, activities, and assessments for learning experiences.	B. Integrates a research process models such as The Big6™, Independent Investigation Method by Active Learning (IIM), or other research process model, into at least 55% of the research projects by collaboratively developing plans, activities, and assessments for learning experiences.	B. Integrates a research process models such as The Big6™, Independent Investigation Method by Active Learning (IIM), or other research process model, into less than 55% of the research projects by collaboratively developing plans, activities, and assessments for learning experiences.
C. Instructs at least 90% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.	C. Instructs at least 80% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.	C. Instructs at least 55% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.	C. Instructs less than 55% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.
D. Differentiates instructional strategies according to multiple learning styles of at least 90% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.	D. Differentiates instructional strategies according to multiple learning styles of at least 80% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.	D. Differentiates instructional strategies according to multiple learning styles of at least 55% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.	D. Differentiates instructional strategies according to multiple learning styles of less than 55% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.
E. Collaboratively assists at least 90% of students in developing research strategies and communicating findings in a variety of formats.	E. Collaboratively assists at least 80% of students in developing research strategies and communicating findings in a variety of formats.	E. Collaboratively assists at least 55% of students in developing research strategies and communicating findings in a variety of formats.	E. Collaboratively assists less than 55% of students in developing research strategies and communicating findings in a variety of formats.

Benefits for Students:

- Effectively use ideas and information and take responsibility by determining their own research needs and developing their own research strategies.
- Complete assignments using problem-solving/research methodology that involves higher level thinking skills, such as analysis, synthesis, and evaluation (Grades 3 and above).
- Use a variety of information sources and evaluate them in regard to usefulness and appropriateness (validity, relevance, and accuracy) in assignments and personal research.
- Work independently, collaboratively, and cooperatively, and communicate their research results in a variety of formats.



Principle 2. The librarian works collaboratively with students, teachers, and the community to promote local, state, and national reading initiatives that encourage learners to read, write, view, speak, and listen for understanding and enjoyment. (TAC Standard 1.9, 10) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Collaborates with reading instructional staff to integrate library resources and services into at least 90% of the reading activities presented in the library, such as storytimes, booktalks, reading promotions, etc.</p>	<p>A. Collaborates with reading instructional staff to integrate library resources and services into at least 80% of the reading activities presented in the library, such as storytimes, booktalks, reading promotions, etc.</p>	<p>A. Collaborates with reading instructional staff to integrate library resources and services into at least 55% of the reading activities presented in the library, such as storytimes, booktalks, reading promotions, etc.</p>	<p>A. Collaborates with reading instructional staff to integrate library resources and services into less than 55% of the reading activities presented in the library, such as storytimes, booktalks, reading promotions, etc.</p>
<p>B. Works collaboratively and individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including storytimes, book discussion groups, Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List. At least 90% of elementary students will participate in one or more reading programs throughout the school year. At least 40% of secondary students will participate in one or more reading programs throughout the school year.</p>	<p>B. Works collaboratively and individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including storytimes, Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List. At least 75% of elementary students will participate in one or more reading programs throughout the school year. At least 30% of secondary students will participate in one or more reading programs throughout the school year.</p>	<p>B. Works collaboratively and individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including storytimes, Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List. At least 50% of elementary students will participate in one or more reading programs throughout the school year. At least 20% of secondary students will participate in one or more reading programs throughout the school year.</p>	<p>B. Works individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including storytimes, Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List. %Less than 50% of elementary students will participate in one or more reading programs throughout the school year. Less than 20% of secondary students will participate in one or more reading programs throughout the school year.</p>
<p>C. Works collaboratively to provide at least monthly changes of reading promotion displays (9 times throughout the year).</p>	<p>C. Works collaboratively and individually to provide changes of reading promotion displays every 6 weeks (6 times throughout the year).</p>	<p>C. Works collaboratively and individually to provide changes of reading promotion displays every 9 weeks (4 times throughout the year).</p>	<p>C. Works individually to change reading promotion displays less often than every 9 weeks throughout the year.</p>
<p>D. Collaborates with members of the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through at least 9 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>	<p>D. Collaborates with members of the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through at least 8 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>	<p>D. Collaborates with members of the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through at least 5 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>	<p>D. Collaborates with members of the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through less than 5 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>

Benefits for Students:

- Read widely for different purposes in varied sources, including fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information.
- Question the text for ideas to gain fluency (better understanding).
- Listen attentively and engage actively in a variety of oral language experiences.
- Determine the purpose(s) for listening: to get information, to solve problems, and to enjoy and appreciate literature.
- Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.
- Interpret important events and ideas from maps, charts, graphics, video segments, or technology presentations.



Principle 3. The librarian collaborates, designs, and provides ongoing instruction for staff and students in the integration of information technology and information literacy, emphasizing and modeling the ethical use of resources. (TAC Standard I, 4,7,8) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates in the ongoing identification and assessment of staff and students' learning needs in areas related to information literacy, ethics, and technology.	A. Participates annually in the identification and assessment of staff members' learning needs in areas related to information literacy, ethics, and technology.	A. Assists as directed in the identification and assessment of staff members' learning needs in areas related to information literacy, ethics, and technology.	A. Does not participate in the identification and assessment of staff members' learning needs in areas related to information literacy, ethics, and technology.
B. Continually addresses issues & needs of staff & students identified by librarian, & other campus & district staff, including administrators through professional development for staff & curriculum integration of technology & information literacy for students.	B. Annually addresses issues and needs identified by librarian, and other campus and district staff, including administrators through professional development.	B. Upon request, addresses issues and needs identified by librarian, and other campus and district staff, including administrators through professional development.	B. Does not address issues and needs identified by librarian, and other campus and district staff, including administrators through professional development.
C. Library is flexibly scheduled and adequately staffed, and librarian provides at least 90% of point-of-need training for staff and students.	C. Library is flexibly scheduled and adequately staffed, and librarian provides at least 80% of point-of-need training for staff and students.	C. Library is flexibly scheduled and adequately staffed, and librarian provides at least 55% of point-of-need training for staff and students.	C. Library is not flexibly scheduled and adequately staffed, and librarian provides less than 55% of point-of-need training for staff and students.
D. Elementary librarians collaborate with teachers to administer reading assessment instruments such as the Texas Primary Reading Inventory (TPRI), and collaborate with teachers to determine how the results may be used to improve student reading achievement.	D. Elementary librarians collaborate with teachers to use results of reading assessment instruments such as the Texas Primary Reading Inventory (TPRI) to improve student reading achievement.	D. Elementary librarians understand how early reading assessment instruments such as the Texas Primary Reading Inventory (TPRI) are utilized by teachers.	D. Elementary librarians have little or no knowledge of reading assessment instruments such as the Texas Primary Reading Inventory (TPRI.)
E. Provides & conducts professional development for campus personnel & others, such as district personnel & parent & teacher groups, at least 5 times annually that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the StaR-Chart at the target technology level, and national standards for library programs.	E. Conducts professional development for campus personnel and others, such as district personnel and parent & teacher groups at least 3 times annually that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the StaR-Chart at the target technology level, & national standards for library programs.	E. Conducts professional development for campus personnel and others, such as district personnel and parent & teacher groups at least 1 time annually that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the StaR-Chart at the target technology level, & national standards for library programs.	E. Does not conduct professional development for campus personnel & others, such as district personnel & parent & teacher groups that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the STA RChart at the target technology level, & national standards for library programs.
F. Develops and promotes online training modules for staff, students, and community that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the StaR-Chart at the target technology level, and national standards for library programs.	F. Promotes online training modules that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the STA RChart at the target technology level, and national standards for library programs.	F. Upon request, directs staff to online training modules that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the STA RChart at the target technology level, and national standards for library programs.	F. Does not use online training modules that supports the school library program elements found in state-mandated curriculum, the SBEC guidelines, the STA RChart at the target technology level, and national standards for library programs.
G. Updates personal knowledge and skills through ongoing self-assessment & seeks out continuing professional educational opportunities, including current teaching practices. Fulfills SBEC Standard Certificate Renewal of School Librarian Certificate, if applicable.	G. Updates personal knowledge and skills and participates in local continuing professional educational opportunities. Fulfills SBEC Standard Certificate Renewal of School Librarian Certificate, if applicable.	G. Updates personal knowledge and skills as directed by district staff. Fulfills SBEC Standard Certificate Renewal of School Librarian Certificate, if applicable.	G. Spends little time in self-assessment of personal knowledge and skills. Does not fulfill SBEC Standard Certificate Renewal of School Librarian Certificate, if applicable.

Benefits for Students:

- Develop technology-related information literacy skills (select the resource appropriate for the task, synthesize knowledge, create a solution, and evaluate the results) in order to foster effective and efficient critical thinking and problem-solving strategies in all subject areas.
- Demonstrate technological awareness, including information acquisition, work in solving problems, and communication.
- Communicate the results of their research in a variety of formats, electronic, print, oral, etc.
- Demonstrate ethical use of resources, print and electronic, in their research products.
- Utilize online database sources as well as web sites identified by the librarian in collaboration with teachers.



Standard II: Learner-Centered Program Leadership and Management -- Strategies for Librarians

Goal: To demonstrate effective school library program leadership and management throughout the school, the district, and in local, state, and national activities and associations.

Level of Support of Student Achievement

Principle 1. Planning: As an advocate for libraries, the librarian leads in the development and implementation of a library vision, mission, goals, objectives, and strategic plan that incorporate sound policies and practices. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Initiates collaboration with administrators, classroom teachers, and other colleagues to develop library vision, mission, goal statements and strategic plan based on local, state, and national standards. Designs, implements and promotes a dynamic library program, reflecting district/campus vision of excellence for all learners based on the school's mission and goals, addressing changing needs of unique populations.	A. Collaborates with administrators, classroom teachers, and other colleagues in developing library vision, mission, goal statements and strategic plan based on local, state, and national standards. Designs and implements a library program, reflecting the district/campus vision, mission, and goals for all learners, with consideration to the needs of unique populations.	A. Is aware of district/campus vision, mission, and goals, and state and national standards. Designs and implements a program for library activities with a limited integration of the district/campus vision, mission, and goals.	A. Is not aware of district/campus vision, mission, and goals, or state and national standards. Does not have a library vision, mission, and goal. Has no plan for the development of a library program.
B. Assumes a leadership role in formal and informal curriculum development by proactively identifying needs and designing continuing professional education. Serves as a member of school and district curriculum development groups.	B. Participates in formal and informal curriculum development by designing continuing professional education. Serves as a member of school and district curriculum development groups.	B. Participates in formal and informal curriculum development when invited by teachers of district staff.	B. Does not participate in formal and informal school or district curriculum development.
C. Integrates students in the leadership and management of the school library program through participation in a library advisory committee, by bringing issues to student government and clubs, and by establishing channels of communication such as focus groups, listservs, and electronic bulletin boards on library issues.	C. Involves students in the leadership and management of the school library program by bringing issues to student organizations such as student government and clubs, and by establishing channels of communication such as focus groups, listservs, and an electronic bulletin board on library issues.	C. Encourages students to participate in the management of the school library program by establishing formal channels for communication such as suggestion box, focus groups, listservs, and an electronic bulletin board on library issues.	C. Does not involve students in the leadership and management of the school library program.

Benefits for Students:

- Develop an ownership of the library program and understand how the library vision, mission, and goals align with the educational objectives of the school. Students contribute to the leadership and management of the library.
- Benefit from a dynamic library program with a vision of excellence for all learners based on the educational mission of the school to support student achievement of Texas Essential Knowledge and Skills.
- Are involved in an advocacy organization for the school library.



Principle 2. Organizing and Staffing: The librarian manages staff, volunteers, and partners to support the curriculum, to satisfy learners' diverse needs, and to encourage lifelong learning.

Campus Level Professional and Paraprofessional Staff to Support Student Achievement

The professional staffing levels listed below are for campuses that support one level. Special consideration must be given to additional staffing to serve students if a library supports more than one level.

Campus-Level Enrollment	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
0 - 500 ADA	At least 1.5 Certified Librarian	At least 1 Certified Librarian	At least 1 Certified Librarian	Less than 1 Certified Librarian
501-1,000 ADA	At least 2 Certified Librarians	At least 1.5 Certified Librarian	At least 1 Certified Librarian	Less than 1 Certified Librarian
1,001-2,000 ADA	At least 3 Certified Librarians	At least 2 Certified Librarian	At least 1 Certified Librarian	Less than 1 Certified Librarian
2,001 + ADA	3 Certified Librarians plus add at least 1 additional librarian for every 700 students	2 Certified Librarians plus add at least 1 additional librarian for every 1,000 students	At least 2 Certified Librarians	Less than 2 Certified Librarians

The paraprofessional staffing levels listed below are for campuses that support one level. Special consideration must be given to additional staffing to serve students if a library supports more than one level.

Campus-Level Enrollment	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
0 - 500 ADA	At least 1.5 Paraprofessional	At least 1 Paraprofessional	At least 0.5 Paraprofessional	Less than 0.5 Paraprofessional
501-1,000 ADA	At least 2 Paraprofessional	At least 1.5 Paraprofessional	At least 1 Paraprofessional	Less than 1 Paraprofessional
1,001-2,000 ADA	At least 3 Paraprofessional	At least 2 Paraprofessional	At least 1.5 Paraprofessional	Less than 1.5 Paraprofessional
2,001 + ADA	3 Paraprofessional plus add at least 1 additional librarian for every 700 students	2 Paraprofessionals plus add at least 1 additional librarian for every 1,000 students	At least 2 Paraprofessionals	Less than 2 Paraprofessionals

District Level Staff to Support Student Achievement

Number of Schools in District	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
1-5	1 All-level Director/ Coordinator with library certification; may have other district responsibilities .5 Paraprofessional	1 All-level Director/Coordinator, with other district duties 0.5 Paraprofessional	1 All-level Director/Coordinator, with other district duties 0.5 Paraprofessional	1 Certified Librarian, with other campus and district duties
6-15	1 All-level Director/ Coordinator with library certification 0.5 Paraprofessional	1 All-level Director/Coordinator 0.5 Paraprofessional	1 All-level Director/Coordinator, with other district duties 0.5 Paraprofessional	1 Certified Librarian, with other campus or district duties
16-40	1 All-level Director/Coordinator with library certification 1 Technical Services Coordinator with library certification 1 Professional Librarian with library certification 4 Paraprofessionals	1 All-level Director/Coordinator 1 Technical Services Coordinator 1 Professional Librarian 2 Paraprofessionals	1 All-level Director/Coordinator 1 Technical Services Coordinator 2 Paraprofessionals	1 All-Level Director/Coordinator, with other district duties 1 Library Technologist 1 Paraprofessional



Number of Schools in District	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
41-81	1 Director/Coordinator with library certification 1 Assistant Director/Coordinator with library certification 1 Assistant Library Technologist (or Cataloger) with library certification 1 Technical Services Coordinator with library certification 1 Professional Librarian with library certification 8 Paraprofessionals	1 Director/Coordinator 1 Library Technologist 1 Technical Services Cataloger 1 Professional Librarian 5 Paraprofessionals	1 Director/Coordinator 1 Library Technologist 0.5 Technical/Services/Cataloger 0.5 Professional Librarian 3 Paraprofessionals	1 Director/Coordinator 1 Library Technologist 2 Paraprofessionals
82+	1 Director/Coordinator with library certification 2 Assistant Director/Coordinator with library certification 1 Technical Services/Coordinator 1 Library Technologist with library certification 1 Professional Librarian with library certification 8 Paraprofessionals (+ 1 for every 20 schools above 82)	1 Director/Coordinator 1 Assistant Director/Coordinator 1 Library Technology Coordinator 1 Technical Services/ Cataloger 1 Professional Librarian 6 Paraprofessionals (+ 1 for every 30 schools above 82)	1 Director/Coordinator 1 Assistant Director/Coordinator 1 Library Technology Coordinator 0.5 Technical Services/Cataloger 0.5 Professional Librarian 4 Paraprofessionals (+ 1 for every 40 schools above 82)	1 Director/Coordinator 1 Library Technologist 3 Paraprofessionals

Level of Support of Student Achievement:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Librarian(s) and qualified paraprofessional staff provide access during all hours of the instructional day and a minimum of 12 hours before and after school and/or on weekends.	A. Librarian(s) and qualified paraprofessional staff provide access during all hours of the instructional day and a minimum of 8 hours before and after school and/or on weekends.	A. Library staff provides access during all hours of the instructional day and a minimum of 5 hours before and after school and/or on weekends.	A. Library staff provide access during all hours of the instructional day and less than 5 hours before and after school and/or on weekends.

Benefits for Students

- Routinely visit the library throughout the instructional day and before and after school to access library resources to complete assignments or to access materials for personal enjoyment.
- Consistently receive guidance and instruction from trained, competent, certified library staff in completing assignments and selecting materials that satisfy diverse needs.
- Are an integral part of volunteers in the library.



Principle 3. Budgets/Funding: The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that supports a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community.

External Funds: Library budget should be considered when a campus receives additional funding for the purchase of learning materials that address the needs of special populations.

Local Operating Funds: A campus may employ any one of the three budgeting options listed below to achieve collection development standards as described in Standard III: Learner-Centered Teaching and Learning. Options are shown to serve needs of elementary, secondary, as well as large and small campuses. If a library supports more than one level, special consideration must be made for additional budget. Local operating funds include items typically purchased by libraries annually such as books, periodicals, audiovisual software, puppets, realia, databases, maintenance contracts, and supplies. Local operating funds do not typically include items in other budget categories, such as computers, theft detection systems, furniture, overhead projectors and other equipment such as audiovisual equipment, continuing professional education, and salaries. Librarians should assume a proactive role in identifying budgetary needs for equipment and opportunities for securing adequate funding through sources such as principal's budget, grants, district and campus technology plans, friends of the library, book fairs, and parent groups.

Level of Support for Student Achievement

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Receives from campus or district budget an amount equal to the number of students times 1.50 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as <i>Bowker</i> or the March issue of <i>School Library Journal</i>.</p>	<p>A. Receives from campus or district budget an amount equal to the number of students times 1.25 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as <i>Bowker</i> or the March issue of <i>School Library Journal</i>.</p>	<p>A. Receives from campus or district budget an amount equal to the number of students times 1.00 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as <i>Bowker</i> or the March issue of <i>School Library Journal</i>.</p>	<p>A. Receives from campus or district budget an amount equal to less than the number of students times 1.00 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as <i>Bowker</i> or the March issue of <i>School Library Journal</i>.</p>
<p>The Acceptable budget recommendations is based on average library operating budget per student for libraries at all levels of \$19.93 as reported by Texas school librarians in Table I.1 of the 2001 study, "Texas School Libraries: Standards, Resources, Services, and Student's Performance" prepared by EGS Research and Consulting for the Texas State Library and Archives Commission. The average cost of a book in 2003 is reported in the March, 2003 issue of <i>School Library Journal</i> as \$19.18. The budget recommendation is tied to the average cost of a book so that annual library budgets may be adjusted for growth.</p>			
<p>B. Understands standard budget terminology, functions, and practices. Develops a 5-year strategy for planning, implementing, evaluating, and reporting the budget. Skilled in articulating and advocating the accountability, justification, and negotiation of the campus budget with administration. Spends the library budget in a systematic and timely manner consistent with local and state bidding practices. Understands bidding process as a method for obtaining the lowest price based on a set of specifications for a service or item.</p>	<p>B. Understands standard budget terminology, functions, and practices. Develops an annual strategy for planning, implementing, evaluating, and reporting the budget. Justifies and negotiates the campus budget with administration. Spends the library budget in a timely manner consistent with local and state bidding practices. Understands bidding process as a method for obtaining the lowest price based on a set of specifications for a service or item.</p>	<p>B. Has limited knowledge of standard budget terminology, functions, and practices. Completes and reports the campus budget. Spends the library budget in a manner consistent with local and state bidding practices.</p>	<p>B. Is unaware of standard budget terminology, functions, and practices. Does not prepare a campus budget or budget reports. Does not spend the library funds in a manner consistent with local and state bidding practices.</p>
<p>C. Maximizes library collection development funds to exceed library and campus goals and objectives for student achievement. Continuously analyzes library resources for support of state and district curriculum. Solicits teacher/student input, analyzes the collection annually using a method such as the CREW method, and selects resources utilizing reputable selection tools.</p>	<p>C. Expends library collection development funds to meet library and campus goals and objectives for student achievement. Analyzes library resources for support of state and district curriculum. Solicits teacher/student input, analyzes the collection biennially using a method such as the CREW method, and selects resources utilizing reputable selection tools.</p>	<p>C. Expends library collection development funds to meet library and campus goals and objectives for student achievement. Solicits teacher input, analyzes collection less frequently than biennially using a method such as the CREW method, and selects resources utilizing reputable selection tools.</p>	<p>C. Is inconsistent in expending library collection development funds to attain campus goals and objectives of student achievement. Purchases frequently do not reflect a plan for updating aging materials, teacher/student requests, and the use of reputable selection tools.</p>

Benefits for Students:

- Needs are fully supported by a wide range of attractive current materials in varying formats.
- Are aware of budget limitations, the value of information resources, and work with the librarian to expand sources for funding, and understand the importance of care of books and other resources.
- Have opportunities to provide input on resource needs.



Principle 4. Research/Assessment/Reporting: The librarian manages a successful program by demonstrating the value of the library program through research, data collection, assessment, evaluation, and dissemination of information about services and resources. In the following Program Developments the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. In accordance with this document, collects data and evaluates the library resources and services through the Strategies for Librarians, evaluates the use of the collection through the recommended Output Measures, and evaluates the impact of the library program on student achievement of state mandated curriculum objectives through the Outcome Measures. Prepares and provides an annual report to school administration that includes a library program profile and Output and Outcome Measures. Note: See example of Annual Evaluation Report after the Outcome Measures section of this document.</p>	<p>A. In accordance with this document, collects data and evaluates the library resources and services through the Strategies for Librarians and evaluates the use of the collection through the recommended Output Measures. Prepares and provides an annual report to school administration that includes a library program profile and Output Measures. Note: See example of Annual Evaluation Report after the Outcome Measures section of this document.</p>	<p>A. In accordance with this document, collects data and evaluates the library resources and services through the Strategies for Librarians. Prepares and provides an annual report to school administration that includes a library program profile and evaluation in accordance with the Strategies for Librarians. Note: See example of Annual Evaluation Report after the Outcome Measures section of this document.</p>	<p>A. Fails to formally assess the library program utilizing measures provided in this document:</p>
<p>B. Based on the results of annual evaluation of the library program in accordance with the Strategies for Librarians, the Output Measures, and the Outcome Measures, Librarian develops a plan to improve the library services and resources in accordance with campus and district goals; uses the results of the evaluation to justify the proposed library budget.</p>	<p>B. Based on the results of annual evaluation of the Library program in accordance with the Strategies for Librarians and the Output Measures Librarian develops a plan to improve the library services and resources in accordance with campus and district goals; uses the results of the evaluation to justify the proposed library budget.</p>	<p>B. Based on the results of annual evaluation of the library program in accordance with the Strategies for Librarians, librarian develops a plan to improve the library services and resources in accordance with campus and district goals; uses the results of the evaluation to justify the proposed library budget.</p>	<p>B. Does not analyze the library program or develop a plan for improvement in accordance with the Strategies for Librarians, Output Measures, or Outcome measures.</p>
<p>C. Uses assessment of Strategies for Librarians, Output Measures, and Outcome Measures to encourage a vision of a library program that provides excellence for all learners. Employs national and international standard of practice as a benchmark to advocate for the development of the library program.</p>	<p>C. Uses assessment of Strategies for Librarians and Output Measures to encourage a vision of a library program that provides excellence for all learners. Is aware of national and international standard of practice.</p>	<p>C. Uses assessment of Strategies for Librarians to encourage a vision of a library program that provides excellence for all learners.</p>	<p>C. Does not use assessment of library program to advocate for the development of the library and does not have a vision of excellence for all learners.</p>

Benefits for Students:

- Recognize the value and support of the librarian and library services and are supported in both curricular and personal reading and information needs.



Standard III. Learner-Centered Technology and Information Access -- Strategies for Librarians

Goal: To promote the success of all students and staff by facilitating the access, use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

Level of Support of Student Achievement

Principle 1. The library media program provides a balanced, carefully selected, and systematically organized collection of print and electronic library resources that are sufficient to meet students' needs in all subject areas and that are continuously monitored for currency and relevancy. (Correlates to NBPTS Library Media Standards, Standard I, II, III, VI www.nbpts.org/pdf/ecva_lm.pdf) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Provides a balanced and current collection of at least 12,000 books, audiovisual software, and multi-media or 24 items per student at elementary level, at least 20 items per student at middle school level, at least 16 items per student at high school level, whichever is greater.	A. Provides a balanced and current collection of at least 10,800 books, audiovisual software, and multi-media, or at least 22 items per student at elementary level, at least 18 items per student at middle school level, at least 14 items per student at high school level, whichever is greater.	A. Provides a balanced and current collection of at least 9,000 books, audiovisual software, and multi-media, or at least 20 items per student at elementary level; at least 16 items per student at middle school level; at least 12 items per student at high school level, whichever is greater.	A. Provides a balanced collection of less than 9,000 books, audiovisual software, and multi-media, or less than 20 items per student at elementary level; less than 16 items per student at middle school level; less than 12 items per student at high school level, whichever is greater.
B. Maintains an overall average age of collection of less than 11 years with special attention, for specific disciplines in accordance with the CREW Method usage and MUSTIE negative factors as outlined in the CREW Method.	B. Maintains an overall average age of collection of less than 13 years with special attention, for specific disciplines in accordance with the CREW Method usage and MUSTIE negative factors as outlined in the CREW Method.	B. Maintains an overall average age of collection of less than 15 years with special attention, for specific disciplines in accordance with the CREW Method usage and MUSTIE negative factors as outlined in the CREW Method.	B. Maintains an overall average age of collection of 15 or greater years.
C. Library technology infrastructure (including computers) meets the Standards as designated by district and campus STaRCharts at the Target Tech Level, which includes "4 or less students per Internet-connected multimedia computer" [number of students determined by Library capacity], and on-demand access for every student, as recommended by the Long Range Plan for Technology. Replacement cycle established by district/campus is 3 years or less.	C. Library technology infrastructure (including computers) meets the Standards as designated by district and campus STaRCharts at the Advanced Tech Level, which includes "4 or less students per Internet-connected multimedia computer" [number of students determined by Library capacity]. Replacement cycle established by district/campus is every 4 years.	C. Library technology infrastructure (including computers) meets the Standards as designated by district and campus STaRCharts at the Developing Tech Level, which includes "Between 5 and 9 students per Internet-connected multimedia computer" [number of students determined by Library capacity]. Replacement cycle established by district/campus is every 5 years.	C. Library technology infrastructure (including computers) meets the Standards as designated by district and campus STaRCharts at the Early Tech Level, which includes "10 or more students per Internet-connected multimedia computer" [number of students determined by Library capacity]. Replacement cycle established by district/campus is 6 or more years.
D. If statewide consortia information sharing projects exist, librarian provides participation, including electronic subscriptions (online databases, magazines and newspapers, encyclopedias, reference books, primary sources, etc.), interlibrary loan, and library, school-wide, and remote access to the Web. Library program provides a minimum of 3 additional subscriptions to electronic databases at elementary level, or 6 at secondary level.	D. If statewide consortia information sharing projects exist, librarian provides participation, including electronic subscriptions (online databases, magazines and newspapers, encyclopedias, reference books, primary sources, etc.), interlibrary loan, and library, school-wide, and remote access to the Web. Library program provides a minimum of 2 additional subscriptions to electronic databases at elementary level, or 4 at secondary level.	D. If statewide consortia information sharing projects exist, librarian provides participation, including electronic subscriptions (online databases, magazines and newspapers, encyclopedias, reference books, primary sources, etc.), interlibrary loan, and library, school-wide, and remote access to the Web.	D. If statewide consortia information sharing projects exist, librarian provides less than full participation.
E. Provides print periodicals for students and staff, including at least 20 subscriptions for elementary campuses, at least 45 subscriptions at middle school campuses, and at least 65 subscriptions at high school campuses. The collection includes both research journals and leisure reading periodicals.	E. Provides print periodicals for students and staff, including at least at least 15 subscriptions for elementary campuses, at least 30 subscriptions at middle school campuses, and at least 50 subscriptions at high school campuses. The collection includes both research journals and leisure reading periodicals.	E. Provides print periodicals for students and staff, including at least 10 subscriptions for elementary campuses, at least 20 subscriptions at middle school campuses, and at least 35 subscriptions at high school campuses. The collection includes both research journals and leisure reading periodicals.	E. Provides print periodicals for students and staff, including less than 10 subscriptions for elementary campuses, less than 20 subscriptions at middle school campuses, and less than 35 subscriptions at high school campuses. The collection includes both research journals and leisure reading periodicals.
F. Provides students and staff with at least one local and at least three major metropolitan area or national news sources, one of which is in print format.	F. Provides students and staff with at least one local and at least two major metropolitan area or national news sources, one of which is in print format.	F. Provides students and staff with at least one local and at least one major metropolitan area or national news source, one of which is in print format.	F. Provides students and staff with less than one local and one major metropolitan area or national news source, one of which is in print format.
G. Participates in the development of, uses, and shares with the learning community, a written, board-approved, selection and reconsideration policy that deals with print, non-print, and electronic resources.	G. Uses and shares with the learning community, a written, board-approved, selection and reconsideration policy that deals with print, non-print, and electronic resources.	G. Uses a written, board-approved, selection and reconsideration policy that deals with print, non-print, and electronic resources.	G. Does not have or follow any written, board-approved, selection and reconsideration policy.



H. Uses 5 or more professional, up-to-date resources, both print and electronic, to locate, evaluate and select materials.	H. Uses at least 3 professional, up-to-date resources, both print and electronic, to locate, evaluate and select material.	H. Uses at least 2 professional, up-to-date resources, either print or electronic, to locate, evaluate and select materials.	H. Does not use professional, up-to-date resources, to locate, evaluate and select materials.
I. Builds the collection based on knowledge of the curriculum, state educational objectives, national information literacy standards (as established in <i>Information Power</i>), and student and faculty characteristics and needs. Actively seeks input from the learning community.	I. Builds the collection based on knowledge of the curriculum, state educational objectives, national information literacy standards (as established in <i>Information Power</i>), and student and faculty characteristic and needs. Accepts input from the learning community.	I. Builds the collection based on knowledge of the curriculum, state educational objectives, students' characteristics and needs. Accepts input from the learning community.	I. Builds the collection with anything less than some knowledge of the curriculum, state educational objectives, students' characteristics and needs, and willingness to accept input from the learning community.
J. Develops a formal campus collection management plan that includes weeding and point of use collection development to maintain a current, relevant collection, using formal tools, such as the CREW method.	J. Utilizes a systematic collection management process that includes weeding and collection development to maintain a current, relevant collection, using formal tools, such as the CREW method.	J. Weeds using formal tools such as the CREW method.	I. Does not weed or follow a weeding method.

Benefits for Students:

- Evaluate the validity, relevancy, and accuracy of available information and choose the most appropriate resources.
- Use reliable information in the synthesis of ideas and development of products.
- Demonstrate connections between classroom learning, information skills, and real-life situations.
- Use a variety of print and electronic resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, globes, atlases, almanacs).
- Are able to complete assignments off campus utilizing online databases as needed.



Principle 2. The librarian models and promotes the highest standard of conduct, ethics, and integrity in the use of the Web and other print and electronic resources. *(Correlates to NBPTS Library Media Standards, Standard III, VI, IX)* In the following Program Development stages, the librarian:

A. Complies with and leads staff and students to comply with current school board policies and legislation and regulations regarding access, copyright, plagiarism, confidentiality, selection and reconsideration of materials, and other legal issues that affect the library media program.	A. Complies with and helps staff comply with school board policies and current legislation and regulations regarding access, copyright, plagiarism, confidentiality, selection and reconsideration of materials, and other legal issues that affect the library media program.	A. Complies with current school board policies and legislation and regulations regarding access, copyright, plagiarism, confidentiality, selection and reconsideration of materials, and other legal issues that affect the library media program.	A. Does not comply with school board policies and current legislation and regulations regarding access, copyright, and other legal issues that affect the library media program.
B. Maintains organized and easily accessible copyright permission/license status for 100% of learning materials in the library.	B. Maintains organized copyright permission/license status for 100% of learning materials in the library.	B. Maintains copyright permission/license status for 100% of learning materials in the library.	B. Does not maintain copyright permission/license status for 100% of learning materials in the library.
C. Clearly marks copyright warning notices on copy-enabled equipment located throughout the entire campus and has procedures for attaching copyright warning notices to any new copy-enabled equipment added to the campus.	C. Clearly marks copyright warning notices on copy-enabled equipment located throughout the entire campus.	C. Clearly marks copyright warning notices on all copy-enabled equipment located within and circulated from the library.	C. Does not mark copy-enabled equipment with copyright warning notices.
D. Maintains records and collaborates with faculty in monitoring copyright status of print and audiovisual materials in the library materials and throughout the school.	D. Maintains records and monitors copyright status of print and audio-visual library materials.	D. Monitors copyright status of print and audio-visual materials in the library.	D. Does not track copyright status of print and audiovisual materials.
E. Provides integrated training for students and staff in campus and district Internet policies, the principles of copyright, plagiarism, intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns.	E. Provides training at least once a year for students and staff in campus and district Internet policies, the principles of copyright, plagiarism, intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns.	E. Provides training upon request for students and staff in campus and district Internet policies, the principles of copyright, plagiarism, intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns.	E. Does not provide training for students and staff in campus and district Internet policies, the principles of copyright, plagiarism, intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns.
F. Leads collaboration with teachers, administrators, and others to develop and publicize policies and procedures that advocate compliance with copyright, campus and district Internet policies, and other relevant laws.	F. Encourages teachers, administrators, and others to develop and publicize policies and procedures that advocate compliance with copyright, campus and district Internet policies, and other relevant laws.	F. Communicates to teachers, administrators, and others, policies and procedures that advocate compliance with copyright, campus and district Internet policies, and other relevant laws.	F. Does not communicate to teachers, administrators, and others, policies and procedures that advocate compliance with copyright, campus and district Internet policies, and other relevant laws.

Benefits for Students:

- Follow copyright laws and policies concerning plagiarism when completing research assignments.
- Follow campus and district Internet policies.
- Appropriately document and credit words and works used in their assignments in an MLA or other standard format.



Principle 3. The librarian employs existing and emerging technologies to access, evaluate, and disseminate information for integration into instructional programs. *(Correlates to the NBPTS Library Media Standards Standard II, III, IV, V, VI)* In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Provides students and staff with campus-wide and remote access to electronic library resources through a library-designed portal.	A. Provides students and staff with campus-wide and remote access to electronic library resources through an end-user organized interface.	A. Provides students and staff access to electronic library resources in the library and remotely.	A. Provides no access to electronic library resources.
B. Provides a web-delivered online public access library catalog in the library, campus-wide, and remotely.	B. Provides an online public access library catalog in the library and campus-wide.	B. Provides an online public access library catalog in the library.	B. Provides no online public access library catalog.
C. Provides one administrative computer per library staff member.	C. Provides more than one administrative computer to serve the needs of all library staff members, but less than one computer per staff member.	C. Provides only one administrative computer to serve the needs of all library staff members.	C. Provides no administrative computer for library staff members.
D. Provides two computers dedicated to circulation and one computer dedicated for teacher use.	D. Provides two computers dedicated to circulation.	D. Provides one computer dedicated for circulation.	D. Provides no computer dedicated to circulation.
E. Facilitates the full integration of technology, including multimedia and the Web, into the curriculum and instruction.	E. Facilitates the creation of new technology-supported, student-centered projects.	E. Facilitates technology literacy skills, including multimedia and the Web, in support of learning.	E. Does not facilitate technology literacy skills.
F. Serves on school technology committee, helps develop the school technology plan, and provides input in the development of the district technology plan.	F. Serves on school technology committee and helps develop the school technology plan.	F. Serves on school technology committee.	F. Does not serve on school or district technology committee.
G. If local, statewide, or national consortia technology initiatives exist, including statewide interlibrary loan, librarian actively and systematically trains students and staff in their use.	G. If local, statewide, or national consortia technology initiatives exist, including statewide interlibrary loan, librarian provides information and training in their use infrequently and upon request to students and staff.	G. If local, statewide, or national consortia technology initiatives exist, including statewide interlibrary loan, librarian provides information and training infrequently and upon request to students and staff.	G. If local, statewide, or national consortia technology initiatives exist, including statewide interlibrary loan, librarian does not provide information or training to students and staff in their use.

Benefits for Students:

- Communicate effectively with a variety of audiences, including those outside the school community.
- Utilize resources provided through local, statewide, and national technology initiatives in the library, throughout the school, and remotely to fulfill and meet assignments and personal interest needs.
- Determine the validity and reliability of primary and secondary source information and uses information accordingly in reporting on a research topic.



Principle 4. The librarian models information problem solving processes while providing formal and informal instruction about reference and research techniques. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Collaborates with teachers through regular formal planning sessions during the instructional day and point of need sessions during and beyond the instructional day, to develop, implement, and evaluate learning experiences to teach problem-solving process models.	A. Collaborates informally with teachers to cooperatively plan curriculum and learning experiences to teach problem-solving process models.	A. Facilitates teacher-developed assignments.	A. Teaches minimal library skills in isolation from curriculum content.
B. Engages, directs, and encourages students, individually and in groups, in extensive problem-driven research with real-world application, in the use of information to solve problems, in the process of building on previous learning, and in the use of all formats of resources to locate, gather, select, synthesize, and evaluate relevant information.	B. Instructs students in the use of the library, including print and online databases for completion of teacher-developed activities that require active use of information to solve problems.	B. Teaches library media lessons and provide individual reference assistance and introduce students and teachers to the use of technology and online databases as tools for accessing, gathering, and using relevant information.	B. Uses a traditional teaching approach with lectures and worksheets.

Benefits for Students:

- Work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems.
- Use technology for student-centered learning in communities of inquiry.
- Demonstrate proficiency in utilizing technology to locate, synthesize, and integrate information from multiple resources in a variety of formats to draw conclusions and create a product.
- Use technology to present newly acquired knowledge.
- Use criteria such as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice in order to evaluate to various forms of information.



Standard IV. Learner-Centered Library Environment -- Strategies for Librarians

Goal: To provide design guidelines for facilities to allow for manipulation, production, and communication of information by all members of the learning community.

Level of Support of Student Achievement

Principle 1. The design of the school library is aligned with the educational objectives of the learning community. The library environment is designed for flexible access and supports all educational objectives of the Library program. Educational specifications for any renovation or proposed new facility will include a description of the proposed project expressing the range of issues and alternatives, in accordance with 19 Texas Administrative Code (TAC) §61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities. Acceptable Level in Strategy A below is specified in 19 Texas Administrative Code (TAC) §61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Seeks input from teachers, other school campus staff, district program staff, students, and parents regarding functionality of the library. In the event of renovation or design of new facilities, the Librarian works with a design professional or consultant to develop written specifications.	A. Seeks input from teachers, other school campus staff, district program staff, student, and parents regarding functionality of the library. In the event of renovation or design of new facilities, the Librarian works with a design professional or consultant to develop written specifications.	A. Works with a design professional or consultant to gather input from teachers, other school campus staff, and district program staff regarding functionality of the library. In the event of renovation or design of new facilities, the Librarian works with and provides input in developing written specifications.	A. Does not work with a design professional or consultant to gather input from teachers, other school campus staff, and district program staff regarding functionality of the library and does not provide in developing written specifications.
B. Is thoroughly familiar with and advocates the <u>Commissioner's Rules Concerning School Facilities</u> and other professional guidelines such as <u>Designing a School Library Media Center for the Future</u> .	B. Is familiar with the <u>Commissioner's Rules Concerning School Facilities</u> and other professional guidelines such as <u>Designing a School Library Media Center for the Future</u> .	B. Is familiar with the <u>Commissioner's Rules Concerning School Facilities</u> .	B. Is not familiar with the <u>Commissioner's Rules Concerning School Facilities</u> .
C. Networks with (including site visits) local, regional, state, and national Librarians to acquire trends in design and specifications and to develop an idea portfolio for future construction or renovation.	C. Networks with (including site visits) local and state Librarians to acquire trends in design and specifications and to develop an idea portfolio for future construction or renovation.	C. Networks with local Librarians to acquire trends in design and specifications.	C. Does not network with local, regional, state, and national Librarians to acquire trends in design and specifications or develop an idea portfolio for future construction or renovation.



Table I - Library Space Allocations

Acceptable Level is specified in 19 Texas Administrative Code (TAC) §61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities.

Exemplary Level	Recognized Level	Acceptable Level	Below Standard
<100 Students			
Total Square Feet			
At least 6400 square feet	At least 3900 square feet	At least 1400 square feet	Less than 1400 square feet
101-500 Students			
At least 6400 square feet plus an additional 4.0 square feet for each student in excess of 100	At least 3900 square feet plus an additional 4.0 square feet for each student in excess of 100.	At least 1400 square feet plus an additional 4.0 square feet for each student in excess of 100.	Less than 1400 square feet plus an additional 4.0 square feet for each student in excess of 100.
501-2000 Students			
At least 8000 square feet plus 3.0 square feet for each student in excess of 500.	At least 5500 square feet plus 3.0 square feet for each student in excess of 500.	At least 3000 square feet plus 3.0 square feet for each student in excess of 500.	Less than 3000 square feet plus 3.0 square feet for each student in excess of 500.
2001+ Students			
At least 12,500 square feet plus an additional 2.0 square feet for each student in excess of 2000.	At least 10,000 square feet plus an additional 2.0 square feet for each student in excess of 2000.	At least 7500 square feet plus an additional 2.0 square feet for each student in excess of 2000.	Less than 7500 square feet plus an additional 2.0 square feet for each student in excess of 2000.
<p>Computer/On-line Reference Area. Libraries with more than 12 student computers shall add 25 square feet of space for each additional computer anticipated as specified in 19 TAC §61.1036.</p>			
<p>Reading/Instructional Area and Reference/Independent Study Area shall be 30% of library space as specified in 19 TAC §61.1036.</p>			
<p>Stack Area, Circulation Desk Area, and Computer/Online Reference Areas shall be 45% of library space as specified in 19 TAC §61.1036.</p>			
<p>Necessary Ancillary Areas and Staff Area shall be 25% of library space as specified in 19 TAC §61.1036.</p>			
<p>Windows shall be placed so that adequate wall and floor space remains to accommodate the shelving necessary for the library collection size established by the School Library Standards and Guidelines as specified in 19 TAC §61.1036.</p>			
Benefits for Students:			
<ul style="list-style-type: none"> • Access state of the art technology and resources in an ergonomically suitable environment. • Communicate through local and wide area networks. • Have space within the library to create a variety of projects including production and communication in a variety of formats. 			



Principle 2. The library is designed to serve as a flexible, functional, and barrier-free simultaneous-use facility for individuals, small groups, and classes as described by state and federal guidelines. The library is also designed to maximize the use of available space to permit displays of student, faculty, and community-produced materials, and collections. The facility provides all members of the learning community opportunities to explore and meet their information and recreational needs during and beyond the school day. The library provides an exemplary level of safety, security, and an age-appropriate facility for all individuals, small groups, and classes. (SBEC Standard IV 1,2,3, 5)

Specifications for Library Facilities and Strategies for Librarians: In developing written specifications for library renovation and design of new facilities, the following should be considered.

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. The Library is a welcoming and appealing environment with displays and décor contributed by students and staff as reported in student and staff surveys at a satisfaction level of at least 90%.	A. The Library is a welcoming and appealing environment with displays and décor contributed by students and staff as reported in student and staff surveys at a satisfaction level of at least 80%.	A. The Library is a welcoming and appealing environment with displays and décor contributed by students and staff as reported in student and staff surveys at a satisfaction level of at least 55%.	A. The Library is a welcoming and appealing environment with displays and décor contributed by students and staff as reported in student and staff surveys at a satisfaction level of less than 55%.
B. At least 90% of library shelving is adjustable with recommended standardized width of 36" and depth of 12", and adjustable, and located primarily on the perimeter of the library.	B. At least 80% of library shelving is adjustable with recommended standardization of a width of 36" and depth of 12", and adjustable, and located primarily on the perimeter of the library.	B. At least 55% of library shelving is adjustable with recommended standardization of a width of 36" and depth of 12", and adjustable, and located primarily on the perimeter of the library.	B. Less than 55% of library shelving is adjustable with recommended standardization of a width of 36" and depth of 12", and adjustable, and located primarily on the perimeter of the library.
C. Shelving accommodates all shelved material with at least 25% extra shelf space for growth.	C. Shelving accommodates all shelved material with at least 10% extra shelf space for growth.	C. Shelving accommodates all material without extra shelf space for growth.	C. Shelving does not accommodate all shelved materials.
D. The library is designed to provide display space for community and student work on top of the shelves, on walls, and at special display areas.	D. The library is designed to provide display space for community and student work on top of the shelves and on walls.	D. The library provides display space for community and student work on top of the shelves.	D. The library provides little or no display space for community and student work.
E. Technology infrastructure meets the standards as designated by district and campus STaRCharts at the Target Tech Level.	E. Technology infrastructure meets the standards as designated by district and campus STaRCharts at the Advanced Tech Level.	E. Technology infrastructure meets the standards as designated by district and campus STaRCharts at the Developing Tech Level.	E. Technology infrastructure meets the standards as designated by district and campus STaRCharts at the Early Tech Level.
F. At least 90% of the Library furnishings and equipment is comfortable, age-appropriate, and ergonomic.	F. At least 80% of the Library furnishings and equipment is comfortable, age-appropriate, and ergonomic.	F. At least 55% of the Library furnishings and equipment is comfortable, age-appropriate, and ergonomic.	F. Less than 55% of the Library furnishings and equipment is comfortable, age-appropriate, and ergonomic.
G. The library provides access to 100% of the special needs learners by complying with Americans with Disabilities Act (ADA) standards and "Texas Accessibility Standards" as promulgated under the Texas Civil Statutes, Article 9102, Architectural Barriers Act, as administered by the Texas Department of Licensing and Regulation.	G. The library provides access to 100% of the special needs learners by complying with Americans with Disabilities Act (ADA) standards and "Texas Accessibility Standards" as promulgated under the Texas Civil Statutes, Article 9102, Architectural Barriers Act, as administered by the Texas Department of Licensing and Regulation.	G. The library provides access to 100% of the special needs learners by complying with Americans with Disabilities Act (ADA) standards and "Texas Accessibility Standards" as promulgated under the Texas Civil Statutes, Article 9102, Architectural Barriers Act, as administered by the Texas Department of Licensing and Regulation.	G. The library provides access to less than 100% of the special needs learners and does not comply with Americans with Disabilities Act (ADA) standards or "Texas Accessibility Standards" as promulgated in the Texas Civil Statutes, Art. 9102, Architectural Barriers Act, as administered by the Dept of Licensing and Regulation.
H. Construction quality is in compliance with relevant local, state, and federal laws, including Title 19, Part II, Chapter 61, Subchapter CC: <u>Commissioner's Rules Concerning School Facilities</u> educational specifications related to lighting, HVAC, wiring, electricity, plumbing, mechanical, etc.	H. Construction quality is in compliance with relevant local, state, and federal laws, including Title 19, Part II, Chapter 61, Subchapter CC: <u>Commissioner's Rules Concerning School Facilities</u> educational specifications related to lighting, HVAC, wiring, electricity, plumbing, mechanical, etc.	H. Construction quality is in compliance with relevant local, state, and federal laws, including Title 19, Part II, Chapter 61, Subchapter CC: <u>Commissioner's Rules Concerning School Facilities</u> educational specifications related to lighting, HVAC, wiring, electricity, plumbing, mechanical, etc.	H. Construction quality is not in compliance with relevant local, state, and federal laws, including Title 19, Part II, Chapter 61, Subchapter CC: <u>Commissioner's Rules Concerning School Facilities</u> educational specifications related to lighting, HVAC, wiring, electricity, plumbing, mechanical, etc.
I. The physical design of the Library allows the learning community convenient access and use for at least 12 hrs per week beyond the instructional day.	I. The physical design of the Library allows the learning community convenient access and use for at least 8 hrs per week beyond the instructional day.	I. The physical design of the Library allows the learning community convenient access and use for at least 5 hours per week beyond the instructional day.	I. The physical design of the Library does not allow the learning community convenient access and use beyond the instructional day.
J. The library is ergonomically designed to be free of columns or other visual barriers to facilitate unobstructed view of the entire area to ensure adequate supervision of the site and the safety of learners.	J. The library is ergonomically designed to be free of columns or other visual barriers to facilitate unobstructed view of at least 85% of the area to ensure adequate supervision of the site and the safety of learners.	J. The library is ergonomically designed to be free of columns or other visual barriers to facilitate unobstructed view of at least 70% of the area to ensure adequate supervision of the site and the safety of learners.	J. The library is not ergonomically designed to be free of columns or other visual barriers. The view of less than 70% of the area is obstructed and does not ensure adequate supervision of the site or the safety of learners.



Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
K. Maintains sound collection management practices, assesses materials and resources inventory, and conducts a cost benefit analysis to determine if a security system is required. If justified, librarian advocates for the purchase of a security system to be installed at the library entrance.	K. Assesses materials and analyzes data to determine if a security system is required. If justified, librarian advocates for the purchase of a security system to be installed at the library entrance.	K. Tracks and reports losses annually to the administration but does not conduct a cost benefit analysis to determine if a theft detection system is required.	K. Does not track or report losses to the administration.
L. Is knowledgeable about professional standards such as the architectural and engineering standards published by the Illuminating Engineering Society (IES), for artificial and natural direct and indirect lighting. Librarian assesses library to determine if it is up to standard and advocates for needed improvements. When renovating an existing facility or designing a new facility, the librarian plans with the architect to design a library that includes appropriate full spectrum lighting for each area of the library individually as well as for the overall facility at all times of the day; lighting controls for each area that are conveniently placed near the main entrance to the library and are individually controlled; and uniform illumination of all shelves.	L. Is aware of professional standards such as the architectural and engineering standards published by the Illuminating Engineering Society (IES). When renovating an existing facility or designing a new facility, the librarian plans with the architect.	L. Uses professional librarian resources to recommend design or improvements when renovating an existing facility or designing a new facility, the librarian plans with the architect.	L. Is unaware of professional standards such as the architectural and engineering standards published by the Illuminating Engineering Society (IES).
M. Knows and advocates for conditions in the library that optimally support the resources, technology, and facilities. Heating, ventilating, air conditioning, and climate control (HVAC) are maintained throughout the year as required in each of the environmental regions of the State. HVAC for the library is separate from the rest of the school and controls are in the library.	M. Is aware of conditions in the library that support the resources, technology, and facilities. Librarian informs administration of the requirements for heating, ventilating, air conditioning, and climate control (HVAC) required to support the library.	M. Is aware of conditions in the library that support the resources, technology, and facilities. Heating, ventilating, air conditioning, and climate control (HVAC) are maintained when the school is in use.	M. Is unaware of conditions in the library that optimally support the resources, technology, and facilities. Heating, ventilating, air conditioning, and climate control (HVAC) are not maintained as required in each of the environmental regions of the State.
N. Arranges library furniture, equipment and materials ergonomically to foster flexible, efficient and effective traffic flow and use of space and items. Arranges library shelving and furniture in accordance with ADA.	N. Arranges library furniture, equipment and materials to maximize space for flexible use. Arranges library shelving and furniture in accordance with ADA.	N. Arranges library furniture, equipment and materials in accordance with ADA.	N. Does not arrange library furniture, equipment ergonomically or in compliance with ADA.
O. Uses at least 90% of available display space on top of shelves, on walls, and in special areas to display student and community work and for reading promotional displays.	O. Uses at least 80% of available display space on top of shelves, on walls, and in special areas to display student and community work and for reading promotional displays.	O. Uses at least 55% of available display space on top of shelves, on walls, and in special areas to display student and community work and for reading promotional displays.	O. Uses less than 55% of available display space on top of shelves, on walls, and in special areas to display student and community work and for reading promotional displays.

Benefits for Students:

- Access a library that is a sanctuary that provides a non-threatening environment in which they pursue their individual interests, study independently, study with friends and groups, and attend meetings of student organizations.
- Utilize a library that is designed and arranged to enhance its appeal and their ability to study.
- Students who are physically challenged utilize adaptive devices and furnishings to support their independent and barrier-free access to the library.
- Display work and products in the library.
- Utilize the library to complete assignments during and beyond the instructional day.



Standard V: Learner-Centered Connections to the Community -- Strategies for Librarians

Goal: To provide information equity by: working for universal literacy; defending intellectual freedom; preserving and making accessible the human record; ensuring access to print and electronic resources; connecting school faculty, staff and students to community resources and services as needed; and by connecting community members to school resources and services as appropriate.

Level of Support of Student Achievement

Principle 1. The librarian develops a school library program that offers students, faculty and staff, families, partners, and community constituents the opportunities for participation and collaboration in the library and educational community. The librarian promotes/encourages broad school and community-based advocacy for the school library program to support student success. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Identifies potential partners and initiates formal and informal collaborations and partnerships within the school and the broader community for the purpose of advocacy and student success.	A. Initiates formal and informal partnerships and collaborations within the school community and broader community for the purpose of advocacy and student success.	A. Partners and collaborates with teachers, staff and parents for the purpose of advocacy for the school library program and responds to requests for partnership and collaboration from community constituents.	A. Does not establish partnerships and collaborations within the school or community. Little or no school advocacy or collaborative activities are evident.
B. Develops, maintains, and promotes library programs, through discussions with community partners, that offer students, faculty and staff, families, and the community opportunities to participate in school activities and their children's education.	B. Develops library programs, using information gathered about the learners and their families, that offer students, faculty and staff, families, and community opportunities to participate in school activities and their children's education.	B. Plans and implements opportunities for family centered library activities based on identified needs of families and learners.	B. Does not plan or implement programs that encourage family participation.
C. Identifies and recruits members of the broader community to serve as partners in advocating for the school library program and student success, including educational and business entities.	C. Recruits members of the school and broader community to promote the library program and student success.	C. Advocates for the library program and student success in the school community.	C. Does not partner to advocate for the library program or student success.
D. Partners with school and community groups to sponsor events that promote the school library program and student success.	D. Partners with members of the school and community to sponsor events that promote the school library program and student success.	D. Sponsors events to promote the school library program and student success.	D. Does not partner with school and community groups or sponsor events to promote the school library program or student success.

Benefits for Students:

- Together with their parents actively participate in library program activities and promote the library through planning of and participation in events sponsored by the school, community partners and other organizations.
- Can move easily from the school library to other libraries in the community because of collaboration between institutions.
- Are aware of school district and library policies regarding intellectual freedom, AUP, and copyright.



Principle 2. The librarian facilitates broad access to library resources and provides opportunities for use for students, faculty and staff, families, partners and community constituents. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Initiates and actively promotes assistance to students, families and community members using library services and in locating school library resources.	A. Assists community partners in using library services and initiates and provides assistance to students, families and community members in locating resources in the library.	A. Allows use of library services and provides assistance to families and community members in locating resources in the library when asked.	A. Does not provide library services to community partners. Does not provide assistance to family and community members in locating materials in the school collection.
B. Designs and initiates training in the use of print and electronic library resources targeted to families and community partners and community members based on analysis of community.	B. Provides training in the use of print and electronic library resources targeted to families, community partners and community members.	B. Provides general training materials in the use of print and electronic library resources that can be used by families and community members.	B. Does not provide training or training materials in the use of print and electronic library resources to families and community members.
C. Designs and delivers online training on the library web page and web-based resources targeted to students, families, community partners and community members, and teachers for accessing and using learning resources.	C. Delivers online training on the library web page to students, families, community members, and teachers for accessing and using learning resources.	C. Offers information on online training to students, families, community members, and teachers in accessing and using learning resources.	C. Does not make online training available.
D. Develops and maintains a library web site within the purview of district policies that serves as a portal for a variety of virtual learning resources unique to the needs of student, families, community partners and community constituents.	D. Develops and maintains a library web site within the purview of district policies that serves as a portal for student, families, community partners and community constituents with links to relevant resources.	D. Maintains a library web site within the purview of district policies that serves as a portal with links to relevant resources.	D. Does not provide a website to access library resources.
E. Provides library services, collection, and programs designed for community partners and community members during and beyond the instructional day.	E. Provides library services, collection, and programs for community members during and beyond the instructional day.	E. Provides library services and collection for use by community members during and beyond the instructional day.	E. Does not provide library services, collection, and programs for use by community members during and beyond the instructional day.
F. Provides access to school library resources, services, and programming to students, families, community partners, and community members for a minimum of 2 days per week during the summer vacation months.	F. Provides access to school library resources and services to students, families, community partners, and community members for a minimum of 1 day per week during the summer vacation months.	F. Does not provide access to the school library during the summer vacation months. Students, families, community partners, and community members may access some online school library resources remotely.	F. Does not provide access to school library resources or services during summer vacation months for students, families, community partners, or community members.
G. Hosts and promotes a summer reading program or offers the Texas Reading Club collaboratively with a public library during the summer vacation. Recognizes students who successfully complete the program. High school librarian encourages students, families, community partners and community members to volunteer and participate in programs at their local public library. Recognizes students, families, community partners and community members for volunteer participation.	G. Hosts a summer reading program or offers the Texas Reading Club collaboratively with a public library during the summer vacation. High school librarian encourages students, families, community partners and community members to volunteer and participate in programs at their local public library.	G. Encourages students to read during the summer months and participate in the Texas Reading Club at their local public library. High school librarian encourages students, families, community partners and community members to volunteer and participate in programs at their local public library.	G. Does not inform students of resources and programs available through local public library or encourage them to obtain a library card. Does not encourage students, families, community partners and community members to volunteer at their local public library.

Benefits for Students:

- Request and participate in events and activities in the library and in the wider educational community.
- Participate in a library advisory council together with parents, community members and school staff.
- Are aware of sources of information throughout the community.



Principle 3. The librarian is knowledgeable about learning differences and ethnically and culturally diverse interests of the school and local community and develops a school library program that responds to these unique community characteristics. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. With community partners and community members, plans for and acquires library resources that accommodate learning differences.	A. Plans for and acquires library resources that accommodate learning difference.	A. Acquires resources, as well as items of local interest that accommodate learning difference.	A. The library collection does not accommodate the needs of students and other library patrons who have learning differences.
B. Is knowledgeable about and demonstrates awareness of ethnically and culturally diverse community members and involves representative community members in the design of library partnership activities, programs, and services.	B. Is aware of ethnically and culturally diverse community members and invites these community members to participate in library partnership activities, programs, and services.	B. Is aware of ethnically and culturally diverse community members and integrates this information into library programs and services.	B. Is unaware of the ethnic and cultural uniqueness in the community.
C. With community partners and community members plans for and acquires library resources to meet the needs and reflect the multi-cultural and diverse community.	C. Plans for and acquires library resources to meet the needs and reflect the multi-cultural and diverse community.	C. Acquires multi-cultural resources, as well as items of local interest to add to the school library collection.	C. Has a "one size fits all" attitude toward the library collection and service.
D. Develops and implements a formal plan to accommodate learner differences in compliance with regulations to accommodate students with diverse needs.	D. Plans to accommodate learner differences in compliance with regulations to accommodate students with diverse needs.	D. Makes adaptations in the library program as necessary for students who need special assistance, but no formal plan is in place.	D. Does not address learning differences or characteristics in planning for the school library program and resources.
E. Complies with regulations to accommodate students with special needs.	E. Complies with regulations to accommodate students with special needs.	E. Complies with regulations to accommodate students with special needs.	E. Has a "one size fits all" attitude toward the library collection and services.

Benefits for Students:

- Request and participate in events and activities in the library and in the wider educational community.
- Are provided with a variety of resources that provide for difference in learning styles.
- Are involved in projects that build on the positive aspects of cultural differences.

Principle 4. The librarian, in partnership with community organizations, develops, maintains, and markets the vision, goals, and needs of the school library program to the broadest community constituency to promote the library and student success. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates in community programs of collaboration, partnerships, and networks, including profit, non-profit, and educational and other related groups through local and global networking to promote the library program and student success.	A. Has an informal system of securing additional resources through networking with other librarians in the district or the public library. Librarian is aware of and participates informally in community programs that might provide support for student services.	A. Has a working relationship with district and public librarians and is aware of area resources to support student success and the mission of the library.	A. Makes little or no attempt to collaborate with school, district, and or community partners such as networks. Librarian rarely or never participates in community programs that might provide support for student services and promote student success.
B. Designs and implements a strategy for effective communication/marketing of library vision, goals, services, and needs with school and community partners, public decision-makers, and the profit and non-profit sectors.	B. Communicates the library vision, goals, services, and needs to the school community and entities beyond the campus, and to the business community	B. Informally communicates the library vision, goals, services, and needs to staff, school administrators, students, and parents.	B. Makes little or no attempt to communicate the vision, goals, services, or needs of the library program to the school or the community.

Benefits for Students:

- Are encouraged to take part in civic organization programs.
- Develop, with the librarian, a list of community organizations that form the basis of a foundation of support for students and the library program.
- Participate in the design of a communications/marketing plan that includes goals and objectives for program and student success, an outline for matching services and resources to the needs of the educational community, identification of student successes, lists of stakeholders, and a plan for dissemination of information.



Standard VI. Learner Centered Information Science and Librarianship -- Strategies for Librarian

Goal: To promote the success of all students and staff by: providing information equity; working for universal literacy; defending intellectual freedom; preserving and making accessible the heritage of all cultures; and ensuring that equal access to resources in all formats is available for everyone.

Level of Support of Student Achievement

Principle 1. The librarian works collaboratively with other information professionals in support of the library program, student achievement, and the profession, and understands the role of all types of libraries in an integrated learning environment. (*TAC Standard VI. 1, 15*) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Makes both campus and district library collections available through an online union catalog and remotely through online databases. Promotes the state supported databases. Establishes a network with neighboring districts for training and support.	A. Makes campus library collection available through an online union catalog and remotely through online databases. Promotes and takes part in training network.	A. Makes campus library collection available through an online union catalog, and remotely through online databases.	A. Does not make the Campus library collection available online.
B. Develops a library web site in collaboration with campus staff and provides links to public, academic library online catalogs and national and state online sites that support TEKS objectives.	B. Develops a web site in collaboration with campus staff and provides links to public, academic library online catalogs and national and state online sites that support TEKS objectives.	B. Develops a web site in collaboration with campus staff and provides links to public, academic library online catalogs and national and state online sites that support TEKS objectives.	B. Does not develop or provide a web site.
C. Assumes a leadership role in determining opportunities to collaborate with campus/district/regional administrators, curriculum specialists and professional staff to develop and provide continuing professional education opportunities.	C. Collaborates with campus/district administrators, campus/district/regional curriculum specialists and professional staff to develop and provide continuing professional education opportunities.	C. Collaborates with campus administrators and professional staff to provide continuing professional education opportunities upon request.	C. Does not collaborate with campus/district administrators, campus/district curriculum specialists, and professional staff to develop and provide continuing professional education opportunities.
D. Assumes a leadership role in establishing a collaborative role with librarians in institutions of higher learning to provide high school students and staff with access to collections and services.	D. Collaborates with librarians in institutions of higher learning to provide high school students and staff with access to collections and services.	D. Collaborates with librarians in institutions of higher learning to provide high school students and staff with access to collections and services upon request.	D. Does not collaborate with librarians in institutions of higher learning to provide high school students and staff with access to collections and services.
E. Initiates collaboration to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities.	E. Collaborates to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities.	E. Collaborates to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities upon request.	E. Does not collaborate to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities.
F. Initiates collaboration with public library to ensure all students and staff have library cards and access to public library resources, to promote student participation in summer reading clubs, and to communicate assignment alerts.	F. Collaborates with public library to ensure that all students and staff have library cards and access to public library resources, to promote student participation in summer reading clubs, and to communicate assignment alerts.	F. Collaborates with public library to ensure that all students and staff have library cards and access to public library resources, and to promote student participation in summer reading clubs.	F. Does not collaborate with public libraries.

Benefits for Students:

- Access online resources from the library, classrooms and remote sites.
- Access databases in public, academic and virtual libraries.
- Apply information literacy skills in creating new knowledge relating to curriculum content.
- Use multiple sources, including electronic texts, experts, and print resources, to located information relevant to research questions.
- Draw conclusions from information gathered from multiple sources.
- Are aware of resources available at other libraries and know how to access them.



Principle 2. The librarian creates a school library program that is recognized as the central element in the intellectual life of the school as evidenced by use of statistical measures to evaluate and improve the program. (TAC Standard VI. 2, 10) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. In collaboration with classroom teachers, reviews and utilizes student achievement as measured on TAKS tests and benchmark assessments such as the Iowa Test of Basic Skills so that collaborative lesson plans include development of information literacy skills and are based on TEKS objectives.</p>	<p>A. In collaboration with classroom teachers, reviews student achievement as measured on TAKS tests and benchmark assessments such as the Iowa Test of Basic Skills so that lesson plans include the development of information literacy skills and are based on TEKS objectives.</p>	<p>A. Includes information literacy skills in lesson plans.</p>	<p>A. Is unaware of the definition of information literacy.</p>
<p>B. Assumes a leadership role in district and campus site-based decision making committees.</p>	<p>B. Serves as an active member in district and campus site-based decision making committees.</p>	<p>B. Serves as a member of campus site-based decision-making committees.</p>	<p>B. Is not involved in district or campus site-based decision making committees.</p>
<p>C. Evaluates the library program in accordance with the Strategies for Librarians, Output Measures and Outcome Measures annually. Utilizes this evaluation to develop a plan for collection development, to support budget requests, and to improve the effectiveness of the library program in supporting student achievement. Provides results of evaluation along with program profile (data on circulation, age of collection, number of items per student, etc.) to school administration annually. An example of an Annual Report is included after the Outcome-Based Evaluation section of this document.</p>	<p>C. Evaluates the library program in accordance with the Strategies for Librarians and Output Measures annually. Utilizes this evaluation to develop a plan for collection development, to support budget requests, and to improve the effectiveness of the library program in supporting student achievement. Provides results of evaluation along with program profile (data on circulation, age of collection, number of items per student, etc.) to school administration annually. An example of an Annual Report is included after the Outcome-Based Evaluation section of this document.</p>	<p>C. Evaluates the library program in accordance with the Strategies for Librarians annually. Utilizes this evaluation to develop a plan for collection development, to support budget requests, and to improve the effectiveness of the library program in supporting student achievement. Provides results of evaluation along with program profile (data on circulation, age of collection, number of items per student, etc.) to school administration annually. An example of an Annual Report is included after the Outcome-Based Evaluation section of this document.</p>	<p>C. Does not collect statistical data or evaluate the library program.</p>
<p>D. Creates and convenes a library advisory committee twice a semester to review statistical data. Works with the advisory committee using statistics to update and create goals for a long-range library plan. Goals, objectives, and minutes of the committee meetings are reported to students, staff, parents, and administrators. Annual reports are made to the school board.</p>	<p>D. Creates and convenes a library advisory committee on a semester basis to review statistical data. Minutes of the committee meetings are reported to students, staff, parents, and administrators. Annual reports are made to the school board.</p>	<p>D. Solicits informal input from staff on collection development and planning library programs on an annual basis.</p>	<p>D. Does not create a library advisory committee or gather input for collection development.</p>

Benefits for Students:

- Demonstrate through Reading, English/Language Arts, Social Studies TAKS test results and TEKS student expectations, mastery of a majority of TEKS student expectations demonstrating application of information literacy skills for evaluating and using information.
- Independently access, utilize, and select from a variety of current and relevant resources and technologies for information and personal use in all types of libraries. TEKS 110.2(b)(12)
- Access a wide variety of current, contemporary, classical, and relevant works to be utilized for information and/or personal enjoyment.
- Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.



Principle 3. The librarian applies and implements the principles and concepts of collection development: evaluation, selection, acquisition, and organization of information, and employs standard bibliographic and retrieval techniques. (TAC Standard VI. 3,4,7) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Develops uses, and annually reviews campus/district selection and acceptable use policies. Utilizes collection analysis tools or collection mapping to analyze collection annually. Collection Development is performed in consultation with selection advisory committee of students, staff, and community members and utilizing 4-5 professional selection tools.</p>	<p>A. Develops, uses, and annually reviews campus/district selection and acceptable use policies. Utilizes collection analysis tools or collection mapping to analyze collection less frequently than an annual basis. Collection Development is performed in consultation with selection advisory committee of students, staff, and community members and utilizing 2-3 professional selection tools.</p>	<p>A. Uses at least 1 professional selection tools and has a board-approved selection policy.</p>	<p>A. Selects library resources from vendor's catalogs and personal choice without the guidance of a selection policy or reviews in professional resources.</p>
<p>B. Creates a 5-year collection development plan. Evaluates and maintains a collection with an average age of less than 10 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of less than 5 years (science, technology, travel and geography).</p>	<p>B. Creates a 3-year collection development plan. Evaluates and maintains a collection with an average age of less than 12 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of less than 8 years (science, technology, travel and geography.)</p>	<p>B. Creates a 1-year collection development plan. Evaluates and maintains a collection with an average age of less than 14 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of less than 10 years (science, technology, travel and geography.)</p>	<p>B. Has no collection development plan. Evaluates and maintains a collection with an average age of more than 14 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of more than 10 years (science, technology, travel and geography.)</p>
<p>C. Employs established cataloging standards and campus database is merged into statewide union catalog, if a statewide union catalog exists. Catalogs at Level 2 of AACR2r (or latest edition) and MARC 21 (or latest version). Utilizes current DDC classification and LC subject headings. At least 90% of bibliographic records are in compliance with MARC 21 standards.</p>	<p>C. Employs established cataloging standards and campus database is merged into statewide union catalog, if a statewide union catalog exists. Catalogs at Level 2 of AACR2r (or latest edition) and MARC 21 (or latest version). At least 80% of bibliographic records are in compliance with MARC 21 standards.</p>	<p>C. Employs established cataloging standards used in statewide union catalog, if a statewide union catalog exists. At least 70% of bibliographic records are in compliance with MARC 21 (or latest version) standards.</p>	<p>C. Does not own or utilize standard cataloging tools. Not in compliance with MARC 21 (or latest version) standards.</p>
<p>D. Utilizes 2 to 3 cataloging software tools, such as E-Z Cat, Bibliofile, MARCMagician, and Z39.50 databases.</p>	<p>D. Utilizes 1 or 2 cataloging software tools, such as E-Z Cat, Bibliofile, MARCMagician, and Z39.50 databases.</p>	<p>D. Utilizes at least 1 cataloging software tool, such as E-Z Cat, Bibliofile, MARCMagician, and Z39.50 databases.</p>	<p>D. Does not utilize cataloging software tools.</p>

Benefits for Students:

- Access current and relevant resources that support curriculum and student reading interests.
- Access and understand organizational schemes for various types of information and independently locate relevant information based on research needs. (TEKS English Language Arts and Reading 110.48 Skill 6)
- Create new knowledge through the use and evaluation of research results.



Principle 4. The librarian evaluates and selects existing and emergent technologies to support the library program in coordination with the Texas Education Agency's Long-Range Plan for Technology and the Campus and District STaRCharts. (TAC Standard VI. 5) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates in the development of district and/or campus long-range plan for technology, and has input into assessment of technology through the district and campus STaRChart.	A. Participates in development of campus long-range plan for technology, and has input into assessment of technology through the campus STaRChart.	A. Knows and understands the campus long-range plan for technology, and has some input into the assessment of technology through the campus STaRChart.	A. Provides little or no input into the assessment of technology through the campus STaRChart.
B. If a statewide information sharing technology initiative exists, librarian fulfills the conditions of participation, develops a website within district guidelines with links to statewide databases, promotes their utilization, systematically trains teachers and students, and assumes a leadership role by evaluating use of databases and publicizing success stories.	B. If a statewide information sharing technology initiative exists, librarian fulfills the conditions of participation, develops a website within district guidelines with links to statewide databases, promotes their utilization, participates in some training of teachers and students, and evaluates the use of the databases.	B. If a statewide information sharing technology initiative exists, librarian fulfills the conditions of participation and trains students in accessing statewide databases.	B. Does not participate in existing statewide information sharing technology initiatives.
C. Researches, evaluates, selects, and uses existing and emergent technologies utilizing professional reviews, recommendations from technology specialists, and conference demonstrations to meet the needs of student and staff, and manage the library program.	C. Evaluates, selects, and uses existing and emergent technologies utilizing professional reviews and conference demonstrations to meet the needs of student and staff, and manage the library program.	C. Selects existing and emergent technologies utilizing teacher requests, publisher catalogs and/or sales driven presentations to meet the needs of students and staff and manage the library program.	C. Uses no consistent methods for selecting existing and emergent technologies and does not use technology to manage library program.
D. Facilitates student-centered learning by using constructivist research, by modeling the effective use of existing and emerging technologies, and by collaborating with teachers.	D. Facilitates student-centered learning by modeling the effective use of existing and emerging technologies and by collaborating with teachers.	D. Facilitates student-centered learning by modeling the effective use of existing and emerging technologies.	D. Provides no student-centered learning utilizing existing and emerging technologies.

Benefits for Students:

- Use search strategies and technology to access, analyze, evaluate, and utilize information including the identification of task requirements. (TEKS Computer Science I §126.22 Skill 5)
- Work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems.
- Use interactive virtual environments, appropriate to level, such as virtual reality or simulations. (TEKS Computer Science I §126.22 Skill 10)
- Demonstrate knowledge of the relevancy of technology to future careers, lifelong learning, and daily living for individuals of all ages. Students elect the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results.
- Extend the learning environment beyond school walls through the use of telecommunication tools such as Internet browsers, video conferencing, or distance learning. (TEKS Computer Science I §126.21 Skill 4)
- Complete rubrics to assess understanding of assignment, determine appropriate application of technology, and evaluate completion of stated objectives.



Principle 5. The librarian communicates effectively with students and staff to determine information needs and applies knowledge of literature to guide development of independent readers. (TAC Standard VI. 6,8,11. TAC Standard III. 4.) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Collaboratively identifies information needs related to educational priorities in district and state curriculum through means such as attending grade level and departmental meetings, and serving on curriculum development teams, textbook selection committees, and building level leadership teams. Collaboratively plans with teachers to facilitate a cohesive learning community.	A. Collaboratively identifies information needs related to educational priorities in district and state curriculum through means such as attending grade level and departmental meetings. Collaboratively plans with teachers to facilitate a cohesive learning community.	A. Collaboratively identifies information needs related to educational priorities in district and state curriculum by informally communicating with teachers.	A. Does not collaboratively identify information needs or assume a leadership role.
B. Fulfills at least 90% of student and staff curriculum requests annually.	B. Fulfills at least 80% of student and staff curriculum requests annually.	B. Fulfills at least 75% of student and staff curriculum requests.	B. Fulfills less than a 75% of student and staff curriculum requests.
C. Collaboratively assesses student needs and instructs students and staff in the use of the most effective research process model and rubric for creation of new knowledge.	C. Instructs students and staff in the use of a research process model for creation of new knowledge.	C. Provides students and staff with a research process.	C. Does not provide students and staff with a research process.
D. Teaches and models search strategies using inquiry techniques to locate information and draw conclusions.	D. Models search strategies using inquiry techniques to assist students in locating information and resources.	D. Assists students to develop search strategies for locating information and resources.	D. Does not assist students in formulating search strategies.
E. Inspires a love of reading by relating reading to students' interest, background, culture, and enjoyment and by introducing students to literary forms such as stories, poems, and information books through practices such as individual dialogue, through booktalks, reading motivation programs, book clubs, and through large and small group instruction.	E. Relates reading to students' interest, background, culture, and enjoyment and introduces students to literary forms such as stories, poems, and information books through means such as individual dialogue, reading motivation programs, and large and small group instruction.	E. Relates reading to students' interest and enjoyment and introduces students to literary forms such as stories, poems, and information books individually and through reading motivation programs and large and small group instruction.	E. Does not relate reading to students' interest, background, culture, and enjoyment.
F. Provides access to the right book at the right time by instructing students and staff in the use of the campus and district collection and by broadening access through promotion and instruction in the use of Interlibrary Loan from state and local resources sharing programs. Librarian uses personal or institutional library card to borrow needed resources from local public library or institutes an interlibrary loan agreement with the public library.	F. Provides access to the right book at the right time by instructing students and staff in the use of the campus and district collection and by broadening access through promoting and requesting materials through Interlibrary Loan state and local resources sharing programs. Librarian uses personal or institutional library card to borrow needed resources from local public library.	F. Instructs students and staff in the use of the campus and district collection and requests materials through Interlibrary Loan from state and local resources sharing programs. Librarian uses personal or institutional library card to borrow needed resources from local public library.	F. Sends students to OPAC to locate information.
G. Participates in the evaluation of standardized reading scores in collaboration with classroom teachers to determine the library program's role in improving them. Identifies and implements plan to improve literacy. Collaboratively promotes and supports campus and community adult and family literacy programs such as Even Start and Head Start, ESL, and GED programs.	G. Determines the library program's role and implements a plan, in collaboration with classroom teachers, to improve reading scores and literacy. Collaboratively promotes and supports campus and community adult and family literacy programs such as Even Start and Head Start, ESL, and GED programs.	G. Determines the library program's role and implements a plan, in collaboration with classroom teachers, to improve reading scores and literacy. Supports campus adult and family literacy programs such as Even Start and Head Start, ESL, and GED programs.	G. Takes no purposeful part in improving reading scores or literacy. Does not support campus literacy programs.



Benefits for Students:

- Locate appropriate print and non-print information using text and technical resources including databases and the Internet.
- Use a decision making process to gather information, identify options, predict consequences, take action, and use library technology independently. (TEKS Social Studies 113.22.23)
- Create bibliographies that cite sources from a minimum of 4-5 print and electronic resources; understand literary forms by recognizing and distinguishing among such types of texts as stories, poems, and information books.
- Establish and adjust purpose for reading such as: to find out, to understand, to interpret, to enjoy, and to solve problems.
- Expand vocabulary through wide reading, listening, and discussion; participate in reading motivation activities in two formal local, state, or national programs that encourage independent reading. (TEKS English Language Arts and Reading 110.51.1)

Principle 6. The librarian demonstrates ethical behavior in all professional contexts and promotes the principles of intellectual freedom, information access, privacy, and proprietary rights. (TAC Standard VI. 9, 14) In the following Program Development stages, the librarian is:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates with district committees to develop and implement Acceptable Use, Copyright, Intellectual Freedom, Privacy, Patron Rights, and Plagiarism policies. Understands the function, need, utilization, and necessity of board-adopted policies. Understands legal issues pertaining to proprietary rights. Teaches and models principles pertaining to these policies and First Amendment rights in all professional contexts.	A. Implements district Acceptable Use, Copyright, Intellectual Freedom, Privacy, Patron Rights, and Plagiarism policies. Understands the function, need, utilization, and necessity of board-adopted policies. Understands legal issues pertaining to proprietary rights of licensed of online databases. Teaches and models principles pertaining to these policies and First Amendment rights in all professional contexts.	A. Implements district Acceptable Use, Copyright, Intellectual Freedom, Privacy, Patron Rights, and Plagiarism policies if adopted by district. Models principles pertaining to these policies and First Amendment rights in all professional contexts.	A. Does not teach or model principles pertaining to copyright, plagiarism, censorship, or first amendment rights. No board-adopted policies on file.
B. Develops, maintains and promotes board-adopted policies based on the principles of intellectual freedom included in the American Library Association's Library Bill of Rights and other national, state, and local library policies.	B. Maintains the principles of intellectual freedom included in the ALA's Library Bill of Rights and other national, state, and local library policies.	B. Is aware of the principles of intellectual freedom included in the ALA's Library Bill of Rights and other national, state, and local library policies.	B. Assumes no role in maintaining the principles of intellectual freedom included in the ALA's Library Bill of Rights.
C. Teaches, models, and maintains confidentiality of library patron records as required by the school district, the State of Texas, and recommended by the Texas Library Association and the American Library Association.	C. Models and maintains confidentiality of library patron records as required by the school district, the State of Texas, and recommended by the Texas Library Association and the American Library Association.	C. Maintains confidentiality of library patron records as required by the school district, the State of Texas.	C. Does not monitor the confidentiality of library patron records.

Benefits for Students

- Understand and apply principles found in the Library Bill of Rights.
- Understand and practice state and district acceptable use policies when using computers.
- Model respect of intellectual property by not illegally copying software or another's individual electronic work. (TEKS126.2.3)
- Discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods. (TEKS 126.22)
- Describe the consequences regarding copyright violations including, but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy. (TEKS 126.12.3.)



Principle 7. The librarian engages in continuous self-evaluation and self-directed learning for professional growth by participating and contributing to professional associations and publications. (TAC Standard VI. 12, 13) The librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Uses library and curriculum standards to assess performance and program in order to establish goals for improvement. Reviews and revises library program goals twice per year with immediate supervisor.	A. Uses library and curriculum standards to assess performance and program in order to establish goals for improvement. Reviews and revises library program goals once per year with immediate supervisor.	A. Uses library standards to assess performance and program in order to establish goals for improvement. Reviews and revises library program goals once per year.	A. Does not use standards to establish goals.
B. Actively participates in local, state, and national associations such as TLA, TASL TCEA, ALA, AASL, ASCD, National Staff Development Council, and IRA.	B. Participates in at least one local, state or national association committees. Seeks positions on committees.	B. Occasionally participates in local, state, or national association committees.	B. Does not participate in local, state, and national associations.
C. Subscribes to and reads at least 3 library and education-related professional journals to maintain awareness of trends, research and best practices. Uses professional journals as a source of information and adds to the literature through submission of articles and research.	C. Subscribes to and reads at least 2 library-related professional journals to keep informed in library trends and best practices.	C. Subscribes to and reads at least 1 library-related professional journal to keep informed in library trends and best practices.	C. Does not read library literature to keep informed in library trends and best practices.
D. Participates in at least 3 professional listservs or e-mail discussion lists.	D. Participates in at least 2 professional listservs or e-mail discussion lists.	D. Participates in at least 1 professional listservs or e-mail discussion lists.	D. Does not take part in any listserv or e-mail discussion list.
E. Submits program proposals and/or presents workshops at regional, state, or national conferences on an annual basis. Shares information gained at campus and district level.	E. Participates in regional, state, or national conferences and presents information gained to campus and district level.	E. Participates in professional association conferences and shares information gained at campus level.	E. Doesn't develop or deliver any type of workshop.

Benefits for Students:

- Use goal setting as a method for expanding reading interests and achievement.
- Listen to, analyze, appreciate, and evaluate oral performances and presentations.
- Demonstrate knowledge through products that reflect information literacy skills.
- Evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and report.
- Utilize technology in order to participate in library activities that reflect library practices from school to school.
- Improve their skills in the utilization of state of the art hardware, software and technology.
- Participate in self-directed learning.



Output Measures

Overview and Preparation

Output Measures quantify of the level of use of library programs and services by staff, students, and the community. Outputs are quantities of resources and activities that the library program provides in order to fulfill its mission. They measure program productivity such as the number of resources, and number of times a service is provided, and the number of students and teachers utilizing the resources and services.

Over time, Output Measures show how usage of the services and resources the library program has increased or changed. They may be used to justify requests for increases in staff and funding.

Please note that you should have **three** Output Measures documents:

Document 1: Instructions for Data Collection

Document 2: Data Collection Sheet

Document 3: Worksheet for Calculating Output Measures

Instructions for Data Collection (Document 1)

1. Select a Week for Data Collection. Select a typical week during each semester when your library is neither exceptionally busy nor exceptionally slow during which you will collect statistics as a snapshot.
2. Ask for Cooperation and Participation. In advance, tell teachers and staff that you will be collecting data in the library during the scheduled week before, during, and after the instructional day. Ask for their cooperation. Put up signs in the library to advertise your data collection project and ask for their cooperation. Show them the *Data Collection Sheet* if they are interested. Schedule and train student and parent volunteers to assist with data collection.
3. Make Copies.
 - a. Make six (6) copies of the *Data Collection Sheet* (Document 2):
 - 1) Daily Sheets: At the top of five sheets, write the date and day of the week (e.g. Monday, Tuesday).
 - 2) Weekly Summary Sheet: At the top of one sheet, write the dates of the week during which you will collect data. Title this sheet *Weekly Summary Sheet*.
 - 3) Additional Copies: Make additional copies of the daily *Data Collection Sheets* as needed to place at convenient locations throughout the library. For instance, you may wish to place one at the circulation desk, one near the entrance to the library, etc. If desirable, place them on a clipboard. If multiple data collection sheets are used for a single day, copy an additional *Data Collection Sheet* and label it *Daily Summary Sheet*. Write the day at the top of the page and record the total for the entire day.
 - b. Make one (1) copy of the *Worksheet for Calculating Output Measures* (Document 3).
4. Gather Data. During the week selected for gathering statistics, place a "hash-mark" on the daily *Data Collection Sheet* (Document 2) each time a student or teacher performs one of the Activities 1-10. Compile this data on a *Daily Summary Sheet* if more than one is used.
5. Compile Weekly Data. At the end of the week, tally the totals on all daily *Data Collection Sheets* or *Daily Summary Sheets* and place them on the *Weekly Summary Sheet*.
6. Calculate Percentages and Averages. The totals on the *Weekly Summary Sheet* will be used to calculate the seven measures on the *Worksheet for Calculating Output Measures* form (Document 3.) Follow the instructions on Document 3 to calculate the following six measures.



Instructions for Collecting and Recording Data for Activities 1 through 10 on the Data Collection Sheet (Document 2)

Activity 1a. Filled or Modified Planning Requests. Planning requests may be defined as requests for formal or informal sessions in which a librarian and teacher collaboratively plan an instructional lesson. Place a hash mark for Activity 1a on the *Data Collection Sheet* (Document 2) for each planning request that is successfully fulfilled or modified and then successfully fulfilled.

Activity 1b. Total Planning Requests Received. Place a hash mark for Activity 1b on the *Data Collection Sheet* (Document 2) for **EVERY** planning request received.

Activity 2a. Filled or Modified Teaching Requests. Teaching requests may be defined as requests for formal or informal instructional lessons taught by the library staff in the media center or other teaching locations, such as classrooms, computer labs, multi-purpose learning environments, etc. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 2a for each teaching request that is successfully fulfilled or modified and then successfully fulfilled.

Activity 2b. Total Teaching Requests Received. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 2b for **EVERY** planning request received.

Activity 3. Total Curriculum Requests. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 3 for each Curriculum request from a teacher or student.

Activity 4. Curriculum Requests Addressed with Print Resources. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 4 for each curriculum request that the librarian or library staff addresses with print resources.

Activity 5. Curriculum Requests Addressed with Internet Resources. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 5 for each curriculum request that the librarian or library staff addresses with Internet resources.

Activity 6. Curriculum Requests Addressed with Subscription Database Resources. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 6 for each curriculum request that the librarian or library staff addresses with Subscription database resources.

Activity 7. In-house Use of Print Resources

- a. Print resources are those resources used for individual or class research. Activity 7 on the *Data Collection Sheet* is designed to collect data on print resources accessed by students and used only in the library during an instructional unit.
- b. Place book carts throughout the library. Put signs on the carts asking students to place books and magazines that they use for research or other instructional purposes on the book carts. Ask students and teachers to place books or other resources that they use throughout the day on the book carts and not to re-shelve them.
- c. At the end of the day, or periodically during the day, count the number of books and magazines on the cart and write it in the blank for Activity 7 on the *Data Collection Sheet* (Document 2). Remove the books from the cart or shelve them.
- d. Alternatively, provide students with tally sheets and let them record the number of resources they access during the period. Write these numbers on the *Data Collection Sheet* for Activity 7.

Activity 8. Curriculum Requests Addressed with Internet Resources

- a. Activity 8 is designed to count web sites accessed by students during an instructional unit. Prepare a tally sheet divided into **two** categories: Internet sites, and subscription databases. Place a tally sheet beside each computer or give one to each student at the beginning of class. Instruct students to place a hash mark in the appropriate column each time they access an Internet site or Subscription Database.
- b. At the conclusion of the class, the librarian collects the student tally sheet and records the number of Internet web sites accessed on the *Data Collection Sheet* (Document 2) for Activity 8.

Activity 9. Curriculum Requests Addressed with Subscription Database Resources:

- a. Activity 9 is designed to count the number of subscription databases used by students during an instructional unit. Prepare a tally sheet divided into **two** categories: Internet sites, and Subscription Databases. Place a tally sheet beside each computer or give one to each student at the beginning of class. Instruct students to place a hash mark in the appropriate column each time they access an Internet site or Subscription Database.
- b. At the conclusion of the class, the librarian collects the student tally sheet and records the number of Subscription Databases accessed on the *Data Collection Sheet* (Document 2) for Activity 9.
- c. Alternatively, librarians may use transaction logs from individual databases to calculate the number of times databases are used during a particular week.

Activity 10. Print Items Circulated

- a. For Activity 10, place a hash mark for each print item checked out to support an instructional unit. Books or magazines circulated for recreational purposes will not be counted.
- b. Alternatively, librarians may use daily or weekly data from automation software.



Output Measures**Document 2: Data Collection Tally Sheet**

Day: _____

Date: _____

Activity #	Collaborative Planning Requests	Number of Times Activity is Performed	Total
1a	Filled or modified planning requests		
1b	Total planning requests received		
2a	Filled or modified teaching requests		
2b	Total teaching requests received		
Activity #	Resource Use Measurements	Number of Times Activity is Performed	Total
3	Total curriculum requests		
4	Curriculum requests addressed with print resources		
5	Curriculum requests addressed with internet web resources		
6	Curriculum requests addressed with subscription database resources		
7	In-library use of print library resources		
8	In-library use of Internet web sites		
9	In-library use of subscription databases		
10	Print items circulated (May be recorded daily from library automation software)		



Document 3. Worksheet for Calculating Output Measures

Note: READ the *Instructions for Data Collection* (Document 1) first before referring to this document. Data to calculate formulas will be copied from the *Weekly Summary Sheet* (Document 2). Formulas have been used with permission from Frances Bryant Bradburn, author of *Output Measures for School Library Media Programs*. Some of the formulas have been modified to meet the needs of Texas school libraries. Page numbers listed in the description of the measures correlate to the Bradburn text.

Measure 1. Percentage of Planning Requests Filled or Modified

Measure Defined: Planning requests may be defined as requests for formal or informal sessions where librarians and teachers collaboratively plan an instructional lesson. The *Planning Requests Filled or Modified* calculates how many planning requests the librarian was able to complete with or without modification. This percentage could be used to advocate for increased planning time with teachers, a more flexible schedule, and/or an increase of staffing for the library media center. (See Bradburn, p. 43)

Percentage of Planning Requests Filled or Modified =

$\frac{\text{\# Filled/modified planning requests (A)}}{\text{\# Planning requests received (B)}} \times 100$

Example:

1. # Filled/modified planning requests = 37
2. # Planning requests received from teachers = 60
3. Divide 37 by 60 to equal
4. Convert .62 to a percentage by multiplying by 100.
5. 62% is the percentage of requests for planning that the librarian was able to fulfill or modify.

Formula Defined:

$(A \text{ ____ } / B \text{ ______ }) = \text{ ______ } \times 100 = \text{ ______ } \%$

A = # filled or modified planning requests (Activity 1a from *Weekly Summary Sheet*, Document 2)

B = # total planning requests received (Activity 1b from *Weekly Summary Sheet*, Document 2)

Note:

1. Perform the mathematical computation in the parenthesis first.
2. Multiply the answer calculated by 100 to convert to a percentage.

Measure 2: Percentage of Teaching Requests Filled or Modified

Measure Defined: Teaching requests may be defined as requests for formal or informal instructional lessons taught by the library staff in the media center. The *Teaching Requests Filled or Modified* calculates how many teaching requests the librarian was able to complete with or without modification. This percentage could be used to advocate for more planning time with teachers, a more flexible schedule, and/or more staff. (See Bradburn, 45)

Percentage of Teaching Requests Filled or Modified =

$\frac{\text{\# Filled /modified teaching requests (A)}}{\text{\# Teaching requests received (B)}} \times 100$

Example:

1. #Filled/modified teaching requests = 60
2. Total # teaching requests received from teachers = 120
3. Divide 60 by 120 to equal .50
4. .50 is the number of times the librarian was able to successfully fill or modify teaching requests.
5. Multiply .50 by 100 to convert the answer to 50%.

Formula Defined:

$(A \text{ ____ } / B \text{ ______ }) = \text{ ______ } \times 100 = \text{ ______ } \%$

A = # filled or modified teaching requests (Activity 2a from *Weekly Summary Sheet*, Document 2)

B = total # teaching requests received (Activity 2b from *Weekly Summary Sheet*, Document 2)

- Note:
1. Perform the mathematical computation in the parenthesis first.
 2. Multiply the answer calculated by 100 to convert to a percentage.

Measure 3: Percentage of Curriculum Requests Addressed with Print Resources

Measure Defined: *Curriculum Requests Addressed with Print Resources* calculates the percentage of curriculum requests received by the librarian that are fulfilled with print resources (books, magazines, newspapers) for individual or class use.

Percentage of Curriculum Requests Addressed with Print Resources =

$\frac{\text{\# Requests addressed with print resources (A)}}{\text{\# Total curriculum requests addressed (T)}} \times 100$

Formula Defined:

$(A \text{ ____ } / T \text{ ______ }) = \text{ ______ } \times 100 = \text{ ______ } \%$

A = # requests addressed with print resources (Activity 4 on *Weekly Summary Sheet*, Document 2.)

T = # total curriculum requests addressed (Activity 3 on *Weekly Summary Sheet*, Document 2.)

- Note:
1. Perform the mathematical computation in the parenthesis first.
 2. Multiply the answer calculated by 100 to convert to a percentage.



<p>Measure 4: Percentage of Curriculum Resources Addressed with Internet Resources</p> <p>Measure Defined: <i>The Curriculum Requests Addressed with Internet Resources</i> calculates the percentage of curriculum requests received by the librarian that are fulfilled with Internet resources (Internet web sites may be defined as any web resource that excludes subscription databases) for class or individual use.</p>	
<p><i>Percentage of Curriculum Resources Addressed with Internet Resources</i> =</p> <p># Curriculum request addressed with Internet resources (B) X 100 # Total curriculum requests addressed (T)</p>	<p>Formula Defined:</p> <p>(B _____ / T _____) = _____ x 100 = _____ %</p> <p>B = # requests addressed with Internet resources (Activity 5 on <i>Weekly Summary Sheet</i>, Document 2.) T = # total curriculum requests addressed (Activity 3 on <i>Weekly Summary Sheet</i>, Document 2.)</p> <p>Note: 1. Perform the mathematical computation in the parenthesis first. 2. Multiply the answer calculated by 100 to convert to a percentage.</p>
<p>Measure 5: Percentage of Curriculum Requests Addressed with Subscription Database Resources</p> <p>Measure Defined: <i>Curriculum Requests Addressed with Subscription Database Resources</i> calculates the percentage of curriculum requests received by the librarian that are fulfilled with Subscription Database Resources for individual or class use.</p>	
<p><i>Percentage of Curriculum Requests Addressed with Subscription Database Resources</i> =</p> <p># Curriculum requests addressed with subscription databases (C) X100 # Total curriculum requests addressed (T)</p>	<p>Formula Defined:</p> <p>(C _____ / T _____) = _____ x 100 = _____ %</p> <p>C = # requests addressed with Subscription Database resources (Activity 6 on <i>Weekly Summary Sheet</i>, Document 2.) T = # total curriculum requests addressed (Activity 3 on <i>Weekly Summary Sheet</i>, Document 2.)</p> <p>Note: 1. Perform the mathematical computation in the parenthesis first. 2. Multiply the answer calculated by 100 to convert to a percentage.</p>
<p>Measure 6: Average Number of Print Resources Utilized per Student Per Week</p> <p>Measure Defined: The average number of Print Resources circulated and utilized in the library per student per week.</p>	
<p><i>Average Number of Print Resources Utilized Per Student Per Week</i> =</p> <p># Print resources utilized (D) # Total students in school (T)</p> <p>(D) = # of print resources utilize. To calculate this number, add Activities 7 and 10 on Data Collection Summary Sheet, Document 2.</p> <p>#7 In-house use of Print Library Resources _____ #10 Print Items Circulated _____ TOTAL Print Resources Used _____</p>	<p>Formula Defined:</p> <p>(D _____ / T _____) = _____</p> <p>D = # Print Resources Utilized (Sum of Activities 7 and 10 on <i>Weekly Summary Sheet</i>, Document 2.) T = # total students in school</p>
<p>Measure 7: Average Number of Print, Internet, and Online Resources Utilized Per Student Per Week</p> <p>Measure Defined: The average number of Print, Internet, and Online Resources utilized per student per week.</p>	
<p><i>Average Number of Print, Internet, and Online Resources Utilized Per Student Per Week</i> =</p> <p># Print, Internet, and subscription databases utilized (E) # Total students in school (T)</p> <p>(E) = # of resources utilize. To calculate this number, add Activities 7, 8, 9, and 10 on Data Collection Summary Sheet, Document 2.</p> <p>#7 In-house use of Print Library Resources _____ #8 In-Library use of Internet Web sites _____ #9 In-Library use of Subscription databases _____ #10 Print Items Circulated _____ TOTAL Print and Electronic Resources Used _____</p>	<p>Formula Defined:</p> <p>(E _____ / T _____) = _____</p> <p>E = # Print, Internet, and Online Resources Utilized (Sum of Activities 7, 8, 9, and 10 on <i>Weekly Summary Sheet</i>, Document 2.) T = # total students in school</p>



Output Measures Summary Table:

Formulas used for Percentages 1 through 6 are listed below for easy reference. Use these statistics when requesting increased staffing, budget allotments, and library annual reports.

<p>Measure 1. <i>Percentage of Planning Requests Filled or Modified =</i> <u># Filled/modified planning requests (A)</u> X 100 # Planning requests received (B)</p>	<p><i>Percentage of Planning Requests Filled or Modified =</i> (A _____ / B _____) = _____ x 100 = _____%</p>
<p>Measure 2: <i>Percentage of Teaching Requests Filled or Modified =</i> <u># Filled /modified teaching requests (A)</u> X 100 # Teaching requests received (B)</p>	<p><i>Percentage of Teaching Requests Filled or Modified =</i> (A _____ / B _____) = _____ x 100 = _____%</p>
<p>Measure 3. <i>Percentage of Curriculum Requests Addressed with Print Resources =</i> <u># Requests addressed with print resources (A)</u> X 100 # Total curriculum requests addressed (T)</p>	<p><i>Percentage of Curriculum Requests Addressed with Print Resources =</i> (A _____ / T _____) = _____ x 100 = _____%</p>
<p>Measure 4. <i>Percentage of Curriculum Resources Addressed with Internet Resources =</i> <u># Curriculum request addressed with Internet Resources (B)</u> X 100 # Total curriculum requests addressed (T)</p>	<p><i>Percentage of Curriculum Resources Addressed with Internet Resources =</i> (B _____ / T _____) = _____ x 100 = _____%</p>
<p>Measure 5. <i>Percentage of Curriculum Requests Addressed with Subscription Database Resources =</i> <u># Curriculum requests addressed with subscription databases (C)</u> X100 # Total curriculum requests addressed (T)</p>	<p><i>Percentage of Curriculum Requests Addressed with Subscription Database Resources =</i> (C _____ / T _____) = _____ x 100 = _____%</p>
<p>Measure 6. <i>Average Number of Print Resources Utilized Per Student Per Week =</i> <u># Print utilized (D)</u> # Total students in school (T)</p>	<p><i>Average Number of Print Resources Utilized Per Student Per Week =</i> (D _____ / T _____) = _____</p>
<p>Measure 7. <i>Average Number of Print, Internet, and Subscription Databases Utilized Per Student Per Week =</i> <u># Print, Internet, and Subscription Databases Utilized (D)</u> # Total students in school (T)</p>	<p><i>Average Number of Print, Internet, and Online Resources Utilized Per Student Per Week =</i> (E _____ / T _____) = _____</p>



Introduction and Background

Research conducted by Ester Smith for the Texas State Library and Archives Commissions and by Keith Lance for various state libraries has shown that resources, services, and activities in school libraries positively impact student achievement as measured on standardized test scores. The Texas study revealed that in schools with librarians, performance on the Texas Assessment of Academic Skills (TAAS) was associated with different library factors at each educational level. (The Texas Assessment of Academic Skills was replaced the Texas Assessment of Knowledge and Skills in 2003.) Library variables found to be important were:

ELEMENTARY SCHOOL

- Library volumes purchased in 1999-00 per 100 students
- Library operational expenditures per student
- Library computers connected to a modem per 100 students
- Library software packages per 100 students

MIDDLE SCHOOL

- Identifying materials for instructional units developed by teachers
- Providing information skills instruction to individuals or groups

HIGH SCHOOL

- Library staff per 100 students
- Library staff hours per 100 students
- Library hours of operation per 100 students
- Volumes per student
- Current subscriptions to magazines and newspapers per 100 students
- Planning instructional units with teachers

This revision of the *School Library Programs: Standards and Guidelines for Texas* is in accordance with these findings and are also aligned with the State Board for Educator Certification (SBEC) *Guidelines for Certification of Texas School Librarians* and with additional State and national Standards

The basic tenet of the revision of *School Library Programs: Standards and Guidelines* is that the "bottom line" for school libraries is student achievement.

Evaluation Approach

This revision incorporates Outcome Based Evaluation (OBE) into the *Standards and Guidelines*. The findings of OBE may be used to increase program effectiveness, to provide a logical, focused framework to guide program design, to inform decision making, to document successes, or to communicate program value.

OBE, sometimes called outcomes measurement, is a systematic way to determine if a program has achieved its goals. The process of OBE involves developing an outcomes logic model that is a graphic map of the links between program activities and results. In the OBE logic model, Evaluation Questions are formulated for the purpose of guiding the program evaluation. Outcomes, or benefits, are articulated to answer the Evaluation Questions.

An outcome is a benefit that occurs to participants of a program. Typically, outcomes represent an achievement or a change in behavior, skills, knowledge, attitude, status, or life condition of participants that results from the program or services. When the benefits to many individuals are viewed together, they show the program's impact.

Well-designed programs usually choose outcomes that participants would recognize as benefits to themselves. Below are examples of the types of changes that participants may identify as outcomes of program participation.

- **Knowledge Gains.** These may be related to completion of a specific curriculum assignment or achievement on a standardized test, such as the Texas Assessment or Knowledge and Skills (TAKS). They may be related to individual needs, interests, and goals.
- **Skill Levels.** These may include increased reading and writing skills, skills related to other areas of the curriculum, technological literacy, communication skills, social skills, etc.



- Behavior. Changes in behavior might include increased time spent in utilizing library resources, increased time spent studying, more effective use of time and resources, remaining on task, more effective collaboration with peers.
- Attitudes. An example is a change from a negative to a positive attitude about reading, studying, learning, research, the library, or school in general. Also increased self-esteem, confidence, a changed outlook on life and future prospects, increased sense of community, feelings of accomplishment and hope.
- Status or Condition. For example, increased access to resources, returned to school, graduated from school, passed to the next grade level, got a job, became a citizen.

Indicators are developed for each outcome. Indicators are measurable conditions or behaviors that show an outcome was achieved. They are observable evidence of accomplishments, changes, or gains. They state what the evaluator hopes to see or know. The estimated value for each indicator is referred to as a "goal" in this document. Librarians at each campus set goals for the level of impact that they hope to achieve on student achievement. Guidelines for changes that may be considered Exemplary, Recognized, Acceptable, and Below Standard are included in the logic model. These were established through extrapolation of the results of research on the impact of school libraries on student achievement conducted by Ester Smith for the Texas State Library and Archives Commission.

For more information on Outcome Based Evaluation, please see *Putting Outcome Evaluation in Context: A Toolkit* at www.si.umich.edu/libhelp/toolkit/index.html.

The Connection Between School Library Programs, the Texas Assessment of Academic Skills (TAKS) and the Texas Essential Knowledge and Skills (TEKS)

Librarians have long taught the skills and abilities outlined in the Technology Applications TEKS, particularly in the K-5 grade levels. It is recommended that librarians review the Technology Applications TEKS to fully integrate these skills into lesson plans taught independently and collaboratively. The Technology Application TEKS are on the TEA web site at www.tea.state.tx.us/rules/tac/ch126toc.html.

In addition to the Technology Applications TEKS, librarians influence student learning of approximately 60% of the Texas Essential Knowledge and Skills student expectations in curriculum areas that are tested on the TAKS tests. The three tables that follow provide the following information.

Table 1. The TAKS objectives and the related TEKS student expectations tested for each TAKS objective that may be reasonably expected to be influenced by the library program.

Table 2. The number and percentage of TEKS student expectations covered on the TAKS test that are influenced or may be taught through the library program - organized by *curriculum area*.

Table 3. The number and percentage of TEKS student expectations covered on the TAKS test that are influenced or may be taught through the library program - organized by *grade level*.

Evaluation Questions

Evaluation Questions and Outcomes included in the revised *Standards and Guidelines* are designed to clearly elucidate the relationship between library resources, services, and staffing and student achievement. Three Evaluation Questions were selected to show the impact of the library program on student achievement.

1. Do students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs for support in learning the Texas Essential Knowledge and Skills (TEKS) student objectives in all subject areas?
2. Do students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy planned and presented collaboratively by teachers and librarians?
3. Do students' TAKS scores increase on the questions that are related to the TEKS student expectations that are selected and either taught by the librarian or collaboratively planned and taught with teachers.

(Note: TAKS does not test all TEKS objectives. Additional TEKS objectives, especially Technology Application TEKS, are also integrated into library program instruction.)



Outcomes

Outcome Based Evaluation measures an achievement or a change in behavior, skills, knowledge, attitude, status or life condition of participants related to participation in a program. Listed below are possible Outcomes that may be used to measure the Evaluation Questions listed above.

1. Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs for support in learning support Texas Essential Knowledge and Skills (TEKS) student objectives in all subject areas.
2. Students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy planned and presented collaboratively by teachers and librarians.
3. Students' TAKS scores increase on the questions that are related to the TEKS student expectations that were selected and either taught by the librarian or collaboratively planned and taught with teachers.

Data Collection Methods

Data collection for Outcomes 1 and 2 may be accomplished through surveys, interviews, and focus groups with students and staff. When compared over time, the results will reveal changes or increases in these outcomes.

The revised *Standards and Guidelines* include "Table 1. The TAKS Objectives and the Related TEKS Student Expectations Tested for Each TAKS Objective that May Be Reasonably Expected to be Influenced by the Library Program" which is a list of TAKS questions that test mastery of TEKS student objectives that may be influenced by library instruction.

Data collection for Outcome #3 may be accomplished through comparing TAKS test results from one year to the next. For instance, librarians may review the "Summary Report-Test Performance" provided to each Campus by the Texas Education Agency (TEA) for the 2003 / 2004 Academic year. This report may be used to establish a baseline for student achievement.

Librarians then select TAKS objectives on which student scores may be increased through collaboratively planned lessons designed to teach TEKS student expectations tested by TAKS objectives. Librarians then collaborate with teachers to design and present lesson plans that address TEKS student expectations that are selected for improvement.

In the 2004/2005 academic year, and in future academic years, Librarians compare student performance on the selected TAKS objectives with performance during the 2003 / 2004 academic year to determine if mastery of the TEKS student expectations increased.

The steps that librarians may follow to perform this comparison are outlined below.

1. Review TEA's "Summary Report-Test Performance" provided annually to principals. This report provides test scores on TAKS question for each grade level tested at his or her school. The interpretation of the report is on the TEA web site: www.tea.state.tx.us/student.assessment/resources/guides/interpretive/TAKS.pdf. Pages 26 through 29 show the "Summary Report-Test Performance" and explain the sections needed for Librarians to determine if they have had an impact on a particular TAKS objective.
2. Review "The TAKS Objectives and the Related TEKS Student Expectations Tested for Each TAKS Objective that May Be Reasonably Expected to be Influenced by the Library Program" to become aware of the TEKS Student Expectations that are tested on the TAKS tests that may be influenced by the library program.
3. Compare Table 1. "The TAKS Objectives and the Related TEKS Student Expectations Tested for Each TAKS Objective that May Be Reasonably Expected to be Influenced by the Library Program" and the "Summary Report-Test Performance" and note on which TAKS questions affected by library instruction student scores may be targeted for improvement.
4. Select TEKS Student Objectives on which to focus instruction in the upcoming year.
5. Meet with teachers to systematically collaborate to plan lessons based on library resources to raise student scores on these questions.
6. Collaborate with teachers to set goals for the level of increase in student mastery of the TAKS Objectives that measure student success in mastering the selected TEKS Student Expectations.
7. Collaboratively present lesson plans with teachers.
8. Maintain records of lessons taught for each class.
9. Review the "Summary Report-Test Performance" for the following school year and note increases on TAKS Objectives and related TEKS Student Expectations selected for improvement.
10. Discuss the level of impact on student achievement with teachers and collaboratively plans lessons and processes for the following academic year.
11. Report increases to school administrator in Annual Library Evaluation Report.



Logic Model

The Logic Model format was developed by the Institute for Museum and Library Services, Washington, D.C.,
www.imls.gov or imlsinfo@imls.gov

Organization Name

Steering Committee to Revise School Library Programs: Standards and Guidelines for Texas

Organizational Mission (The part of the mission your program supports)

The mission of the school library program and school librarian is to ensure that students, teachers, administrators, and staff are effective users of ideas and information.

Project/Program Name: *School Library Programs: Standards and Guidelines for Texas*

Program Influencers (Key entities that help define the program or to whom the program will report results; e.g. board members, museum staff, parents of participants, participants, ACM)

What information they want from the program (e.g. continue the program, provide more funding, try to replicate the program)

<ul style="list-style-type: none"> • Legislators • TSLAC Administrators and Commissioners • State Board of Education • Steering Committee • TLA Executive Board • TLA Council 	<ul style="list-style-type: none"> • Fulfillment of State Mandate • Approval of Standards by State Library Commission • Acceptance of Standards by State Board of Education • Incorporation of relevant documents such as SBEC Standards, Statewide Technology Plan, and Technology Application Texas Essential Knowledge and Skills (TEKS) • Validity and viability of Standards • Effectiveness of Standards in improving library programs throughout the State • Effectiveness of Standards in supporting student success • Level of acceptance of Standards by School Community • Output Measures • Outcome Measures • Costs to implement <i>Standards and Guidelines</i>
<ul style="list-style-type: none"> • Educators and Researchers • University Students in LIS Programs 	<ul style="list-style-type: none"> • Costs to implement <i>Standards and Guidelines</i> • Validity and Viability of Standards • State Mandate fulfillment • Incorporation of relevant documents such as SBEC Standards • Ease of evaluating the library using the Standards • Effectiveness of Standards in improving library programs throughout the State • Effectiveness of Standards in supporting student success • How to gather data and calculate the output and outcome measures. • How to use the Standards to advocate for increased funds for the library program. • Is there an evaluation tool?
<ul style="list-style-type: none"> • ESC Library Coordinators • ESC Technology Coordinators • District Library Coordinators 	<ul style="list-style-type: none"> • How the <i>Standards and Guidelines</i> incorporate standardized state learning objectives (TEKS) • How the Standards incorporate the Statewide Technology plans • Incorporation of relevant documents such as SBEC Standards and Commissioners Rules • Cost to improve library program • Validity and Viability of Standards • State Mandate fulfillment • Ease of evaluating the library using the Standards • Is there an evaluation tool • Effectiveness of Standards in improving library programs throughout the District or ESC • Effectiveness of Standards in supporting student success • How to gather data and calculate the output and outcome measures.



	<ul style="list-style-type: none"> • How to use the Standards to advocate for increased funds for the library program. • Assistance is available at the district, regional, and statewide levels in evaluating library programs • Assistance and training available at the district, regional, and statewide levels in implementing standards • What professional development programs and presentations are available on the Standards? • Who is available to train librarians in the use of the Standards?
<ul style="list-style-type: none"> • Building Level Librarians 	<ul style="list-style-type: none"> • Validity and Viability of Standards • Incorporation of relevant documents such as SBEC Standards and Commissioners Rules • Ease of evaluating the library using the Standards • How to use the Standards to advocate for increased funds for the library program. • Is there an evaluation tool, such as an online instrument • Effectiveness of Standards in improving their library programs • Effectiveness of Standards in supporting student success • How to use the Standards to advocate for increased funds for the library program. • How to gather information and calculate the output and outcome measures. • Why there is no State mandate requiring implementation of the Standards • What assistance is available at the district and statewide levels in evaluating their programs • What assistance and training is available at the district and statewide levels in implementing Standards • What professional development programs and presentations are available on the Standards? • Cost to improve programs
<ul style="list-style-type: none"> • School Administrators and School Boards 	<ul style="list-style-type: none"> • Cost to Benefit Ratio to School Community. • Effectiveness of Standards in improving library programs and contributing to Student Achievement. • State Mandate fulfillment
<ul style="list-style-type: none"> • Students and Staff • Parents and Community Constituents 	<ul style="list-style-type: none"> • Effectiveness of the Library program in supporting student success • Availability of library resources that will meet the educational objectives set for in the Texas Essential Knowledge and Skills. • Access to library resources that will meet their personal and recreational needs. • Available assistance and training from knowledgeable professionals.
<p>Need Identified (Why you believe the program is needed—e.g. to address a lack, strengthen an existing characteristic or ability, create a new condition)</p>	<p>Sources of Information (What evidence you have that the program is needed, e.g. staff knowledge, research, audience communication, partner knowledge)</p>
<ul style="list-style-type: none"> • To maximize the effectiveness of school library programs in achieving their mission of supporting student academic achievement. 	<ul style="list-style-type: none"> • Librarians, District Library Coordinators, ESC personnel, Director of State Library, Professional Association Officers, and TEA Director of Libraries expressed the need for updating <i>Standards and Guidelines</i> in consideration of changes in technology, the revised State Board for Educator Certification Guidelines for Certification of School Librarians, the State of Texas Master Plan for Technology, and research on school library programs. • The Texas Legislature set a 7-year timeline for revision of the <i>Standards and Guidelines</i>. <i>The Standards and Guidelines</i> were adopted in 1997 and are due for revision in 2004.



Program Purpose (We do what, for whom, for what outcomes)	
What outcome(s) are desired?	<ul style="list-style-type: none"> • Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs for support in learning support Texas Essential Knowledge and Skills (TEKS) student objectives in all subject areas. • Students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy planned and presented collaboratively by teachers and librarians. • Students' TAKS scores increase on the questions that are related to the TEKS student expectations that were selected and either taught by the librarian or collaboratively planned and taught with teachers.
For whom?	<ul style="list-style-type: none"> • Texas Students, the Educational Community, and Regional Community Constituents
What will we do to achieve the outcomes?	<ul style="list-style-type: none"> • Librarians will improve school library programs in accordance with the revised <i>School Library Programs: Standards and Guidelines</i>.
Library Program Activities List (Key management or administrative actions/tasks needed to make the program happen)	Program Services List (Key events, products, or services your audience will experience, participate in, or use to gain the intended outcome)
<p>Management and administrative actions/tasks are outlined in the Strategies for Librarians in the six Learner-Centered Components of the <i>Standards and Guidelines</i>. Key management and administrative actions/tasks needed to achieve the outcomes are:</p> <ul style="list-style-type: none"> • Collaborative planning and presentation of instruction on TEKS student objectives. • Instruction in the integration of library resources into curriculum. • Instruction on information literacy and the ethical use of resources. • Evaluation of student performance on Texas Assessment of Knowledge and Skills. • Collection development to provide a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet students' needs to master TEKS student objectives in all subject areas. • Organization of the collection to support access. • Access to library resources and opportunities for use by students, faculty and staff, families and community constituents during and beyond the instructional day. • Effective Program leadership and management. 	<p>Programs and Services offered to Students, Staff, and the Community include:</p> <ul style="list-style-type: none"> • Ongoing instruction in the integration of information technology and information literacy related to TEKS student objectives. • Access to and utilization of a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet students' needs in all subject areas during and beyond the instructional day. • Local and remote access to catalog and online resources that facilitate student achievement. • Collaborative assistance in planning and presenting lessons. • Access to and utilization of resources of other community libraries and institutions through collaboration established by librarian. • Participation Local, State, and National Reading Initiatives that encourage reading, writing, viewing, speaking, and listening for understanding and enjoyment.
Inputs (Materials, supplies, staff, building, or other resources needed to support the program)	
<p>Inputs include:</p> <ul style="list-style-type: none"> • Professional and paraprofessional staff and volunteers • Library facilities and furnishings (shelving, furniture, displays, bulletin boards, etc.) • Library budget that supports the total library program • Print and Electronic Library Resources, including software and online databases and library catalog • Equipment for staff and library users • Library supplies • Reports of Student Performance on TAKS tests Provided by TEA 	
Library Outputs (Quantities of things that represent library program productivity, e.g. number of products, events, or services provided; number of participants or users)	
<p>Many outputs may be measured to reflect the productivity of the library program. They include:</p> <ul style="list-style-type: none"> • Percentage of Planning Requests Filled or Modified • Percentage of Teaching Requests Filled or Modified • Percentage of Curriculum Requests Addressed with Print Resources • Percentage of Curriculum Requests addressed with Internet Resources • Percentage of Curriculum Requests Addressed with Subscription Databases • Average Number of Print Resources Utilized per Student Per Week • Average Number of Print, Internet, and Online Resources Utilized per Student Per Week • # of collaboratively planned lessons • # of collaboratively presented lessons 	



<ul style="list-style-type: none"> • # of staff per 100 students • # of staff hours per 100 students • # of hours of operation per 100 students • Average # of students, staff, & community members utilizing the library during and beyond instructional day per week • # of access points to electronic resources per student • # of resources checked out by students and staff • # of resources used in the library by students, staff, and families • # of reading incentive programs offered to students • # of students participating in reading incentive programs • # of group information skills instruction session • # of attendees at group information skills instruction sessions • # of individual information skills instruction • # of community members using library facilities • # of community education classes • # of hits on web site per month • # of hits on web based resources per month • # of printed materials such as bibliographies distributed 		
Target Population/Audience (e.g. middle school students; visually challenged adults; rural teen parents)		Audience characteristics that might impact the success of your program (e.g. age, interests, cultural norms, language, physical challenges, income, mobility)
<ul style="list-style-type: none"> • Students, staff, and community served by library program 		Students in Grades PreK-12, staff, and community constituents with varying <ul style="list-style-type: none"> • Reading ability • Interests and aptitudes • Accessibility issues • Language and cultural backgrounds • Socio-economic status • Information literacy and technology skills • Levels of prior academic achievement • Prior library experiences
Outcome Time frame	Intended Outcomes (Changes in skill, knowledge, attitude, behavior, life condition or status)	Indicators (measures you will use to understand the extent to which outcomes occurred; an indicator "stands for" an outcome)
<p><i>Note: A rigid format is provided as a reminder that outcomes are achievements or changes for individuals who participate in a program or use a product. Similarly, indicators show the extent to which the outcome was achieved by participants or users. "# and %" are place keepers that represent the number of participants or users who experience the outcome. Specific numerical values will be chosen under "target." Other language may be used, as long as it reflects active, concrete, objective demonstration of learning in an amount you choose to represent your project goal.</i></p>		
Short Term (immediately after reference interaction)	<ul style="list-style-type: none"> ▪ Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs for support in learning support Texas Essential Knowledge and Skills (TEKS) student objectives in all subject areas. 	<ul style="list-style-type: none"> • # and % of students and staff who report at least an 80% success rate in locating appropriate library resources for assignments to support TEKS student objectives.
Intermediate	<ul style="list-style-type: none"> • Students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy planned and presented collaboratively by teachers and librarians. 	<ul style="list-style-type: none"> • # and % of students and staff who report that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments
Long-term	<ul style="list-style-type: none"> ▪ Students' TAKS scores increase on the questions that are related to the TEKS student expectations that were selected and either taught by the librarian or collaboratively planned and taught with teachers. 	<ul style="list-style-type: none"> • # and % of students who master questions on TAKS tests related to the TEKS student expectations that librarians select for improvement and for which lessons were collaboratively planned and presented with teachers.



Indicator(s)	Data Source (Where and how you will get/collect information about the indicator, e.g. a survey, interviews, observing visitors)	Applied To Whom (The group of people for whom you will get/collect that information, e.g. all, a sample of all, only those who meet specific criteria)	Data Intervals (When and how often you will request/collect/analyze information, e.g. at end of project, before and after participation, month 5)	Goal (How many of your participants or users you expect to meet the parameters of the indicator)
Outcome #1. Students and staff have increased access to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs to support Texas Essential Knowledge and Skills (TEKS) student objectives in all subject areas.				
# and % of students and staff who report at least an 80% success rate in locating appropriate library resources for assignments to support TEKS student objectives.	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	Year One Baseline: Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75% Year Two and Beyond Increase Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%
Outcome #2. Students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy.				
# and % of students and staff who report that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	Year One Baseline: Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75% Year Two and Beyond Increase Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%
Outcome #3. Students' Texas Assessment of Knowledge and Skills (TAKS) scores increase on the questions that are related to the TEKS student expectations that are selected and either taught by the librarian or collaboratively planned and taught with teachers. Note: TAKS does not test all TEKS objectives.				
# and % of students who master questions on TAKS tests related to the TEKS student expectations that librarians select for improvement and for which lessons were collaboratively planned and presented with teachers.	Campus summary of student TAKS scores provided by TEA's "Summary Report-Test Performance" in the 2003/2004 compared to the scores for the 2004/2005 school years. Each year subsequent test scores will be compared.	All students in the school who take TAKS Test	Annually	Year One Baseline: Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75% Year Two and Beyond Increase Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%



Note: All elements of the Standards are critical pieces to success of the school library program. Due to time constraints, librarians must be selective and evaluate outcomes with the greatest impact on student success as evidenced through State mandated tests. The following Evaluation Questions illustrate various aspects of the Standards and Guidelines that, although important, may not have as measurable of an impact on student success. Many studies have shown that staffing levels have an impact on student achievement. Librarians may wish to evaluate the effect of increases or decreases in staffing should one of these conditions occur in their campus or district.

Evaluation Question: Does increasing the library's staffing level as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does increasing the level of flexible access as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does increasing the level of family and community access to library resources and involvement in library programming as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does increasing the collaboration with other information professionals outside of the school community as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does increasing the level of collaborative promotion of Local, State, and National Reading Initiatives that encourage learners to read, write, view, speak, and listen for understanding and enjoyment as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does the development and implementation of a library vision, mission, goals, objectives, and strategic plan that incorporate sound policies and practices as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does promoting and encouraging broad school and community-based advocacy for the school library program as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does developing a school library program that offers students, faculty and staff, families, and community constituents the opportunities for participation in the library and educational community as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does developing a school library program that responds to ethnic and cultural diversity and learning differences in the community as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?

Evaluation Question: Does developing, promoting, and marketing the purpose, goals, and needs of the school library program to formal and informal partnerships and collaborations to promote student success within the school and with community constituents as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase the percentage of students who master TEKS student expectations as measured on TAKS test scores?



Table 1.
The TAKS objectives and the related TEKS student expectations tested for each TAKS objective that may be reasonably expected to be influenced by the library program

Grade	Subject	TAKS Objectives	TEKS student expectations supported through the library program
3	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(3.1) (A) (B) (C)
3	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(3.7) (A) (B)
3	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
3	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	(3.11) (A) (B) (3.12) (A)
3	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(3.14) (A) (B) (C)
3	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(3.15) (A) (B) (C) (3.16) (B) (3.17) (A)
3	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(3.5) (E) (3.7) (B) (3.8) (C) (3.9) (C) (H)
3	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(3.11) (H) (I) (J)
3	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(3.9) (C) (I) (3.11) (A) (C)
3	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(3.9) (F) (J) (3.10) (C)
4	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning	(4.1) (A) (4.2) (D) (4.4) (A) (B)
4	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(4.7) (A)
4	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
4	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
4	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(4.13) (C)
4	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(4.14) (A) (B) (C) (4.16) (A)
4	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(4.9) (B) (D) (4.10) (F) (G)
4	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(4.12) (H) (I)
4	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(4.10) (E) (I) (L) (4.12) (A) (C) (E) (J)
4	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(4.10) (H) (J) (4.11) (C) (D) (4.12) (B)
4	Writing	TAKS <u>Objective 1</u> = The student will, within a given context, produce an effective composition for a specific purpose.	(4.15) (A) (C) (D) (E) (4.19) (C) (D)
4	Writing	TAKS <u>Objective 2</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	(4.18) (B) (4.19) (E) (H)
4	Writing	TAKS <u>Objective 3</u> = The student will recognize appropriate organization of ideas in written text.	(4.19) (C) (D)
4	Writing	TAKS <u>Objective 4</u> = The student will recognize correct and effective sentence construction in written text.	(4.19) (E)
4	Writing	TAKS <u>Objective 5</u> = The student will recognize standard usage and appropriate word choice in written text.	(4.19) (E) (H)
4	Writing	TAKS <u>Objective 6</u> = The student will proofread for correct punctuation, capitalization, and spelling in written text.	(4.19) (H)
5	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(5.1) (A) (B) (5.2) (C) (5.3) (A) (B) (C) (5.4) (B)
5	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(5.5) (A) (B) (5.6) (A)
5	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	(5.7) (A) (5.9) (A)



5	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	(5.11) (A) (B)
5	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(5.12) (B) (5.13) (A) (B) (C)
5	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(5.14) (A) (B) (C) (5.15) (B) (5.16) (A)
5	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(5.9) (B) (5.10) (F) (G)
5	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(5.12) (H) (I)
5	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(5.10) (E) (I) (L) (5.12) (A) (C) (E) (J)
5	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(5.10) (H) (J) (5.11) (C) (D) (5.12) (B)
5	Science	TAKS <u>Objective 1</u> = Objective 1: The student will demonstrate an understanding of the nature of science.	(5.2) (A) (C) (D) (E) (3.3, 4.3, 5.3) (A) (B) (C) (5.4) (A)
5	Science	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the life sciences.	(5.10) (A) (B) (5.9) (A) (B) (C) (5.6) (C) (3.8) (A) (B) (C)(D) (2.9) (A) (B) (5.5) (A) (B) (4.6) (A)
5	Science	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of the physical sciences.	(5.8) (A) (B) (5.5) (A) (B) (4.6) (A)
5	Science	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the earth sciences.	(5.12) (A) (C) (5.11) (C) (5.6) (A) (B) (4.11) (B) (C) (3.11) (C) (D) (3.6) (B) (5.5) (A) (B) (4.6) (A)
6	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(6.1) (A) (B)
6	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
6	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
6	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
6	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	
6	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(6.11) (A) (B)
6	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6.9) (B) (6.10) (F) (G)
6	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(6.12) (F) (G) (J)
6	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(6.10) (E) (I) (L) (6.12) (A) (C) (H)
6	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(6.10) (H) (J) (6.11) (C) (D) (6.12) (I) (K)
7	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(7.1) (A)
7	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
7	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
7	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
7	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	
7	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(7.13) (A)
7	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(7.9) (B) (7.10) (F) (G)
7	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(7.12) (F) (G) (J)



	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(7.10) (E) (I) (L) (7.12) (A) (C) (H)
7	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(7.10) (H) (J) (7.11) (C) (D) (7.12) (I) (K)
7	Writing	TAKS <u>Objective 1</u> = The student will, within a given context, produce an effective composition for a specific purpose.	
7	Writing	TAKS <u>Objective 2</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	(7.16) (E)
7	Writing	TAKS <u>Objective 3</u> = The student will recognize appropriate organization of ideas in written text.	
7	Writing	TAKS <u>Objective 4</u> = The student will recognize correct and effective sentence construction in written text.	(7.18) (E)
7	Writing	TAKS <u>Objective 5</u> = The student will recognize standard usage and appropriate word choice in written text.	(7.18) (E) (H)
7	Writing	TAKS <u>Objective 6</u> = The student will proofread for correct punctuation, capitalization, and spelling in written text.	(7.16) (B) (C) (D) (7.18) (H)
8	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(8.1) (A) (8.2) (D)
8	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(8.3) (A) (8.4) (A) (8.5) (A) (B)
8	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	(8.7) (B) (C)
8	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
8	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(8.12) (C)
8	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.14) (A) (B) (C)
8	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(8.6) (B) (8.9) (B) (D) (F) (8.10) (F) (G)
8	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(8.12) (F) (G) (J)
8	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(8.10) (E) (I) (L) (8.12) (A) (C) (H)
8	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(8.10) (H) (J) (8.11) (C) (D) (8.12) (I) (K)
8	Social Studies	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of issues and events in U.S. history.	(8.1) (A) (B) (8.4) (B) (C) (D) (8.5) (C) (D) (F) (G) (8.6) (B) (D) (8.7) (D) (8.8) (A) (B) (C)
8	Social Studies	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of geographic influences on historical issues and events.	(8.11) (A) (B) (C) (8.12) (A)
8	Social Studies	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of economic and social influences on historical issues and events.	(8.5) (B) (8.15) (A) (8.24) (D) (E) (8.25) (A) (B) (8.28) (A) (B) (D) (8.29) (C)
8	Social Studies	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of political influences on historical issues and events.	(8.3) (B) (8.16) (A) (B) (C) (D) (8.17) (A) (B) (8.18) (A) (8.19) (A) (B) (8.20) (A) (B) (8.22) (B) (8.23) (B)
8	Social Studies	TAKS <u>Objective 5</u> = The student will use critical thinking skills to analyze social studies information.	(8.30) (A) (B) (C) (D) (F)
9	Mathematics	TAKS <u>Objective 1</u> = The student will describe functional relationships in a variety of ways.	A(b)(1) (D)
9	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the properties and attributes of functions.	A(b)(2) (C) (D) A(b)(3) (B)
9	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of linear functions.	A(c)(1) (A) (C) A(c)(2) (A) (B)
9	Mathematics	TAKS <u>Objective 4</u> = The student will formulate and use linear equations and inequalities.	
9	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of quadratic and other nonlinear functions.	



9	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of geometric relationships and spatial reasoning.	(8.6) (A) (B)
9	Mathematics	TAKS <u>Objective 7</u> = The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	(8.7) (A) (B) (C)
9	Mathematics	TAKS <u>Objective 8</u> = The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	(8.8) (A) (B) (C) (8.9) (A) (B) (8.10) (A) (B)
9	Mathematics	TAKS <u>Objective 9</u> = The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	(8.3) (B)
9	Mathematics	TAKS <u>Objective 10</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.14) (A) (B) (C)
9	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6) (B) (E) (F) (8) (B)
9	Reading	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	(10) (B) (11) (B) (H)
9	Reading	TAKS <u>Objective 3</u> = The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	(8) (D) (12) (A) (B) (D) (19) (B) (C) (20) (B) (C)
10	English Language Arts	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6) (B) (C) (E) (7) (F) (8) (B)
10	English Language Arts	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	(10) (B) (11) (A) (B) (C) (D) (E) (F)
10	English Language Arts	TAKS <u>Objective 3</u> = The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	(6) (F) (G) (7) (E) (G) (8) (D) (10) (B) (12) (A) (B) (C) (19) (B) (C) (20) (B) (C)
10	English Language Arts	TAKS <u>Objective 4</u> = The student will, within a given context, produce an effective composition for a specific purpose.	(1) (C) (2) (B)
10	English Language Arts	TAKS <u>Objective 5</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
10	English Language Arts	TAKS <u>Objective 6</u> = The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	
10	Mathematics	TAKS <u>Objective 1</u> = The student will describe functional relationships in a variety of ways.	A(b)(1) (B) (D)
10	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the properties and attributes of functions.	A(b)(2) (D)
10	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of linear functions.	A(c)(2) (A) (E)
10	Mathematics	TAKS <u>Objective 4</u> = The student will formulate and use linear equations and inequalities.	A(c)(4) (B)
10	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of quadratic and other nonlinear functions.	A(d)(2) (A)
10	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of geometric relationships and spatial reasoning.	
10	Mathematics	TAKS <u>Objective 7</u> = The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	(8.7) (A) (B) (C)
10	Mathematics	TAKS <u>Objective 8</u> = The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
10	Mathematics	TAKS <u>Objective 9</u> = The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	(8.12) (C)
10	Mathematics	TAKS <u>Objective 10</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	
10	Science	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of the nature of science.	Biology (2) and Integrated Physics & Chemistry (2) (A) (C) Integrated Physics & Chemistry (3) (A) (B)
10	Science	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the organization of living systems.	Biology (4) (B) Biology (6) (A) (C) (D) Biology (8) (C) Biology (10) (A)
10	Science	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of the interdependence of organisms and the environment.	Biology (4) (C) (D) Biology (7) (B) Biology (12) (B) (E) Biology (13) (A)
10	Science	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the structures and properties of matter.	Integrated Physics and Chemistry (7) (E) Integrated Physics and Chemistry (8) (A)



10	Science	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of motion, forces, and energy.	Integrated Physics and Chemistry (4) (B) Integrated Physics and Chemistry (5) Integrated Physics and Chemistry (6) (A) (B) (F)
10	Social Studies	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of issues and events in U.S. history.	(8.1) (C) (8.4) (B) (C) (8.16) (C)
10	Social Studies	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of geographic influences on historical issues and events.	(8.10) (B) (WG1)(A) (B) (WG6) (A) (WH12) (C) (WH23) (A)
10	Social Studies	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of economic and social influences on historical issues and events.	(WG5) (B) (WG10) (C) (WG18) (A)
10	Social Studies	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of political influences on historical issues and events.	(8.3) (A) (8.16) (A) (D) (8.17) (B) (8.18) (B) (8.20) (A) (B) (8.22) (B)
10	Social Studies	TAKS <u>Objective 5</u> = The student will use critical thinking skills to analyze social studies information.	(8.30) (A) (D) (F) (WG8) (B) (WG21) (C) (WH25) (C) (WH26) (C)
11	English Language Arts	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6) (B) (E) (7) (F) (8) (B) (C)
11	English Language Arts	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	(10) (B) (11) (A) (B) (C) (D) (E) (F)
11	English Language Arts	TAKS <u>Objective 3</u> = The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	(7) (E) (G) (8) (D) (10) (B) (12) (A) (B) (C) (19) (B) (C) (20) (B) (C)
11	English Language Arts	TAKS <u>Objective 4</u> = The student will, within a given context, produce an effective composition for a specific purpose.	
11	English Language Arts	TAKS <u>Objective 5</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
11	English Language Arts	TAKS <u>Objective 6</u> = The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	
11	Mathematics	TAKS <u>Objective 1</u> = The student will describe functional relationships in a variety of ways.	A(b)(1) (A) (B) (D) (E)
11	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the properties and attributes of functions.	A(b)(2) (B) (C) (D)
11	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of linear functions.	A(c)(1) (A) (C) A(c)(2) (A) (B) (E) (F) (G)
11	Mathematics	TAKS <u>Objective 4</u> = The student will formulate and use linear equations and inequalities.	A(c)(3) (A) (B) (C) A(c)(4) (A) (B) (C)
11	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of quadratic and other nonlinear functions.	A(d)(1) (D) A(d)(2) (A) (B) A(d)(3) (A)
11	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of geometric relationships and spatial reasoning.	G(b)(4) (A) G(c)(1) (B)
11	Mathematics	TAKS <u>Objective 7</u> = The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	G(d)(1) (B) (C) G(d)(2) (A) (B) (C) G(e)(2) (D)
11	Mathematics	TAKS <u>Objective 8</u> = The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
11	Mathematics	TAKS <u>Objective 9</u> = The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	(8.3) (B) (8.11) (A) (B) (8.12) (A) (C)
11	Mathematics	TAKS <u>Objective 10</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.14) (A) (B) (C) (8.15) (A) (8.16) (A) (B)
11	Science	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of the nature of science.	Biology (2) and Integrated Physics & Chemistry (2) (A) (C) Integrated Physics & Chemistry (3) (A) (B)



11	Science	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the organization of living systems.	Biology (4) (B) Biology (6) (C) Biology (8) (C) Biology (10) (A) (B)
11	Science	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of the interdependence of organisms and the environment.	Biology (4) (C) (D) Biology (7) (A) (B) Biology (9) (D) Biology (12) (B) (E) Biology (13) (A)
11	Science	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the structures and properties of matter.	Integrated Physics and Chemistry (7) (D) Integrated Physics and Chemistry (8) (A) (C)
11	Science	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of motion, forces, and energy.	Integrated Physics & Chemistry (4) (B) (D) Integrated Physics & Chemistry (6) (A) (B) (D)
11	Social Studies	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of issues and events in U.S. history.	(8.1) (C) (8.4) (B) (C) (8.16) (C) (US1) (A) (B) (C) (US3) (A) (B) (D) (US5) (A) (B) (US6) (A) (B) (D) (E) (F)
11	Social Studies	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of geographic influences on historical issues <i>and events</i> .	(US8) (B) (US9) (A) (US10) (A) (B) (US11) (A) (WG1) (A) (B) (WG6) (A) (WH23) (A)
11	Social Studies	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of economic and social influences on historical issues and events.	(US2) (B) (C) (US4) (B) (US7) (B) (US13) (A) (B) (C) (E) (US14) (A) (E) (US21) (A) (D) (US22) (A) (C) (US23) (A) (WG5) (B) (WG10) (C)
11	Social Studies	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of political influences on historical issues and events.	(8.3) (A) (8.16) (A) (D) (8.17) (B) (8.18) (B) (8.20) (A) (B) (8.22) (B) (US4) (A) (US7) (A) (C) (US17) (A) (US18) (B)
11	Social Studies	TAKS <u>Objective 5</u> = The student will use critical thinking skills to analyze social studies information.	(US24) (A) (B) (C) (F) (WG8) (B) (WG21) (C) (WH26) (C)



Table 2.

The number and percentage of TEKS student expectations covered on the TAKS test that are influenced or may be taught through the library program - organized by *curriculum area*

Grade Level	TAKS Test	Number of TEKS Student Expectations Tested:	Number of TEKS Student Expectations influenced by the Library Program	Percentage of TEKS Student Expectations influenced by the Library Program
10	ELA	41	27	65.9 %
11	ELA	42	23	54.8 %
ELA Total		83	50	60.2 %
03	Math	34	16	47.1 %
04	Math	33	10	30.3 %
05	Math	34	23	67.7 %
06	Math	34	11	32.4 %
07	Math	34	2	05.9 %
08	Math	38	12	31.6 %
09	Math	54	24	44.4 %
10	Math	59	11	18.6 %
11	Math	65	43	66.2 %
Math Total		385	152	39.5 %
04	Reading	18	18	100 %
03	Reading	17	15	88.2 %
05	Reading	18	17	94.4 %
06	Reading	20	18	90.0 %
07	Reading	43	7	16.3 %
08	Reading	21	21	100 %
09	Reading	28	15	53.6 %
Reading Total		165	111	67.3 %
05	Science	54	38	70.4 %
10	Science	31	24	77.4 %
11	Science	36	25	69.4 %
Science Total		121	87	71.9 %
08	Social Studies	65	48	73.9 %
10	Social Studies	28	28	100 %
11	Social Studies	63	63	100 %
Social Studies Total		156	139	89.1 %
04	Writing	38	15	39.5 %
07	Writing	21	19	90.5 %
Writing Total		59	34	57.6 %



Table 3. The number and percentage of TEKS student expectations covered on the TAKS test that are influenced or may be taught through the library program - organized by grade level

Grade level	TAKS test	Number of TEKS student expectations tested:	Number of TEKS student expectations influenced by the library program	Percentage of TEKS student expectations influenced by the library program
03	Math	34	16	47.1 %
03	Reading	17	15	88.2 %
3rd grade Total		51	31	60.8 %
04	Math	33	10	30.3 %
04	Reading	18	18	100 %
04	Writing	38	15	39.5 %
4th grade Total		89	43	48.3 %
05	Math	34	23	67.7 %
05	Reading	18	17	94.4 %
05	Science	54	38	70.4 %
5th grade Total		106	78	73.6 %
Elementary Total		246	152	61.8 %
06	Math	34	11	32.4 %
06	Reading	20	18	90.0 %
6th grade Total		54	29	53.7 %
07	Math	34	2	05.9 %
07	Writing	21	19	90.5 %
07	Reading	43	7	16.3 %
7th grade Total		98	28	28.6 %
08	Math	38	12	31.6 %
08	Reading	21	21	100 %
08	Social Studies	65	48	73.9 %
8th grade Total		124	81	65.3 %
Middle School Total		276	138	50.0 %
09	Math	54	24	44.4 %
09	Reading	28	15	53.6 %
9th grade Total		62	39	62.9 %
10	ELA	41	27	65.9 %
10	Math	59	11	18.6 %
10	Science	31	24	77.4 %
10	Social Studies	28	28	100 %
10th grade Total		159	90	56.6 %
11	ELA	42	23	54.8 %
11	Math	65	43	66.2 %
11	Science	36	25	69.4 %
11	Social Studies	63	63	100 %
11th grade Total		206	154	74.8 %
High School Total		427	283	66.3 %
Secondary Total		703	421	59.9 %
All school Total		949	573	60.4 %



**Example of an Annual Summary or Evaluation Report for the School Library Program
School Year: 200__ to 200__**

Library Program Profile

Date: _____
Full Name of Campus: _____
Campus Number: _____
Librarian's Name: _____
of Professional Librarians: _____
of Paraprofessional Staff Working in Library: _____
of Faculty members: _____
of Students in School (use enrollment figures reported to PEIMS in October) _____
of weeks library is open for instruction during school year: _____
Average hours library is open per week: _____
Print materials weeded in this school year: _____
Periodical subscriptions (paper, received in library): _____
Books cataloged added to collection: _____
Average Copyright Date of Collection: _____

**Evaluation of Library Program Strategies for Librarians
(Rate as Exemplary, Recognized, Acceptable, or Below Standard)**

Standard I. Learner-Centered Teaching and Learning _____
Standard II. Learner-Centered Program Leadership and Management _____
Standard III. Learner-Centered Technology and Information Access _____
Standard IV. Learner-Centered Library Environment _____
Standard V. Learner-Centered Connections to Community _____
Standard VI. Learner-Centered Information Science and Librarianship _____

Output Measures

(Quantitative Measures: Number of Services Provided to Target Audience. May include Tables and Graphs to Display the Information Visually.)

% of Planning Requests by Teachers Fulfilled or Modified: _____
% of Teaching Requests by Teachers Fulfilled or Modified: _____
% of Curriculum Requests from Students and Staff Addressed with Print Resources: _____
% of Curriculum Requests from Students and Staff Addressed with Internet Resources: _____
% of Curriculum Requests from Students and Staff Addressed with Subscription Databases: _____
Average Number of Print, Internet, and Online Resources Utilized per Student Per Week: _____
Total Library expenditures per student: _____
Expenditure on Books per student: _____
Expenditures on Online resources per student: _____
Books purchased per student: _____
Books circulated per student: _____
Library staff per student: _____



Outcome Measures Year 1 - Baseline

(Qualitative Measures: Changes in behavior and attitude of target audience. May include tables and graphs to display information visually). Note: Librarians set goals for the baseline success rate for Outcomes 1, 2, and 3 for their Campuses.

Outcome #1. _____ # or _____ % of students and staff reported at least an 80% success rate in locating appropriate library resources for assignments to support TEKS student objectives.

Outcome #2. _____ # or _____ % of students and staff reported that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments.

Outcome #3. _____ # or _____ % of students in the school that mastered questions on TAKS tests related to the TEKS Student Expectations that librarians selected for improvement and for which lessons were collaboratively planned and presented with teachers.

Outcome Measures Year 2 and Beyond - Increase over Baseline

(Qualitative Measures: Changes in behavior and attitude of target audience. May include tables and graphs to display information visually)

Note: Librarians set goals for the annual increases in Outcomes 1, 2, and 3 for their Campuses.

Outcome #1. An increase of _____ # or _____ % of students and staff reported at least an 80% success rate in locating appropriate library resources for assignments to support TEKS student objectives.

Outcome #2. An increase of _____ # or _____ % of students and staff reported that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments.

Outcome #3. An increase of _____ # or _____ % of students in the school that mastered questions on TAKS tests related to the TEKS Student Expectations that librarians selected for improvement and for which lessons were collaboratively planned and presented with teachers.

Case Studies, Observations, Comments

Names of students should not be included in the evaluation report to protect their privacy.

This section may include the following.

- Case studies. Work with a teacher to follow the progress of one, two, or three of the students over the course of a semester or school year and record how the library assisted them in achieving academic success. Write a narrative summarizing their unique needs and how the library program met those needs and supported their academic performance.
- Observations. Write in narrative form some of your observations about specific students and teachers.
- Comments. Keep a log and include comments from students, teachers, and community members collected throughout the school year.
- General Statement of Success of the Library Program in Achieving its Goals
- Plans for program changes and improvements
- Assessment of collection development and staffing needs to support student achievement
- Highlights of the year's programs

Indicator(s)	Data Source (Where and how you will get/collect information about the indicator, e.g. a survey, interviews, observing visitors)	Applied To Whom (The group of people for whom you will get/collect that information, e.g. all, a sample of all, only those who meet specific criteria)	Data Intervals (When and how often you will request/collect/analyze information, e.g. at end of project, before and after participation, month 5)	Rating Goal (How many of your participants or users you expect to meet the parameters of the indicator) NOTE: Librarians set this goal for each campus.	Achieved (How many of your participants or users you expect to meet the parameters of the indicator)
Outcome #1. Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs to support TEKS student objectives in all subject areas.					
# and % of students & staff who report at least an 80% success rate in locating appropriate library resources for assignments to support TEKS student objectives.	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	Year One Baseline: Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%	



Indicator(s)	Data Source (Where and how you will get/collect information about the indicator, e.g. a survey, interviews, observing visitors)	Applied To Whom (The group of people for whom you will get/collect that information, e.g. all, a sample of all, only those who meet specific criteria)	Data Intervals (When and how often you will request/collect/analyze information, e.g. at end of project, before and after participation, month 5)	Rating Goal (How many of your participants or users you expect to meet the parameters of the indicator) NOTE: Librarians set this goal for each campus.	Achieved (How many of your participants or users you expect to meet the parameters of the indicator)
<p>Year Two and Beyond Increase Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%</p>					
<p>Outcome #2. Students and staff gain increased knowledge of TEKS student objectives through ongoing instruction in the integration of information technology and information literacy.</p>					
<p># and % of students and staff who report that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments</p>	<p>Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys</p>	<p>All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources</p>	<p>Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year</p>	<p>Year One Baseline: Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%</p> <p>Year Two and Beyond Increase Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%</p>	
<p>Outcome #3. Students' TAKS scores increase on the questions that are related to the TEKS student expectations that are selected and either taught by the librarian or collaboratively planned and taught with teachers. Note: TAKS does not test all TEKS objectives.</p>					
<p># and % of students who master questions on TAKS tests related to the TEKS student expectations that librarians select for improvement and for which lessons were collaboratively planned and presented with teachers.</p>	<p>Campus summary of student TAKS scores provided by TEA's "Summary Report-Test Performance" in the 2003/2004 compared to the scores for the 2004/2005 school years. Each year subsequent test scores will be compared.</p>	<p>All students in the school who take TAKS Test</p>	<p>Annually</p>	<p>Year One Baseline: Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%</p> <p>Year Two and Beyond Increase Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%</p>	



Glossary of Terms	
Term	Definition
2 x 2 List	The 2 X 2 reading list is a project of the Children's Roundtable, a unit of the Texas Library Association. The 2 X 2 committee's charge is to produce a list of 20 recommended books for children age two to grade two.
AASL	American Association of School Librarians.
ACT	American College Testing Assessment.
ADA	Average Daily Attendance.
ADA	American with Disabilities Act.
AEIS	Academic Excellence Indicator System. www.tea.state.tx.us/perfreport/aeis/about.aeis.html
ALA	American Library Association.
ASCD	Association of Supervision and Curriculum Development.
AUP	Acceptable Use Policy.
Above Average Participation	An average of 2 computer search hits per day, per student based on student enrollment.
Academic and Non-Academic Experiences	Professional growth and development opportunities including internal education and training experiences as well as external continuing professional education, formal courses, self-paced instruction and tutorials, and distance learning.
Acceptable Use Policy (AUP)	District and/or campus document that outlines policies for Web use.
Accreditation	Official recognition that an individual or institution meets required standards. Accreditation of librarians is usually referred to as certification. Certification is confirmed by the State Board for Educator Certification (SBEC).
Acquisition	The process of obtaining hardware and resources for a library collection. Materials may be obtained through purchase, gifts, or lease plans.
Action Research	Systematic investigation by teachers or librarians of some aspect of their work in order to improve their effectiveness. Involves identifying a question or problem and then collecting and analyzing relevant data.
Advertising	Pamphlets, web pages, brochures, posters, speaker's bureau, new releases, TV public service announcements, radio announcements/ interviews, newspaper articles.
Advisory Committee	Librarian, administrator, teachers, students, and parents who develop policies and procedures for the library. Sometimes called Library Advisory Committee.
Advocacy	Community-based support tied to the library's overall goals. An ongoing public awareness program.
Age-Appropriate	Resources appropriate for the age student using them.
Active Learning	Situations in which students learn by moving around and actively participating, rather than sitting at their desks, completing worksheets, or listening to a lecture.
Alternative Certification Processes	Chapter 21 Subchapter A Sec. 21.049. grants to the State Board for Educator Certification the authority to propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. Besides certification of professionals through course credit graduate level work, school librarians may obtain professional credentials through state-level testing.
American Association of School Librarians (AASL)	A division of the American Library Association that represents school library media specialists. www.ala.org/aasl/
American College Testing Assessment (ACT)	A test used as part of the admission process at colleges and universities designed to measure academic success in English, mathematics, reading, and natural sciences.
American Library Association (ALA)	National professional library association located in Chicago, IL. Oldest and largest national library association in the world. Membership includes state, academic, public, school, and special libraries. www.ala.org
American with Disabilities Act (ADA)	A 1986 law to protect the disabled from employment discrimination. Employers are required to offer reasonable accommodation to those with a disability. Standards for public access to buildings and services for the disabled are addressed. For example, shelving width and height of computer terminals are two issues related to the ADA standards for library media centers.
Ancillary Areas	Auxiliary or supplementary areas such as staff office/workroom, equipment storage, conference or planning rooms, and production facilities. The areas are under the supervision of the librarian.
Anglo American Cataloging Rules (AACR) Anglo American Cataloging Rules, 2nd ed. Revised (AACR 2)	A detailed set of standardized rules for cataloging various types of library materials which had its origin in <i>Catalog Rules: Author and Title Entries</i> published in 1908 under the auspices of the American Library Association and the Library Association (UK), and the <i>A.L.A. Cataloging Rules for Author and Title Entries</i> (1949), with its companion volume <i>Rules for Descriptive Cataloging in the Library of Congress</i> . Cooperation between the ALA, the Library Association, and the Canadian Library Association resumed with the joint publication in 1967 of <i>Anglo-American Cataloging Rules</i> , which is divided into two parts: rules for creating the bibliographic description of an item of any type, and rules governing the choice and form of entry of headings (access points) in the catalog. A second edition (AACR2) was published in 1978 and revised in 1988 (AACR2R) to reflect changes in information formats. The 1998 revision includes changes and corrections authorized by the Joint Steering Committee (JSC) for revision of AACR since 1988, including amendments authorized through 1997. Additional amendments were issued in 1999 and 2001. AACR2-e is a hypertext version published by ALA Editions that includes all amendments through 2001.
Assessment	A measure of how well students master learning objectives. Assessment must be reliable, (accurately reflecting students' abilities and not a particular evaluators idiosyncrasies). Assessment must allow students to demonstrate what they know rather than what they do not know. Assessment must provide feedback to teachers on the effectiveness of instructional techniques, materials, and activities. (Stripling, 1994)
Assignment Alert	A form developed by the librarian to be completed by the teacher for the purpose advising the school and/or public librarian of resource needs for units of study.
Association of Supervision and Curriculum Development (ASCD)	An organization founded in 1943 with headquarters in Alexandria, VA. ASCD focuses on research and professional development in curriculum and supervision.
Authentic Assessment	"Must be ongoing, measuring student performance throughout the process of learning. Some research has shown that from eight to twenty samples are required to produce a reliable assessment of an individual's problem-solving ability in a given content area. (Herman 1992)" (Kuhlthau, 1994.) "Four main categories of authentic assessment can be identified: tests, portfolios, performances, and personal contact with the student." (Kuhlthau, 1994.) See also Performance Assessment.
Average Daily Attendance (ADA)	Daily attendance at a campus within a school district. Usually based on attendance count on a predetermined date during the school year. ADA is one factor used by state and federal departments of education to



	determine funding for schools.
Balanced Collection	A balanced collection supports the curriculum and students' interests. It is up-to-date and weeded regularly. See also Collection Mapping.
Barrier-Free Environment	A library environment without physical or intellectual barriers to students' access to library resources.
Basic Skills	Fundamental skills necessary to succeed in school and in life. Basic skills include the ability to read, write, and compute. Information literacy is also included as a basic skill.
Benchmark	A standard for judging performance. A benchmark may be established by the state curriculum (TEKS) and assessed by the state standardized test (TAKS).
Bibliofile	Someone who has a love of books.
Bibliographic Database	A computer file consisting of electronic entries called records, each containing a uniform description of a specific document or bibliographic item, usually retrievable by author, title, subject heading (descriptor), or keyword(s). Some bibliographic databases are general in scope and coverage, others provide access to the literature of a specific discipline or group of disciplines. An increasing number provide the full-text of at least a portion of the sources indexed. Most bibliographic databases are proprietary, available by licensing agreement from vendors, or directly from the indexing and abstracting services that create them.
Bibliographic Instruction	Instructional programs designed to teach library users how to locate the information they need quickly and effectively. BI usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the discipline, and specific resources and finding tools (catalogs, indexing and abstracting services, bibliographic databases, etc.). In academic libraries, bibliographic instruction is usually course-related or course-integrated. Libraries which have a computer-equipped instruction lab are in a position to include hands-on practice in the use of online catalogs, electronic databases, and Internet resources. An instructional services librarian with specialized training and experience in pedagogical methods usually teaches instruction sessions. Synonymous with library instruction and library orientation.
Bibliographic and Retrieval Techniques 6	The process in which a user queries a library catalog or bibliographic database, usually by author, title, subject heading (descriptor), or keyword(s), and receives a list of records representing items that satisfy the parameters of the search. Most commercial databases allow the searcher to use techniques such as Boolean logic, truncation, and proximity to refine search statements.
Bluebonnet Award	See Texas Bluebonnet Award.
Board Policies	Acceptable Use, Library Resource Selection policies written as tool to provide access to age appropriate information for students and staff. School Board Approval provides a procedure for enforcing policies.
Certified Librarian	Chapter 21 Subchapter A Sec. 21.031 grants to the State Board for Educator Certification the authority to regulate and oversee all aspects of the certification, continuing professional education, and standards of conduct of public school educators, including school librarians.
Clerical Support Personnel	An adult who is not certified as a teacher or librarian serving as an assistant to a certified librarian.
Collaboration	A relationship in which librarians and teachers work together to provides opportunities for staff to utilize library resources and achieve goals more successfully than they could have independently. For example, the librarian and teacher work together to plan, execute, and evaluate resource-based units of instruction.
Collection Development	A systematic plan to add resources to a library and to de-select resources based on the needs of the institution or clients being served.
Collection Development Policy	A formal written statement of the principles guiding a library's selection of materials, including the criteria used in making selection and de-selection decisions (fields covered, degrees of specialization, levels of difficulty, languages, formats, balance, etc.) and policies concerning gifts and exchanges. An unambiguously worded collection development policy can be very helpful in responding to challenges from pressure groups.
Collection Mapping	The systematic evaluation of the quality of a library collection to determine the extent to which it meets the library's service goals and objectives and the information needs of its clientele. Deficiencies are addressed through collection development.
Commissioner's Rules Concerning School Facilities	Rules concerning school facilities that are approved by the Commissioner that have the same weight as legislation.
Communities of Inquiry	Students working in collaborative groups to create their own inquiry about the topic at hand. Groups foster critical, creative, and caring thinking, leading to sounder reasoning, understanding, and judgment.
Community Entities	Public and/or university libraries, museums, bookstores, local civic organizations, Volunteers without students enrolled such as retired teachers, adult mentors to students, businesses.
Community Programs	Mentoring programs, public library programs, museum programs and classes, university programs, city recreation department programs, local bookstore programs, programs promoting reading and the library sponsored by civic club groups.
Computer/On-Line Reference Area	The area includes, but is not limited to, computer workstations, multimedia workstations, Internet access, and various other computer related peripherals.
Confidentiality	In the delivery of library services, the right of patrons to have the nature of their research and library transactions remain private. Under the guidance of the ALA Code of Ethics, librarians and library staff members are encouraged to "protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted." For this reason, automated circulation systems are designed to delete from the patron record all indication that a specific item has been borrowed once it has been returned to the library, and to limit access to borrower accounts to authorized personnel.
Constituents	Can be campus or school constituents and include students, teachers, staff, parents, or school district personnel or can be community constituents and include PTA groups, Friends of the School Library groups.
Constructivism or Constructivist Thinking	A teaching approach based on research about how people learn. Each individual "constructs" knowledge rather than receiving it. There is not agreement about how to achieve constructive learning, but many feel that students come to understand abstract concepts best through exploration and discussion.
Cooperation	Informal exchange of resources and information; also referred to as a partnership.
CREW Method	Continuous Review, Evaluation and Weeding (CREW) is a unified system of weeding, inventory, and collection-building for small and medium-sized public libraries. Available from the Texas State Library and Archives Commission.
Critical Thinking	The intellectual discipline that helps a student to be a successful learner in whatever circumstances they encounter. It is based on the universal values of accuracy, clarity, precision, fairness, consistency, relevance,



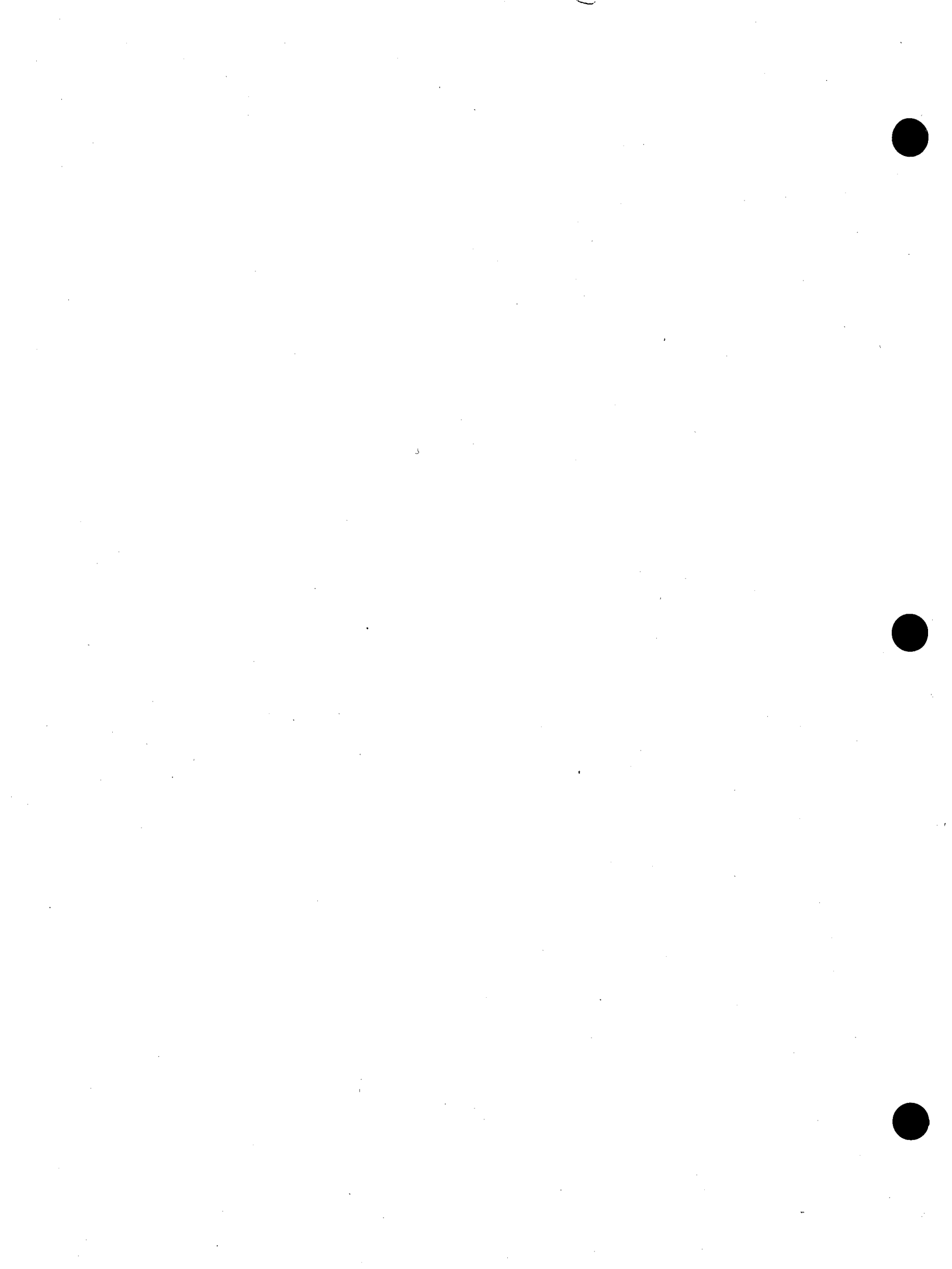
	sound evidence, good reasons, depth, breadth, and fairness, and impulse control.
Culturally Diverse	Students who represent diverse cultural backgrounds.
Current Collection	A collection with an average age of less than 10 years.
Curriculum Integration	An educational philosophy that the library media program fully integrates into the educational program strengthening the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas.
DKC	Digital Knowledge Central: A Virtual Library.
Database Count	The number of on-line databases multiplied by the number of internet connected computer stations.
Digital Knowledge Central (DKC)	Digital Knowledge Central: A Virtual Library is an initiative coordinated by Education Service Center Region 20 in San Antonio to provide fee-based access to online resources to Texas Schools.
Director/Coordinator	Administrator responsible for oversight of a district-wide school library program. This person recommends, establishes, and interprets policy and interprets state and national school library standards, works with other administrators to establish district library budgets and to integrate library services into the district's educational plan, and encourages effective use of the resources and services available from state agencies, the regional education service centers, and other area libraries. Works with building level library staff to improve library services and plans library continuing professional education opportunities.
Diverse Populations	The makeup of the population of the school at all levels.
Diversity	Diversity can speak to cultural issues or learning styles; or focus on the multi-cultural heritage of the members of the school and local community; and speak to the wide range of mental and physical abilities among the student population of the school. Diversity may necessitate accommodation or adapting the library program to provide appropriate services for a range of abilities from talented/gifted through mental retardation; or include diverse physical abilities such as blindness, deafness, and adaptation due to physical and/or mobility differences. Diversity can include ethnicity, language, socioeconomic class, and disabilities. The library attempts to promote understanding and acceptance of cultural and other differences.
ESL	English as a second language.
ESOL	English for speakers of other languages. Generally the same meaning as ESL.
E-book	A book composed or typed on a computer, or converted from print to digital (machine-readable) format by scanning or some other process, for display on a computer screen. Although the first hypertext novel was published in 1987 (<i>Afternoon, A Story</i> by Michael Joyce), e-books did not capture public attention until the online publication of Stephen King's novella <i>Riding the Bullet</i> in March, 2000. Within 24 hours, the text had been down loaded by 400,000 computer users.
Electronic Communication	Communicating ideas through technology.
Electronic Database	Online databases, as well as CD-Rom, DVD, etc.
Electronic Resources	Including, but not limited to, e-books, video streaming, distance learning, video conferencing, etc.
E-mail	An abbreviation of <i>electronic mail</i> , an Internet protocol that allows computer users to exchange messages and data files in real time with other users, locally and across networks. E-mail requires a <i>messaging system</i> to allow users to store and forward messages, and a <i>mail program</i> with an interface for sending and receiving. Users can send messages to a single recipient at a specific e-mail address or multicast to a distribution list or mailing list without creating a paper copy until hard copy is desired. Faster and more reliable than the postal service, e-mail can also be more convenient than telephone communication, but it has raised issues of security and privacy. Commonly used e-mail programs: <i>Lotus Notes, Eudora, Sendmail, Critical Path</i> . Most Internet service providers offer an e-mail option to their subscribers. Also spelled <i>email</i> .
Emergent Technologies	The most recent technologies involving information, telecommunication, and imaging technologies.
Energy Management Systems	Systems for lighting and energy provide centrally controlled wiring and cabling designs to coordinate the illumination and temperature for facilities.
Equal Access	Federal legislation that prohibits public school systems from discriminating against student religious groups. If schools permit other non-curriculum groups, such as chess club, to meet on school property, they must also allow voluntary student groups, such as prayer groups, to meet.
Ergonomic	The design of technology devices, systems, seating, desk height and physical working conditions that mesh with the capacity and requirement of the students and staff.
Even Start	Federally funded pre-school program for qualified students that provides them opportunities to begin kindergarten and first grade at the same learning level as students who have had different learning environments and experiences.
E-Z Cat	EZ, acronym for easy. EZ Cat refers to a commercial program for cataloging.
Facilities	Physical space that houses the library collection, resources, and materials, as well as space for students, staff, and instruction, plus storage and secure areas; also includes appropriate space for computers and other telecommunications devices that permit off-site use of electronic resources.
Finished Product	Includes, reports, games, power point products, multi-media products, charts, graphs, models, etc., See www.Big6.com for further examples.
Flexibly-Scheduled Program	The philosophy of curriculum integration requires that students and teachers to come to the library throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers. Classes do not follow a rigid schedule in the library media center to provide teacher release or preparation time.
Formal Curriculum Development	Detailed plans developed by campus, district or state committees outlining what students will be taught (a course of study).
Formal Reading Programs	Systematic reading system, usually related to TEKS or information presented by classroom teachers through state adopted reading textbooks, or basal readers.
Friends of the School Library	An organized group who advocate for library programs, budget and staff.
GED	General Educational Development exam. A high school equivalency test that certifies that students have skills and knowledge equivalent to those of a high school graduate.
Global Networking	Communicating through telecommunications to sites around the world.
Global Resources	Resources available through technology that are not located within the physical school library.
HVAC	Heating, ventilation and air conditioning.
Head Start	A federal program established in 1965 to foster healthy development for children to help them succeed in school. Head Start and Early Head Start sponsor comprehensive child development programs that serve



	children age 5 as well as pregnant women and their families.
IEP	Individualized educational plan.
IRA	International Reading Association.
ITBS	Iowa Test of Basic Skills.
Information Acquisition	The ability to acquire information from a variety of formats.
Informal Curriculum Development	Dialogue between teachers at campus or district level to determine activities that may be used for implementation of curriculum.
Information Fluency	The ability of students to intellectually integrate information skills; demonstrate clearly that information skills are integral to learning, and demonstrate connections between content learning and weave these into each level of learning.
Information Literacy	The ability to locate, evaluate, understand, and use information effectively. Provides intellectual integration of information skills, including communication, analysis, synthesis, organization, and evaluation skills. Information literacy is the foundation for student learning.
Information Literate	The student accesses information efficiently and effectively and recognizes that having good information is central to meeting the opportunities and challenges of day-to-day living. The information literate student knows when to seek information beyond his or her personal knowledge, how to frame questions that will lead to the appropriate information, and where to seek that information. The student knows how to structure a search across a variety of sources and format to locate the best information to meet a particular need. (<i>Information Power</i>)
Information Problem Solving Process	A series of stages or steps people go through when they seek or apply information to solve a problem or make a decision. (Eisenberg and Berkowitz)
Information Professionals	Librarians, museum personnel, information brokers, and other professionals that provide information for a community.
Information Systems	A complete computer installation, including peripherals, disk drives, a monitor, a mouse, the operating system, a printer, and software. In a system, all of the devices are configured to work with each other.
Input into the Library Program	Student, faculty and/or community surveys, interviews, suggestion boxes, link on library web site for comments, letters from students, teachers, parents, and community members.
Instructional Budget	Generally would include all funds budgeted for salaries and related expenditures associated with classroom teachers, aides, and assistants, and funds allocated for the purchase, lease, or acquisition of supplies and materials, textbooks and other reading materials, general supplies, consumable teaching and office items, supplies for media and technology, workbooks, audio-visual materials, library books and media, and other items necessary for the instruction process and/or for administration.
Instructional Day	The hours of the school day, determined by the school district, that establishes the time requirements for students and staff to be on campus.
Instructional Strategies	A set of steps a student can use to accomplish a specific task; tools for students to become more effective learners (Education In A New Era ed. Brandt ASCD Year book 2000, p.75). These techniques can be defined as behaviors and thoughts that a learner engages in during learning. (Weinstein and Mayer, 1986)
Intellectual Freedom	The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.). Legal cases concerning free speech issues are heard by the U.S. Supreme Court. Click here to connect to the homepage of the Office for Intellectual Freedom of the American Library Association. Compare with freedom of information. See also Library Bill of Rights.
Interlibrary Loan	A process that permits library materials and resources to be borrowed or shared between two libraries that are not under the same governing or funding authority.
International Reading Association (IRA)	Founded in 1956 with headquarters in Newark, DE, membership includes teachers, administrators, psychologists, librarians and parents among others, who seek to promote literacy and raise the quality of reading instruction.
Iowa Test of Basic Skills (ITBS)	Standardized achievement test for grades K-8.
Learning Centered Teaching and Learning	Defined by Texas Administrative Code, Title 19, Part 7, State Board for Educator Certification, Chapter 239, Subchapter B, School Librarian Certificate, Rule § 239.55, Standards for School Librarian Certificate, Standard I. The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners. For description of the twelve activities see SBEC Standards.
Learning Community	Students, teachers, administrators, paraprofessionals, parents, and other community members.
Learning Styles	Differences in the way students learn. Classifications may include cognitive style (the way a student thinks about a learning situation), the tendency to use particular senses (seeing, touching), and other characteristics, such as whether the person prefers to work independently or with others.
Librarian	A person who holds a certificate or endorsement as a school librarian in the state of Texas.
Library Bill of Rights	Policies developed by the American Library Association affirming that all libraries are forums for information and ideas. Policies cited include collection development and intellectual freedom.
Library Items	Library collection in all formats, including books, videos, DVD, filmstrips, audiotapes, etc.
Local Formal Program that Encourages Independent Reading	Using motivational strategies, librarian developed program that encourage independent reading. Programs may be based on new arrivals, the CRT, TLA 2X2 List, or the Lone Star List. Texas Library Association Bluebonnet Award books.
Lone Star	The Texas Lone Star Reading list is a recommended list developed by public and school librarians from the Young Adult Round Table of the Texas Library Association. The purpose of the list is to encourage students in 6 th , 7 th , and 8 th grade to explore a variety of current books for recreational reading.
Lone Star Librarians	A librarian who is designated the "lone" librarian in a district. They may serve one or more campus libraries within a district.
MARC Record	Machine-Readable Cataloging Record.
Machine-Readable Cataloging (MARC)	An international standard digital format for the description of bibliographic items, developed by the Library of Congress during the 1960s to facilitate the creation and dissemination of computerized cataloging from library to library within the same country, and between countries. By 1971 the MARC format had become the national standard for dissemination of bibliographic data, and by 1973 the international standard. Widespread use of the MARC standard has helped libraries acquire predictable and reliable cataloging data, make use of



	<p>commercially available library automation systems, share bibliographic resources, avoid duplication of effort, and ensure that bibliographic data will be compatible when one automation system is replaced by another. An international standard digital format for the description of bibliographic items, developed by the Library of Congress during the 1960s to facilitate the creation and dissemination of computerized cataloging from library to library within the same country, and between countries. By 1971 the MARC format had become the national standard for dissemination of bibliographic data, and by 1973 the international standard. Widespread use of the MARC standard has helped libraries acquire predictable and reliable cataloging data, make use of commercially available library automation systems, share bibliographic resources, avoid duplication of effort, and ensure that bibliographic data will be compatible when one automation system is replaced by another. The MARC record has three components: (1) Record structure – an implementation of national and international standards, such as the Information Interchange Format ANSI Z39.2 and Format for Information Exchange ISO 2709; (2) Content designation – codes and conventions that explicitly identify and characterize the data elements within a record to facilitate the manipulation of data; (3) Data Content – defined by external standards such as AACR2, Library of Congress Subject Headings (LCSH), etc. In structure, the MARC record is divided into fields, each containing one or more related elements of bibliographic description. A three-digit tag designating the nature of its content. Tags are organized in hundreds as follows, with XX in the range of 00-99, indicating a group of related tags:</p> <p>0XX fields – Control information, numbers, codes 1XX fields – Main entry 2XX fields – Titles, edition, imprint 3XX fields – Physical description, etc. 4XX fields – Series statements (as shown in item) 5XX fields – Notes 6XX fields – Subject added entries 7XX fields – Added entries other than subject or series 8XX fields – Series added entries (other authoritative forms)</p>
Manipulation of Information	How well students are able to use information gathered for research projects and/or classroom assignments.
MARCMagician	A MARC data cleanup and maintenance tool that automatically repairs MARC records, provides for global editing, and has active error checking.
Marketing	A plan for disseminating information promoting and advocating a strong school library program for the purpose of enhancing student success.
MUSTIE	MUSTIE is an easily remembered acronym described in the CREW Method for six negative factors that frequently ruin a book's usefulness and mark it for weeding: M =Misleading (and/or factually inaccurate); U =Ugly (worn beyond mending or rebinding); S =Superseded (by a truly new edition or by a much better book on the subject); T =Trivial (of no discernible literary or scientific merit); I =Irrelevant to the needs and interests of your community; and E =The material may be obtained expeditiously Elsewhere through interlibrary loan or reciprocal borrowing.
NAEP	National Assessment of Educational Progress.
National Assessment of Educational Progress (NAEP)	A law mandated by Congress to assess students at ages 9, 13, and 17 in the areas of reading, writing, mathematics, science, citizenship, U. S. history, geography, social studies, art, music, literature, computer competence, and career development.
National Staff Development Council	The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through continuing professional education and school improvement. The Council views high quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.
On-going Self Assessment	Maintain current and in-depth knowledge of research and best practices in all aspects of librarianship through reading professional literature and attending workshops, courses, and other opportunities to update personal knowledge about the research and practice that guide contemporary education and library media information services to facilitate continuous improvement in library services. (<i>Information Power</i>)
Online Usage Reports	Statistical information generated detailing usage of online databases
Oral Language Experience	Vocalizations such as reading, speaking, singing, and reciting.
Outcome Based Evaluation	Outcome Based Evaluation (OBE), sometimes called outcomes measurement, is a systematic way to determine if a program has achieved its goals. The process of OBE involves developing an outcomes logic model that is a graphic map of the links between program activities and results. The findings of OBE may be used to increase program effectiveness, to provide a logical, focused framework to guide program design, to inform decision making, to document successes, or to communicate program value. In the OBE logic model, Evaluation Questions are formulated for the purpose of guiding the program evaluation. Outcomes, or benefits, are articulated to answer the Evaluation Questions.
Outcomes	An outcome is a benefit that occurs to participants of a program. Typically, outcomes represent an achievement or a change in behavior, skills, knowledge, attitude, status, or life condition of participants. When the benefits to many individuals are viewed together, they show the program's impact.
Outputs	The total amount of work produced by a person, team, organization, machine, etc., usually during a fixed period of time (hour, day, week, or month), for example, the number of items cataloged by a technical services department in a given amount of time.
PDA	Personal Digital Assistant.
Performance Assessment	"The student completes or demonstrates the same behavior that the assessor desires to measure. There is a minimal degree, if any, of inference involved." (Meyer, 1994) See also Authentic Assessment.
Personal Digital Assistant (PDA)	A small hand-held computer used to write notes, track appointments, read e-books, make calculations, and other computing tasks. (McCain, 2001)
Plagiarism	An expression, idea, or plot taken from another person's work and used as one's own without giving proper credit for the language, thoughts, or ideas of the original creator.
Portal	A Web site that serves as a starting point to other destinations or activities on the Web. Initially thought of as a home base with links to other sites in the same subject area, portals now attempt to provide all of a user's Internet needs, in one location. Pioneered by Yahoo!, portals aggregate other people's content. For example, portals commonly provide services such as e-mail, online chat rooms, games, shopping, searching, content, newsfeeds, travel information, stock quotes, horoscopes, weather, and so on. Portals grew out of the



	technology inherent with the Internet and are an excellent example of how to take advantage of "user loyalty" via sticky content. Also known as cyberstation or hub.
Portfolios	Student work samples that offer concrete evidence of individual student goals and growth in meeting those goals. Visible evidence of a student's progress in relation to their goals. (Tomlinson)
Preservation	The protection of all materials including print and non-print resources and equipment.
Primary Source	In scholarship, a document or record containing first-hand information or original data on a topic, used in preparing a derivative work. Primary sources include original manuscripts, periodical articles reporting original research or thought, diaries, memoirs, letters, journals, photographs, drawings, posters, film footage, sheet music, songs, interviews, government documents, public records, eyewitness accounts, newspaper clippings, etc. Compare with secondary source and tertiary source.
Professional Organizations	Texas Library Association (TLA); American Library Association (ALA); American Association of School Librarians (AASL); Texas Association of School Librarians (TASL); Texas Computer Education Association (TCEA); International Reading Association (IRA)
Proprietary Rights	Rights of a private individual or corporation protected by trademark, copyright, or patent, such as exclusive rights to production and distribution.
Reading Display	A creative arrangement of visual elements designed to convey a specific message. Displays may be used to instruct, entertain, publicize events, draw attention to certain resources in a library, or simply create an inviting atmosphere. (Schaeffer)
Reading/Instructional Area	The area includes, but is not limited to, the space for shelving most elements of the collection, study tables and chairs, electronic catalog, and displays.
Reading Program	A planned activity or activities organized and executed to foster the love of reading and encourage lifelong learning. Programs may include national, state, local, and campus reading initiatives.
Real-time	Access to online electronic resources for library users that is available during actual connect time.
Reference/Independent Study Area	The area includes, but is not limited to, study tables and chairs, electronic resources, and reference materials and services.
Remote Locations	Any location outside of the school building, such as public libraries, regional centers, or online databases.
Research Projects	Assignments that require the use of resources such as reference books, periodicals, and online databases.
Resource	Items acquired for the library collection that instruct or support learning and the curriculum; includes print, electronic, and non-print materials, such as audio-visual materials, games, models, posters, pictures, and kits.
Resource-based Assignments	Assignments that require resources other than traditional textbooks.
Rubric	A scaled set of criteria that clearly defines and describes to the student and the teacher the range of acceptable and unacceptable performances. (<i>Information Power</i> .) Specific descriptions of performance of a given task at several different levels. Used to evaluate student performance on performance tasks that are described in the rubric.
SAT	Scholastic Assessment Test.
SBEC Guidelines	State Board for Educator Certification Guidelines.
Scholastic Assessment Test (SAT)	A test used as part of the admission process at colleges and universities that predicts how students will perform academically as college freshmen.
SBEC Standard Certificate Renewal and Continuing Professional Education Requirements	Provisions of the Texas Administrative Code concerning renewal of certificates for librarians and other educators, including requirements for Continuing Professional Education. www.sbec.state.tx.us
School	Students, teachers, and programs administered by a single principal and administrative staff.
School District	Independent consolidated, common, or municipal districts and charter schools accredited by the Texas Education Agency as provided by TEC Chapter 11 Subchapter D, Chapter 39.
Search Skills	The skills necessary for locating, evaluating, and using research information.
Search Strategy	An organized plan by which a user searches electronic information sources. This usually involves an outline of the search with terms to be used and the use of Boolean operators to increase search results.
Secondary Source	Materials that other individuals have reported, analyzed, or interpreted. See also Primary Source.
Selection Policy	Guidelines developed by library staff for the selection and removal of library resources, materials, and equipment. The policy identifies criteria for evaluation of materials, procedures for selection, and a process for periodic re-evaluation of items included in the collection.
Simultaneous-Use Facility	A library facility that includes enough space so that simultaneous activities can take place at the same time without disturbing either of the groups.
Simulations	Creation of a realistic learning situation by duplicating as closely as possible an actual situation.
Software Piracy	Duplicating computer software without written permission of the developer of the software.
Special Populations	Students who, because of physical, developmental, behavioral, or emotional needs require special instructional help to reach their potential.
Special Programs	Specialized curriculum or educational support activities that may be assigned to or designed for a school to reflect a unique student group or community need. Special programs may require increased or additional resources beyond the basic library materials.
Staff Development	Opportunities for teachers, administrators, and other members of the learning community to explore new methods and ideas, particularly as these relate to information technology and the infusion of information literacy and the information literacy standards for student learning into the curriculum. (<i>Information Power</i>) See continuing professional education.
STaRChart	A tool for planning and assessing School Technology and Readiness aligned with the Long-Range Plan for Technology, recommended by the Educational Technology Advisory Committee, Educational Technology Division, Texas Education Agency.
State Awards	Awards by State professional associations such as the Texas Library Association Texas Media Award and Texas Bluebonnet Award.
State-Developed Formal Program that Encourage Independent Reading	These programs have rewritten guidelines and the librarian follows these guidelines to implement the program. Two programs used widely in Texas are The Texas Bluebonnet Award and The Texas Reading Club.



State Organizations	Professional organizations for Texas librarians and educators such as the Texas Library Association and the Texas Computer Educator Association.
Statewide Information Sharing Projects	Statewide programs that coordinate access primarily to electronic information resources such as library catalogs, Internet resources and commercial databases. These projects are created, linked or designed to maximize value for dollars spent, increase ease of use, serve a greater number of users and create efficient information broker project. Examples include Link, TexShare and the former Texas Library Connection.
Student Outcomes	The intended results of learning. What students are expected to know and be able to do at the conclusion of an instructional activity or experience.
System	A complete computer installation, including peripherals, disk drives, a monitor, a mouse, the operating system, a printer, and software. In a system, all of the devices are configured to work with each other.
TAKS I	Texas Assessment of Knowledge and Skills.
TASL	Texas Association of School Librarians, a division of the Texas Library Association.
TCEA	Texas Computer Education Association.
TEKS	Texas Assessment of Knowledge and Skills, the state of Texas mandated curriculum.
TLA	Texas Library Association.
TLC	Texas Library Connection.
Texas Assessment of Knowledge and Skills (TAKS)	The Texas state student assessment program implemented in 2003 to ensure school accountability for student achievement. Adopted during the 76 th Legislative Session, the TAKS test is a criterion-referenced assessment instrument designed to test essential knowledge and skills in reading, writing, mathematics, social studies, and science. For more information, see the Student Assessment Division of the Texas Education Agency at www.tea.state.tx.us/student_assessment/index.html .
Tayshas	The high school reading list prepared by the Young Adult Round Table of the Texas Library Association. Objectives of the Tayshas project are to motivate young adults to read more and to enjoy opportunities to become part of a community of readers in Texas.
Technical Services	Functions concerned with the acquisition, cataloging, and classification of library materials and preparation of library materials for use by students and staff.
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.
Telecommunications	The process of sending and receiving signals or messages at a distance via telegraph, telephone, radio, television, cable, microwave, or any other electromagnetic method on which modern information technology depends. Also, any transmission, emission, or reception of signals by such means.
Texas Bluebonnet Award	An award, given annually, to a book voted by students to be their favorite. Books read by students or their teachers, are chosen from a list selected by the Texas Bluebonnet Committee. The committee is composed of members from the Texas Association of School Librarians and the Children's Roundtable who are TLA members.
Texas Library Connection (TLC)	A state-mandated technology initiative that provided a statewide union catalog of school library holdings and provided free access to educational online databases to member libraries. Access was free to member libraries. Funding source for this initiative ended in the legislative session of 2003.
Training	Includes workshops, conferences, online modules, lessons, etc. See also continuing professional education and staff development.
Union Catalog	A list of the holdings of all the libraries in a library system, or of all or a portion of the collections of a group of independent libraries, indicating by name and/or location symbol which libraries own at least one copy of each item. When the main purpose of a union catalog is to indicate location, the bibliographic description provided in each entry may be reduced to a minimum, but when it also serves other purposes, description is more complete. The arrangement of a union catalog is normally alphabetical by author or title.
Up-to-Date Selection Tools and Techniques	Reviewing sources, published evaluations, and selected Internet sites, the majority of which have copyright dates within a twelve to twenty-four month period.
Virtual	An adjective referring to activities, objects, beings, and places that have no actual physical reality because they exist only in digital form (in cyberspace), for example, an e-mail "box" or an electronic "shopping cart."
Virtual Library	A "library without walls" in which the collections do not exist on paper, microform, or in any tangible form, but are electronically accessible in digital format. Such libraries exist only on a very limited scale, but in most traditional print-based libraries in the United States, catalogs and periodical indexes are available online, and the full-text of some periodicals and reference works may also be available electronically. Some libraries and library systems call themselves "virtual" because they offer online services (example: Colorado Virtual Library). The term digital library is more appropriate because the term <i>virtual</i> (borrowed from "virtual reality") suggests that the experience of using such a library is not the same as the "real" thing, when in fact, the experience of reading or viewing a document on a computer screen may be qualitatively different from reading the same publication in print, but the information content is the same regardless of format.
Web Presence	The ability of a learner, children and adults, through creating and publishing on the web to participate in anytime/anywhere teaching and learning. Creating authentic audiences for students is one of the emerging skills for teachers. (Alan November, TCEA, February 4-8, 2001, p. xxii)
Weeding	To eliminate unsuitable or unwanted materials from the collection. Four types of materials should be weeded: 1. out-of-date and no longer authentic; 2. worn-out or badly damaged; 3. duplicate titles that are no longer of interest to students or faculty; 4. unpopular or unused titles. For more information, on weeding, see www.smcoe.k12.ca.us/smerc/lib_training/crewguide.html or http://it.springbranchisd.com/sbisd_library/librarians/collection_development/weeding_schedule.htm .
Wireless Technology	A term describing a computer network where there is no physical connection (either copper cable or fiber optics) between sender and receiver, but instead they are connected by radio waves.
Z 39.50	A national standard that is a client/server-based protocol for the network retrieval of bibliographic data. This protocol was developed by the National Information Standards Organization (NISO), which is a unit of the American National Standards Institute (ANSI). The protocol precisely specifies the format of the query in such a way that it is ideal for searching bibliographic databases such as library catalogs.



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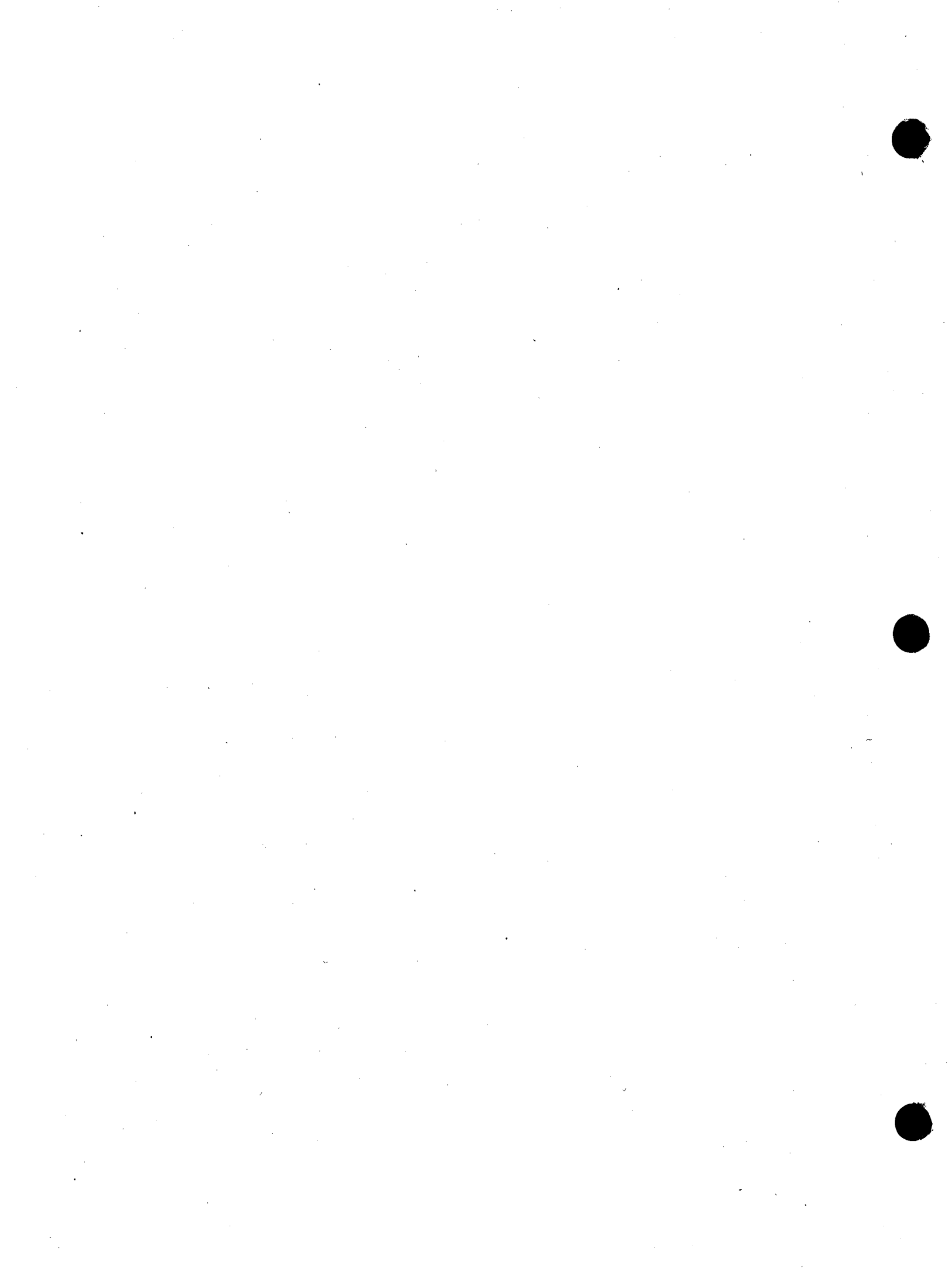
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Appendix A. Names of Committee Members

Last Name	First Name	Committee Participation	ESC#	District Name	Campus Name	E	S	M	S	H	S	ACAD
Steering Committee												
Lankford	Mary	Co-Chair	13	Austin	TEA							
McNew	Christine	Co-Chair	13	Austin	TSLAC							
Bishop	Barry	Committee Member	4	Spring Branch ISD	Library Administration							
Moore	JoAnne	Committee Member	13	Austin	ESC Region 13							
Todaro	Julie	Committee Member	13	Austin	Austin Community College							x
Standard I. Learner-Centered Teaching and Learning												
Duncan	Donna	Co-Chair	10	Mesquite ISD	Library Administration							
Keinzle	Caroline	Co-Chair	10	Irving ISD	Library Administration							
Whitten	Rosemary	Committee Member	7	Longview ISD	Library Administration							
Kornegay	Denise	Committee Member	8	Paris ISD	Paris High School						x	
Welch	Christie L.	Committee Member	8	North Lamar ISD	Everett Elementary	x						
Jordan	Linda	Committee Member	12	Waco ISD	Instructional Media Specialist							
McKinney	April	Committee Member	12	Whitney ISD	Whitney High School						x	
Pitts	Audrey	Committee Member	10	Irving ISD	Gilbert Elementary	x						
Moore	JoAnne	Steering Committee/Liaison	13	Austin	ESC Region 13							
Bertoldo	Barbara	Steering Committee/Liaison	20	Alamo Heights ISD	Alamo Heights High School						x	
Conger	Cathy	Reaction Committee/Liaison	6	Bryan ISD	Library Administration							
Fuller	Cherry	Reaction Committee/Liaison	11	Fort Worth	ESC Region 11							
McGregor	Joy	Reaction Committee/Liaison	11	Denton	Texas Women's Univ.							x
Standard II. Learner-Centered Program Leadership and Management												
Carr	Sharon	Co-Chair	19	El Paso	El Paso ISD							
Rivera	Linda	Co-Chair	19	El Paso	El Paso High School						x	
Dawkins	Diantha	Committee Member	18	Midland ISD	Robert Lee Freshman/Library Admin.			x				
Amastae	Sharon	Committee Member	19	Ysleta ISD	Camino Real Middle School			x		x		
Morrison	Anne	Committee Member	19	El Paso ISD	Whitaker Elementary	x						
Todaro	Julie	Steering Committee/Liaison	13	Austin	Austin Community College							x
Fuller	James	Advisory Committee/Liaison	6	Midland	Board of Education							
Meyer	Susan	Advisory Committee/Liaison	10	Frisco ISD	Frisco High School						x	
Morton	Dale	Reaction Committee/Liaison	7	Wells ISD	Superintendent							
Driskell	Judy	Reaction Committee/Liaison	12	Waco	ESC Region 12							
Mulkey	Tish	Reaction Committee/Liaison	10	Plano ISD	Library Administration							
Standard III. Learner-Centered Technology and Information Access												
Durbin	Diane	Co-Chair	4	Stafford MSD	Stafford Secondary/Library Admin						x	
Pruett	Becky	Co-Chair	4	Fort Bend ISD	Library Administration							
Buchanan	Cindy	Committee Member	4	Aldine ISD	Library Administration							
Garza-Castro	Maribel	Committee Member	4	Houston ISD	HISD Dept. of Library Services							
Keith	Bonnie	Committee Member	4	Friendswood ISD	Bales Intermediate School			x				
Ryan	Judy	Committee Member	4	Conroe ISD	Woodlands High School						x	
Williams	Demetria	Committee Member	4	Houston ISD	Lewis Elementary	x						
Foster	Mike	Advisory Committee/Liaison	13	SCUC ISD	IT Coordinator							
Simpson	Carol	Advisory Committee/Liaison	11	Denton	University of North Texas / SLIS							x
Dunne	Eileen	Reaction Committee/Liaison	14	Abilene ISD	Center for Library Services							
Smelley	Anne	Reaction Committee/Liaison	20	Pleasanton ISD	Pleasanton HS/Library Admin							



Last Name	First Name	Committee Participation	ESC#	District Name	Campus Name	E	S	M	S	H	S	ACAD
Standard IV. Learner-Centered Library Environment												
Irby	Jackie	Co-Chair	11	Lewisville ISD	Library Administration							
Long	Mary	Co-Chair	10	Plano ISD	Wilson Middle School			x				
Alhusaini	Pamela	Committee Member	9	Bowie ISD	Bowie HS					x		
Garrett	Linda	Committee Member	10	Dallas School District	Library Administration							
Gray	Carlyn	Committee Member	13	Round Rock ISD	Director, Library/Media Services	x		x		x		
Taylor	Martha	Committee Member	14	Sweetwater ISD	Sweetwater HS					x		
White	Maureen	Advisory Committee/Liaison	4	Clear Lake	University of Houston-Clear Lake							x
Rawlinson	Ed	Advisory Committee/Liaison	20	Northside ISD	Superintendent							
Thompson	Jane Ann	Reaction Committee/Liaison	10	Richardson	ESC Region 10							
Williams	Joe	Reaction Committee/Liaison	17	Lubbock ISD	Whiteside Elementary Principal	x						
Parker	Charlotte	Reaction Committee/Liaison	4	Houston ISD	Burbank Middle School			x				
Standard V. Learner-Centered Connections to Community												
McCown	Carolyn	Co-Chair	15	San Angelo	ESC Region 15							
Box	Carol	Co-Chair	17	Lubbock ISD	Library Administration							
Smith	Julie	Co-Chair	17	Lubbock ISD	Ballinger Early Childhood							
Goforth	Deborah	Committee Member	15	San Angelo ISD	Lee Junior High			x				
Hadley	Nancy	Committee Member	15	San Angelo	Angelo State University							x
Halfmann	Linda	Committee Member	15	San Angelo ISD	Lincoln Junior High			x				
Nagel	Dan	Committee Member	15	Sterling City ISD	Sterling City High School						x	
Tullos	Tanya	Committee Member	15	San Angelo ISD	Lee Junior High			x				
Gillispie	Kathy	Committee Member	16	Gruver ISD	Gruver High School						x	
Mager	Elizabeth	Committee Member	16	Canyon ISD	Oscar Hinger Elementary	x						
McKinney	Sharon	Committee Member	16	Borger ISD	Borger High School						x	
Ysasaga	Caroline	Committee Member	17	Lubbock ISD	Hodges Elementary	x						
McReynolds	Nancy	Committee Member	17	Lubbock ISD	Honey Elementary	x						
Ehnebuske	Jean	Advisory Committee/Liaison	13	Georgetown ISD	Parent							
Kennedy	Laquetta	Advisory Committee/Liaison	4	Houston ISD	Principle, Easter Elementary							
Rome	Doris	Reaction Committee/Liaison	4	Stafford MSD	Board of Education							
Heath	Jean	Reaction Committee/Liaison	14	College Station ISD	A&M Consolidated High School						x	
Standard VI. Learner-Centered Information Science and Librarianship												
Ovalle	Maria Elena	Co-Chair	1	Edinburg	ESC Region 1							
Dennis	Gloria	Co-Chair	4	Houston ISD	Library Administration							
Vanberg	Judith	Committee Member	1	Mercedes ISD	Mercedes Junior High			x				
Calvillo	Elma	Committee Member	1	Weslaco ISD	Library Media Coordinator							
McFarland	Betty	Committee Member	2	Corpus Christi	ESC Region 2							
Smith	Pelinda	Committee Member	3	Kenedy ISD	Kenedy EL/MS/HS							
Royall	Kathy	Committee Member	20	Hondo ISD	Woolfs Intermediate School							
Hundemer	Jim	Advisory Committee/Liaison	4	Houston ISD	Library Administration							
Golden	Bev	Advisory Committee/Liaison	20	North East ISD	Huebner Elementary	x						
Polk	Elizabeth	Reaction Committee/Liaison	13	Austin ISD	District Office							
Immroth	Barbara	Reaction Committee/Liaison	13	Austin	UT/Austin GSLIS							x
Berry	Mary	Reaction Committee/Liaison	6	Huntsville	Sam Houston State University							x

