Best Practices in Library Services

Prepared for Arlington Public Schools

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In the following report, Hanover Research reviews available literature on best practices in school library services.

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EXECUTIVE SUMMARY AND KEY FINDINGS

In the following report, Hanover Research reviews available literature on best practices in school library services. Our analysis of best practices focuses on five key areas in particular:

- The role of the school library
- Sustained silent reading
- Technology integration
- The library's physical design
- Professional development programs

In the second section of our report, we also provide five examples of how library services are evaluated at the state level by briefly profiling library evaluation policies in Colorado, Georgia, Kentucky, Massachusetts, and New York.

The key findings from our research are presented below.

KEY FINDINGS

- The predominant theme in the literature is that **the school library is increasingly becoming the center of the school** – not just for activities related to reading, but for professional development, adoption of technologies, and information literacy education. The need for libraries to address information literacy, in particular, has attracted a great deal of attention: libraries are being called upon to assist students in developing skills related to navigation and analysis of diverse sources as more information moves to the digital format.

- **Sustained silent reading is generally seen as a beneficial component of a school reading program**. Its effectiveness can potentially be improved by involving parents or adopting features of the scaffolded silent reading model. It is worth noting, however, that SSR is typically described within the context of the classroom and does not appear to be widely offered as a service of the school library.

- Predictably, school libraries are maintaining their relevance by **offering computers and digital databases of information to meet students' need for 24/7 access to information**. It is also becoming increasingly common for libraries to offer portable, digital devices and to connect with students using social applications.

- School libraries that wish to serve as an inviting space for students appear to be adopting physical features more commonly associated with bookstores, including: cafés, lounge furniture, and attractive displays of books.

- Professional development is necessary to enable librarians to serve as a knowledgeable expert in the area of information literacy. **It is also important for library professionals to develop skills related to technology, communication, and collaboration**.

SECTION I: REVIEW OF BEST PRACTICES

In the following pages, we review best practices in library services as they relate to five key areas: the library's role within a school, sustained silent reading, technology integration, the library's physical design, and professional development for library staff.

ROLE OF THE SCHOOL LIBRARY

School libraries have undergone a dramatic transformation in recent years. More than just a room full of books, they are now described in the literature as "learning hubs," "gathering places," "information commons," and more, to reflect their reimagined status as the nucleus of the school's literacy program.[1] Susan Ballard, President of the American Association of School Librarians, explains in *the Boston Globe* that "Libraries have morphed into a hybrid model that pulls resources from the traditional print format and the newer digital format.'' But the new school library is more than a venue for accessing information; it is a "multifunctional space meant to unite a community and aid the creative and innovative learning and teaching process."[2]

A 2008 article in *School Library Journal* explains that for school libraries to remain relevant, schools must "redesign the library from the vantage point of [their] users." Author David Loertscher collaborated with educational consultants Carol Koechlin and Sandi Zwaan to develop what they dub a "school library learning commons."[3] The so-called learning commons can be described as follows:

> This learning commons is both a physical and a virtual space that's staffed not just by teacher-librarians but also by other school specialists who, like us, are having trouble getting into the classroom and getting kids' attention. Support staff operates the open commons so that the specialists such as literacy coaches, teacher technologists, teacher-librarians, art teachers, music teachers, and P.E. teachers can spend time creating learning experiences and co-teaching. The main objective of the open commons is to showcase the school's best teaching and learning practices.[4]

A key component of the learning commons is what the author calls the "experimental learning center," which would serve as the "hub for all school improvement initiatives." The center's mission is to "improve teaching and learning by offering professional development sessions and resources that are tailor-made to each school's greatest needs. It's the center for professional development sessions and action research projects, where innovative ideas

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[1] "School Libraries Work!" National Commission on Libraries and Information Science, 2008, pp. 6-9.
   http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf
[2] Quinlan, M. "Libraries in schools keeping up with times." *The Boston Globe*, April 1, 2012.
   http://www.boston.com/news/local/articles/2012/04/01/high_school_libraries_more_than_just_a_place_to_stu
   dy_these_days_1333162611/
[3] Loertscher, D. "Flip This Library: School Libraries Need a Revolution." *School Library Journal*, Nov. 1, 2008.
   http://www.schoollibraryjournal.com/article/CA6610496.html
[4] Ibid.

are presented and new technologies are tried out before being fanned out into the rest of the school."[5]

The learning commons' physical existence is supported by its virtual presence, described as "both a giant, ongoing conversation and a warehouse of digital materials—from e-books to databases to student-generated content—all available 24/7 year-round." The learning commons would use social-networking platforms to allow the flow of information "in multiple directions: among students, from students to classroom teachers, from teacher-librarians to classroom teachers and students."[6]

Another perspective of the library's role within the school is provided in a 2007 article in *School Libraries Worldwide* that proposes the social inclusion function of school libraries within the context of the International Federation of Library Associations and Institutions (IFLA) guidelines.[7] According to the article, social inclusion should be the mission of not just the school, but of the school library: "the school library's reason for being is that it can cooperate with the school of which it is part in the construction of an 'autonomous lifelong learner.'"[8] The article further explains that:

> The changes created by the Internet, the development of OPACs (Online Public Access Catalogs) and metaOPACs, the digitization of information, the phenomenon of information overload, and economic and cultural globalization have transformed the world of the library such that today, and even more so tomorrow, the destiny and the future reason for existence of the school library and the school librarian will depend on finding answers to some common global challenges.[9]

In addressing these global challenges, school library guidelines have transitioned in recent years from "possession" of materials to "access" to resources, and, in the current guidelines, toward "doing" In other words, the framework has shifted from "how a school library should be to what a school library should know how to do."[10] In this new capacity, the school library is tasked with developing students' reading literacy (comprehension of texts and making inferences) and information literacy (a critical approach to information) skills.[11]

This concept of information literacy is becoming increasingly complex, now involving multiple domains such as digital, visual, textual, and technological literacy in addition to more traditional reference and information gathering skills.[12] The need to assist students in developing information literacy skills, particularly as they relate to reading and navigating

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[5] Ibid.

[6] Ibid.

[7] Odasso, P. 2007. "The Social Inclusion Function of the School Library." *School Libraries Worldwide*, 13:2.
http://collaborate-inservice.wikispaces.com/file/view/Social+Inclusion+Function.pdf

[8] Ibid., p. 19.

[9] Ibid., p. 23.

[10] Ibid.

[11] Ibid., pp. 25-26.

[12] "Standards for the 21st-Century Learner." American Association of School Librarians, 2007.
http://www.ala.org/aasl/files/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

digital text, has been discussed extensively in the literature.[13] Authors Todd and Gordon of the Center for International Scholarship in School Libraries at Rutgers University write in their 2010 position paper that "the fallacy that the Millennium generation has the information skills to be successful in 21st century learning and working environments underestimates the sophisticated skills needed for increasingly complex information tasks."[14] This assertion is based on a 2008 report from Centre for Information Behaviour and the Evaluation of Research, which reveals that "young information searchers in digital environments skim, scan and squirrel, or hoard information, but do not read it. New 'forms' of reading are emerging, such as 'power browsing' horizontally through titles, contents pages and abstracts."[15] As such, the "Google Generation" needs targeted assistance from school libraries to develop search strategies and learn how to obtain information.

A 2011 article in *Bookbird: A Journal of International Children's Literature* on the components of successful school libraries describes two key characteristics that relate to the library's role in promoting information literacy.[16] First, the library serves as the "nucleus of a school's literary activities"[17] and is staffed by a highly capable librarian who is able to "work collaboratively with teachers to plan, implement, and evaluate students' inquiry learning." This notion of "inquiry learning" is defined as the capacity "to seek information or knowledge by posing questions [and] implies that students will have the inquiry skills and habits of mind to construct new knowledge." To serve in this capacity, librarians must possess the skills "to assist with complicated searches and in the promotion and support of their school's learning programs."[18]

Another role of libraries described in the article is to provide access to and assistance with electronic resources. As more information is available online, it is critical that "libraries provide access to global information via electronic resources such as databases, online encyclopedias, and other information from the Internet." Along with this notion of access is the equally important need for "a greater degree of critical literacy." According to the article, although "many of today's students are effective users of the electronic world both in and out of school, some students think that all online information is equal when it's patently not." Libraries must provide students with the skills to more adeptly "analyze and evaluate numerous information and decision-making skills" when performing Google searches, for example.[19]

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[13] Dresang, E. 2009. "Radical Change Theory, Youth Information Behavior, and School Libraries." *Library Trends*, 58:1. Retrieved from Project Muse.

[14] Todd, R., and Gordon, C. 2010. "School Libraries, Now More Than Ever." Rutgers University, The Center for International Scholarship in School Libraries. http://cissl.rutgers.edu/images/stories/docs/cissl_position_paper_revised.doc

[15] Rowlands, I. and Nicholas, D. 2008. "Information behavior of the research of the future. A CIBER briefing paper." British Library and Joint Information Systems Committee, Centre for Information Behaviour and the Evaluation of Research. http://www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote_11012008.pdf

[16] Mills, W. 2011. "Identifying Key Components of Successful School Libraries and Librarians." *Bookbird: A Journal of International Children's Literature*, 49:1. Retrieved from Project Muse.

[17] Ibid., citing Armstrong, E. 2004. *Fully Booked! Reader Development and the Secondary School LRC.*

[18] Ibid., p. 57.

[19] Ibid., p. 60.

SUSTAINED SILENT READING

Several peer-reviewed journal articles in the past few years have examined the benefits of sustained silent reading (SSR) as well as the specific components that are most related to its success. First, a 2008 study assessed the effects of SSR on reading habits and attitudes toward reading for leisure among students in secondary school.[20] The author measured participants' habits and attitudes at three separate times over a 12-month period. The analysis revealed that students' attitudes toward reading improved as a result of participation in a SSR program, particularly in terms of finding reading to be "pleasurable and enjoyable." Despite this finding, however, students' reading habits after school did not appear to change as a result of participation in SSR.

More recently, a 2010 study "aimed to explore the conditions that make SSR effective" and evaluated three key research questions related to students' value of reading.[21] The following trends were observed:

- Students who highly value reading were more likely to indicate that their parents frequently read leisure books and revised homework with them, and also bought leisure books for them, encouraged them to read, and showed concern about their schools' reading activities.

- Students who highly value reading were more likely to report that they were self-motivated to read leisure books during the SSR period.

- Students who highly value reading were more likely to have a positive attitude regarding leisure book reading, the setup of SSR, and the effectiveness of SSR.

Overall, the authors concluded that "the SSR program is more effective for students who have a high value of reading than for students who have a low value of reading." Furthermore, the authors asserted "in order to create significant impacts on students' reading attitudes and behavior during the SSR period, schools that run the SSR program [should] encourage students' parents to join reading activities frequently with their children at the same time."

Other studies[22] have looked at newer innovations and modifications to SSR that potentially enhance its benefits.[23] Examples of innovations include "conversations as a way of extending students' thinking"[24] as well as "conferences and mini-lessons to increase its

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[20] Chua, S. 2008. "The Effects of the Sustained Silent Reading Program on Cultivating Students' Habits and Attitudes in Reading Books for Leisure." *The Clearing House*, 81:4. Retrieved from ProQuest.

[21] Siah, P., and Kwok, W. "The Value of Reading and the Effectiveness of Sustained Silent Reading." The Clearing House, 83:5, 2010. http://www.soquelhs.net/library/net%20links/The%20Value%20of%20Reading....pdf

[22] Garan, E. 2008. "The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Coverage." *The Reading Teacher*, 62:4. http://wendyharp73.wiki.westga.edu/file/view/benefits+of+sustained+silent+reading.pdf

[23] Ibid., citing Gambrell, L. 2007. "Reading: Does Practice Make Perfect?" *Reading Today*, 24:6.

[24] Ibid., citing Atwell, N. 2007. *The reading zone: How to help kids become skilled, passionate, habitual, critical readers.*; Cole, 2A. 2003. *Knee to knee, eye to eye: Circling in on comprehension.*; McLaughlin, M. and DeVoogd, G. 2004. *Critical Literacy: Enhancing Student Comprehension of Tasks.*

effectiveness."[25] To discourage students from "fake" reading (i.e., looking at a book without actually reading), one SSR modification known as R5 "(read, relax, reflect, respond, rap) requires the students to stay in one place anywhere in the classroom and read."[26] This particular adaptation was found to improve students' scores on the Developmental Reading Assessment by 1.6 years.[27]

Another modification to the traditional SSR model is Scaffolded Silent Reading (ScSR), an "approach to reading fluency practice that addresses many of the weaknesses associated with traditionally implemented SSR [by making] use of silent, wide reading of independent-level texts selected from varied genres; periodic teacher monitoring of and interaction with individual students; and accountability through completed book response assignments." A 2008 study compared the effects on fluency and reading comprehension growth among students who participated in ScSR with students who participated in guided repeated oral reading (GROR). The results indicated that there are no significant differences in outcomes related to fluency and comprehension between the two forms of reading practice, and ScSR even had a greater impact on expression of a single passage. Overall, the authors concluded that either approach "used exclusively tended toward tedium and reduced overall student enjoyment and motivation;" as such, ScSR may represent "a viable alternative or companion to GROR for promoting 3rd grade students' reading fluency and comprehension growth."[28]

TECHNOLOGY INTEGRATION

The reimagined school library, known to some experts as "School Library 2.0," is based on the concepts of Web 2.0 and Library 2.0, and is "about creating a participatory, social, user-centered environment rich with technology that is focused on interactivity and collaboration."[29] While some experts have indicated that this "social, participatory Web now seems increasingly important to academic success, even integral to building a digital identity for many teens and pre-teens,"[30] other studies on the benefits of learning technology have not been so optimistic. In particular, a 2010 study in the *British Journal of Educational Technology* examined the relationship between technology use and student outcomes and reported mixed findings.[31] While student use of technology for social-communication purposes (such as emailing teachers questions after a lecture) had a positive effect on developmental outcomes, its impact on student GPA was very small and not

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[25] Ibid., citing Kelley, M. and Clausen-Grace, N. 2006. "R5: The Sustained Silent Reading makeover that transformed readers." *The Reading Teacher*, 60:2; Pilgreen, J. 2000. *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program.*

[26] Ibid., citing Kelley and Clausen-Grace, 2006.

[27] Ibid.

[28] Reutzel, D., Fawson, P., Smith, J. 2008. "Reconsidering Silent Sustained Reading: An Exploratory Study of Scaffolded Silent Reading." *The Journal of Educational Research*, 102:1. Retrieved from ProQuest.

[29] Naslund, J. 2008. "Towards School Library 2.0: An Introduction to Social Software Tools for Teacher Librarians." School Libraries Worldwide, 14:2. Retrieved from ProQuest.

[30] Ibid., citing Boyd, D. and Ellison, N. 2007. "Social Network Sites: Definition, History, and Scholarship." *J Computer Mediated Communication*, 13:1.

[31] Lei, J. 2010. "Quantity versus quality: A new approach to examine the relationship between technology use and student outcomes." *British Journal of Educational Technology*, 41:3. http://marianrosenberg.wiki.westga.edu/file/view/LeiJQuantityVersusQuality.pdf

statistically significant. Additionally, while general technology use did appear to be positively associated with student technology proficiency, its influence on other student outcomes was minimal.[32]

In terms of its prevalence, however, school libraries are increasingly embracing a number of different kinds of technology to enhance student learning. *School Library Journal's* latest survey revealed the following trends:[33]

- **One-to-one programs**, which issue each student a tablet, laptop, or another kind of digital device, have grown in prevalence from 21 percent of schools in 2011 to 27 percent in 2012. In particular, the use of tablets among librarians, students, and teachers has increased from 10 percent in 2011 to 26 percent of 2012.

- Media specialists expect to see even more **tablets, e-readers, apps, and e-books** on campuses in the coming years. E-books in particular are increasingly being used: 47 percent of media specialists reported that they used one in 2012, up from 31 percent in 2011. Additionally, 63 percent of students read digital textbooks on library computers, 17 percent read them on tablets, and 21 percent use dedicated e-readers.

- The top **social application** for classroom learning is Edmodo, "a site that enables students and educators to network, share, and collaborate online." Approximately 18 percent of school librarians use the site to support teaching and student learning. Other common social apps include Google+, Delicious, and GoodReads.

Schools are also developing creative ways of using different forms of technology to assist student learning. A recent article in *Edudemic* described several innovative ways of using technology to "impact the research experience."[34] Brief examples of how technology is being implemented in school libraries (K-12 and university) are illustrated by the following examples:

- *Instant messaging*: Phone and e-mail are no longer the sole means that students can use to contact librarians. Some libraries now enable students to instant message or text librarians with research questions during specific hours. The American University library, for example, allows students to get in touch with librarians via AIM, MSN, Google Talk, and Yahoo messenger, as well as their own IM service.

- *Mobile devices*: In an effort to "meet students where they are," Boston College High School's library is now allowing mobile phones in the facility for research purposes and showcasing more of their resources for mobile access. The American Library Association honored the library for cutting-edge technology in library services.

- *WYSIWYG tutorial-makers for librarians*: The sheer number of digital resources offered at most school libraries can be daunting, each with their own special quirks and shortcuts. Librarians need smarter resources to teach how to use these tools, such as the Guide on the Side software that emphasizes active learning and is made specifically for librarians.

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[32] Ibid., pp. 463-466.

[33] Barack, L. "The League of Extraordinary Librarians: SLJ's Latest tech survey shows that media specialists are leading the way." *The Digital Shift*, November 4, 2012. http://www.thedigitalshift.com/2012/11/k-12/the-league-of-extraordinary-librarians-sljs-latest-tech-survey-shows-that-media-specialists-are-leading-the-way/

[34] Stone, A. "The 12 Technologies Forever Changing School Libraries." *Edudemic*, March 29, 2013. http://edudemic.com/2013/03/technologies-forever-changing-school-libraries/

- *Material crowd-sourcing for rural schools*: While some school libraries struggle to find space for all their books, rural schools may struggle to provide enough material. The Genesee Valley library system in N.Y. developed the WEBOOKS program, which allows individual facilities to crowd-source digital library materials across 22 school districts. The result is a common pool of usable material much larger than any one district could provide its users.

- *Custom apps*: Some libraries are developing their own apps to provide targeted information to their patrons. For example, North Carolina State University's app allows students to do a virtual tour. The possibilities of library-specific apps are endless – users could use location services to navigate huge library buildings or even check out materials on their phone using a barcode scanner.

- *Screencasts*: EndNote. LexisNexis. JSTOR. For students that do online research, before they read their first article, they must first learn how to use these programs, shortcuts and all. Librarians, such as those at Virginia Tech University, can use screencasts to show users how to navigate new resources.

- *Cloud-based storage*: Collaborative work has never been easier with schools, such as The Ohio State University, offering their own cloud-based storage services. Similar to Dropbox, students can use such software to free up hardware space.

- *Portable energy meters*: Some schools now offer "portable energy meters" for rent, allowing students to track the amount of energy they consume while doing research. Perfect for the wired student looking to reduce her environmental impact.

- *iTunesU*: iTunesU is an app that aims to bring the classroom experience to smart devices. The goal of iTunesU is twofold: to share material with a specific course's students and to share material with the world. For students, the app can access class material in one place, including articles, quizzes and instructional videos. For everyone else, iTunesU can be a way to view lectures and presentations from professors around the world who upload them. Libraries, such as the American University library, often sponsor iTunesU at their respective schools and advertise the service

- *e-readers and e-books*: In an effort to lighten up students' loads, some schools, such as Duke University, rent out e-readers and offer a plethora of e-books. Besides the added convenience, with e-books, libraries can increase users' access to titles that are in high demand.

- *Availability alerts*: Virginia Tech offers a comprehensive alert service that informs students and faculty when authors or subjects they care about show up in tables of content, citations, or full academic journals.

- *Better resources for distance learners*: Virginia Tech offers a librarian who specifically deals with "distance learners" who can answer questions about research or library resources. The librarian interacts with students via videoconference at a time that works for them, including evenings and weekends.[35]

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[35] Ibid. (Bullets quoted verbatim)

PHYSICAL LIBRARY DESIGN

As the role of the library within the school becomes more aligned with the concept of "Library 2.0," its physical design must shift accordingly. David Loertscher's 2008 article in *School Library Journal* provides an inspired vision of a redesigned library's physical features, describing the structure of the new learning commons as follows:

> In the physical space, we enter a room that's totally flexible, where furnishings can be moved about to accommodate different functions and groupings. The open commons, like the traditional library or computer lab, functions as a warehouse for books and other shared materials and is staffed by paraprofessionals and computer technicians. Its flexible space allows individuals, small groups, and classes to visit at their own convenience. But the distinctive feature of the open commons is that it's a place where teachers can demonstrate the very best teaching and learning practices in the school and others can observe excellence in action.[36]

Additionally, the aforementioned article from *Bookbird: A Journal of International Children's Literature* on the components of successful school libraries describes several characteristics that relate to the library's physical appearance.[37] First, schools are increasingly embracing design elements that make the library "a place where one would want to go to read and to work-- a safe haven for users of all ages." Some schools even highlight the library as "the focal point of the school with an array of state-of-art multi-media resources, teaching suites, mini-amphitheaters, and wireless facilities." Features such as "cafés, water coolers, lounge-like furniture, and bays of books scattered like literate islands" are also becoming popular.

Practically speaking, it is also important for a school library to have "shelving at reachable heights with as many books as possible displayed cover out, accessible electronic resources, and attractive spaces for magazines, comics and reviews." Methods of organizing books are also being reimagined. According to the article, "there is a move afoot in some places to abandon the Dewey Decimal System of classifying books, in favor of [a bookstore] approach… where books are shelved in 'neighborhoods' based on subject matter."[38] Finally, features such as "clear signs and informative brochures" that allow students to work independently are critical.[39]

PROFESSIONAL DEVELOPMENT FOR LIBRARIANS AND SUPPORT STAFF

The librarian's role has evolved along with the reimagined library "to include a mastery of ever-changing technology. Teaching students about which information sources are valid and which are not has become a large component of what librarians are doing to aid students."[40] As such, the librarian now goes by many names – a 21st multimedia specialist, or a library and information science professional, for example – to reflect the changing responsibilities associated with the role.

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[36] Loertscher. Op. cit.

[37] Mills. Op. cit.

[38] Ibid., pp. 57-58.

[39] Ibid., p. 59.

[40] Ibid.

The concept of "librarian 2.0" (related to "school library 2.0") has been raised in recent years by a number of industry experts as an elevated status for the traditional library and information science (LIS) professional.[41] A 2010 article in *Library Trends* describes the researcher's investigations into the core competencies needed to be a "librarian 2.0" using focus groups of LIS professionals in Australia. The focus groups identified eight key themes that relate to skills and abilities, as well as attitudes and a "state of mind." The following competencies are associated with the new "librarian 2.0" profession:

- *Technology*: while IT is important within the context of Library 2.0 and librarian 2.0, it is not the dominant or main aspect. Technology is seen as a means to an end and not the end in itself. Successful librarians in the Web 2.0 world (and beyond) need to be aware of, and have some fundamental understanding of, the emerging technology—what is available and what it can do and how to make it do what is needed—but they do not need to be IT professionals per se.

- *Learning and Education*: there is a need for librarian 2.0 to be interested in, and willing to engage in, lifelong learning. The boundaries between IT professional and LIS professional are rapidly narrowing and the skills and knowledge required by successful LIS professionals are becoming more complex and plentiful. Web 2.0 requires librarians to take on the role of educator, trainer, or guide. They must be able to explain complex things and help individual users and communities to make the best use of the available technology within their workplace or everyday life.

- *Research or Evidence Based Practice*: Research skills are essential for the 2.0 librarian. Research is a way for librarian 2.0 to make the best decisions, develop best practice, and establish benchmarking. Gathering evidence to demonstrate feasibility, and undertaking continual evaluation and assessment of resources and services being introduced in the ever-changing and frequently untested Web 2.0 world are vital.

- *Communication*: communication is a core requirement for the 2.0 librarian. While communication skills include the ability to engage in written and oral communication in diverse formats and media, they also include an array of more complex dimensions and aspects. Librarian 2.0 must know how to be an advocate and lobbyist for the resources and programs he or she wants to introduce, especially when faced with IT departments or senior management who have competing agendas or policies. These librarians need to be able to be good at negotiation and diplomacy and should be able to use whatever "language" is needed to persuade or influence the target audience to their point of view. Librarian 2.0 should be good at marketing and promotion. He or she must be able to sell their skills and knowledge. Excellent presentation skills are essential.

- *Collaboration and teamwork*: there is a need for librarian 2.0 to work successfully as part of a team. Librarian 2.0 is also willing to build new relationships outside the library context. He or she works intimately with IT and other disciplines. Librarian 2.0 must be able to build relationships and partnerships and establish networks with individuals and groups wherever it is needed. He or she needs to be a team player and able to work collaboratively across disciplines.

- *User Focus*: Library 2.0 requires librarians to develop a new relationship with their users or clients. They had to evolve into a more synergistic and equal partnership that involved both the 2.0 librarian and the user working together more as equals. Librarian 2.0 loves working

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[41] Partridge, H., Lee, J., and Munro, C. 2010. "Becoming 'Librarian 2.0': The Skills, Knowledge, and Attributes Required by Library and Information Science Professionals in a Web 2.0 World (and Beyond)." *Library Trends*, 49:1-2. Retrieved from Project Muse.

with people, values the diverse experiences of users, looks at things from the user's perspective and seeks to actively use the emerging technologies to provide their users a voice. In the Web 2.0 world LIS professionals are driven by a focus on people, not resources. They help to create communities.

- *Business savvy*: there is a need for librarians in the 2.0 world to be business savvy. They need to have good project management skills. They should be outcome focused and able to multitask and manage their time well. These librarians are lateral thinkers who can prioritize and problem solve. They understand how organizations function and know how to influence, inform, and enable strategic decision making. They are not only open to and able to manage change but are the drivers of change within their library service, their governing organization and profession.

- *Personal Traits*: the 2.0 librarian should possess a complex array of personality traits. Librarian 2.0 should be enthusiastic and inspirational. Librarian 2.0 should be able to clearly communicate an idea and through his or her passion. These librarians have vision, spark, and creativity. They know how to lead and motivate. Librarian 2.0 is adaptable, flexible, persistent, and resilient. Librarian 2.0 is a self-starter who has no fear and is willing to move outside of a comfort zone. He or she is proactive and willing to take calculated risks. Librarians in the 2.0 world have an open mind and are willing to try new things and learn from their failures. They are willing to let go of the rules and to deal with ambiguity.[42]

Preparing for the librarian 2.0 role requires professional development beyond a traditional librarian training program. A 2010 article in *Library Trends* assessed the availability and need for specific types of training in media librarianship using a panel survey and a web analysis.[43] When respondents were "asked to rank the factors that were most influential in acquiring the necessary skills to succeed as a media librarian," the highest ranked factor was "self-tutoring/training on media issues at point of need." Other highly influential factors (in descending order) were "on-the-job training by colleagues, professional publications, continuing education through professional organization or societies, courses taken as part of an MLS or equivalent program, and mentoring with media librarians at other institutions."[44]

Respondents in this study were also asked "to identify one issue or skill set that relates to media librarianship that they found particularly helpful or wish had been covered in their graduate program." According to the article, "the prevailing sentiment was that the most important aspect of media librarianship is recognition and understanding of the differences between media collection management and print collections. The uniqueness of the formats and services involved carry over to all aspects of media librarianship including selection of materials, acquisitions, cataloging and marking, preservation, programming, and copyright and public performance rights."[45]

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[42] Ibid. (Bullets adapted with slight variation)

[43] Laskowski, M. 2010. "A Media Librarian's Education: An Assessment of the Availability and Need for Specific Training in Media Librarianship Issues and Practice." *Library Trends*, 58:3, p. 393. Retrieved from Project Muse.

[44] Ibid., pp. 395-396.

[45] Ibid.

SECTION II: EVALUATION OF LIBRARY SERVICES

In the following pages, we provide an overview of best practices in evaluating library services. We begin by introducing the relationship between library services and student outcomes, and then present five examples of state evaluations for school libraries.

STUDENT OUTCOMES

It is well-documented that the presence of a school library (as well as specific library services) has an impact on student outcomes and reading behavior. More specifically, an extensive body of research[46] from the past several years has demonstrated that student test scores are correlated with:

- The size of the school library staff

- Full-time/certified school librarians

- The frequency of library-centered instruction and collaborative instruction between school librarians and teachers

- Size or currency of library collections

- Licensed databases through a school library network

- Flexible scheduling

- School library spending[47]

A 2008 research paper from Scholastic describes specific characteristics of school libraries that have a positive impact on student achievement. These characteristics center on three key areas: the program, the professional, and the place.[48]

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[46]Todd and Gordon. Op. cit.; citing Lance, K., Hamilton-Pennell, C., Rodney, M., Peterson, L., and Sitter, C.1999. *Information empowered: The school librarian as an agent of academic achievement in Alaska schools.*; Baumbach, D. 2002. *Making the grade: The status of school library media centers in the Sunshine State and how they contribute to student achievement.*; Lance, K., Rodney, M., and Hamilton-Pennell, C. 2001. *Good schools have school libraries: Oregon school librarians collaborate to improve academic achievement.*; Lance, K., Rodney, M., and Hamilton-Pennell, C. 2000. *Measuring up to standards: The Impact of school library programs and information literacy in Pennsylvania schools.*; Smith, E. 2001. *Texas school libraries: Standards, resources, services, and students' performance.;* Callison, D. 2004. Survey of Indiana school library media programs: A collaborative project between the Association for Indiana Media Educators & Indiana University-Indianapolis, School of Library and Information Science. Presented at the 2004 AIME Conference, November 2004.; Rodney, M., Lance, K., and Hamilton-Pennell, C. 2003. *The impact of Michigan school librarians on academic achievement: Kids who have libraries succeed.*; Baxter, S. and Smalley, A. 2003. *Check it out! The results of the school library media program census, Final Report*.; Todd, R. and Kuhlthau, C. 2004. *Student learning through Ohio school libraries: Background, methodology, and report of findings.*; Lance, et, al., 2000.; Lance, K., Rodney, M., and Hamilton, C. 2005. *Powerful libraries make powerful learners: The Illinois study.*; Burgin, R. and Bracy, P. 2003. *An essential connection: How quality school library media programs improve student achievement in North Carolina.;* Michie, J., and Chaney, B. 2009. "Second Evaluation of the Improving Literacy Through School Libraries Program." U.S. Department of Education, Office of Planning, Evaluation and Policy Development. http://www2.ed.gov/rschstat/eval/other/libraries/libraries09.pdf

[47] Ibid. (Bullets quoted verbatim)

- **The program**. School library programs influence learning outcomes and student achievement when:
  - o Library media specialists collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum.
  - o Library media specialists partner with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings.
  - o Library media specialists are supported fiscally and programmatically by the educational community to achieve the mission of the school.

- **The professional**. Library media specialists enrich the teaching and learning process when:
  - o They teach skills and strategies students need to learn and achieve.
  - o They are partners in educating students, developing curricula, and integrating resources into teaching and learning.
  - o They teach the skills students need to become effective users of ideas and information.
  - o They seek, select, evaluate, and utilize electronic resources and tools and instruct teachers and students in how to use them.

- **The place**. School libraries are true places of opportunity when:
  - o All students can strive for and achieve success.
  - o Quality collections are provided, in print and online, that support the curriculum and address a variety of learning needs.
  - o Students can develop a love of reading and literature.
  - o Library media specialists help students explore the world around them through print and electronic media.
  - o Students can work individually or in small groups on research and collaborative projects.[49]

STATE EXAMPLES

Below, we provide examples of state-level rubrics for evaluating school library programs and services.

COLORADO

Colorado reviews 21 measures of library services within five more general domains. For each measure of library services, the document provides an explanation of why the measure is important and between one and three examples of evidence outcomes. The document also provides a rubric for each measure describing how ratings are provided on a five point scale (highly effective, effective, progressing toward effective, ineffective, not evident).[50]

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[48] "School Libraries Work!" National Commission on Libraries and Information Science, 2008, pp. 6-9.
   http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf
[49] Ibid. (Bullets quoted verbatim)
[50] Colorado Department of Education. 2012. "Colorado's Highly Effective School Library Programs: An Evaluative Rubric for 21st-Century Colorado School Librarians and their Library Programs."
   http://www.cde.state.co.us/cdelib/highlyeffective/download/HighlyEffectiveSchoolLibraries.pdf

I.   Instruction

1. *Collaboration*: Collaboration between the school librarian and faculty is a key indicator of a successful, effective library program. Research has shown the quality and frequency of the collaboration contributes to improving student achievement.
   a. The school librarian plans and collaborates with classroom teachers from many disciplines and grade levels
   b. The school librarian focuses on systematically integrating the 21st century skills of the Colorado Standards by collaboratively planning lessons

2. *Instruction*: Effective school librarians work with teachers to align 21st century skills instruction with content delivered in the classroom.
   a. The school librarian teaches students how to locate, select, evaluate, synthesize, and create relevant sources of information
   b. The school librarian integrates 21st century skills in the Colorado Academic Standards with curriculum content
   c. The school librarian has a strong web presence

3. *Instructional delivery strategies*: Effective school librarians take a leadership role in exploring and implementing best practices in curriculum-aligned differentiated instruction.
   a. The school librarian provides group and individual assistance to engage, direct, and encourage students in research.
   b. The school librarian differentiates instruction in standards based lessons and incorporates best practice models.

4. *Assessment of student work*: The school librarian, in conjunction with the classroom teachers, develops consistent means of assessing how well students are acquiring essential research and 21st century skills through the use of formative or summative assessments such as rubrics, checklists, and journaling.
   a. The school librarian works with teachers to create and analyze assessment data in order to focus instruction to include the 21st century skills of the Colorado Academic Standards.
   b. The school librarian collaborates with classroom teachers and is involved in the assessment and revision of collaboratively planned lessons to provide authentic assessment opportunities for students (i.e. assessment by peers, community members, business members or experts in the field of study).

5. *Independent use and personal enjoyment*: Effective Library programs encourage reading for the intrinsic reward of learning, enrichment, and personal pleasure.
   a. The school librarian promotes reading in traditional and innovative ways using print and digital media.
   b. The school librarian helps students use social media to share their reading interests locally and globally

6. *Curriculum development*: The school librarian should be an active participant in curriculum development, working in conjunction with the administration and faculty to incorporate school and district-wide instructional goals, plans, and processes.
   a. The school librarian works with teachers to ensure that 21st century skills in the Colorado Academic Standards are incorporated into lesson content.

7. *Strategic planning*: Planning for the future is an essential role for any successful program. Annual review of library data and input from library supporters is part of developing a plan of action for continuous quality improvement.

a. The school librarian along with the principal and teachers creates and uses a strategic plan to guide library improvement.

8. *Facility environment*: The quality of the school library space and how conducive it is to encouraging use by students and staff reflects the school's commitment to providing a high-quality learning experience for all.

   a. The school library is user-friendly, with equitable access to resources and technology for a diverse group of learners

   b. The school library space is open, warm, and encourages users to want to be there.

II.   Leadership

9. *Leadership (school)*: School librarians are instructional leaders in their schools who serve on curriculum, school improvement and planning committees. The school librarian keeps abreast of cutting edge professional practices in order to provide professional development in areas related to instructional and technology resources.

   a. The school librarian shares knowledge and expertise with colleagues regularly (e.g., service on school committees, organizing school events, planning and leading professional development, etc.).

   b. The school librarian models professional learning networks, and guides staff how to use digital tools for personal and professional development.

10. *Leadership (profession)*: School librarians are effective leaders in their profession who serve on district, state, and national boards and committees

    a. The school librarian is a member of a professional organization serving the library community, e.g., CAL/CASL, ALA/AASL, ISTE, ASCD, CCIRA.

    b. The school librarian participates in regular professional growth opportunities such as workshops, conferences, and continuing education.

III.   Staffing

11. *School librarian (professional)*: "A large body of research show that a strong library program, staffed by certified school librarians, correlates with significantly great student achievement." - ISTE/NETS document

    a. The school has a school librarian licensed and endorsed by CDE (either school library endorsement or teacher librarian endorsement).

12. *Staff (support)*: Support staff assumes the day to day activities of the library program. This allows certified school librarians to focus on creating key components of a highly effective library program.

    a. The school provides at least one library paraprofessional, which gives the school librarian more time to teach and collaborate.

IV.   Program Advocacy

13. *Administrative support*: Administrative support within the building and within the school district is an essential component to building and maintaining an effective, high-quality 21st -century school library program. The principal supports and facilitates collaboration between the librarian and teacher to integrate the 21st century skills of the Colorado Academic Standards (CAS).

    a. School administrators encourage teachers to plan, team-teach, and assess learning in collaboration with the school librarian.

    b. School administrator meets with school librarian on a regular basis to discuss the library program.

    c. School or district administrators provide a sufficient budget and resources to maintain an effective library program.

14. *Special programming*: Effective library programs provide a variety of programming tied to essential learning throughout the year to engage students.
    a. The school librarian organizes and initiates school-aligned programs that encourage learning and offer cultural and global opportunities for school community.
15. *Advocacy*: Promoting the school library is a critical activity to build an effective program that is supported within the school and by the parents and community.
    a. The school librarian uses a variety of tools to promote the library program to the community.
16. *Resource development*: Effective school programs aggressively seek resources that support programs, materials, and improvements. Working with support groups such as district foundations, parent groups, and local business is an essential part of building and sustaining a growing library.
    a. The school librarian articulate their resources needs, identifies funding sources, writes grants, and advocates for resources for library and/or building.

V.   **Program Resources and Program Administration**
17. *Scheduling*: Scheduling is a critical component of an effective school library program that is integrated with the overall goals and mission of the school.
    a. The school librarian is available to teach at point-of-need.
    b. Flexible scheduling provides students and staff access to the facility and resources at points-of-need.
18. *Collection development*: Print and non-print items are a core ingredient in any library collection. Ready access to the library collection helps build a foundation for literacy, information fluency, reading for pleasure, and research skills.
    a. The collection includes professionally selected print and digital resources that are easily accessible, aligns to curriculum, independent reading needs, and reflects diverse points of view.
    b. The collection is regularly weeded to create a viable and current collection.
    c. This also results in an aesthetically pleasing environment that makes it easier for users to select materials.
19. *Productivity*: Highly effective school library programs utilize current, equitable, and high-quality educational resources for students and staff.
    a. The school library program encourages students and staff to utilize productivity tools that to create and share information in a variety of formats.
20. *Innovative technologies*: A technology infrastructure comprised of computers, current hardware for displaying student work and curriculum content, and Internet access as aligned to district criteria is crucial for an effective school library program.
    a. School librarian consistently recommends current, effective technology and is a part of school-level technology discussions.
    b. The library is the model classroom for Colorado Standards 21st century skills integration
21. *Policies, procedures, and practices*: "The school library is managed within a clearly structured policy framework." - IFLA School Libraries Guidelines
    a. The school and library follow selection, reconsideration and collection development policies to meet curricular needs.

GEORGIA

Georgia evaluates its school libraries across 19 measures within five broad categories. For each measure, the State provides a description of programs that meet each of three (basic, proficient, and exemplary) levels of proficiency. To be considered "exemplary," a program must meet or exceed the definitions listed for basic, proficient, and exemplary," and "will have achieved the requirements set out in state education laws, state board policies, state guidelines, and selected National Standards."[51]

I.   **Student Achievement**
1. Information Literacy Standards are integrated into content instruction; AASL Standards for the 21st Century Learner are integrated into content instruction.
2. Collaborative planning includes both the Library Media Specialists and teachers to ensure use of library media center resources that support on-going classroom instruction and implementation of state curriculum and the GPS and CCGPS.
3. Professional library media staff are engaged in active teaching roles.
4. The library media center resources encourage and support reading, viewing, and listening.
5. Services are provided to students who have diverse learning abilities, styles, and needs.

II.   **Staffing**
6. Student achievement is routinely assessed.
7. A school system shall provide no less than half-time services of a Library Media Specialist for each school less than base size and shall provide adult supervision in the library media center for the entire instructional day. A school system shall employ a full-time Library Media Specialist for each base size school or larger.

III.   **Facilities, Access, and Resources**
8. There shall be a plan for flexibly scheduled library media center access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need.
9. School library media center square footage requirements based on FTE.
10. Streaming video is used throughout the school to support the curriculum. Interactive whiteboards and computers are used for teaching and learning throughout the school. A central electronic media distribution system is also available.
11. Print and non-print resources and access to online information are basic to a library media program. A school network is effective for delivering media resources to the classroom and beyond. Multiple computers are available for student access to online resources that enhance instruction.
12. All media resources are managed for maximum efficient use. The library media center has an electronic online public access catalog. Funds for acquisition of computers are utilized to implement the goals/objectives set forth in the State Technology Plan 2007-2012 or in the System Comprehensive School Improvement Plan.

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[51] Georgia Department of Education. 2012. "Georgia DOE 2012 Library Media Program Self-Evaluation Rubric." http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Rubric12.pdf

13. One of the national educational technology goals states "Effective and engaging software and online resources will be an integral part of every school's curriculum." The GALILEO Virtual Library provides Georgia students and teachers access to exceptional online resources at no cost to the =local school district.

IV. **Administrative Support**

14. The local system superintendent shall appoint a system media contact person to serve as a liaison to the department.

15. Administrative staff support at both the school and district levels is essential for the development of a strong library media program

16. Each local board of education shall adopt a library media policy that provides for the establishment of a media committee at the system level and at each school. A library media committee makes recommendations and decisions relating to planning, operation, evaluation, and improvement of the library media program. This committee shall annually evaluate library media services and develop a multi-year media plan for budget services and priorities.

17. Local Board approved library media policy is current. This policy requires development of procedures for the school system and for selecting materials locally, handling requests for reconsideration of materials, considering gifts of instructional resources, using non-school owned materials, and complying with the copyright law.

18. Each local school system shall spend 100 percent of the funds designated for library media center costs.

V. **Staff Development**

19. Staff development opportunities are available both for the library media staff to enhance their own professional knowledge and for the library media staff to provide information and technology literacy skills to other teachers and administrative staff. Professional resources and services for all faculty members are provided in the library media center for the "learning community."

KENTUCKY

Kentucky evaluates school libraries using 15 indicators of fully functioning characteristics within four broad categories. For each indicator, the State provides several examples of evidence but no rating scale or rubric.[52]

I. **Developing Visions for Learning**

1. The library media center has a vision and a mission statement aligned to the school and district goals and reviewed annually.

II. **Teaching for Learning**

2. *Building collaborative partnerships*: The school library media program (SLMP) promotes collaboration among members of the learning community to encourage learners to be skilled, lifelong users and creators of ideas and information.

3. *The role of learning*: The school library media program promotes reading for enjoyment, personal growth, and enjoyment.

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[52] Kentucky Department of Education. 2010. "Library Media Program Rubric."
http://education.ky.gov/curriculum/books/Documents/Library%20Media%20program%20rubric%20-UPDATE-11.21.2011.pdf

4. *Addressing multiple literacies*: The school library media program provides instruction that addresses multiple literacies (e.g., information, media, visual, and technology).

5. *Effective practices for inquiry*: The school library media program is based on an inquiry-based approach to learning.

6. *Assessment in teaching for learning*: The school library media program is guided by assessment of student learning data.

III. **Building the Learning Environment**

7. *Planning and evaluating the SLMP*: The school library media program is guided by a strategic plan that reflects the mission, goals, and objectives of the library media center and school.

8. *Staffing*: Schools shall employ a school media librarian to organize, equip, and manage the operations of the school media library. The school media librarian shall hold the appropriate certificate of legal qualifications in accordance with [state law].

9. *The learning space*: The school library media program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners.

10. *The budget*: The school library media program has sufficient funding to support the strategic plan.

11. *Policies*: The school library media program includes policies, procedures, and guidelines that support equitable access to ideas and information throughout the school community.

12. *Collection and information access*: The school library media program includes a well-developed collection of material in a variety of formats that support the school curriculum and are suited to user needs and interests.

13. *Outreach*: The school library media program builds support from decision makers who affect the quality of the SLMP.

14. *Professional development*: The school library media program supports professional development to sustain and increase knowledge and skills of educators.

IV. **Empowering Learning Through Leadership**

15. The school library media program is built by professionals who model leadership and best practice for the school community.

MASSACHUSETTS

School libraries in Massachusetts are evaluated across 21 target indicators within three broad areas. For each indicator, examples are given for evaluating school sites using a four-point rating scale (deficient, basic, proficient, and exemplary).[53]

I. **Target Indicators of Teaching and Learning**

1. Functions as integral part of the teaching and learning process to achieve the standard based outcomes of the Massachusetts Curriculum Frameworks.

2. Integrates information literacy and technology proficiency standards with curriculum content standards to enable students to become effective and efficient users of information.

3. Promotes reading for literacy and personal enjoyment.

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[53] The Massachusetts School Library Media Association. 2002. "Model School Rubrics." http://maschoolibraries.org/dmdocuments/rubric.pdf

4. Models and promotes effective collaborative teaching and addresses diverse learning abilities, styles and needs.
5. Fosters individual and collaborative inquiry.
6. Assesses student learning and achievement on a regular basis.
7. Serves as a leader in the school or district professional development committee and in writing the district professional development plan.

II. Target Indicators of Information Access and Delivery

8. Encourages intellectual access.
9. Provides physical access.
10. Provides flexible and equitable access.
11. Provides resources that support the Massachusetts Curriculum Frameworks and meet diverse learning styles.
12. Integrates technology in the process of teaching and learning.
13. Provides a user-friendly and student-centered environment.

III. Target Indicators of Program Administration

14. Requires full-time certified LMS and additional qualified staff for library and technology support.
15. Supports mission and goals of school and school district.
16. Communicates the mission, goals and objectives of the library media program to the administration.
17. Utilizes comprehensive and collaborative program planning.
18. Upholds legal and ethical standards in policies, procedures and practices, including a commitment to intellectual freedom.
19. Assesses effectiveness of program on a regular basis.
20. Receives sufficient funding for program implementation.
21. Communicates the mission, goals and functions of the library media program.

NEW YORK

New York evaluates school libraries across 25 essential elements within three domains. For each element, the State provides several examples of how it can be demonstrated and a description of how ratings are given using a four-point rubric (distinguished, proficient, basic, and below basic).[54]

I. Teaching for Learning

1. *Instructional design*: Students acquire, evaluate, and use information effectively through instructional strategies designed to meet learner needs.
2. *Collaborative planning*: Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community.
3. *Information literacy*: Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and ask questions about its validity.
4. *Reading*: Students have high levels of reading literacy and become independent, life-long learners.

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[54] New York State Education Department. 2009. "The State Education Department School Library Media Program Evaluation." http://www.p12.nysed.gov/technology/library/SLMPE_rubric/documents/SLMPE_rubric.pdf

5. *Assessment for learning*: Student learning is assessed in the library media program in collaboration with classroom teachers, utilizing data analysis and standards.
6. *Teaching for diverse learning needs*: All students have access to the curriculum, and the library media program ensures that every student makes progress regardless of learning style or needs.
7. *Inquiry learning*: Independent learners ask questions, evaluate information to improve understanding, and develop social responsibility and strategies for self-assessment.
8. *Intellectual freedom*: Students achieve intellectual and social development as responsible, contributing members of society.
9. *Social learning*: Students develop skill in sharing knowledge and learning with others both in face-to-face situations and through technology.
10. *Social responsibility*: Students seek multiple perspectives and use information and ideas expressed in any format in a safe, responsible, and ethical manner.

II. **Building the Learning Environment**

11. *Staffing*: Student learning is increased through access to certified library media specialists and well qualified support staff.
12. *Professional development*: student achievement is increased through professional development and improvements in knowledge and skill.
13. *Resources and materials*: Student needs for learning resources are met through well-developed collections of materials in a variety of formats.
14. *Resource sharing*: Cooperative relations improve library media program services and provide better access for students to information, knowledge and learning.
15. *Equitable access*: Students have flexible and equitable access to resources that support their academic and personal learning and meet diverse learning needs.
16. *Educational technology*: Technologies to impact student achievement are integrated into teaching and learning through the library media program.
17. *Climate conducive to learning*: Students seek opportunities to visit the library media center; library atmosphere invites all to explore, read, and learn; provisions for diverse student needs are met.
18. *Budget*: library media program has adequate, sustained funding to support student needs to attain the learning standards and achieve school mission, goals, and objectives.
19. *Facility*: Library media center facility is conducive to learning and flexible to meet every student's needs.

III. **Empowering Learning Through Leadership**

20. *Instructional leadership*: Decisions in the school community that affect student learning benefit from the expertise of the library media staff and program.
21. *Administrative support*: Student achievement is increased through administrative and community support of the library media program.
22. *Program planning and evaluation*: Progress in student achievement in the library media program is monitored, assessed, and analyzed to inform decisions.
23. *Communication*: Impact of library media program policies and services on student achievement is communicated throughout the school community.
24. *Reporting*: Effectiveness of library media program policies and resource use in meeting the needs of students is reported throughout the school community.
25. *Program advocacy*: A focus on student achievement guides an advocacy plan that builds support of decision makers who affect the quality of the library media program.

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