

ATTACHMENT II

School Library Programs: Standards and Guidelines for Texas

www.tsl.texas.gov/sites/default/files/public/tslac/ld/schoollibs/slsAdopted2005.doc

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

Revised and adopted by the Texas State Library and Archives
Commissioners in consultation with the State Board of Education on
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Introduction

School Library Programs: Standards and Guidelines for Texas

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Standards and Guidelines
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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) *Long Range Plan for Technology 1996-2010* (Texas Education Code §32.001, effective 1988, revised 1996).
- 3) *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* originates 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* is 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 Regional Education Service Centers in the State of Texas. Revision Committee members included library and district coordinators, Regional Education 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 and Guidelines* was posted on the Texas State Library web site 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 a supplemental resource.

A complete bibliography of resources that were consulted in the revision of *School Library Programs: Standards and Guidelines for Texas* is included as a supplemental resource to this document. Four additional bibliographies that resulted from the revision of this document are also included: 1) Statistics and Research on the Impact of Library Programs; 2) Professional Resources for Teaching and Information Literacy; 3) Professional Resources for Library Program Management; and 4) Professional Resources for Collection Development and Program Design.

A Glossary of Terms is also included as a supplemental resource.

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 the library program. The Strategies for Librarians assess the level of resources and services of the library program. The Strategies for Librarians refer to supplemental resources for quantitative and qualitative measurement of the library program. The supplemental resources are 1) Output Measures that assess the level of use of the library program, and 2) Evidence-Based Measures that 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). Evaluation of a library program based on the Strategies for Librarians, Output Measures, and Evidence-Based 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 for school library programs are provided as supplemental resources that may be used to 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 recommended as supplemental resources to 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 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.

Evidence-Based Evaluation

Evidenced-Based Measures for school library programs are provided as supplemental resources that may be used to determine the impact of the library program on student achievement. Evidence-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 Evidence-Based Evaluation Plan included as a supplemental resource to the *Standards and Guidelines for Texas* is designed to assess the impact of school library resources and services on student achievement. Evidence-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 Evidence-Based Measures included as supplemental resources are designed to reveal 1) the extent to which the library program supports student learning of the state mandated curriculum (TEKS) and 2) the extent of student success in meeting the passing standard on the Texas Assessment of Knowledge and Skills (TAKS) as a result of library instruction.

Three Evidenced-Based Measures will be used to assess the success of the library program in achieving these goals.

Measure #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 in support of mastering Texas Essential Knowledge and Skills (TEKS) student expectations in all subject areas.

Measure #2. Students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians.

Measure #3. Students' Texas Assessment of Knowledge and Skills (TAKS) scores demonstrate achievement as related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers. Note: TAKS does not test all TEKS expectations.

Recommended Philosophy and Practice for Basing Library Instruction on TEKS Student Expectations

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 Applications 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 TEKS student expectations in all curriculum areas that are tested on the TAKS tests through providing resources and instruction, and through collaboratively planning and presenting lessons with teachers.

Through Table 1, "The TAKS objectives and the related TEKS student expectations tested under each TAKS objective that may be reasonably expected to be influenced or taught by the library program," librarians identify the TEKS student expectations 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 expectations. 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 of resources to support the curriculum;
- Providing access to library resources for curriculum support;
- Alignment of learning objectives of the library's information literacy program with TEKS student expectations;
- Collaboration 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 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 STaR Chart.

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. *(Correlates to 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 model 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 model 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 model 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.
- Increased mastery of TEKS student expectations as a result of appropriate instruction in the usage of library resources.

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. *(Correlates to 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
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.	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.	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.	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.
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.	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.	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.	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.
C. Works collaboratively to provide at least monthly changes of reading promotion displays (9 times throughout the year).	C. Works collaboratively and individually to provide changes of reading promotion displays every 6 weeks (6 times throughout the year).	C. Works collaboratively and individually to provide changes of reading promotion displays every 9 weeks (4 times throughout the year).	C. Works individually to change reading promotion displays less often than every 9 weeks throughout the year.
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 7 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.	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 6 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.	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.	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.

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 improve fluency and comprehension.
- 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. <i>(Correlates to TAC Standard I, 4,7,8)</i> 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 and needs of staff and students identified by librarian, and other campus and district staff, including administrators through professional development for staff and curriculum integration of technology and 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 and conducts professional development for campus personnel and others, such as district personnel and parent and 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 and 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, and national standards for library programs.	E. Conducts professional development for campus personnel and others, such as district personnel and parent and 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, and national standards for library programs.	E. Does not conduct professional development for campus personnel and others, such as district personnel and parent and teacher groups 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. Develops and promotes online training modules for staff, students, and community that support 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 support 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. Upon request, directs staff to online training modules that support 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. Does not use online training modules that support 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.
G. Updates personal knowledge and skills through ongoing self-assessment and 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:			
<ul style="list-style-type: none"> • 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, discussion lists, 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, discussion lists, 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, discussion lists, 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 Librarians	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 Librarians	At least 1 Certified Librarian	Less than 1 Certified Librarian
1,001-2,000 ADA	At least 3 Certified Librarians	At least 2 Certified Librarians	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 Paraprofessionals	At least 1 Paraprofessional	At least 0.5 Paraprofessional	Less than 0.5 Paraprofessional
501-1,000 ADA	At least 2 Paraprofessionals	At least 1.5 Paraprofessionals	At least 1 Paraprofessional	Less than 1 Paraprofessional
1,001-2,000 ADA	At least 3 Paraprofessionals	At least 2 Paraprofessionals	At least 1.5 Paraprofessionals	Less than 1.5 Paraprofessionals
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 provide 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 support 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
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 Bowker or the March issue of <i>School Library Journal</i> .	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 Bowker or the March issue of <i>School Library Journal</i> .	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 Bowker or the March issue of <i>School Library Journal</i> .	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 Bowker or the March issue of <i>School Library Journal</i> .
The Acceptable budget recommendation is based on an 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.			
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.	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.	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.	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.
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.	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.	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.	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.

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 Output Measures provided as a supplemental resource, and evaluates the impact of the library program on student learning of TEKS student expectations =through the Evidence-Based Measures provided as a supplemental resource. Prepares and provides an annual report to school administration that includes a library program profile and Output and Evidence-Based Measures. Note: See example of Annual Evaluation Report included as a supplemental resource to 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 supplemental Output Measures. Prepares and provides an annual report to school administration that includes a library program profile and Output Measures provided as a supplemental resource. Note: See example of Annual Evaluation Report included as a supplemental resource to 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 included as a supplemental resource to 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 supplemental Output Measures, and the supplemental Evidence-Based 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 supplemental 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 Evidence-Based measures.</p>
<p>C. Uses assessment of Strategies for Librarians, supplemental Output Measures, and supplemental Evidence-Based 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 supplemental 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/ecya_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 20 items per student at elementary level, at least 18 items per student at middle school level, and 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 18 items per student at elementary level, at least 16 items per student at middle school level, and 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 16 items per student at elementary level, at least 14 items per student at middle school level, and 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 16 items per student at elementary level, less than 14 items per student at middle school level, and 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 campus STaR Chart 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 <i>Long Range Plan for Technology</i> . Replacement cycle established by district/campus is 3 years or less.	C. Library technology infrastructure (including computers) meets the standards as designated by campus STaR Chart 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 campus STaR Chart 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 campus STaR Chart 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 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. Uses fewer than 2 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).
- 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, 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, 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, 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, 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 to 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:			
<ul style="list-style-type: none"> • 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, provides individual reference assistance, and introduces 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.
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.			
Reading/Instructional Area and Reference/Independent Study Area shall be 30% of library space as specified in 19 TAC §61.1036.			
Stack Area, Circulation Desk Area, and Computer/Online Reference Areas shall be 45% of library space as specified in 19 TAC §61.1036.			
Necessary Ancillary Areas and Staff Area shall be 25% of library space as specified in 19 TAC §61.1036.			
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.			
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. (*Correlates to 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 campus STaR Chart at the Target Tech Level.	E. Technology infrastructure meets the standards as designated by campus STaR Chart at the Advanced Tech Level.	E. Technology infrastructure meets the standards as designated by campus STaR Chart at the Developing Tech Level.	E. Technology infrastructure meets the standards as designated by campus STaR Chart 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 hours 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 hours 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.
<p style="text-align: center;">Benefits for Students:</p> <ul style="list-style-type: none"> • 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 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, students 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 in 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 students, 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 web site 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.
- Maintain or improve reading skills throughout the summer months through participation in the Texas Reading Club.

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. Does not comply with regulations to accommodate students with special needs.

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. *(Correlates to 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 and academic library online catalogs, and national and state online sites that support TEKS student expectations.	B. Develops a web site in collaboration with campus staff and provides links to public and academic library online catalogs, and national and state online sites that support TEKS student expectations.	B. Develops a web site in collaboration with campus staff and provides links to public and academic library online catalogs, and national and state online sites that support TEKS student expectations.	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 collaboration 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 locate 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. *(Correlates to 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
A. In collaboration with classroom teachers, reviews and utilizes student achievement as measured on TAKS and other 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 student expectations.	A. In collaboration with classroom teachers, reviews student achievement as measured on TAKS and other 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 student expectations.	A. Includes information literacy skills in lesson plans.	A. Is unaware of the definition of information literacy.
B. Assumes a leadership role in district and campus site-based decision making committees.	B. Serves as an active member in district and campus site-based decision making committees.	B. Serves as a member of campus site-based decision-making committees.	B. Is not involved in district or campus site-based decision making committees.
C. Evaluates the library program in accordance with the Strategies for Librarians, the supplemental Output Measures, and the supplemental Evidence-Based 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 in the supplementary resource section of this document.	C. Evaluates the library program in accordance with the Strategies for Librarians and the supplemental 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 in the supplementary resource section of this document.	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 in the supplementary resource section of this document.	C. Does not collect statistical data or evaluate the library program.
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.	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.	D. Solicits informal input from staff on collection development and planning library programs on an annual basis.	D. Does not create a library advisory committee or gather input for collection development.

Benefits for Students:

- Demonstrate through reading, English/language arts, social studies, science and writing TAKS 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 Chapter 110, English Language Arts and Reading).

- 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. *(Correlates to 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 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. Campus or district 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. Campus or district 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. Campus or district 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. Campus or district utilizes 2 to 3 cataloging software tools, such as E-Z Cat, Bibliofile, MARCMagician, and Z39.50 databases.</p>	<p>D. Campus or district utilizes 1 or 2 cataloging software tools, such as E-Z Cat, Bibliofile, MARCMagician, and Z39.50 databases.</p>	<p>D. Campus or district 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 Chapter 110, English Language Arts and Reading).
- 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 STaR Chart. (Correlates to 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 <i>Long-Range Plan for Technology</i> , and has input into assessment of technology through the campus STaR Chart.	A. Participates in development of campus <i>Long-Range Plan for Technology</i> , and has input into assessment of technology through the campus STaR Chart.	A. Knows and understands the campus <i>Long-Range Plan for Technology</i> , and has some input into the assessment of technology through the campus STaR Chart.	A. Provides little or no input into the assessment of technology through the campus STaR Chart.
B. If a statewide information sharing technology initiative exists, librarian fulfills the conditions of participation, develops a web site 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 web site 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 Technology Applications, TAC Chapter 126, grades K-12.)
- 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 Technology Applications, TAC Chapter 126, Grades 3-12, 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 Technology Applications)
- 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. (Correlates to 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, booktalks, reading motivation programs, book clubs, and 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 student achievement. 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 instruction, 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 instruction, 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 instruction, 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 Chapter 113, Social Studies)
- 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 Chapter 110, English Language Arts and Reading)

Principle 6. The librarian demonstrates ethical behavior in all professional contexts and promotes the principles of intellectual freedom, information access, privacy, and proprietary rights. *(Correlates to 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. (TEKS Chapter 126)
- Discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods. (TEKS Chapter 126)
- Describe the consequences regarding copyright violations including, but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy. (TEKS Chapter 126).

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. (Correlates to 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, NSDC, and IRA.	B. Participates in at least one local, state or national association. 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 e-mail discussion lists.	D. Participates in at least 2 professional e-mail discussion lists.	D. Participates in at least 1 professional e-mail discussion lists.	D. Does not take part in any e-mail discussion list.
E. Attends regional, state, or national professional association conferences annually, and presents information gained at campus and district level. Participates actively in regional, state, or national associations through such activities as serving on committees or presenting programs.	E. Attends regional, state, or national conferences annually and presents information gained to campus or district level.	E. Attends professional association conferences and shares information gained at campus level.	E. -Does not attend professional association conferences or participate in regional, state, or national professional associations.

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 reports.
- 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.