

STANDARDS

Utah School Library Media Programs



2003

A Cooperative Recommendation of
The Utah Educational Library Media Association (UELMA)
The Utah Library Media Supervisors (ULMS)
The Utah State Office of Education (USOE)

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Principle

*" The school library media program is a primary resource for literacy, information, and curriculum support. The school library media program, through the coordination of efforts of a certified library media specialist, contributes to the achievement of the desired results for student learning by providing instruction, resources, and activities that enable students and staff to become effective, independent users of ideas and information for lifelong learning."*¹

Introduction

SCHOOL LIBRARY MEDIA PROGRAMS in the state of Utah are launching students into the new millennium by empowering them to be effective users of information and ideas in a variety of traditional and technological formats. The Library Media Core Curricula for the state of Utah were developed as a guide to ensure that students receive the necessary instruction for successful involvement in global access and use of information. The standards presented in this document represent a set of expectations for all public school library media programs in the state of Utah. They meet or exceed the current Northwest Association of Schools and of Colleges and Universities accreditation standards for school library media programs.² These standards and the Utah Library Media Core Curricula act to connect the library media program with all areas of the school curriculum. Staffing, budget recommendations, materials, and environment are addressed. A key component in any school library media program is a professional Library Media Teacher. The school Library Media Teacher acts as a coach, connector, catalyst, and caregiver by providing support and cooperative learning experiences for students, teachers, and staff. Collaboration between qualified school Library Media Teachers, support staff, and classroom teachers to provide input into curricula and the management of technology for the school has been proven to improve test scores for students. Research consistently concludes that a school library media program with a full-time Library Media Teacher, support staff, and strong computer network leads to higher student achievement, regardless of social and economic factors in a community.³

A quality library media program includes an adequate, current, up-to-date collection of print, non-print, and electronic resources; professional and support staff; inviting, user-friendly facilities; and sufficient ongoing budgets to build and maintain the collection and services.

Standards

for Utah School Library
Media Programs

Desired Results for Student Learning

Philosophy

" The primary goal of any school is learning. As effective teaching and learning theory has shifted from a teacher-centered to a student-centered perspective, the school library media program has adapted and become more important than ever in achieving the school's goal. The quality of library media programs is inextricably linked to the quality of education offered in the schools. Schools have evolved to focus on learning, and effective school library media programs have also changed their focus from collections to learning that engages students in pursuing knowledge within and beyond a formal curriculum."⁴

Standards⁵

- Students demonstrate the ability to locate, evaluate, interpret, and communicate information and ideas for intellectual development, personal employment, and lifelong learning.
- Students demonstrate media literacy skills including ethical use of information and information technology.
- Students demonstrate the ability to learn independently and adopt habits and attitudes of lifelong learning.
- Students demonstrate the ability to recognize and identify their information needs and show self-confidence in solving information problems.
- Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.
- Students develop media literacy skills and critical thinking processes necessary to analyze information and opinions in order to develop new understandings and make informed decisions.
- Students demonstrate the ability to explore the ideas and creative achievement of a variety of people from many cultures and times.

Curriculum

Standards

- The Utah Library Media Core Curricula are the foundation of the school library media program.
- Utah school library media programs will accept and promote the "Learning and Teaching Principles of School Library Media Programs" developed by the Information Power Vision Committee as the basis for learning and teaching.⁶

"Principle 1: The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

"Principle 2: The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

"Principle 3: The library media program models and promotes collaborative planning and curriculum development.

"Principle 4: The library media program models and promotes creative, effective, and collaborative teaching.

"Principle 5: Access to the full range of information resources and services through the library media program is fundamental to learning.

"Principle 6: The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

"Principle 7: The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

"Principle 8: The library media program fosters individual and collaborative inquiry.

"Principle 9: The library media program integrates the uses of technology for learning and teaching.

"Principle 10: The library media program is an essential link to the larger learning community."

Facilities

Philosophy

*" The effective school library media program begins in an inviting, attractive school library media center that extends this welcoming climate to all the program's services and activities throughout the school. This warm and friendly atmosphere invites students and others to learn."*⁷

Standards

- The Library Media Center shall provide an inviting environment that is conducive to student learning and allows full access for all students.
- The arrangement of the Library Media Center shall permit visual control of the entire center from the circulation and/or office area.
- Environmental concerns include but are not limited to:
 - Seating for large groups, small groups, and individual study; e.g., tables, carrels, and leisure reading areas.
 - Appropriately sized and constructed shelving and seating.
 - Proper lighting for designated areas and tasks.
 - Sufficient electrical and networking outlets to accommodate technology.
 - Functional circulation area close to the entrance and easily accessible.
 - Attractive, adequately sized signage to facilitate location and use of materials and services.
 - Aesthetically pleasing arrangement of furniture, stacks, study areas, etc.
 - Office space and adequate work areas for processing, maintenance, storage, etc.

Access

Philosophy

" Physical access to information is prerequisite to intellectual access. The library media program's collection of resources, equipment, and facilities provides a central point of access for the learning community, as its services are not confined to the school library media center or the school day."⁸

Standards

- Services of the Library Media Center shall be handicap accessible.
 - Resources, materials, and services shall be available to students, teachers, and staff.
 - Items of permanent value, whether print or non-print, shall be cataloged, labeled, and shelved using either the Dewey Decimal or Library of Congress classification system.
 - Attractive, adequately sized signage shall be sufficient to facilitate easy use and location of materials and services.
 - Adequate resources shall be provided to ensure regular inspection, repair, and replacement of materials and equipment.
- The collection shall be automated using an electronic cataloging and circulation program with sufficient look-up capacity and workstations to facilitate access to materials.
 - The Library Media Center and staff shall be available to individual students and class groups throughout the school day.
 - Technical support on building, district, and commercial levels shall be available so that response time is within twenty-four (24) hours or one school day.

Personnel

Philosophy

" Skilled professional school library media personnel are the key factor in programs that contribute to student achievement. At least one full-time, certified or licensed school library media specialist and a full complement of qualified support staff are required in a school to create and sustain an effective program...

" In each school, the school library media staff must be adequate in number and in expertise to provide appropriate, flexible access to the program's resources and services."⁹

Standards

- Each school district shall have a Library Media Supervisor with current library media certification. In school districts with less than 4,000 students, a licensed school Library Media Teacher may be designated and assume the duties of district supervisor.
- Each school, regardless of size, shall have a full-time licensed Library Media Teacher.
- Library Media Teachers shall be entitled to all benefits accorded to contracted teachers.
- Schools shall have additional clerical staff according to the following formula:
 - under 300 students 0.0
 - up to 600 students 0.5
 - up to 1,000 students 1.0
 - up to 1,500 students 1.5
 - over 2,000 students 2.0

Job Descriptions

Licensed Personnel

Professional Library Media Teachers shall have a current Utah Educator License and proper library media certification.

As licensed educators they are qualified to teach the Library Media Core Curricula, supervise other library media personnel, act as a curriculum specialist, integrate information skills into classroom curriculum, preview and purchase materials for the Library Media Center and perform other professional duties that support and enhance Core Curricula, school and district goals.

Classified Personnel

Unlicensed personnel working in school Library Media Centers are limited in training and/or education, and are thus limited in the types of duties and activities they can be required to perform as part of their employment.

Classified personnel work under the direction and/or supervision of a licensed Library Media Teacher. Duties may include clerical tasks, data entry, circulation of materials, and other non-teaching responsibilities.

Policies

Philosophy

" The school library media program is at the forefront of the complex and sensitive issues that surround information and its uses in today's society...

" By creating and communicating policies and procedures that reflect the highest legal and ethical standards, the school library media specialist leads in promoting the responsible use of information and information technology for learning."¹⁰

Standards

- Each school **district** shall have a formal written philosophy and policy statement to guide and assess the library media programs and personnel of its schools.
- Each **school** shall have a written policy to be used to continually evaluate the quality, depth, and breadth of the library media program.
- The written policy shall include but not be limited to the following:
 - A statement of philosophies and general policies.
 - A challenged materials statement and procedure.
 - An acceptable use policy and document for students and staff.
 - A guide for collection development, including weeding.
- The written policy may, but need not, also include:
 - Job descriptions and evaluation tool.
 - General information for daily operation of the Library Media Center.
 - Policies regarding circulation, fines, replacement of lost or damaged materials, etc.

Resources

Philosophy

" Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information in a variety of formats. Innovations in traditional printing techniques have joined advances in electronic technologies to transform the ways we seek and gain information. Students now routinely encounter information in formats as simple as the picture book, as complex as the multimedia package, and as diverse as the literary classic and the personal homepage." ¹¹

" The school library media program is grounded in the belief that access to information in all formats, at all levels, and to all members of the learning community is a crucial component of a culture of learning. The effective program offers a wide array of material and services to help meet learning needs both within and beyond school walls." ¹²

Standards

The library media program shall provide print, non-print, and electronic materials that directly support school goals and curricula, reflecting a diversity of learning styles, levels of skill, interests, and cultural differences.

PRINT (defined as books and periodicals)

- The school library media collection shall have a minimum of fifteen (15) volumes per student or 3,000 volumes, whichever is greater. Collections need not exceed 15,000 volumes.
- To maintain a current, relevant, up-to-date collection, at least 5% of the collection shall be replaced annually.
- As part of the process of keeping the collection relevant and up-to-date, regular weeding shall be conducted as a part of collection development.
- Print periodicals shall be available for recreational reading and to increase literacy.

NON-PRINT (defined as items including, but not limited to, electronic databases, videos, audiotapes, laser discs, art prints, CDs, and DVD titles)

- Electronic resources shall comprise an integral part of the collection and shall be available for student use.
- Electronic periodical databases and other electronic resources available through statewide partnerships (e.g., Pioneer), shall be available for student and staff use within the Library Media Center.
- Non-print titles are an important element of the total collection but should not exceed 5% of the collection.
- Non-print items should be current, relevant, and supportive of school goals and curricula.

TECHNOLOGY (defined as digital video equipment, digital cameras, computers, projectors, software for using equipment, software for publishing, word processing, Internet connections, etc.)

- Technology development should be in compliance with the school district's approved

Resources (Continued)

technology plan and library media program guidelines.

- Library Media Center computers and software shall be used to support and enhance the school goals and curricula, accessible to students and staff, and in compliance with copyright laws and policies set forth in district, school, and legislative mandates.
- The Library Media Center shall be connected to local and wide-area networks and have Internet access.
- School Library Media Center workstations shall be provided to meet student needs according to the following formula:
 - under 400 students at least 10 workstations
 - up to 800 students at least 20 workstations
 - over 801 students at least 30 workstations

Budgets

Philosophy

" Creating an information literate society is an expensive task. ...The school library media program requires a budget that supports the continuous collection of information in all formats and that provides the instructional infrastructure that will help students learn to use that information in creative, meaningful ways." ¹³

Schools require adequate levels of fiscal support for personnel, materials, equipment and facilities to support quality library media programs.

Standards

- The library media program shall have an annual, ongoing budget that ensures the continuing development of a balanced, relevant, and current collection, including supplies and operational materials.
- Budgets shall be sufficient to guarantee that the collection, print and non-print, is renewed annually at a minimum rate of 5%.
- Equipment and software required to access and use current electronic resources might be funded as part of the library media budgets. If not included in the library media budgets, equipment and software should be funded as part of the school technology plan budget.
- One-time federal, state, or grant funds may supplement the school library media budget, but must not supplant ongoing budgeted district and/or local funding.

Appendix

Utah PTA 2000
RESOLUTION

Library Media Centers

- WHEREAS National studies have shown a direct correlation between the quality of library media staff, collection and programs, and academic achievement and
- WHEREAS Beginning and developing readers need new inviting books with which to practice and refine their reading skills and
- WHEREAS Many Utah high schools risk losing accreditation from The Northwest Association of Schools and Colleges because school library media centers have lost staff and resources;
- WHEREAS New ways must be found to staff library media centers and provide financial resources needed to strengthen collections and programs and
- WHEREAS Library media core curriculums have been adopted by the Utah State Board of Education which call for students to be taught literature appreciation and media literacy skills at the elementary level and information literacy skills at all levels (K-12) and
- WHEREAS As citizens of a global society experiencing an information explosion, our students must learn to locate, access and evaluate information from numerous resources in multiple formats (print, non-print and electronic); therefore be it
- RESOLVED That the Utah PTA encourage increased funding for library media teachers and support staff to help schools meet accreditation standards; and be it further
- RESOLVED That the Utah PTA encourage the Legislature to provide sufficient ongoing funding for the purchase of library books to renew and update collections at a minimum rate of five percent of the total collection annually; and be it further
- RESOLVED That the Utah PTA support the use of information technologies as part of library media services to increase access to a variety of resources for students and teachers; and be it further
- RESOLVED That local and council PTAs encourage their local school boards to meet State Board of Education minimum standards for library media center facilities and programs; and be it further
- RESOLVED That the Utah PTA encourage their local school boards to hire certified library media teachers at all levels.

Notes

- ¹ Northwest Association of Schools and of Colleges and Universities. *Annual Report to the Northwest Association of Schools and Colleges, Commission on Schools, 2002 School Improvement Process Accreditation Standards for Elementary Schools, Middle Schools, High Schools, K-12 Schools and Special Purpose Schools*. Northwest Association of Schools and of Colleges and Universities: Boise, ID, 2002, p. 7.
- ² *Ibid.*, pp. 7-8.
- ³ Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement*. Hi Willow Research and Publishing: Castle Rock, CO, 1993.
- ⁴ American Association of School Librarians. *Information Power: Building Partnerships for Learning*. American Library Association: Chicago, 1998, p. 59.
- ⁵ Northwest Association of Schools and of Colleges and Universities, p. 7.
- ⁶ American Association of School Librarians, p. 58.
- ⁷ *Ibid.*, p. 88.
- ⁸ *Ibid.*, p. 86.
- ⁹ *Ibid.*, pp. 103-4.
- ¹⁰ *Ibid.*, pp. 93-4.
- ¹¹ *Ibid.*, pp. 1-2.
- ¹² *Ibid.*, p. 65.
- ¹³ *Ibid.*, pp. 109-10.

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