Guidelines For Pennsylvania School Library Programs

Office of Commonwealth Libraries
2011
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PHILOSOPHY

Today’s school library is an integrated, instructional learning laboratory -- a necessity for students to achieve high academic standards and for teachers to enhance their instruction. Today’s school library program not only provides access to print and digital resources to meet student and teacher needs, but also instruction and guidance on how to ethically use information and technologies to generate new knowledge. Inquiry and problem solving skills are embedded in content area subjects across the curriculum creating a rich and engaging learning environment for students. Being able to manipulate and manage information from the Internet and harness the power of communication technologies are essential skills valued in the classroom, college, and the workplace.

The mission of school library programs is to produce students who are empowered to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information (AASL, Empowering 8). Consider that today’s students will be solving tomorrow’s global problems – ones that have not yet even emerged. Students must be able to interpret and repurpose information in various ways employing multiple literacies that include information literacy, media literacy, visual literacy, and technology literacy (AASL, Empowering 23).

Effective school library programs are developed and managed by highly trained and certified school librarians with supportive administrators who believe in the tenets of leadership, collaboration, access, and advocacy. Strong school library programs impact the culture of the school through leadership as school librarians serve on decision-making committees, provide professional development to staff, and build partnerships in the community and with other libraries. Collaboration is embraced as a best practice in instruction and management, as school librarians build relationships to share strategies to improve student learning. School librarians as information specialists and managers lead the processes of selection, organization, and equitable access to resources that present a balance of opinions at appropriate reading and maturity levels and equitable access to technologies that allow students to retrieve, manipulate, publish, and share information. Dynamic school librarians advocate on behalf of students and staff to secure the financial and human resources necessary to sustain a school library program that motivates the intellectual curiosity of students and boosts academic achievement. These four themes-- leadership, collaboration, access, and advocacy--permeate the philosophy behind quality school library programs.
INTRODUCTION

Research in over twenty statewide studies conducted since 1993 has shown a strong correlation of higher standardized reading test scores and other qualitative and quantitative factors to the characteristics of well-staffed and resource-rich quality school library programs. (School Library Impact Studies; School Libraries Work!). Known as the statewide “impact” studies, this body of research demonstrates that school library programs do make a significant difference when the expertise of a highly trained school librarian builds an integrated and collaborative instructional program with access to both resources and technology that are responsive to curricular and student needs.

The Pennsylvania study conducted in 1999-2000, Measuring up to Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools, explored the contribution of the school library on student achievement. The study used data collected from more than four hundred Pennsylvania schools and analyzed PSSA reading test scores, community and school factors, including poverty, race, adult community education levels, and other socioeconomic factors. The study was replicated in a number of other states with similar or even more positive findings (School Libraries Work!).

Some of the major findings indicate:

- The size of a school library’s staff and collection is the best school predictor of academic achievement.
- Among school and community predictors, the size of the school library staff and collection is second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults.
- Students who score higher on standardized tests tend to come from schools with more school library staff and more resources regardless of other factors, including economic ones. PSSA scores tended to increase by 10 to 15 points when all library predictors are maximized.
- The instructional role of the school librarian guides collection development and, in turn, academic achievement.
- School library expenditures affect school library staff and collection size and, in turn, academic achievement.

The Pennsylvania study is a powerful argument for the support of a strong school library program as an essential component in every school. In that document, Lance, Rodney, and Hamilton-Pennell make five specific recommendations for Pennsylvania that still hold true today.

- School library programs should have funding for adequate professional and support staff, information resources, and information technology. Such conditions are necessary if not sufficient alone to generate higher levels of academic achievement.
- School librarians must assert themselves as leaders in their schools. It is their responsibility to take the initiative required for information literacy to become an integral part of the schools’ approach to both standards and curriculum.
• Principals can do much to make this possible by adopting policies, practices and communication expectations that promote school librarians as professional educators and create an atmosphere in which classroom teachers accept them as colleagues.

• The school library program cannot be limited to the library as a place. Just as school librarians must involve themselves in the design and delivery of instruction, information technology must be used to make information resources available to teachers and students wherever they may be in the school.

• While Internet access is important, the school librarian plays a vital role in ensuring that teachers and students have access to high-quality licensed databases (such as available through the POWER Library project) from which current, authoritative information may be obtained (Lance 61).

Based on such research and recommendations, the Pennsylvania Guidelines provide quantitative inputs appropriate to Pennsylvania schools and complement the national school library guidelines entitled Empowering Learners published by the American Association of School Librarians (AASL). In order to provide ALL students with the instruction, resources, and technology necessary to develop 21st century learners, school leaders need to recognize that the following inputs, as described in this document, are required for every school library program to impact student learning.

• One certified school librarian per school plus additional professional staff based on 500 students per librarian.

• Paid library support staff for every 500 students to provide clerical and technical assistance.

• A centralized and accessible collection of print resources including reference, fiction, and nonfiction books and magazine titles based on 25 currently useful titles per student in elementary schools and 20 such titles per student in secondary schools.

• An average age of print resources not to exceed 10 years old; average age for science books (500s and 600s) not to exceed 5 years old.

• An automated library system that manages circulation and inventory, as well as provides an online catalog of resources that is available 24/7 within and outside the school building.

• Access to computers with Internet capability based on 35 per library or enough computers for 2/3 of the seating capacity in the library, whichever is larger.

• Membership in the state-provided ACCESS PA database program, which includes interlibrary loan and access to the POWER Library Databases.

• Educationally appropriate online databases including a comprehensive, full-text periodicals database and additional reference/subject content databases that meet the academic needs of the curriculum and students (See Appendix B: Budget as an Essential Element and Appendix C: Collection of Materials and Resources as an Essential Element).

• Technology support necessary to create a library web site with virtual learning connections.

• An annual instructional materials budget that represents $41 per student in elementary schools; $45 middle schools, or $50 high schools (See Appendix B: Budget as an Essential Element).
• Staff development for library staff in order to remain current on new educational initiatives and technologies.
• An inviting facility centrally located with adequate seating, workspace, bookshelves and media storage, computers and other instructional technologies that accommodate individuals, small groups, and classes (See Appendix E: Facilities as an Essential Element of Environment).

While the school district has the responsibility for providing these inputs to create a school library program that serves as a learning asset to the educational program, school librarians must recognize their responsibility in cultivating and maintaining a high quality library program as frequently the program is synonymous with the person who manages it. As identified in Empowering Learners, today’s school librarian has five significant roles--leader, instructional partner, information specialist, teacher, and program administrator (AASL, 17-18).

As the statewide impact studies and other research concur, having all of the inputs and resources cited above will make no noticeable difference in student achievement without highly qualified and dynamic school library staff that includes both professionals and paraprofessionals. Such staff must be committed to the essential philosophies of leadership, collaboration, access, and advocacy to deliver a school library program that maximizes student learning.

The Office of Commonwealth Libraries within the Pennsylvania Department of Education (PDE) is committed to providing guidance and professional development to the school library community endorsing high academic standards for students of the Commonwealth. As Pennsylvania moves forward in implementing the national Common Core State Academic Standards and PDE’s Standards Aligned System, Office of Commonwealth Libraries stands ready to assist school librarians and schools in the implementation of these guidelines. School library programs are an essential and critical force in education needed to guarantee an educated citizenry to lead the future of the Commonwealth.
CHAPTER 1 – TEACHING AND LEARNING

The school library program and the librarian take the initiative and leadership required to ensure that critical school and career learning and thinking skills are taught and practiced by all students across the curriculum. In the recently revised student learning standards, AASL Standards for the 21st-Century Learner, four major standards emerge:

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth (AASL, 2).

Each of these standards is further broken down into skills, dispositions (behaviors, attitudes, and habits), responsibilities, and self-assessment strategies. Each standard also has numerous indicators. A companion title by AASL, Standards for the 21st-Century Learner in Action, provides benchmarks and examples for grades 2, 5, 8, 10, and 12.

Through instruction embedded in subject-content learning and access to a wide range of print and electronic resources, successful school library programs develop lifelong learners, effective users of information, and productive citizens in a global society. The instructional program of the school library fosters student dispositions such as curiosity, self-direction, self-assessment, and teamwork, as well as a love of reading and learning. Students are taught and master technology skills needed to locate, use, and communicate ideas and information. A written curriculum, approved by the school board, that integrates information literacy skills across content areas, should address higher order thinking skills, utilize technology skills, and support instructional objectives directly aligned to state and national academic standards. In addition to addressing the informational needs of students, the library program assists teaching staff by providing professional development programs in new print and digital information resources and emerging instructional technologies.

Curriculum

Every school district should develop and implement a school board approved K-12 Information Literacy Curriculum with an articulated scope and sequence appropriate to each grade level. This helps to ensure that all students master necessary skills and clearly communicates to teachers those skills that need to be embedded in subject-based learning projects at appropriate grade levels. Information skills should not be taught in isolation as a separate class or subject. Only through a connection to the subjects that students are learning in class and communication with teachers regarding shared learning objectives can a school librarian implement an effective, collaborative, meaningful curriculum.

The skills, dispositions, responsibilities, and self-assessment strategies outlined in the AASL Standards for the 21st-Century Learner in Action serve as a framework for a district-written information literacy curriculum. Skills for grades 2, 5, 8, 10, and 12 are benchmarked creating
national grade level expectations. AASL is currently working on a crosswalk that aligns and compares Standards for the 21st Century Learner with the Common Core State Standards, which Pennsylvania has adopted to incorporate in the state’s Standards Aligned System (SAS). SAS is a comprehensive approach to student achievement that consists of clear standards, fair assessments, a curriculum framework, instruction, materials and resources, and interventions. Strong and supported school library programs will prove to be critical assets in the delivery of the Standards Aligned System.

Many school districts have mapped their school’s curriculum to show what is taught when, a process that reveals gaps and overlaps and helps to align curriculum to standards (Jacobs 6). School librarians, working in tandem with teachers, can also use this to determine places in the curriculum in which project or resource-based learning infused with information literacy and technology skills might be appropriate. In this fashion, identified information literacy and technology skills can be embedded in the appropriate grade levels or courses when students are simultaneously learning subject content. Therefore, although a K-12 scope and sequence is in place in a district, the way information literacy and technology skills are taught and practiced is likely to look different in each building. Articulation and monitoring of this plan is an important responsibility of the school librarian to ensure that all students master valuable information skills.

Inquiry-Based Learning and Information Problem Solving

Guideline II.4—“The School Library Media Program models an inquiry-based approach to learning and the information search process” (AASL, Empowering Learners 25).

One of the most crucial skills in this era of information overload is the development of critical thinking skills in the selection, evaluation, and use of information. As they are involved in collaboratively planned and implemented units of instruction among the teachers and the librarian, students pose questions, narrow research topics, select authoritative sources from among print and digital information, analyze ideas, and create new knowledge that they can present and communicate to others. Students are taught and practice essential thinking skills to assess situations, predict outcomes, and solve problems—skills needed to become productive citizens in a global society.

School librarians play a pivotal role in creating independent learners by teaching students a process for solving information problems, modeling research strategies, and interacting and providing feedback to help students focus learning. School librarians with their collaborative teacher partners encourage learning dispositions—wondering, challenging, seeking clarity, weighing diverse and divergent perspectives, making connections and coming to a consensus. As students gain competencies and confidence in using information, they become self-directed and inquisitive, making real world connections to their learning.

Many models of information problem solving and inquiry learning exist and can easily be found by searching the Internet. Some of the commonly used models in K-12 schools are the Eisenberg and Berkowitz’ Big6, Kuhlthau’s Stages of the Information Process, Abilock’s Information Literacy: Model at Noodle Tools, and Joyce and Tallman’s I-Search Process.
Role in Reading

Research has consistently shown that more access to books results in more reading and students who read more, become better readers, writers, and also show improvements in vocabulary and grammar (Krashen, Power 57). In fact, Krashen’s research found that “the availability of a school library is a very strong predictor of reading scores—nearly as strong as the effect of poverty.” He further states,“this suggests that good libraries can help alleviate at least some of the problems of poverty” (Krashen, Anything but Reading 21).

A key component of the school library is providing equitable access to a variety of high interest fiction and up-to-date nonfiction reading materials with a range of reading levels and languages as required by the student body. In addition, school library programming serves to motivate students to read and develop a habit of lifelong reading through special events such as author visits, literature circles, book clubs, and book talks. In some schools, the library program plays a major role in implementing computerized reading programs, such as Accelerated Reader or Reading Counts. School libraries can provide not only the titles to read but also access to computers to assess and monitor student reading.

According to the AASL Position Statement on the School Librarian’s Role in Reading, “While the responsibility for the successful implementation of reading promotion and instruction is shared by the entire school community, library media programs serve as hubs of literacy learning in the school.” In their role as information specialists, school librarians work collaboratively with reading specialists, classroom teachers, parents and other learning specialists to ensure that all students can “comprehend, analyze, and evaluate text in both print and digital formats.” Reading is a foundation skill for 21st century learners.

Multiple Literacies

As technology redefines literacy, the Internet has changed not only the information landscape but also the way people interact with information and construct meaning from it. Traditionally, literacy has meant the ability to read and write. Today, however, with ideas and information presented as text, images, sound, video, and multimedia, all interconnected by hyperlinks, students need additional skills beyond strong foundational reading and writing skills. The AASL national standards for student learning list several types of literacies encompassing “information literacy”—digital literacy (information using digital technology), visual literacy (use of images), textual literacy (traditional print), and technological literacy (use of appropriate technology to access, manage, and create information) (AASL, Empowering Learners 24).

These formats of information delivery often require specific skill sets for location and interpretation of information that need to be part of the overall information literacy curriculum. For example, digital literacy includes understanding how to evaluate search results, how to navigate websites, how to determine authority, accuracy, and credibility of information, and how to summarize and synthesize without copying, among others (Hughes-Hassel and Harada 95). The school library program enables students and staff to engage in emerging information and communication technologies (ICT) providing access, support, and instruction as needed. School library programs also need to capitalize on students’ abilities to utilize web-based social networking in order to extend this powerful tool for learning.
Assessment of Learning

Guideline II.5- “The school library media program is guided by regular assessment of student learning to ensure the program is meeting its goals” (AASL, *Empowering Learners* 27).

“Assessment is the process of collecting, analyzing, and reporting data that informs both student and instructor of the progress and the problems that the student encounters throughout a learning experience” (Coatney 157). Assessing student learning is both an individual and collaborative activity. Teachers, school librarians, and students themselves can assess student work. Formative and summative assessments not only indicate student growth but also can be used to diagnose needed interventions for learning. Assessment tools, from simple checklists to more sophisticated rubrics, track and record student outcomes and can also indicate changes in dispositions. Harada and Yoshina, in *Assessing Learning*, identify the major performance-based tools for assessment including checklists, rubrics, rating scales, conferences, logs, and various types of graphic organizers.

Evidence of student achievement can only be gained through assessment. Without this evidence there is no real proof that instruction is effective and students are learning. As teachers and school librarians work together to assess student achievement, the librarian can gain valuable insights into the school library program to determine if it is meeting student and teacher needs in the instructional process. Identified strengths and weaknesses in student learning may inform collaborative instructional design practices, collection development and access to needed resources, and availability of and training on technologies. In this way, assessment data and debriefing sessions with the teachers after instructional units are completed not only validate the library’s role in the instructional program but also can guide future needs and changes for the overall school library program.

Provide Professional Development

Guideline III.8 – “The school library media program includes support for school library media specialist and teacher professional development to sustain and increase knowledge and skills (AASL, *Empowering Learners* 43).

Since librarians collaborate with teachers of all curricular areas and serve on key leadership committees in the school and district, school librarians need access to quality professional development to stay knowledgeable not only about library-specific trends but also about broader educational topics. These topics may include legal issues, special education, adaptive technologies, academic subject standards, and school improvement initiatives. To the extent possible, librarians should be included in district-wide staff development programs.

Districts also need to be proactive in seeking professional development opportunities on library-related topics, enabling librarians to attend regional, state, and national conferences and trainings. Training on topics such as management of circulation, automated interlibrary loan systems, MARC cataloging records, children’s and young adult literature, web-based learning tools, web sites, and emerging technologies is often offered by the Office of Commonwealth Libraries, regional Intermediate Units, and professional associations such as the Pennsylvania School Librarians Association.
A district may see a significant return on investment by encouraging the school librarian to participate in training to update skills and knowledge; the librarian will pass the knowledge on to his/her peers. The school librarian can offer teacher staff development through various means, including workshops, meetings, newletters, inservice programs, emails, wikis, blogs, and other social networking programs, always linking goals to the improvement of student achievement. Staff development content should be linked to standards, research findings, and best practices. Staff development should model good teaching strategies, use materials in multiple formats, and employ a variety of learning activities.

**Ethical Use of Information**

Guideline III.6- “Teaching the ethical use of information is paramount in an environment where students regularly produce content that samples or builds upon others’ work” (AASL, *Empowering Learners* 24).

The school library program upholds and promotes the basic premises of academic integrity, intellectual freedom, and ethical use of information. Librarians are schooled in topics such as anti-plagiarism software and strategies, how to handle challenges to specific resources, fair use and copyright guidelines, and legal issues relative to the use of the Internet. School librarians support staff and teach students the fundamental values of academic integrity: honesty, trust, fairness, respect, and responsibility. They incorporate the teaching of intellectual property and respect for the ideas and works of others in the Information Literacy Curriculum. Students are taught how to ethically re-use information and document sources giving appropriate credit whether the information is garnered from a print or electronic source. The school librarian serves as a source for sharing the latest changes in policies and procedures related to reproducing or copying original content in the classroom and library.
CHAPTER 2: COLLABORATION AND STAFFING

Collaborative Instructional Partnerships

The development and growth of a dynamic school library program is possible when teachers and school librarians collaboratively plan, teach, and assess instruction, formulate library policies and procedures, select resources and technologies, and stimulate and guide student reading. Measurable improvement of student academic success is contingent on the presence of a fully integrated, standards-driven school library program administered by a certified school librarian.

The school librarian plans collaboratively with the teaching staff, including classroom teachers and specialists, to develop authentic learning experiences to positively impact academic achievement. When working together, each participant contributes their own unique expertise, creating a richer and more vibrant learning experience for students. In “Beyond Cut and Paste” Jamie Mackenzie suggests that teachers and librarians focus on questions that require students to be engaged in independent problem-solving, thereby empowering learners to take an active role in their own learning and assembling an ever-growing toolkit of skills and strategies in order to succeed.

Of course, librarians are not limited to collaborations within their own schools. Productive partnerships can also be forged with public librarians as well as the staff at local colleges and museums. Twenty-first century students can also benefit from the virtual collaborations their librarians establish with colleagues across the country and around the world through the use of new and emerging technologies. Guided by librarians and teachers, students often assume an instructional role when their familiarity, knowledge and enthusiasm serve as a gateway for introducing or adapting new technologies for educational endeavors.

Instruction that has been collaboratively planned produces more effective users of information and more critically astute readers, viewers, and listeners. However, the collaborative relationship also fosters teachers who are more conversant with the value of libraries in the community and become willing advocates for support of the school, public and academic library.

Staffing

Library staffing is essential to provide students at every level with library service and instruction that contributes to increased levels of academic achievement. As materials and services continue to evolve reflecting the changing information and digital environment, teachers and learners will continue to become more dependent on the expertise of a knowledgeable library professional and support staff. However, developing an exemplary library program is not the sole responsibility of the librarian. A program evolves over time as administrators, teachers, technology specialists, librarians, and support staff all work collaboratively to create a whole that is greater than its parts.

The size and composition of the library staff needed in a district depends on the number and size of the schools it operates. Recommended staffing is noted in Appendix A; however, staffing
may need to exceed these recommended amounts due to local school and student needs. All students and staff in each school building are entitled to equal access to an exemplary school library program provided by one or more certificated school librarians with a complement of qualified, well-trained, full-time support staff (See Appendix A: Staffing as an Essential Element).

The following section outlines the roles of the library staff as they relate to student achievement of Pennsylvania’s academic standards and AASL’s Standards for the 21st-Century Learner. The roles of each of the library staff are naturally inter-related and function collaboratively. The fact that they share a commitment to the mission and goals of their school library program including its policies and procedures, as well as a shared understanding of state and national academic standards, is imperative. Open communication among members of the educational community is necessary for the successful implementation of the school library program and academic achievement.

**District-Level Library Supervisor**

The district-level supervisor of the school library program is a certified school librarian who is responsible for the successful operation of the school library program across all school buildings. This person, who may be identified as the Library Supervisor, Coordinator or Department Chairperson, assumes the primary leadership role in planning, implementing, monitoring, and evaluating the program at the district level. He/she should be an experienced school librarian holding a master’s degree with additional coursework in supervision and curriculum. In this role, the district-level library supervisor should:

- Coordinate the development and implementation of the K-12 Information Literacy Curriculum based on the Standards for the 21st Century Learner.
- Coordinate and monitor the integration of Standards for the 21st Century Learner with the Common Core State Standards and appropriate Pennsylvania state academic standards.
- Coordinate the integration and use of information technology in the K-12 school library program, including automated library management software.
- Develop, recommend, and administer the district’s library budget that may include building, district, and outside funding.
- Negotiate district pricing with library vendors adhering to district procedures.
- Serve on the interviewing committee in conjunction with the building principal and district administration to select new library staff.
- Mentor, supervise, and evaluate library staff.
- Serve on the district curriculum, technology, school improvement, and other leadership committees.
- Communicate data-driven and evidence-based recommendations to the superintendent, school board, administrative staff, and the community as needed.
- Collaborate with library staff to plan, implement, and monitor library policies and procedures.
- Plan, implement, and monitor library staff development activities.
- Collaborate with district administrative staff to plan and implement staff development activities for teachers that relate to information and technology issues.
• Serve as the school library liaison within the district and community, including the
  local public library and regional consortium as well as relevant county, state,
  national, and international agencies.
• Actively participate in a leadership capacity in local, state, and national library and
  educational organizations.
• Write, collaborate, and administer library and technology grants.
• Collaborate with the building librarian, district administration, and others in planning
  both new and renovated school libraries.
• Advocate and monitor equitable and flexible access to information, ideas, resources,
  technology, and services.
• Evaluate and communicate the impact and effectiveness of library programs at the
  district and building levels.
• Apprise district decision makers of emerging instructional technologies, legal issues
  and research relating to school libraries, and grant and funding opportunities.

School Librarian

Each school district should employ a full-time, certificated school librarian for each elementary,
middle, and high school building with levels outlined in Appendix A. School librarians must hold
a valid instructional certificate and meet the Pennsylvania Department of Education’s
certification requirements for school library education. Certified school librarians must also
meet Act 48 state requirements to maintain certification by participating in professional
development.

The following responsibilities of the school librarian are divided into the following areas (not in
any particular order): curriculum development, instructional collaboration, information
management, program administration, information technology, fair use and intellectual
freedom, educational leadership, and professional development (See also Chapter 1 for
responsibilities related to professional development).

1. Curriculum Development
   • Actively participate in the development, writing, and assessment of the school or
district’s information literacy curriculum using the AASL’s Standards for the 21st-Century
Learner and its benchmarks as a framework.
   • Correlate the written information literacy curriculum with the Common Core State
Standards as collaborative units of instruction are developed with teachers.
   • Utilize the Standards Aligned System to support student achievement.
   • Serve on building and district subject curriculum writing committees providing expertise
about resources, technology, and appropriate reading levels of texts.

2. Instructional Collaboration
   • Collaborate with teachers to design, instruct, and assess student lessons or units
promoting authentic and project-based learning.
   • Collaborate with teachers in assessing and evaluating integrated, instructional activities.
   • Adhere to the written information literacy curriculum, teaching inquiry, research,
and/or information problem solving models endorsed by the district.
• Maximize access to the library facility and resources within and outside the school library.
• Provide instruction on multiple literacies to meet state and national academic standards.
• Ensure that all students have mastered designated information literacy skills by assessing and tracking student progress.
• Encourage and teach faculty and students to use emerging web-based technologies and utilities for finding and communicating information.
• Apply differentiated strategies to instruction in order to address multiple learning styles, abilities and varied interests.
• Model a variety of reading strategies employed in the school.
• Use data, including standardized test scores, to inform instruction.
• Collaborate with classroom teachers, reading specialists and literacy coaches to enhance students’ reading experiences, promoting reading for information and pleasure.
• Coordinate curricular needs with Standards for the 21st Century Learner.
• Actively partner in planning authentic interdisciplinary and project-based learning activities.
• Design integrated instructional activities that incorporate a systematic and effective information research process.
• Create an environment rich in literacy and design activities and learning experiences that promote reading for pleasure and the love of reading.

3. Information and Collection Management
• Select and maintain a collection of print, audiovisual, and electronic resources to meet the needs of the curriculum and provide age-appropriate reading for students.
• Weed the collection to maintain an up-to-date and useful collection according to an established weeding policy.
• Organize and facilitate a safe and friendly physical environment designed to meet the needs of all learners, including those with special needs.
• Create and update a library web site that serves as a 24/7 portal to the school or district’s online public access catalog (OPAC), subscription databases, e-books, selected web sites and other digital resources that meet the mission and objectives of the school library program.
• Maintain an accurate, up-to-date online catalog using current cataloging standards.
• Use interlibrary loan and resource sharing to extend staff and student access to information when needed.
• Collaborate with faculty and students in the selection of resources to support the curriculum and student recreational reading.
• Keep abreast of new resources, web sites, and emerging instructional and communication technology that can impact teaching and learning.
• Participate in regional and statewide resource sharing, including ACCESS PA Database and the POWER Library Database Program, to provide the school with valuable state-funded resources.
• Keep up-to-date on curricular needs and changes as they relate to the library.
4. Program Administration
- Assume primary responsibility for the administration of the school library collection and its instructional program to meet both school and library mission statements, goals, and objectives.
- Follow a school-board approved collection development policy or provide leadership in the development of a comprehensive policy regarding the selection and management of library resources.
- Prepare, justify, and communicate budgetary needs using collected and analyzed data and evidence.
- Develop and/or follow a collection development plan to select and acquire resources.
- Maintain a current inventory, weed materials, and assess and evaluate the collection.
- Maintain an up-to-date automated catalog of resources and an automated circulation system.
- Perform ongoing assessment of the school library program using state and national guidelines and rubrics such as those provided by AASL.
- Establish the policies and procedures for the use of hardware, software, and electronic and digital resources cooperatively with district and building administration and technology staff.
- Direct, monitor, and supervise library support staff.
- Actively participate in the planning of new school library or renovation plans.

5. Information Technology
- Collaborate with the technology coordinator, classroom teachers, and administrators to identify needs and integrate appropriate technologies into the educational program.
- Model and teach the use of new technologies in instruction and web-based communications and presentation tools.
- Collaborate in distance learning initiatives both as a learner and an instructor.
- Keep current on emerging technologies, web tools and resources.
- Serve on building and district technology committees.
- Participate in district and building technology-based initiatives such as the use of anti-plagiarism software, automated reading programs, on-demand video or other services.

6. Fair Use and Intellectual Freedom
- Advocate on behalf of students for equitable access to information and ideas.
- Promote intellectual freedom which is consistent with the mission, goals, and objectives of the school.
- Develop and publicize policies and procedures that promote fair use of intellectual property and appropriate access.
- Educate administrators, students and staff on current changes, legislation, and regulations in the use of information.
- Model ethical and responsible use of information and information technology by observing all legal guidelines related to access and re-use.
- Ensure privacy of student records as they relate to the library (24 PA C.S. §4428. Library Circulation Records).

7. Educational Leadership
- Work as a curriculum and instructional leader on school and district leadership teams.
● Lead in educational reform by showing connections between information-based learning and the skills students will need to become life-long learners.

● Serve as a leader to plan and present staff development program.

● Provide expertise by assembling research on school building educational initiatives as needed.

● Advocate for school library legislation at the state and federal level.

● Chair interdisciplinary committees charged with major decision making and evaluation tasks within the school or district, such as Middle States Evaluations and interview teams.

● Advocate for the school library not only by publicizing the library program, but also by consistently creating opportunities to involve community stakeholders in library activities.

● Actively participate in professional conferences, workshops, classes, and continuing education activities -- both face-to-face and online experiences. (e.g., WebJunction).

● Participate in local, state, and national library and educational organizations.

● Model the use of personal learning networks.

● Keep current on professional issues by reading professional journals and web sites and participating in online library exchanges.

8. Professional Development

● Assume responsibility to keep up-to-date on knowledge of the latest school library strategies and trends.

● Actively participate in professional conferences, workshops, classes -- both face-to-face and free or inexpensive online experiences such as WebJunction.

● Model the use of personal learning networks like Second Life.

● Maintain awareness of current professional occurrences and publications by regularly reading library and technology journals, subscribing to professional listservs, and participating in library exchanges using Web 2.0 technologies.

● Work with community library personnel to coordinate efforts of common interest.

● Advocate for the school library not only by publicizing the library program, but also by consistently creating opportunities to involve community stakeholders in library activities.

● Use interlibrary loan and resource sharing to extend the staff and students’ access to information beyond their own library collection.

Support Staff

Whether called a Library Aide, Library Assistant, School Library Assistant, Library Paraprofessional, Library Clerk, Library Tech, Technology Assistant, Media Aide or Media Technician, support staff assists in the organization and operation of a school library program directed by the professional school librarian. Generally, the purpose of support positions is to sustain the mission of the school library program and to increase access to school library resources by providing clerical, technical, and other vital support assistance to the school librarian. However, support staff may also provide direct assistance to teachers, students, and other library users.
With increased use of technology for instruction and library management, the efficient and effective school library program requires clerical and/or paraprofessional staff on both the building and district levels. This staffing pattern permits optimum use of the professional staff for activities such as collaborative planning with faculty, direct instruction to classes, and small group or one-to-one assistance for students and staff.

Under the direction of the school librarian, support staff provides essential services that require general knowledge of school library policies and procedures. Support staff members also assist students and staff in the use of technology in the school library.

Support staff should:

- Monitor students under the supervision of the school librarian.
- Prepare, process, and receive orders.
- Process materials for use.
- Maintain records, inventories, and bookkeeping accounts.
- Assist in maintaining an online catalog of materials
- Assist in maintaining electronic circulation and patron records
- Assist in maintaining current records in statewide or local union catalogs.
- Assist in preparing correspondence, reports, and bibliographies.
- Assist individual students and teachers in using school library resources and technologies.
- Locate and retrieve materials and equipment for teachers and students.
- Assist in the operation and minor repair of AV equipment and computer hardware.
- Assist in weeding and the maintenance and repair of materials.
- Perform interlibrary loan activities and maintain records.
- Check lists and bibliographies to determine availability of materials.
- Perform circulation tasks and shelving of materials in all formats.
- Assist in the preparation of displays and bulletin boards.
- Assist in the compilation of statistics.
- Promote a positive relationship with students, staff, and community.
- Participate in appropriate professional development to include information and technology.

Administrative Staff that Supports the School Library

A. Superintendent

In a standards-driven environment, the superintendent provides leadership, encouragement, and validation to the school library program. The degree of interest and value the superintendent places on the library and the information literacy curriculum in word, attitude, and action determines the degree of priority that is afforded the library program throughout the district. In this role, the superintendent should be well-versed not only in the Pennsylvania academic standards, but also in the AASL Standards for the 21st Century Learners.

It is the superintendent's responsibility to include both short- and long-term library program goals as part of the district's broader strategic planning. These goals should focus on supporting
the library's role in improving student achievement by recruiting and employing qualified library staff as reflected in these guidelines and also actively working to improve the facilities, collections, and financial support of the library program.

The superintendent ensures the inclusion of school librarians on school improvement, curriculum, textbook selection, and instructional technology committees that reinforce the importance of their expertise to program development as well as the continuous revision of the school library's information literacy curriculum, policies, and procedures. When attending meetings with the Board of School Directors, the superintendent must interpret and promote school library programs and support professional development opportunities that enable librarians to participate in local, state, and national conferences. The superintendent should also facilitate grant-writing efforts to extend library services and resources.

B. Principal

As the instructional leader of the school, the principal is the key person in providing a framework and climate for implementing an effective school library information program. In this role, the principal should acknowledge the vital contribution that a strong school library program makes toward the achievement of Pennsylvania academic standards and Standards for the 21st Century Learner. In addition to encouraging the wide use of information resources by the school community, the principal should ensure that the school librarian is involved in instruction, curriculum planning, continuing staff development, program evaluation, and assessment of student learning.

The principal should serve as a library advocate in promoting the school library program to the superintendent, teachers, parents, students, and the community. There is no more positive proof of a principal's commitment to the school library program than the allocation of sufficient funds for school library instructional and management resources. However, support in scheduling time and resources to allow students and faculty equitable access to the school library information center and in introducing new and emerging information technologies is also critical. The principal is also the major impetus in ensuring that teachers utilize library resources and plan with the librarian to implement collaborative units of instruction. Finally, building principals are charged with the evaluation of school library personnel, program, and facility, based on the guidelines set forth in this document.

Just as principals set high expectations for classroom teachers, principals need to review and assess progress annually on the library's goals and objectives with the school librarian, utilizing such assessment tools as the AASL’s A Planning Guide for Empowering Learners with School Library Assessment Rubric. Frequent communication between the principal and librarian is essential to review data and evidence of student library use and achievement of identified information literacy skills. This communication leads to the establishment of realistic and mutually supported goals and objectives to maintain a high quality school library program that impacts student learning.
Managing an effective school library program requires attention to the following elements: collection development, interlibrary loan, access, budget, facilities and environment, virtual presence, program planning and assessment, and advocacy.

Collection Development

The school library program provides a collection of instructional, informational, and recreational resources for the school community. The collection includes, but is not limited to, books, magazines, audio-visuals, software, electronic resources, online subscription databases, e-books, and other web-based resources, as well as associated equipment and hardware. The collection should meet the instructional needs of the curriculum and reflect the learning styles, abilities, and languages of the students, and be compatible with the philosophy and goals of the school. The collection should include age-appropriate print materials that reflect the interests, cultures, and reading levels of the students and inspire a habit of reading. For requests of infrequently used or needed items, the library's collection should also be extended through the use of interlibrary loan materials available through such programs as the Access PA Database.

A library collection should also reflect:

- Balance achieved by including a wide variety of opinions and perspectives with attention to race, culture, gender, and ethnicity.
- Needs indicated by demographic data about the student population, standardized test scores, special education services, and other data.
- Both in-house physical resources and virtual sources available via the Internet.
- Materials selected for the extended school community, including parents, teachers, and other community members as appropriate.

School librarians will adhere to the district’s Collection Development Policy which should be updated and approved periodically by the School Board. In executing this policy, the librarian will collaborate with faculty, students, administrators, and the community in the selection of resources to meet building and student needs. The district Collection Development Policy should include:

- The purpose of the collection and the philosophy of equitable access to ideas and information for students.
- The scope and nature of the collection and its primary and secondary users.
- The levels of support offered to meet curricular and student needs.
- The selection and provision criteria including use of interlibrary loan.
- The formats collected and not collected (books, magazines, audio-visual, e-books, subscription databases, etc.) and special criteria for selection.
- A systematic plan to reassess the collection regularly.
- The weeding criteria to include disposal of weeded items.
- The organization of the collection
- The descriptions of collections by subject classifications
- Outline procedures for handling a materials challenge.
- Outline procedures for accepting gifts.
The following related policies may be appended or referenced in the Collection Development Policy:

- Acceptable use policy for Internet access
- Copyright and Fair Use Policy
- Use or loaning of district equipment to students

The following position statements, mostly authored by the American Library Association unless otherwise noted, may also be referenced:

- Access to Resources and Services in the School Library Media Program
- An Interpretation of the LIBRARY BILL OF RIGHTS
- The Library Bill of Rights and its related interpretation statements:
  - Access for Children and Young Adults to Nonprint Materials
  - Access to Digital Information Services and Networks
  - Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation
  - Access to Resources in the School Library Media Program
  - Challenged Materials
  - Diversity in Collection Development
  - Economic Barriers to Information Access
  - Evaluating Library Collections
  - Exhibit Spaces and Bulletin Boards
  - Expurgation of Library Materials
  - Free Access to Libraries for Minors
  - Importance of Education on Intellectual Freedom
  - Labeling and Rating Systems
  - Library-Initiated Programs as a Resource
  - Minors and Internet Interactivity
  - Privacy
  - Restricted Access to Library Materials
  - Services to Persons with Disabilities
  - Universal Right to Free Expression
- Guideline on The Students' Right to Read, a position statement by the National Council of Teachers of English (NCTE)

The librarian must continuously reassess the collection through collection analysis, curriculum mapping, teacher and student interviews, and other appropriate collection development strategies to maintain a current and relevant collection. Particularly when funds are limited, the librarian must identify the needs of the school community and target funds to those needs (See Appendix C: Collection of Materials and Resources as an Essential Element).

Interlibrary Loan

School librarians should participate in appropriate Interlibrary Loan (ILL) organizations to ensure that library patrons have access to materials beyond the scope of their own collection. ILL extends the learner’s access to information and ensures equity of resources. Responsibility
for participating in regional and local groups established for the purpose of interlibrary loan, such as the Access PA program, local union catalogs and World Cat rests with the librarian who may then designate a support staff employee to handle loans on a day-to-day basis. Teachers and students should be taught how to access the public access component of ILL databases and the librarian should ensure that the manner in which ILL is used supports principles of intellectual freedom.

Staff members must maintain accurate records of materials borrowed and loaned, following guidelines and codes for ILL as established in documents such as the *Pennsylvania Interlibrary Loan Code*. (The Code is being revised at this time and will be replaced with Guidelines.) The librarian must know and use appropriate forms for ILL and should utilize ILL data in collection development and learning environment management.

**Budget**

The school library program requires a budget that supports a collection of resources, both print and digital, that enables students to achieve both *Common Core Standards* across the curriculum and the *Standards for the 21st Century Learner*. Expenses for online resources and emerging technologies should not compromise, but complement, the purchase of essential print resources. The school library program requires a level of funding that will give students of diverse needs and abilities equitable access to information, providing assistive technologies when needed. The school librarian should consider the following three functions in the preparation of a meaningful budget.

Assess program needs:

- Identify priorities through collection analysis, curriculum mapping, and other district initiatives.
- Consult with administrators, department chairs, program coordinators, and teachers.
- Analyze use of the school library by classes, individuals, and staff.
- Monitor interlibrary loan and resource sharing activities.
- Consult state and national standards as well as the most current *PA School Library Guidelines*.

Prioritize and justify expenditures in accordance with school district guidelines and business office policies:

- Explore cooperative purchasing ventures within and outside the school district.
- Secure discounts with vendors and other local bulk distributors.
- Pursue timely discount and bonus offers.
- Consider access vs. ownership issues.
- Utilize generally accepted accounting standards to ensure vendor accountability.

Identify external and supplemental sources of funds:

- State and federal funds.
- Grants.
• Business, industry, and academic partnerships.
• Endowments from foundations.
• Fund-raisers.
• Support by parent groups.

(See Appendix B: Budget as an Essential Element)

Access

Flexible access is recommended for school libraries to ensure that resources, both physical and virtual, facilities, and certified librarians are available on an as-needed basis to support student achievement. Librarians teach classes, plan collaboratively with faculty and assist individuals and groups who need help throughout the day. Research has shown that the greatest benefit to student achievement is not coming to the library with a class for a scheduled visit, but receiving that just-in-time assistance, book, or access to information when it is really needed. (Lance, Powerful ii)

Collaborative planning and collaborative teaching are essential to student achievement. Neither can be achieved without flexible access which supports improved student learning as it increases the opportunity for authentic learning. Skills are never taught in isolation, but are applied immediately to better complete the task at hand. It enhances the development of 21st century information literacy skills by requiring students to use information and research processes to critically solve problems, and create and communicate new knowledge.

Flexible access also contributes to the library program because it:

• Enables collaboration between teachers and librarians with the librarian assuming the role of an instructional partner (AASL, Empowering Learners 16).
• Promotes individual as well as small and large group accessibility to the library.
• Allows librarians and teachers to work as a team to plan and implement appropriate interventions.
• Allows librarians to work with teachers in professional development and instructional technology integration.
• Encourages the integration of information resources into the curriculum across all content areas.
• Impacts student achievement positively (Lance, Powerful iii).

Flexible access to all library resources, including the librarian, leads to further improvements in the development of multiple literacies and project-based learning assignments. Librarians who can meet and collaborate with faculty members during the teachers’ regularly scheduled planning periods are better able to extend their expertise for these interdisciplinary endeavors than if they only see the instructional staff during regularly scheduled class periods.

Students pursuing independent projects or career-related interests, creating Personal Learning Networks, or even needing individual assistance for a class assignment also benefit from flexible access which allows more time for staff to extend their services to such students. This provides an opportunity for many more students to work both independently and successfully.
Facilities and Environment

"An effective school library program provides an inviting, accessible, and stimulating place for individual and group use. An appealing environment and appropriate resources encourage academic and recreational use by students." (Office of Commonwealth Libraries 5) It is vital that the school librarian be involved in creating a functional facility that is designed to meet the needs of the entire educational community. Certainly, there should be input from all stakeholders with communication an essential component in the design process. This involves listening – getting information from teachers, students, library and other staff members, as well as conveying that information to the design team.

When planning a new facility or remodeling an existing one, the school librarian should work closely with the architect or design consultant. The librarian is in a unique position to understand the instructional needs of both teachers and students and to translate their desires and suggestions into functional and creative components of the completed project. Frequent consultations and written exchanges are necessary to ensure that their needs are clearly understood and reflected both in the final plan and the resulting library facility.

The librarian should consider numerous factors when the district plans to build, remodel, or merely rearrange or redecorate an existing space. “The school library should make a positive ‘first impression’ on all visitors, but especially the primary users, students, and teachers” (Woolls 93). While not every librarian will be in a position to design or remodel the library, an appealing, age-appropriate environment should nonetheless reflect student interests, the instructional program of the school and the learning community’s unique personality. Student work, curriculum related materials, and featured exhibits should be displayed. Signage must be clear, readable, and strategically placed to encourage efficient and independent use of the facility.

Ideally, the library should be centrally located within the school, away from noisy areas such as the cafeteria or gymnasium and at a location designed to permit use before, during, and after school hours and perhaps even beyond the school year. It should offer easy access to all patrons and comply with all regulations set forth in the Americans with Disabilities Act (U.S. Dept. of Justice).

The library design should promote smooth traffic flow and minimize disruptions and distractions to patrons. Walls, floors, and ceilings should be finished to reduce noise levels. Separate lighting controls should be available for discrete spaces, using a balance of both artificial and natural lighting whenever possible. Provision for room darkening should be available in areas with windows.

The facility must incorporate adequate space for multiple uses: study and research, informal reading, instruction, production, cooperative learning projects, circulation, processing, storage, and administration. The instructional space should include, at the very least, enough seating to accommodate an entire class and provide tables and computer connectivity as well as an interactive white board and projection equipment.

Of course, experience has shown that even what we consider to be sufficient electrical outlets, telephone, cable, and network connections needed to accommodate current and emerging technologies are never enough. Most importantly, the facility must be designed with flexibility
to accommodate changing needs as new technologies as well as information and instructional paradigms emerge.

Furnishings for students must be durable, comfortable, and of appropriate size and height for intended users. Carpentry is recommended for most spaces in order to control sound, but provision for reduced static must be made in computer areas. Climate control must be considered for patron areas and storage facilities. The number of computer stations should be factored into the climate control equation. Proper ventilation must be provided in high-risk areas such as production spaces where duplicating machines emit hazardous vapors or in darkrooms where noxious chemical fumes are present.

An unobstructed view of the library from the circulation and office areas is essential to allow easy supervision. The circulation area should be located near the primary exit of the library to facilitate checking out and returning materials. A well-planned traffic flow to accommodate incoming and out-going classes should be incorporated into the design. All entrances and exits must be secured. Numerous high schools with a large percentage of disappearing resources may find it cost effective to install a security system at the exit. Additional exit-only doors may be appropriate to comply with local fire regulations. Special attention must also be given to floor wiring to avoid plugs that can be dislodged or wires that prove to be safety hazards when they interrupt the flow of traffic. (See Appendix E: Facilities as an Essential Element of Environment)

Virtual Presence

In addition to the library’s physical presence, the 21st century library must also have a virtual presence. This is reflected in the library’s web site that provides a portal for students, staff, and the community to access the library’s resources on a 24/7 basis – the online public access catalog, Access PA resources, POWER Library databases, and links to those databases provided by the school district and as well as the local public libraries.

In addition, there are usually links to the librarian’s and teachers’ web pages, with information and support for current projects and assignments. Frequently, links to many helpful free resources and communication tools are also provided. In addition, the web site usually provides information about how to contact the library, hours, staff, and current programs or upcoming events.

Just as the appearance and design of the library welcomes patrons and facilitates finding, selecting, and using materials, so too should the web page. This virtual presence of the library is an extension of school library service that is attractive, inviting, and intuitive to use. It is no longer an option whether or not to create a library web page. Our students are already living in the virtual world...every library needs an address there as well.

Program Planning and Assessment

A school librarian must continuously and systematically assess the library program of instruction and services to evaluate how effectively the library program improves student outcomes and helps the school to achieve its mission. Like the CEO of a corporation, the school
librarian must weigh the value and impact of resources, staffing, instruction, and services in terms of time and money, making annual justifications and recommendations for budget priorities. This requires collection of data, observations, and evidence to make data informed decisions, also known as evidence-based practices.

Evidence-based practice (EBP) implies that problem solving and decision making are based on relevant evidence or data. Librarians should examine inputs against output measures. Inputs are quantifiable measures which are "ingredients" or supports provided to the library program, such as budget, collection, library staffing, facility, and technology (See Table 1). Although most are supplied by the school district, some inputs, such as an information literacy curriculum, may be something that the librarians have written, but with district support. Inputs are the tools with which the school librarian has to work.

Output measures are quantifiable results produced from the inputs or tools. They represent what happens as a consequence of using the resources that are provided. For example, by having a library aide, the library program can offer more instructional classes and book exchanges because the aide can handle the book exchanges while the librarian is teaching in the library classroom. More staffing (inputs) equals more library usage "outputs." Also, in this example, more facility space (inputs) equals more classes receiving instruction and participating in book exchanges (outputs).

Although the school librarian administers the library program, the school district is largely responsible for providing the inputs that can make a program successful and impact student achievement. However, communicating assessment data with administrators and other stakeholder groups and making recommendations for improvements is a considerable responsibility of the school librarian -- necessary in order to secure the needed resources or inputs. Below is a chart of some inputs and outputs that should be considered for annual reports, budget justifications, and special requests for program needs.

<table>
<thead>
<tr>
<th>Table 1: Inputs/Outputs</th>
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<tbody>
<tr>
<td><strong>INPUTS</strong></td>
</tr>
<tr>
<td>Staffing (ratio of professional to students; ratio of support staff to students; hours of volunteer time)</td>
</tr>
<tr>
<td>Resources (# of volumes; # of subscription databases; # of items ordered per year)</td>
</tr>
<tr>
<td>Equipment/Technology (# of computers, DVD players, LCD projectors, etc.)</td>
</tr>
<tr>
<td>Budget (spending per pupil; # of new books per student)</td>
</tr>
<tr>
<td>Written information literacy curriculum with assessment rubrics</td>
</tr>
</tbody>
</table>
Table 1: Inputs/Outputs

| Flexible access and scheduling (hrs. scheduled vs. hrs. flexible) | Reading and other test scores (% of students scoring proficient or better in research, reading, or writing tests) |
| Planning time provided to meet with teachers (# of hours per week) | Staff development (# of hours of teacher training provided; # of staff and community communications/ newsletters, etc.) |
| Membership in interlibrary loan networks or statewide databases (# of resources borrowed/loaned) | Resource support (# of resources procured to match teacher requests or curricular needs; amt. of budget spent per curriculum area) |
| Seating capacity (availability of a classroom for instruction) | Students/classes engaged in Accelerated Reader or other reading programs implemented in the library |

A type of evaluation that is currently used in grant writing but can be applied to program evaluation and student learning as well is outcomes-based assessment (OBE). OBE is a systematic, quantitative measurement of the extent to which a library's programs and services actually change the behavior of its students and staff with respect to the library's stated goals and objectives. An outcome represents some change in behavior, attitude, skills, or knowledge, and can be associated with dispositions as outlined in the national Standards for the 21st Century Learners. OBE changes the focus of evaluation from activities done to benefits for the identified target audience – in this case, the students. Unlike objectives, outcomes are not written in measurable terms. An example of an outcomes-based assessment might be “Students are more motivated to read for pleasure.”

Sometimes the school librarian may need to engage in action research to determine the effectiveness of a practice. Action research usually occurs when the evidence in formal data or research is either not available or applicable in the situation at hand. In action research, educators design their own empirical research to observe, draw their own conclusions, and adapt or modify a practice or instruction for a local situation or group of students. Action research results in best practice when the findings are based on research, replicated over time and in other locations with other students, and prove to be successful.

The school librarian not only analyzes and uses collected data in budgeting, program development, and instruction, but also uses the information gleaned to set annual goals and objectives for the school library program. The mission statement of the school library with detailed goals, objectives, and action plans should be posted and recognizable to the school community, demonstrating that the librarian is always working to improve the program by targeting goals or objectives in a strategic, systematic fashion.
Advocacy

The school librarian who consistently engages in evidence-based practices and then shares that information to demonstrate and justify how the program is meeting the needs of students and staff is advocating. As Ken Haycock states, “Advocacy is a planned, deliberate, sustained effort to develop understanding and support incrementally over time.” Advocacy can occur on many levels and target different stakeholders depending on the goal of the advocacy effort. For example, meeting with and sharing school library issues with state legislators is an advocacy effort that may result in state-mandated standards for school library programs, collections, and staffing. Obviously, this will take a “planned, deliberate, and sustained effort” over time to accomplish. A librarian may also advocate for more access to social networking sites for student use as a learning tool. Again it may take a planned, researched effort to convince administrators and instructional tech staff that this access is of educational value.

The school librarian needs to build collaborative, supportive relationships with colleagues, the community, teachers, administrators, and legislators which involves creating trust and developing shared goals and values. The work of Gary Hartzell, a retired school administrator and professor of educational administration, entitled *Building Influences for the School Librarian* remains a classic in the development of advocacy skills. While advocacy takes time and a dedicated plan and effort, the librarian is, in fact, developing other school library advocates who will support and speak up for libraries. Such support is critical in sustaining quality school library programs with the staffing, resources, and technologies necessary for today’s 21st century learners. Being an advocate builds leadership skills and elevates the role of the librarian in the school and community as one who sincerely cares about the education of students. No school library program or school librarian will be truly successful without engaging in advocacy and building alliances.
APPENDIX A: Staffing as an Essential Element

NOTE: Recommended staffing reflects time spent on *library duties and responsibilities only.*

RECOMMENDED STAFF LEVELS OF CERTIFICATED LIBRARIANS

<table>
<thead>
<tr>
<th>Building Enrollments</th>
<th>Minimum</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 500</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>500 – 1,000</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>1,000+</td>
<td>1.5</td>
<td>2.0 with 0.5 librarian per each additional 500 students.</td>
</tr>
</tbody>
</table>

RECOMMENDED STAFF ASSIGNMENTS OF PARAPROFESSIONAL, CLERICAL, AND SUPPORT STAFF

<table>
<thead>
<tr>
<th>Building Enrollments</th>
<th>Minimum</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.5</td>
</tr>
<tr>
<td>500 – 1,000</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>1,000+</td>
<td>2.0</td>
<td>2.5 with 0.5 paraprofessional, clerical, and support staff per each additional 500 students.</td>
</tr>
</tbody>
</table>

Refer to Chapter 2: “Collaboration and Staffing” for more detailed description of roles, duties, and participants in the school library community and services. (Page 11).
APPENDIX B: Budget as an Essential Element

RECOMMENDED BUDGETARY EXPENDITURES PER STUDENT PER YEAR

Acquisition of all school library materials is the responsibility of the library staff. All materials should be acquired, processed, and circulated through the school library. Since the collection is interdisciplinary, such a procedure assures that unnecessary duplication is avoided and that all users have equal access to resources.

Standard

- In previous years, the dollar amount presented was a percentage of the per student expenditure. The numbers presented in this document represent one half of one percent (0.5\%) of the base cost per student ($8,950) as designated in the Costing Out Study with a 2010/2011 index increase (PDE, Definitions). The statistics were influenced by a variety of sources, including the annual study done by Lesley Farmer and Marilyn L. Shontz, recommendations from practicing school librarians, and data provided by School Library Journal representing the percent increase in prices.

Additional funding may be available through grants and other avenues. PA PACT is an “umbrella” application composed of several funding streams for distributing money to PA school districts. Two of these streams, Accountability Block Grant (ABG) and Basic Education Funding (BEF) may be used to pay librarians, pay library aides, or purchase library materials. Librarians should talk to school administrators in March and explain why part of this funding should target the school library.

The Access PA Database program and the POWER Library resources give Pennsylvania school libraries and public libraries access to a variety of periodical and reference databases at minimum cost to individual libraries. This may reduce the estimated expenditures in serials and electronic resources categories.

Each building’s school librarian, following established school district budgeting procedures, should apportion library funds among the various materials included in the library program. Total budget per student for each level should represent:

- $41.00 for the elementary school library
- $45.00 for the middle school library
- $50.00 for the high school library

When developing a budget, the following per student standard for library expenditures should be considered:

Print – Print material includes but is not limited to books and serials.

- Books - This does not include expenditures for textbooks or multiple copies of titles purchased for department collections and used as texts.
- Serials - Serials (magazines, journals, newspapers, and periodically updated collections) include those that are curriculum related, represent student interest, and have divergent editorial viewpoints. A general magazine index, appropriate to the level of the campus, is available either in print or digital format for use with periodicals. When second and third newspaper subscriptions are added, local/state/national publications are represented.
### Elementary School

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum</th>
<th>Standard</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisuals</td>
<td>$3.69</td>
<td>$6.15</td>
<td>$6.77</td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>$3.69</td>
<td>$6.15</td>
<td>$6.77</td>
</tr>
</tbody>
</table>
APPENDIX C: Collection of Materials and Resources as an Essential Element

**Books** – This does not include textbooks or multiple copies of titles purchased for department collections and used as texts.

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>20 currently useful* volumes per student</td>
<td>25 currently useful* volumes per student</td>
<td>30 currently useful* volumes per student</td>
</tr>
<tr>
<td>Middle/Jr. High School</td>
<td>15 currently useful* volumes per student</td>
<td>20 currently useful* volumes per student</td>
<td>25 currently useful* volumes per student</td>
</tr>
<tr>
<td>High School</td>
<td>15 currently useful* volumes per student</td>
<td>20 currently useful* volumes per student</td>
<td>25 currently useful* volumes per student</td>
</tr>
</tbody>
</table>

* NOTE: Please refer to [Chapter 3: Library Management and Administration “Collection Development and Resources” section of this manual](#) (Page 20)

**Serials** – Serials (magazines, journals, newspapers, and periodically updated collections) include those that are curriculum related, represent student interest, and have divergent editorial viewpoints. Access to electronic periodical databases may affect the reporting of periodical titles.

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>15-20 titles</td>
<td>20-35 titles</td>
<td>35-50 titles</td>
</tr>
<tr>
<td>Middle/Jr. High School</td>
<td>45-55 titles</td>
<td>55-70 titles</td>
<td>70-125 titles</td>
</tr>
<tr>
<td>High School</td>
<td>55-70 titles</td>
<td>70-105 titles</td>
<td>105-150 titles</td>
</tr>
</tbody>
</table>

**Newspapers** – When second and third newspaper subscriptions are added, local/state/national coverage is represented. Electronic access to additional newspapers is ideal.

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>1 title</td>
<td>2 titles</td>
<td>3+ titles</td>
</tr>
<tr>
<td>Middle/Jr. High School</td>
<td>2 titles</td>
<td>3 titles</td>
<td>4+ titles</td>
</tr>
<tr>
<td>High School</td>
<td>3 titles</td>
<td>4 titles</td>
<td>5+ titles</td>
</tr>
</tbody>
</table>
Electronic Resources

The success of any technology in a school library depends on how well it is integrated into the library’s services, collection, and program. Given the current state of knowledge of technology, the following electronic resources are recommended as “standard” in every school library in Pennsylvania:

- Access PA Database (online resource sharing project)
- POWER Library databases (reference and periodical databases)
- Authoritative online subscription based resources which meet student curricula needs. These resource should be selected by the librarian and be accessible to the students 24/7 (See Appendix B: Electronic Resources Budget)
- Integrated Library Management System with 24/7 accessibility to the catalog
- Internet access and web browser
- Library home page functioning as a portal to acceptable online resources
- Productivity software including but not limited to: word processing, spreadsheet, desktop publishing, and presentation software
- Video production software
- Photographic/graphic software
- Digital imaging software
- Library web presence
- Ask Here PA (Statewide live chat reference service available 24/7/365)
- Digital repositories
- Authoritative Web collaboration tools
- WebJunction
- Online meeting software

Refer to the website of the Software and Information Industry Association, http://www.siia.net/ for useful information about software licensing.

Professional Collection

Materials for parents, teachers, and administrators should be available in a professional collection that supports and encourages professional growth at all levels and subject areas. Books, journals, and other professional materials assist teachers in staying current with educational trends and developments; learning new teaching techniques, activities and strategies; and keeping abreast of timely and relevant research. A special area dedicated to the use of these materials is ideal. “To meet standards in the professional collection, all books and other items must have copyright dates within the most recent 12-year time span.” (Standards for Missouri School Libraries 10)

Professional materials in this collection should include:

- Books
- Videos
- Journals/Periodicals
- POWER Library Databases
- WebJunction
- Other digital and electronic resources
- Useful Internet sites (on the library homepage under “Staff Development“ or “Teacher Resources”).
APPENDIX D: Equipment as an Essential Element

The following equipment refers to items used exclusively within the library. All equipment shall be evaluated annually as to its usefulness and currency.

**Computer Equipment** – It is essential that students are able to create products that apply to authentic, real world contexts. (AASL 3.3.4 Standards for the 21st Century Learner) In addition, computers are used for instruction, management, and information retrieval. Computers may be used for online catalogs, access to online databases, word processing software, curriculum-related software, and management functions such as circulation, inventory, acquisitions, and serials control. Therefore, a library should be able to accommodate an entire classroom of students at computers for hands-on instruction and research and production.

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Student Use</td>
<td>35 per library</td>
<td>45 per library</td>
<td>2/3 of the seating capacity of the library</td>
</tr>
<tr>
<td>For Library Management with bar code scanner</td>
<td>2 per library</td>
<td>4 per library</td>
<td>6 per library</td>
</tr>
<tr>
<td>Wireless access for school computers</td>
<td>1 hub</td>
<td>1 hub</td>
<td>1 hub</td>
</tr>
</tbody>
</table>

Additional student computers may be needed depending on student population and number of teaching areas.

**Peripherals**

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi function scanner</td>
<td>1 per library</td>
<td>1 per library</td>
<td>2 per library</td>
</tr>
<tr>
<td>Printer</td>
<td>2 black and white printers per library</td>
<td>2 black and white printers per library</td>
<td>2 black and white printers per library</td>
</tr>
<tr>
<td>All Computer – Related Equipment should be life-cycled.</td>
<td>20% every year</td>
<td>25% every year</td>
<td>33% every year</td>
</tr>
<tr>
<td>Microphone</td>
<td>5 per library</td>
<td>15 per library</td>
<td>25 per library</td>
</tr>
</tbody>
</table>

**Telephone/Cable Connections** - Essential for technical support, library management, interlibrary loan, and distance learning. The second phone should be a cordless or cell phone to effectively handle management situations.

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>2 per library</td>
<td>2 per library</td>
<td>2 per library</td>
</tr>
<tr>
<td>Facsimile</td>
<td>1 per building</td>
<td>1 per library</td>
<td>1 per library</td>
</tr>
</tbody>
</table>
**Video** – Video equipment is intended to be utilized within the library or as part of a collaborative student project. Equipment can take the form of built in webcams, pocket cameras, etc.

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Monitor/Receiver with Cable Connections</td>
<td>1 per library</td>
<td>1 per library</td>
<td>1 per library teaching area</td>
</tr>
<tr>
<td>VCR</td>
<td>1 per library</td>
<td>1 per library</td>
<td>1 per library</td>
</tr>
<tr>
<td>DVD</td>
<td>1 per library</td>
<td>1 per library</td>
<td>1 per library teaching area</td>
</tr>
<tr>
<td>Digital Video Camera/Still Camera</td>
<td>5 per library</td>
<td>15 per library</td>
<td>25 per library</td>
</tr>
</tbody>
</table>

**Photocopy & Production**

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi function Copier</td>
<td>1 per library</td>
<td>2 per library</td>
<td>2 per library</td>
</tr>
<tr>
<td>Laminator</td>
<td>1 per building</td>
<td>1 per building</td>
<td>1 per building</td>
</tr>
</tbody>
</table>

**Projection**

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCD Video Projector</td>
<td>1 per library</td>
<td>1 per library</td>
<td>1 per library teaching area</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>1 per library</td>
<td>1 per library</td>
<td>1 per library</td>
</tr>
<tr>
<td>Document Projector</td>
<td>1 per library</td>
<td>2 per library</td>
<td>1 per library teaching area</td>
</tr>
<tr>
<td>Slide Projector with remote</td>
<td>1 per building</td>
<td>1 per building</td>
<td>1 per building</td>
</tr>
<tr>
<td>Electronic Whiteboard</td>
<td>1 per library</td>
<td>1 per library</td>
<td>1 per library teaching area</td>
</tr>
</tbody>
</table>

**Assistive Technology**

Current lists of equipment to meet the requirements of special needs students can be found at [http://standards.gov/standards_gov/assistiveTechnology.cfm](http://standards.gov/standards_gov/assistiveTechnology.cfm) or [http://www.section508.gov](http://www.section508.gov)
APPENDIX E: Facilities as an Essential Element of Environment

The design of the school library facility plays a major role in how well the program serves the school. The physical layout contributes to smooth traffic patterns, multiple simultaneous uses or events, and a structure in which faculty and students can move about easily and efficiently. The aesthetic appearance of the school library creates the feeling of welcome as well as the desire for students and staff to spend time within the facility. Well-developed layouts, providing discreet yet adjacent areas that are carefully planned, speak to the underlying organizational structure of the program as a whole.

Fundamental issues include ease of access for all members of the school community; areas that accommodate individual, small group, and large group learning activities; ergonomically appropriate furnishings; good lighting and sound control; and attractive interior design colors and textures. Attention should be given to meeting the latest guidelines of the Americans with Disabilities Act. Providing space for group work requires either designated areas or conference/seminar rooms; large group instruction requires separate contained teaching space equipped with white boards, projection equipment, and technology connections (phone, computer, electricity); and story areas should be of sufficient size to accommodate entire classes.

Space Recommendations

Educational specifications for libraries are unique because of the individual philosophy of the school and the particular curriculum that the school delivers. Therefore, the library facilities should permit ease of access and flexibility of patron usage as the library program evolves to accommodate and adapt to new information technologies and developments. Spaces vary significantly depending upon the services expected as part of the program. (Beyond Proficiency 24, Formanack 5)

To determine the physical size of the school library, use the following formula:

For elementary schools: 24 percent of the student body multiplied by 40 sq. ft., e.g., 300 students x .24 = 72 x 40 = 2,880 sq. ft., plus 30 sq. ft. per workstation, plus office, conference, storage, and instructional room.

Seating capacity will be determined by a combination of the size of the student body and the number of staff persons available for supervision.

For secondary students: 15 percent of the student body multiplied by 40 sq. ft., e.g., 1,000 students x .15 = 150 x 40 = 6,000, plus 30 sq. ft. per workstation, plus office, conference, storage, and instructional room.

Seating capacity will be 12 percent of the total student body. (Erikson 25)

This formula reflects a continued need for standard space even in highly networked environments because of the instructional focus of the school library program and recent educational trends: e.g., cooperative learning, project-based curricula, resource-based teaching and learning, inclusion of special needs students into normal classroom activities wherever they occur, etc.

Administrative Area

The administrative area includes space for an office area, including space for collaborative planning and processing of library materials, technology distribution room(s), audiovisual equipment storage, and storage space for supplies and materials.
• **Office** - An office area provides a quiet, confidential area for the professional staff to plan lessons, develop and expend budget, meet with individual students or staff members, conduct telephone conversations, read and respond to correspondence, etc. This area is separate from the workroom in function and design.

• **Workroom** - The workroom includes adequate workspace with a carefully planned counter (18-24 inches deep) with a laminate top and work-type sink with running water, various sizes of storage drawers and cabinets, kneehole spaces below the counter, and shelves above. A counter of two heights is desirable and most efficient. Adequate electrical outlets, phone outlets, climate control, and computer network connections should be available.

• **Equipment Storage and Distribution** – Equipment storage must include adequate security provisions. Additional storage may be needed depending on the amount of circulating equipment.

• **Periodical Storage** – Schools with files of back issues of magazines should provide convenient space for storage.

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>150 sq. ft.</td>
<td>300 sq. ft.</td>
<td>300 sq. ft. plus 150 sq. ft. per additional staff member.</td>
</tr>
<tr>
<td>Workroom</td>
<td>100 sq. ft.</td>
<td>200 sq. ft.</td>
<td>300 - 400 sq. ft.</td>
</tr>
<tr>
<td>Equipment Storage and Distribution</td>
<td>100 sq. ft. (greater as needed)</td>
<td>200 - 300 sq. ft.</td>
<td>400 sq. ft.</td>
</tr>
<tr>
<td>Periodical Storage</td>
<td>100 - 200 sq. ft.</td>
<td>400 sq. ft.</td>
<td>600 sq. ft.</td>
</tr>
</tbody>
</table>

**Circulation / Collection Area**

The Circulation / Collection area includes space for a circulation desk, shelving to house the collection and seating and work space for students to interact with the resource materials. This area may also include a browsing area, listening / viewing stations, computer workstations as well as traditional tables and chairs. (Johnson 18) This area should also accommodate space for security measures if needed.

Within the interior space, basic functional spaces should be designed to house the collection (floor area for shelving and traffic access – 3 ft. linear shelving for every 25 volumes or 50 picture book in the collection. (Standards for New Mexico Libraries 9) Please keep in mind that stand alone shelving should not exceed 42” in height for supervision purposes.

• **Circulation** – Area to include space for the circulation desk. The circulation desk should be near the main entrance with easy access to the administration area and in a location that provides unrestrictive viewing of the various library areas for security purposes. The primary function of this area is student supervision and material checkout. This area will include at least one staff computer workstation for checkout of materials, copying equipment, a printer, an automated checkout station, displays, storage for materials to be reshelved, and shelving for new and reserved materials.

• **General Reading and Access Area** – This main library area includes seating and workspace for individual students to interact directly with all types of materials. An automated checkout station and electronic catalog stations (at a rate of one per six students based on the seating capacity) may also be included. Seating may include carrels and informal seating arrangements in addition to traditional tables and chairs.

The access area should be large enough to provide a full class access to electronic products and the Internet. The workstations can be used for a multitude of functions including access to
reference and index programs, word processing, online catalogs, POWER Library, other online databases, and the Internet. Appropriate network wiring or wireless access is required. Networked printers should be available. Security issues (hardware and software) and lighting are to be considered.

### Instructional Area

The Instructional area includes space for formal seating such as a reference research area, production areas, computer workstations, leisure reading areas, teaching areas, and conference areas. These instructional areas should provide the flexibility of also being utilized as instructional computer facilities and easily adaptable to various instructional configurations. These areas should also have the capabilities of accessing the resources provided by the school district, the Pennsylvania Department of Education and other appropriate instructional software and programs.

- **Leisure Reading Areas / Reference Research Areas** – Individual reading and studying areas with seating and tables that can be integrated into quiet areas of the library (adjacent to periodical and book displays). Tables should seat no more than four students.
- **Production Area** – Facilities for producing and recording educational broadcasts for instructional use should include humidity, temperature and sound control, and adequate electrical wiring and lighting.
- **Teaching Area** – Teaching areas should be adequate enough to be able to seat the largest class size in the building and have the technology available to support the curriculum based on the critical thinking and evaluation skills of the lesson.
- **Conference Area** – Small-group viewing and listening may occur in an instructional area or in small rooms that can also serve as conference areas. Screens, acoustically treated surfaces, sufficient electrical outlets, and light control are provided. Television antenna or cable television drops are available, as are computer network connections, including Internet access. Movable walls make possible a more efficient use of space provided for conference areas (Erikson 88-89).

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure Reading / Reference Research Area</td>
<td>100 sq. ft.</td>
<td>200 – 500 sq. ft.</td>
<td>600 sq. ft. +</td>
</tr>
<tr>
<td>Production Area</td>
<td>300 sq. ft.</td>
<td>600 sq. ft.</td>
<td>800 sq. ft.</td>
</tr>
<tr>
<td>Leisure Reading Area</td>
<td>500 - 999 sq. ft.</td>
<td>5 – 15% of enrollment at 40 sq. ft. per student</td>
<td>15 – 30% of enrollment at 40 sq. ft. per student</td>
</tr>
<tr>
<td>Teaching Areas</td>
<td>1 area (800 sq. ft.)</td>
<td>1 area (800 sq. ft.)</td>
<td>2 areas (800 sq. ft.)</td>
</tr>
<tr>
<td>Conference Area</td>
<td>120 sq. ft. – conference and small group</td>
<td>3 areas (120 sq. ft. each for conference/small group)</td>
<td>600 sq. ft. +</td>
</tr>
</tbody>
</table>

### Professional Area

The Professional area includes space for tables and chairs, group meetings and the previewing of audiovisual and electronic materials in the area where the professional collection is housed. The computer workstation(s) in this area should be networked and access the Internet. (Erikson 88-89)

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM</th>
<th>STANDARD</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Area</td>
<td>100 sq. ft.</td>
<td>200 – 500 sq. ft.</td>
<td>600 sq. ft. +</td>
</tr>
</tbody>
</table>
Other Considerations

An inviting environment will draw staff and students into the library space by providing an appealing atmosphere. Plan color scheme for walls, carpeting and furniture with this in mind.

A combination of natural lighting with other task lighting is desirable. Lights should be zoned so only one area can be dimmed when necessary. Window coverings may be needed if sunlight causes glare on computer screens. Also, if skylights are being utilized within the library, do not locate shelving or computers under these.

Additional considerations, such as green libraries and ADA requirements, can be located in the resources available as part of the recommended reading. It is also recommended that, prior to making any final decisions, updated regulations are reviewed.
APPENDIX F: Guide to the Copyright Law

Disclaimer: These guidelines are meant to educate students, teachers, and administrators on parameters and issues surrounding the topics of Fair Use and copyright and are not to be regarded as statutory or case law. Please consult a qualified attorney for specific information or advice.

Several changes in copyright laws and library practices have occurred since the 2005 publication of Pennsylvania Guidelines for School Library Information Programs. This document endeavors to provide the most up-to-date information regarding the rights of users to copyrighted material.

Each school librarian and educator should review copyright practices and policies with appropriate legal counsel. The most current and pending legislation may be viewed at The American Library Association’s web site http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm. Copyright and Fair Use issues can be researched at The Library of Congress website at http://www.copyright.gov.

The following information is the most current interpretation by The American Library Association:

Copyright

The Digital Age presents new challenges to fundamental copyright doctrines that are legal cornerstones of library services. Libraries are leaders in trying to maintain a balance of power between copyright holders and users, in keeping with the fundamental principles outlined in the Constitution and carefully crafted over the past 200 years. In this role, we closely follow both federal and state legislation and make our voices heard when our issues are moving. Libraries are perceived as a voice for the public good and our participation is often sought in "friend of the court" briefs in important intellectual property cases. Our involvement extends to the international copyright arena where we also follow the treaties to which the U.S. is a signatory and which could influence the development of copyright changes at home.

Copyright issues are among the most hotly contested issues in the legal and legislative world; billions of dollars are at stake. Legal principles and technological capabilities are constantly challenging each other and every outcome can directly affect the future of libraries.

Everyday copyright law affects the way libraries provide information to their users. The first sale doctrine enables libraries to lend books and other resources. Fair use allows for the use of copyrighted works for purposes of criticism, comment, news reporting, scholarship, or research. Libraries are permitted to make reproductions of copyrighted works for preservation and replacement purposes. And under copyright law, libraries can aid in the transformation and reproduction of copyrighted works for users with disabilities. As libraries advocate for user rights and access to information, it is crucial to continue to address the emerging challenges posed at the intersection of technology, society, and law.

Related Links

- Berkeley Center for Law and Technology
- Digital Future Coalition
- Electronic Frontier Foundation
- U. S. Copyright Office, Library of Congress
- World Intellectual Property Organization (WIPO)

DIGITAL MILLENNIUM COPYRIGHT ACT 1998

The following summarizes the key sections of the DMCA that relate to libraries.

TITLE I: New Prohibitions on Circumvention of Protection Technologies

- Prohibits the "circumvention" of any effective "technological protection measure" (e.g., a password or form of encryption) used by a copyright holder to restrict access to its material.
- Prohibits the manufacture of any device, or the offering of any service, primarily designed to defeat an effective "technological protection measure."
- Defers the effective date of these prohibitions for two years or 18 months, respectively.
- Requires that the Librarian of Congress issue a three-year waiver from the anti-circumvention prohibition when there is evidence that the new law adversely affects or may adversely affect "Fair Use" and other non-infringing uses of any class of work.
- Expressly states that many valuable activities based on the Fair Use Doctrine (including reverse engineering, security testing, privacy protection, and encryption research) will not constitute illegal "anti-circumvention."
- Makes no change to the Fair Use Doctrine, or to other information user privileges and rights.

TITLE II: Limitations on Online Service Provider Liability

- Exempts any OSP (online service provider) or carrier of digital information (including libraries) from copyright liability based solely on the content of a transmission made by user of the provider’s or carrier’s system (e.g., the user of a library computer system).
- Establishes a mechanism for avoiding copyright infringement liability based upon the storage of infringing information on an online service provider’s own computer system, or upon the use of "information location tools" and hyperlinks, if the provider acts "expeditiously to remove or disable access to" infringing material identified in a formal notice by the copyright holder.

TITLE IV: Digital Preservation

This section updates the current preservation provision of the Copyright Act (Section 108) to

- expressly permit authorized institutions to make up to three digital preservation copies of an eligible copyrighted work
- electronically "loan" those copies to other qualifying institutions
- permit preservation, including by digital means, when the existing format in which the work has been stored becomes obsolete.


FAIR USE GUIDELINES FOR EDUCATIONAL MULTIMEDIA

On September 27, 1996, the Subcommittee on Courts and Intellectual Property, Committee on the Judiciary, U.S. House of Representatives, adopted a set of fair use guidelines for the production and use of multimedia in educational settings.

As indicated in the cover letter from the Subcommittee on Courts and Intellectual Property, "These guidelines do not represent a legal document, nor are they legally binding. They do represent an agreed
upon interpretation of the fair use provisions of the Copyright Act. The specific portion and time limitations will help educators, scholars and students more easily identify whether using a portion of a certain copyrighted work in their multimedia program constitutes a fair use of that work. They grant a relative degree of certainty that a use within the guidelines will not be perceived as an infringement of the Copyright Act by the endorsing copyright owners, and that permission for such use will not be required. The more one exceeds these guidelines, the greater the risk that the use of a work is not fair use, and that permission must be sought.

Fair-use Statute Section 107 lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted fair use: In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The actual text of the Fair Use Guidelines for Educational Multimedia can be found at this link http://www.washington.edu/classroom/emc/fairuse.html.

An additional resource to consult is the Code of Best Practices in Fair Use for Media Literacy Education. This document is a code of best practices that helps educators using media literacy concepts and techniques to interpret the copyright doctrine of fair use.


THE TEACH ACT

“On November 2, 2002, the ‘Technology, Education and Copyright Harmonization Act’ (TEACH Act), was signed into law by President Bush. TEACH amends the copyright law by expanding teaching exemptions to the digital education classroom.” These revisions clarify that materials protected by copyright can be used in digital formats and distributed through digital networks without infringing the copyright law subject to various conditions, requirements, and limitations. TEACH recognizes that distance learning may occur anywhere in today’s highly digital environment and that many activities that are lawful in the physical classroom are legal in the digital classroom.

Only accredited, non-profit educational institutions may take advantage of these new privileges, and to do so, they must take several actions to prevent copyrighted works from being used in ways that may infringe their copyrights. In particular, TEACH imposes a set of general technological requirements.

In summary, TEACH requires the use of technology to reasonably:

- Limit access to copyrighted works to students currently enrolled in the class;
- Limit access only for the time period necessary to complete the class session;
- Prevent further copying of copyrighted works; and
- Prevent further distribution of copyrighted works.

(Excerpt from Technological Requirements of the TEACH Act, the American Library Association’s Office...
Kenneth Crews states in New Copyright Law for Distance Education: The Meaning and Importance of the TEACH Act, “the primary benefit of the TEACH Act for educators is its repeal of the earlier version of Section 110(2), which was drafted principally in the context of closed-circuit television. That law permitted educators to ‘perform’ only certain types of works and generally allowed transmissions to be received only in classrooms and similar locations. These restrictions, and others, usually meant that the law could seldom apply to the context of modern, digital transmissions that might utilize a range of materials and need to reach students at home, at work, and elsewhere. The new version of Section 110(2) offers these explicit improvements:

- **Expanded range of allowed works.** The new law permits the display and performance of nearly all types of works. The law no longer sweepingly excludes broad categories of works, as did the former law. However, a few narrow classes of works remain excluded, and uses of some types of works are subject to quantity limitations.

- **Expansion of receiving locations.** The former law limited the transmission of content to classrooms and other similar location. The new law has no such constraint. Educational institutions may now reach students through distance education at any location.

- **Storage of transmitted content.** The former law often permitted educational institutions to record and retain copies of the distance-education transmission, even if it included copyrighted content owned by others. The new law continues that possibility. The law also explicitly allows retention of the content and student access for a brief period of time, and it permits copying and storage that is incidental or necessary to the technical aspects of digital transmission systems.

- **Digitizing of analog works.** In order to facilitate digital transmissions, the law permits digitization of some analog works, but in most cases only if the work is not already available in digital form.”

Educators must comply with the many requirements of the law. The American Library Association is an excellent resource for more detailed information about the TEACH Act and its impact on distance education.
INTELLECTUAL PROPERTY RIGHTS

Connected to the issue of copyright is the concept of Intellectual Property Rights. The term intellectual property refers broadly to the creations of the human mind. Intellectual property rights protect the interest of creators by giving them property rights over their creations.

When the World Intellectual Property Organization was established, it gave the following list of subject matter protected by intellectual property rights which is still relevant today:

- literary, artistic and scientific works;
- performances of performing artists, phonograms, and broadcasts;
- inventions in all fields of human endeavor;
- scientific discoveries;
- industrial designs;
- trademarks, service marks, and commercial names and designations;
- protection against unfair competition; and
- “all other rights resulting from intellectual activity in the industrial, scientific, literary or artistic fields.” (World International Copyright Organization)

Disclaimer: This document is intended to assist users with the creation of multimedia projects and not to define and limit the concept of intellectual property.
WHEN U.S. WORKS PASS INTO THE PUBLIC DOMAIN

Definition: A public domain work is a creative work that is not protected by copyright and which may be freely used by everyone. The reasons that the work is not protected include: (1) the term of copyright for the work has expired; (2) the author failed to satisfy statutory formalities to perfect the copyright; or (3) the work is a work of the U.S. Government.

The chart below is governed by the Creative Commons Attribution 3.0 License. Cornell Copyright Information Center [http://www.copyright.cornell.edu/](http://www.copyright.cornell.edu/)

**Copyright Term and the Public Domain in the United States**

1 January 2010

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Copyright Term</th>
<th>What was in the public domain in the U.S. as of 1 January 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpublished works</td>
<td>Life of the author + 70 years</td>
<td>Works from authors who died before 1940</td>
</tr>
<tr>
<td>Unpublished anonymous and pseudonymous works, and works made for hire</td>
<td>120 years from date of creation</td>
<td>Works created before 1890</td>
</tr>
<tr>
<td>(corporate authorship)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unpublished works when the death date of the author is not known</td>
<td>120 years from date of creation</td>
<td>Works created before 1890</td>
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</table>

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<thead>
<tr>
<th>Date of Publication</th>
<th>Conditions</th>
<th>Copyright Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1923</td>
<td>None</td>
<td>None. In the public domain due to copyright expiration</td>
</tr>
<tr>
<td>1923 through 1977</td>
<td>Published without a copyright notice</td>
<td>None. In the public domain due to failure to comply with required formalities</td>
</tr>
<tr>
<td>1978 to 1 March 1989</td>
<td>Published without notice, and without subsequent registration within 5 years</td>
<td>None. In the public domain due to failure to comply with required formalities</td>
</tr>
<tr>
<td>1978 to 1 March 1989</td>
<td>Published without notice, but with subsequent registration within 5 years</td>
<td>70 years after the death of author. If a work of corporate authorship, 95 years from publication or 120 years from creation, whichever expires first</td>
</tr>
<tr>
<td>1923 through 1963</td>
<td>Published with notice but copyright was not renewed</td>
<td>None. In the public domain due to copyright expiration</td>
</tr>
<tr>
<td>1923 through 1963</td>
<td>Published with notice and the copyright was renewed</td>
<td>95 years after publication date</td>
</tr>
<tr>
<td>1964 through 1977</td>
<td>Published with notice</td>
<td>95 years after publication date</td>
</tr>
</tbody>
</table>
### Works Registered or First Published in the U.S.

<table>
<thead>
<tr>
<th>Date of Publication</th>
<th>Conditions</th>
<th>Copyright Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978 to 1 March 1989</td>
<td>Created after 1977 and published with notice, or created before 1978 and first published with notice in the specified period</td>
<td>70 years after the death of author. If a work of corporate authorship, 95 years from publication or 120 years from creation, whichever expires first.</td>
</tr>
</tbody>
</table>

### Works First Published Outside the U.S. by Foreign Nationals or U.S. Citizens Living Abroad

<table>
<thead>
<tr>
<th>Date of Publication</th>
<th>Conditions</th>
<th>Copyright Term in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1923</td>
<td>None</td>
<td>In the public domain (But see first special case below)</td>
</tr>
</tbody>
</table>

### Works Published Abroad Before 1978

<table>
<thead>
<tr>
<th>Date of Publication</th>
<th>Conditions</th>
<th>Copyright Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1923 through 1977</td>
<td>Published without compliance with US formalities, and in the public domain in its source country as of 1 January 1996 (but see special cases)</td>
<td>In the public domain</td>
</tr>
<tr>
<td>1923 through 1977</td>
<td>Published in compliance with all US formalities (i.e., notice, renewal)</td>
<td>95 years after publication date</td>
</tr>
<tr>
<td>1923 through 1977</td>
<td>Solely published abroad, without compliance with US formalities or republication in the US, and not in the public domain in its home country as of 1 January 1996 (but see special cases)</td>
<td>95 years after publication date</td>
</tr>
<tr>
<td>1923 through 1977</td>
<td>Published in the US less than 30 days after publication abroad</td>
<td>Use the US publication chart to determine duration</td>
</tr>
<tr>
<td>1923 through 1977</td>
<td>Published in the US more than 30 days after publication abroad, without compliance with US formalities, and not in the public domain in its home country as of 1 January 1996 (but see special cases)</td>
<td>95 years after publication date</td>
</tr>
</tbody>
</table>

### Works Published Abroad After 1 January 1978
## Works First Published Outside the U.S. by Foreign Nationals or U.S. Citizens Living Abroad

<table>
<thead>
<tr>
<th>Date of Publication</th>
<th>Conditions</th>
<th>Copyright Term in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 1 January 1978</td>
<td>Published without copyright notice, and in the public domain in its source country as of 1 January 1996 (but see special cases)</td>
<td>In the public domain</td>
</tr>
<tr>
<td>After 1 January 1978</td>
<td>Published either with or without copyright notice, and not in the public domain in its home country as of 1 January 1996 (but see special cases)</td>
<td>70 years after death of author, or if work of corporate authorship, 95 years from publication</td>
</tr>
</tbody>
</table>

### Special Cases

<table>
<thead>
<tr>
<th>1 July 1909 through 1978</th>
<th>In Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Guam, and the Northern Mariana Islands ONLY. Published in a language other than English, and without subsequent republication with a copyright notice</th>
<th>Treat as an unpublished work until such date as first US-compliant publication occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 19 Aug. 1954</td>
<td>Published by a Laotian in Laos</td>
<td>In the public domain</td>
</tr>
<tr>
<td>Between 18 Aug. 1954 and 3 Dec. 1975</td>
<td>Published by a Laotian in Laos</td>
<td>Use the US publication chart to determine duration</td>
</tr>
<tr>
<td>Prior to 27 May 1973</td>
<td>Published by a national of Turkmenistan or Uzbekistan in either country</td>
<td>In the public domain</td>
</tr>
<tr>
<td>After 26 May 1973</td>
<td>Published by a national of Turkmenistan or Uzbekistan in either country</td>
<td>May be protected under the UCC</td>
</tr>
<tr>
<td>Anytime</td>
<td>Created by a resident of Afghanistan, Eritrea, Ethiopia, Iran, Iraq, or San Marino, and published in one of these countries</td>
<td>Not protected by US copyright law until they become party to bilateral or international copyright agreements</td>
</tr>
<tr>
<td>Anytime</td>
<td>Works whose copyright was once owned or administered by the Alien Property Custodian, and whose copyright, if restored, would as of January 1, 1996, be owned by a government</td>
<td>Not protected by US copyright law</td>
</tr>
<tr>
<td>Anytime</td>
<td>If published in one of the following countries, the 1 January 1996 date given above is replaced by the date of the country’s membership in the Berne Convention or the World Trade Organization, whichever is earlier: Andorra, Angola, Armenia, Bhutan, Cambodia, Comoros, Jordan, Korea, Democratic People’s Republic, Micronesia, Montenegro, Nepal, Oman, Papua New Guinea, Qatar, Samoa, Saudi Arabia, Solomon Islands, Sudan, Syria, Tajikistan, Tonga, United Arab Emirates, Uzbekistan, Vietnam, Yemen</td>
<td></td>
</tr>
<tr>
<td>Date of Fixation/Publication</td>
<td>Conditions</td>
<td>What was in the public domain in the U.S. as of 1 January 2010</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Unpublished Sound Recordings, Domestic and Foreign</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to 15 Feb. 1972</td>
<td>Indeterminate</td>
<td>Subject to state common law protection. Enters the public domain on 15 Feb. 2067</td>
</tr>
<tr>
<td>After 15 Feb. 1972</td>
<td>Life of the author + 70 years. For unpublished anonymous and pseudonymous works and works made for hire (corporate authorship), 120 years from the date of fixation</td>
<td>Nothing. The soonest anything enters the public domain is 15 Feb. 2067</td>
</tr>
<tr>
<td><strong>Sound Recordings Published in the United States</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed prior to 15 Feb. 1972</td>
<td>None</td>
<td>Subject to state statutory and/or common law protection. Fully enters the public domain on 15 Feb. 2067</td>
</tr>
<tr>
<td>15 Feb 1972 to 1978</td>
<td>Published without notice (i.e., ☞, year of publication, and name of copyright owner)</td>
<td>In the public domain</td>
</tr>
<tr>
<td>15 Feb. 1972 to 1978</td>
<td>Published with notice</td>
<td>95 years from publication. 2068 at the earliest</td>
</tr>
<tr>
<td>1978 to 1 March 1989</td>
<td>Published without notice, and without subsequent registration</td>
<td>In the public domain</td>
</tr>
<tr>
<td>1978 to 1 March 1989</td>
<td>Published with notice</td>
<td>70 years after death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation. 2049 at the earliest</td>
</tr>
<tr>
<td>After 1 March 1989</td>
<td>None</td>
<td>70 years after death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation. 2049 at the earliest</td>
</tr>
<tr>
<td><strong>Sound Recordings Published Outside the United States</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to 1923</td>
<td>None</td>
<td>Subject to state statutory and/or common law protection. Fully enters the public domain on 15 Feb. 2067</td>
</tr>
<tr>
<td>1923 to 1 March 1989</td>
<td>In the public domain in its home country as of 1 Jan. 1996 or there was US publication within 30 days of the foreign publication (but see special cases)</td>
<td>Subject to state common law protection. Enters the public domain on 15 Feb. 2067</td>
</tr>
<tr>
<td>1923 to 15 Feb. 1972</td>
<td>Not in the public domain in its home country as of 1 Jan. 1996. At least one author of the work was not a US citizen or was living abroad, and there was no US publication within 30 days of the foreign publication (but see special cases)</td>
<td>Enters public domain on 15 Feb. 2067</td>
</tr>
</tbody>
</table>
### Sound Recordings

(Note: The following information applies only to the sound recording itself, and not to any copyrights in underlying compositions or texts.)

<table>
<thead>
<tr>
<th>Date of Fixation/Publication</th>
<th>Conditions</th>
<th>What was in the public domain in the U.S. as of 1 January 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Feb. 1972 to 1978</td>
<td>Not in the public domain in its home country as of 1 Jan. 1996. At least one author of the work was not a US citizen or was living abroad, and there was no US publication within 30 days of the foreign publication (but see special cases)</td>
<td>95 years from date of publication. 2068 at the earliest</td>
</tr>
<tr>
<td>1978 to 1 March 1989</td>
<td>Not in the public domain in its home country as of 1 Jan. 1996. At least one author of the work was not a US citizen or was living abroad, and there was no US publication within 30 days of the foreign publication (but see special cases)</td>
<td>70 years after death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation</td>
</tr>
<tr>
<td>After 1 March 1989</td>
<td>None</td>
<td>70 years after death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation</td>
</tr>
</tbody>
</table>

#### Special Cases

- **Fixed at any time**
  - Created by a resident of Afghanistan, Eritrea, Ethiopia, Iran, Iraq, or San Marino, and published in one of these countries
  - Not protected by US copyright law because they are not party to international copyright agreements

- **Fixed prior to 1996**
  - Works whose copyright was once owned or administered by the Alien Property Custodian, and whose copyright, if restored, would as of 1 January 1996 be owned by a government
  - Not protected by US copyright law

- **Fixed at any time**
  - If fixed or solely published in one of the following countries, the 1 January 1996 date given above is replaced by the date of the country's membership in the Berne Convention or the World Trade Organization, whichever is earlier: Andorra, Angola, Armenia, Bhutan, Cambodia, Comoros, Jordan, Korea, Democratic People’s Republic, Micronesia, Montenegro, Nepal, Oman, Papua New Guinea, Qatar, Samoa, Saudi Arabia, Solomon Islands, Sudan, Syria, Tajikistan, Tonga, United Arab Emirates, Uzbekistan, Vietnam, Yemen

### Architectural Works

(Note: Architectural plans and drawings may also be protected as textual/graphics works)

<table>
<thead>
<tr>
<th>Date of Design</th>
<th>Date of Construction</th>
<th>Copyright Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1 Dec. 1990</td>
<td>Not constructed by 31 Dec. 2002</td>
<td>Protected only as plans or drawings</td>
</tr>
<tr>
<td>Prior to 1 Dec. 1990</td>
<td>Constructed by 1 Dec. 1990</td>
<td>Protected only as plans or drawings</td>
</tr>
<tr>
<td>Prior to 1 Dec. 1990</td>
<td>Constructed between 30 Nov. 1990 and 31 Dec. 2002</td>
<td>Building is protected for 70 years after death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation</td>
</tr>
</tbody>
</table>
Notes


2. Treat unpublished works registered for copyright prior to 1978 as if they had been published in the US (though note that the only formality that applied was the requirement to renew copyright after 28 years). Unpublished works registered for copyright since 1978 can be considered as if they were an "Unpublished, Unregistered Work."

3. All terms of copyright run through the end of the calendar year in which they would otherwise expire, so a work enters the public domain on the first of the year following the expiration of its copyright term. For example, a book published on 15 March 1923 will enter the public domain on 1 January 2019, not 16 March 2018 (1923+95=2018).

4. Unpublished works when the death date of the author is not known may still be copyrighted after 120 years, but certification from the Copyright Office that it has no record to indicate whether the person is living or died less than 70 years before is a complete defense to any action for infringement. See 17 U.S.C. § 302(e).

5. Presumption as to the author's death requires a certified report from the Copyright Office that its records disclose nothing to indicate that the author of the work is living or died less than seventy years before.

6. "Publication" was not explicitly defined in the Copyright Law before 1976, but the 1909 Act indirectly indicated that publication was when copies of the first authorized edition were placed on sale, sold, or publicly distributed by the proprietor of the copyright or under his authority.

7. Not all published works are copyrighted. Works prepared by an officer or employee of the United States Government as part of that person's official duties receive no copyright protection in the US. For much of the twentieth century, certain formalities had to be followed to secure copyright protection. For example, some books had to be printed in the United States to receive copyright protection, and failure to deposit copies of works with the Register of Copyright could result in the loss of copyright. The requirements that copies include a formal notice of copyright and that the copyright be renewed after twenty eight years were the most common conditions, and are specified in the chart.

Page FAQ, especially "How Can I Tell Whether a Book Can Go Online?" and "How Can I Tell Whether a Copyright Was Renewed?", is also very helpful.

9. The following section on foreign publications draws extensively on Stephen Fishman, The Public Domain: How to Find Copyright-free Writings, Music, Art & More. (Berkeley, Nolo.com, 2004). It applies to works first published abroad and not subsequently published in the US within 30 days of the original foreign publication. Works that were simultaneously published abroad and in the US are treated as if they are American publications.

10. Foreign works published after 1923 are likely to be still under copyright in the US because of the Uruguay Round Agreements Act (URAA) modifying the General Agreement on Tariffs and Trade (GATT). The URAA restored copyright in foreign works that as of 1 January 1996 had fallen into the public domain in the US because of a failure to comply with US formalities. One of the authors of the work had to be a non-US citizen or resident, the work could not have been published in the US within 30 days after its publication abroad, and the work needed to still be in copyright in the country of publication. Such works have a copyright term equivalent to that of an American work that had followed all of the formalities. For more information, see Library of Congress Copyright Office, Highlights of Copyright Amendments Contained in the Uruguay Round Agreements Act (URAA), Circular 38b. [Washington, D.C.: Library of Congress, Copyright Office, 2004].

11. US formalities include the requirement that a formal notice of copyright be included in the work; registration, renewal, and deposit of copies in the Copyright Office; and the manufacture of the work in the US.

12. The differing dates is a product of the question of controversial Twin Books v. Walt Disney Co., decision by the 9th Circuit Court of Appeals in 1996. The question at issue is the copyright status of a work only published in a foreign language outside of the United States and without a copyright notice. It had long been assumed that failure to comply with US formalities placed these works in the public domain in the US and, as such, were subject to copyright restoration under URAA (see note 10). The court in Twin Books, however, concluded "publication without a copyright notice in a foreign country did not put the work in the public domain in the United States." According to the court, these foreign publications were in effect "unpublished" in the US, and hence have the same copyright term as unpublished works. The decision has been harshly criticized in Nimmer on Copyright, the leading treatise on copyright, as being incompatible with previous decisions and the intent of Congress when it restored foreign copyrights. The Copyright Office as well ignores the Twin Books decision in its circular on restored copyrights. Nevertheless, the decision is currently applicable in all of the 9th Judicial Circuit (Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and Guam and the Northern Mariana Islands), and it may apply in the rest of the country.


15. Copyright notice requirements for sound recordings are spelled out in the Copyright Office's Circular 3, "Copyright Notice," available at http://www.copyright.gov/circs/circ03.html. Here is the exact text:

16. The copyright notice for phonorecords embodying a sound recording is different from that for other works. Sound recordings are defined as "works that result from the fixation of a series of musical, spoken or other sounds, but not including the sounds accompanying a motion picture or other audiovisual work." Copyright in a sound recording protects the particular series of sounds fixed in the recording against unauthorized reproduction, revision, and distribution. This copyright is distinct from copyright of the musical, literary, or dramatic work that may be recorded on the phonorecord. Phonorecords may be records (such as LPs and 45s), audio tapes, cassettes, or disks. The notice should contain the following three elements appearing together on the phonorecord:

17. The symbol ⊙; and

18. The year of first publication of the sound recording; and

19. The name of the owner of copyright in the sound recording, or an abbreviation by which the name can be recognized, or a generally known alternative designation of the owner. If the producer of the sound recording is named on the phonorecord label or container and if no other name appears in conjunction with the notice, the producer's name shall be considered a part of the notice.


21. Architectural works are defined as "the design of a building as embodied in any tangible medium of expression, including a building, architectural plans, or drawings. The work includes the overall form as well as the arrangement and composition of spaces and elements in the design, but does not include individual standard features." Architectural works were expressly included in copyright by Title VII of Pub. L. 101-650.

22. What constitutes "publication" of a building is a very interesting question. As the Copyright Office has noted, "A work is considered published when underlying copies of the building design are distributed or made available..."
public by sale or other transfer of ownership, or by rental. Construction of a building does not itself constitute publication registration, unless multiple copies are constructed." See its Circular 41, "Copyright Claims in Architectural Works," available at http://www.copyright.gov/circs/circ41.html.

23. On 19 August 1954, Laos signed the Universal Copyright Convention (UCC) affording its citizens copyright protection in the US. That treaty may have been abrogated on 3 Dec. 1975 by the new government. It has not signed any other multinational copyright convention.

24. Turkmenistan and Uzbekistan may have inherited UCC obligations and protections from the USSR, which joined the UCC on 27 May 1973. See Peter B. Maggs, "Post-Soviet Law: The Case of Intellectual Property Law," The Harriman Institute Forum 5, no. 3 (November 1991). They have not as yet, however, filed a "Notification of Succession" with the UCC. See http://portal.unesco.org/culture/en/ev.php-URL_ID=1814&URL_DO=DO_TOPIC&URL_SECTION=201.html for signatories to the two UCC treaties.

25. If the source country’s first adhered to either the Berne Treaty or the WTO after 1 January 1996, then the relevant date is the earliest date of membership. Date of membership is tracked at http://en.wikipedia.org/wiki/list_of_parties_to_international_copyright_agreements

26. Contractors and grantees are not considered government employees. Generally they create works with copyright (though the government may own that copyright). See CENDI Frequently asked Questions about Copyright: Issues Affecting the U.S. Government . The public domain status of U.S. government works applies only in the U.S.

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Cornell Copyright Information Center <http://www.copyright.cornell.edu/>
APPENDIX G: American Library Association Code of Ethics

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.

IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.

V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of coworkers, and by fostering the aspirations of potential members of the profession.

Adopted January 22, 2008, by the ALA Council
APPENDIX H: Access to Resources and Services in the School Library Program

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY INFORMATION PROGRAM: AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.
It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school library media specialists to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

APPENDIX I: The Student’s Right to Read*

An open letter to the citizens of our country from the National Council of Teachers of English:

Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect...A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipeline for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.


The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual’s own existence.

In selecting books for reading by young adults, English teachers and librarians consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. It is the responsibility of the school librarian to provide materials that are in the curriculum as well as those chosen to maintain a balanced collection. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups. For example, a teacher might select John Knowles’ A Separate Peace for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slow readers, and partly because it has proved popular with many students of widely differing abilities. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne’s The Scarlet Letter, Khaled Hosseini’s The Kite Runner, Alexander Solzhenitsyn’s One Day in the Life of Ivan Denisovich, Pierre Boulle’s The Bridge Over the River Kwai, Charles Dickens’ Great Expectations, Tim Obrien’s The Things They Carried or Kathryn Stockett’s The Help depending upon the abilities and interests of the students in each group. And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. But the teacher selects, not censors, books. Selection implies that a teacher is free to choose this or that work, depending upon the purpose to be achieved and the student or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add, provided life is the better part of literature." Students and parents have the right to demand that
education today keep students in touch with the reality of the world outside the classroom. Much of classic literature asks questions as valid and significant today as when the literature first appeared, questions like:

- “What is the nature of humanity?”
- "Why do people praise individuality and practice conformity?"
- "What do people need for a good life?"
- "What is the nature of the good person?"

But youth is the age of revolt. To pretend otherwise is to ignore a reality made clear to young people and adults alike on television and radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous, but wondrous times we live in, books which talk of the fears, hopes, jobs, and frustrations people experience, books about people not only as they are, but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of mankind.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. Literature classes should reflect the cultural contributions of many minority groups in the United States, just as they should acquaint students with contributions from the peoples of Asia, Africa, and Latin America.

The Threat to Education

Censorship leaves students with an inadequate and distorted picture of the ideals, values, and problems of their culture. Writers may often represent their culture, or they may stand to the side and describe and evaluate that culture. Yet partly because of censorship or the fear of censorship, many writers are ignored or inadequately represented in the public schools and many are represented in anthologies not by their best work but by their "safest" or "least offensive" work.

The censorship pressures receiving the greatest publicity are those of small groups who protest the use of a limited number of books with some "objectionable" realist elements, such as *Brave New World*, *Lord of the Flies*, *Catcher in the Rye*, *Forever*, *Catch-22*, *Soul on Ice*, *Captain Underpants*, *The Adventures of Huckleberry Finn* or *And Tango Makes Three*. The most obvious and immediate victims are often found among our best and most creative teachers, those who have ventured outside the narrow boundaries of conventional texts and delivery systems. Ultimately, however, the real victims are the students, denied the freedom to explore ideas and pursue truth wherever and however they wish.

Great damage may be done by book committees appointed by national or local organizations to pore over anthologies, texts, library books, and paperbacks to find passages which advocate, or seem to advocate, causes, concepts, or practices these organizations condemn. As a result, some publishers, sensitive to possible objections, carefully exclude sentences or selections that might conceivably offend some group, somehow, sometime, somewhere. Concerns of censorship are now extended to multiple avenues of reading that is done by our students.

The Community's Responsibility

American citizens who care about the improvement of education are urged to join students, teachers, librarians, administrators, boards of education, and professional and scholarly organizations in support
of the students' right to read. Only widespread and informed support in every community can assure that:

- Enough citizens are interested in the development and maintenance of a superior school system to guarantee its achievement;
- Malicious gossip, ignorant rumors, and deceptive letters to the editor will not be circulated without challenge and correction;
- The community will not permit its resources and energies to be dissipated in conflicts created by special interest groups striving to advance their ideologies or biases; and
- Faith in democratic traditions and processes will be maintained.

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APPENDIX J: School Library Certification

The following resolution was approved by the U.S. National Commission on Libraries and Information Science in July, 2007:

Whereas, the more than 62,000 state certified school library media specialists in public schools and 3,909 state certified school library media specialists in private schools in the United States fill multiple roles in K–12 schools—teacher, instructional partner, information specialist, and program administrator—ensuring that students and staff are effective users of information and ideas; and

Whereas, multiple studies have affirmed a clear link between school library media programs and student achievement when those libraries are staffed by an experienced school library media specialist; and

Whereas, to be a critical part of a comprehensive and renewed strategy to ensure that students learn to read, every school library should be staffed by a highly qualified, state certified school library media specialist and every school should have a school library;

Now, be it therefore:

RESOLVED, that the U.S. National Commission on Libraries and Information Science (NCLIS) respectfully advises the Congress that:

- schools be provided with adequate resources to provide up-to-date print and non-print materials in all school library/media centers;
- school library media specialists be added to the “highly qualified” classification;
- every school library be staffed by a highly qualified, state certified school library media specialist.

—Excerpted with permission from the U.S. National Commission on Libraries and Information Science, July 2007. For a complete copy of this press release, see School Libraries Work!
GENERAL STANDARDS AND SPECIFIC PROGRAM GUIDELINES FOR STATE APPROVAL OF PROFESSIONAL EDUCATOR PROGRAMS

Library Science

I. Knowing the Content

The professional education program provides evidence that Library Science certification candidates complete a program of studies in Library Science the same as the academic content area courses and required electives of a major in a bachelor’s or master’s degree. The program shall require the candidates to demonstrate a knowledge of the fundamental concepts of library science utilized in teaching K-12 grade students including:

I.A. Instructional collaboration with school staff that integrate curricula content with access to and use of resources in varied formats including:

- Design, writing, and implementation of curriculum which fully integrates information management skills and the use of information in the educational program.
- Applying learning theories to information seeking and use in instruction, including critical thinking and problem solving skills.
- Designing and selecting instructional methodologies and resources to meet student and curricular needs.
- Assessing student progress and evaluating instruction.

I.B. Information technologies utilized in management, administration, and instructional programs in the school library and media center including:

- Automated tools such as word processing, database, and spreadsheet.
- Means of acquisition and types of vendors of audiovisual equipment, computer technologies, and distance education systems.
- Application of technological processes to instruction, budgeting, circulation, cataloging, and materials development.
- Multimedia products, local and wide area networks, and on-line services.

I.C. Media center resources and collections including:

- Social and psychological factors affecting people’s use of resources.
- Traditional forms of print and audiovisual resources as well as on-line services.
- Curriculum materials produced for children and young adults.
- Procedures for technical processing, collection maintenance, weeding, and evaluation.
- Implications of copyright and intellectual property law.
- Classification and cataloging systems including the Dewey Decimal and Library of Congress classifications, the Anglo-American Cataloging Rules, Sears List of Subject Headings, and ALA Filing Rules.
- MARC records in automated library systems.
- Formats for organizing and documenting a collection of materials.

I.D. Management and Administration of the library media center including:

- Defining the center’s mission and priorities.
- Managing center budget.
- Financial, staffing, facilities, and program planning.
- Supervision and training for library support staff and volunteers.
- Planning and evaluating center objectives and needs.
- Alternative funding sources and grant writing activities.
- Promoting media center services in the school and community.

I.E. Promoting Information Literacy through the use of technology and program services including:
- Student competencies as self-motivated readers.
- Developing skills needed to access and use media in all formats.
- Providing instruction in the use of various forms of information.

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills, and demonstrated competence in performing the duties of a school librarian. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Library Science certification program are assessed in coursework, field experiences, and student teaching, and require the candidates to demonstrate their knowledge and competence in fostering student learning through multiple instructional methodologies including:

II.A. Planning of instruction based upon knowledge of subject matter, students, the community and Pennsylvania Academic Standards which promote problem analysis, creativity and decision-making skills.

II.B Managing the instructional environment in order to:
- Create a climate that promotes fairness.
- Establish and maintain rapport with students.
- Communicate challenging learning expectations to each student.
- Establish and maintain consistent standards of classroom behavior.
- Make the physical environment safe and conducive to learning.

II.C Implementing, adapting, and assimilating effective instructional strategies, curriculum resources, and technologies in collaboration with other educators in order to develop students’ abilities for locating, understanding, evaluating, and synthesizing information.

II.D. Selecting, analyzing, and modifying instructional materials to meet the learning needs and reading levels of diverse learners.

II.E. Monitoring students’ understanding and awareness of library services and resources through a variety of means, providing feedback to students to assist learning, adjust instructional strategies, and improve library services.

III. Professionalism

The professional education program provides evidence that Library Science certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications, resources, and plans for professional development.
III.B   Integrity and ethical behavior, professional conduct; as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.

III.C. Collaboration with school colleagues, higher education, and other community organizations to enhance and expand library services.

III.D. Communicating effectively with parents/guardians, other agencies, and the community at large to support learning by all students.
GLOSSARY

Access - The ability and freedom to obtain and use resources and services without unnecessary limitations. See also: Flexible Access and Flexible Scheduling.

Access PA - A project of the Pennsylvania Department of Education and the Office of Commonwealth Libraries started in 1985 as a way to provide a union catalog across the State of Pennsylvania. It was the first, and remains the largest, statewide union catalog that includes the holdings of all types of libraries.

Assistive Technology – Technology used by individuals with learning and physical differences in order to perform functions that might otherwise be difficult or impossible.

Balanced Collection – A library collection which contains materials that present the full range of opinions on controversial issues and sensitive topics (Reitz).

Benchmark – Statement that provides a description of student knowledge expected at a specific grade, age or developmental level.

Best Practices – Practical techniques or strategies proven from either experience or research to be effective elements of a program or instruction to meet specific needs.

Collaboration – The partnership between the librarian and other members of the learning community formed to design, implement, and evaluate an inquiry-based learning process that is essential to the curriculum goals of the school.

Collection Development – Activities related to building, maintaining, evaluating, and expanding library collections to meet the needs of the students, staff, and curriculum of the school.

Collection Evaluation – The systematic analysis of the quality of a library collection used to determine the extent to which it meets the library’s goals, objectives, and the information needs of its students and staff. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

Common Core State Standards – A state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) to develop national standards to provide a clear and consistent framework for K-12 students regardless of where they live.

Course Management System - Software program that permits a course to be taught in the online environment. These generally include areas to post content, to have interaction among learners, to digitally submit assignments, and to display media. They are also called Virtual Learning Environments or Content Management Systems or Learning Management Systems. Examples include Blackboard, Desire2Learn, and Moodle.

Curriculum - A written plan articulated among professionals that ensures knowledge, skills, attitudes, and behaviors are taught in a systematic, cumulative manner.

Curriculum Mapping - A process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. A completed curriculum map is a tool that helps teachers keep track of what has been taught and plan what will be taught and helps school librarians plan collaboratively for instruction and collection development.
Differentiated Instruction – The teacher/librarian proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible (Tomlinson 151).

Digital Literacy – The ability to understand, evaluate, create, and integrate information in multiple formats via the computer and Internet (AASL, Standards 118).

Dispositions – Ongoing beliefs and attitudes that guide thinking and intellectual behavior. Often referred to as habits of mind or tendencies to respond to situations in a certain way (AASL, Standards 118).

Distance Learning - When students, teachers, and other information sources are separated by space and/or time, but connected by technology.

Evidence-Based Practice – A commitment to the collection of data and/or documentation used to inform decisions and demonstrate program effectiveness.

Fair Use - The ability to use copyrighted material when considering the balance between the four factors protecting a copyrighted work: (1) the purpose of the use, (2) the nature of the work, (3) the amount and portion used in relationship to the whole and (4) effect of use upon the market value of the work.

Federated Searching Tool – A tool used to provide a single entry point to electronically search multiple sources simultaneously.

Flexible Access – A practice that provides for the constant availability of the school library and its services for use by individuals, groups, and classes.

Flexible Scheduling – A practice used in libraries to schedule groups or classes to use the library on an as-needed basis.

Formative Assessment – Assessment used to provide feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes (PDE, SAS).

Information Literacy – Skill set needed to find, retrieve, analyze, synthesize, evaluate, and utilize data, facts, or knowledge from a variety of resources.

Input Measure - A quantitative standard for determining the extent of human, financial, and physical resources provided in support of a library program, including staff, collections, equipment, facilities (space), and funds, used in the comparison and evaluation of performance (Reitz).

Inquiry-Based Learning – A student-centered approach to learning in which teachers act as guides and coaches rather than as knowledge providers, and with students discovering solutions for themselves (McGregor 34).

Integrated Information Literacy Curriculum - A series of written plans used to unite information literacy skills, objectives, and content-area objectives.

Intellectual Freedom - The absence of external coercion, censorship, or other forms of restrictive interference on the exercise of thought and acquisition of ideas.
**Intellectual Property** – Refers to creations of the mind: inventions, literary and artistic works, symbols, names, images and designs.

**Interlibrary Loan (ILL)** – A system used by libraries to share resources.

**Multiple Literacies** – See Digital Literacy, Information Literacy

**Outcomes** – Broad-stated benefits that represent a change in behavior, attitude, skill, knowledge, or status for the good of a specific target audience.

**Outcomes Assessment** - The systematic, quantitative measurement of the extent to which a library's programs and services actually change the behavior of library users with respect to the library's stated goals and objectives. The degree to which a formal information literacy program improves the research skills of the students receiving instruction is one example. Assessment of learning outcomes is accomplished through testing (pre- and post-), surveys, interviews, and evaluation of the results of student research (bibliographies, term papers, portfolios, etc.) (Reitz).

**OBE** - Outcomes Based Evaluation (OBE) – An evaluation plan that measures results in terms of the overall worth and usefulness for the identified target audience; commonly used as an evaluation plan in grant writing.

**Output Measure** – A quantitative standard for determining the amount of work or what is accomplished in a library or library program, usually over a given period of time, used for comparison and evaluation of performance (Reitz).

**Pathfinders** – Guides (often virtual) to a variety of sources on a particular topic. These are often called “maps to resources.” Traditionally these were developed by librarians for specific assignments for teachers but now they are often developed and shared by the users in the process of the research.

**Personal Learning Network (PLN)** – An individually created and published collection of research interests and sources. Many of these are posted on blogs, wikis or other web pages. Users often rely on social media to expand sources and debate ideas. PLNs can be public or private, with controlled access.

**Planned Course of Study** - Instruction offered by a school entity based on a written plan. See also: Curriculum, Scope and Sequence.

**Portal** – A Web "supersite" that provides a variety of services including web search, news, blogs, discussion groups, shopping and links to other sites. The major general-purpose portals are Google, Yahoo!, MSN and AOL, all of which offer free Web-based e-mail accounts. TV networks and newspapers provide general-purpose portals, but not e-mail (PCmag.com Encyclopedia).

**POWER Library** – Pennsylvania Online World of Electronic Resources – a service to Pennsylvania’s public libraries and school libraries provided through the Office of Commonwealth Libraries. The POWER library allows access to full-text digital resources for all ages.

**Problem-Based Learning (PBL)** – A learning model in which students engage in complex, challenging problems and collaboratively work toward their resolution. PBL is about students connecting disciplinary knowledge to real-world problems—the motivation to solve a problem becomes the motivation to learn (Institute for Transforming Undergraduate Education).

**Program Assessment** – Quantitative and qualitative measurement of the degree to which a library's collections, services and programs meet the needs of its users, usually undertaken with the aim of improving performance (Reitz).
**Project-Based Learning** – Learning is organized around projects that provide a real-world context and framework for learning (Gonzales and Nelson 12).

**School Improvement Plan (SIP)** – A plan required for each school to improve academic achievement. School librarians should serve on their school’s improvement team.

**School Librarian** – One who holds an Instructional I or II K-12 Library Science certificate. The certificate must be issued by the Pennsylvania Department of Education.

**School Library** – A facility within a school building where a full range of information resources, equipment, and services provided by certificated library staff is made accessible to students, teachers, and administrators.

**School Library Program** - The instructional and educational activities, facilities, resources, technology, and library staff utilized to prepare students with information and research skills needed for the 21st century.

**Scope and Sequence** – A content overview of all the units taught throughout the year, including the length of time to be spent on each unit.

**Social Networking Tools** – Internet communication resources to help students, teachers and librarians collaborate in a global environment.

**Stakeholder** – A person who is personally affected by a decision or action related to an issue.

**Standards Aligned System (SAS)** – A collaborative product of research and good practice that identifies six distinct elements which align curriculum to the Pennsylvania Academic Standards.

**Strategic Planning** – An internal and external needs analysis used to develop the specification of priorities for action and action plans.

**Summative Assessment** – Assessment that makes an overall judgment of progress made at the end of a defined period of instruction. [PDE, SAS]

**Support Staff** – Staff who assist in the organization and operation of the school library program directed by the certified school librarian. This position may also be known as library aide, library assistant, school library assistant, library paraprofessional, library clerk, library secretary, technology assistant, media aide, or media technician.

**Transformative Use** – Under copyright and fair use guidelines, a copyrighted work may be used, without permission, when the new work changes the nature or adds value to the original purpose of the intended material.

**WebJunction PA** – An online library learning community for sharing resources which includes affordable or free professional development opportunities.
ADDITIONAL RESOURCES


**Copyright Curriculum Resources**

[http://www.copyrightfoundation.org](http://www.copyrightfoundation.org)

A comprehensive program for teachers and a compilation of free curricula that helps teachers of all grades and subject areas incorporate copyright into existing lesson plans.


