

December 2012

District of Columbia Public Schools

School Library Task Force: Recommendations for School Library Media Programs

Submitted by: DCPS Library Task Force

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Introduction

Purpose

Chancellor Kaya Henderson established a District of Columbia Public Schools' (DCPS) Library Task Force to make recommendations to ensure school libraries are able to support the district's bold goals to increase student achievement. The DCPS Library Task Force reviewed data to make recommendations for consideration and possible implementation in the 2013–2014 school year (DCPS Library Task Force Charge, Attachment A).

The Task Force was comprised of stakeholders from a variety of groups. Members included representatives from community partners, district staff, higher education library programs, instructional superintendents, parents, principals, school library media specialists, and teachers (Attachment B).

The Task Force formed three sub-groups (Instructional Best Practices, Facilities, and Community Partnerships), with group and whole Task Force meetings being held over the course of several weeks.

The purpose of this document is to outline recommendations for consideration for the DC Public Schools' library media programs. These recommendations are offered to provide guidelines for the central office and schools whose aim is to improve the quality of the school library program and support student achievement. The recommendations emerging from this work represent considerations based on research, current circumstances, and the need to support the district's bold goals. We recommend that details for implementation of recommendations be developed by subsequent committees under the direction of the district library media services office.

Fundamental Beliefs

All students in DCPS should be provided with a quality school library media program that enables them to have:

- flexible access to a wide variety of materials in multiple formats that appeal to their interests and is appropriate for their reading level;
- information literacy instruction, which is integrated into the curriculum, and collaboratively created, delivered, and assessed by full-time certified library media specialists and classroom teachers;
- flexible access to technology that allows them to use appropriate electronic resources that are curriculum-related, accurate, and up-to-date;
- a wide selection of books to support voluntary reading for pleasure;
- opportunities to use materials to respond to both curricular and personal information needs;
- the chance to engage in conversations about books and ideas that are of personal interest through the culture of sharing promoted by the school library;
- opportunities to read engaging materials in their first language as well as English; and
- a culture of family literacy that is the result of school library programs for parents and caregivers.

Research on Impact of School Library Media Programs on Student Performance

The research is clear. A school library media program that provides up-to-date, accurate, and attractive resources, managed by a certified school library media specialist who collaborates with teachers to augment and enhance classroom instruction, results in increased test scores, particularly in reading.

Over the past two decades, major research has been completed on school library media programs and their impact on student achievement in twenty-two states. In each of these statewide studies, a significant factor influencing student performance has been the quality of the school library media program. The most important elements of school library media programs have been the quality of staffing and the quality of collections (Reference on Student Achievement – By Library Program Elements, Attachment C).

The results from studies on the impact of school library media programs on student achievement have been consistent. For example:

<p>MICHIGAN</p>	<p>IN MIDDLE SCHOOLS, SEVENTH GRADE READING SCORES USUALLY RISE AS SCHOOL LIBRARIES REPORT:</p> <ul style="list-style-type: none"> • higher numbers and weekly hours of librarian and total library staff; • offering more weekly hours for flexible access/scheduling; • librarians spending more time planning and teaching cooperatively with classroom teachers, and providing in-service training to teachers; • larger collections of print volumes and video materials; • access to more library and school computers that connect to Access Michigan, library catalogs and licensed databases, and the Internet and the World Wide Web; • more frequent individual and group visits to the library; and • spending more on library operations. <p style="text-align: right;">(Rodney, Lance, Hamilton-Pennell, 2003)</p>
<p>NEW MEXICO</p>	<p>ACHIEVEMENT TEST SCORES TEND TO RISE WITH INCREASES IN:</p> <ul style="list-style-type: none"> • school librarian and total library staff hours per 100 students; • print volumes per student; • periodical subscriptions, video materials, and software packages per 100 students; and • school library expenditures per student. <p style="text-align: right;">(Lance, Rodney, and Hamilton-Pennell, 2003, VII)</p>
<p>PENNSYLVANIA</p>	<p>READING TEST SCORES INCREASE WITH INCREASES IN:</p> <ul style="list-style-type: none"> • school librarian staff hours; and • support staff hours. <p>TEST SCORES INCREASE AS SCHOOL LIBRARIANS:</p> <ul style="list-style-type: none"> • teach cooperatively with teachers; • integrate information literacy skills standards and curriculum; • provide in-service training to teachers; • serve on standards committee; • serve on curriculum committee; and • manage information technology. <p style="text-align: right;">(Lance, Rodney, and Hamilton-Pennell, 2000 and 2011)</p>

Recommendations

The following six recommendations to the Chancellor ensure school libraries are able to support the district's bold goals to increase student achievement and will provide equitable access to the knowledge and skills needed for the global society of today. Projected costs are associated with each recommendation and are not listed in any order of priority.

Adopted in their entirety, the research-proven actions have the power to transform school libraries across the District, positively impacting student learning. The Chancellor's resolve to incorporate strong school library programs into the education reform efforts will begin to change the culture of reading and literacy for our students and the District of Columbia.

Fundamental Recommendation I

STAFFING
Require one full-time library media specialist at all DC public schools with the necessary additional funding provided by the District.

Require one full-time library media specialist at all DC public schools with the necessary additional funding provided by the District. Variations may be considered for large schools, where more than one media specialist will be required, or, alternative schools.

This recommendation may be phased in over a three-year period. Considerations for phasing in this recommendation include:

- 1) maintaining library media specialist staffing at all schools that currently have a certified library media specialist;
- 2) making it a priority to staff all elementary schools, middle schools, and high schools not achieving Annual Measured Outcomes with full-time, certified library media specialists at the beginning of the campaign or as quickly as possible; and
- 3) ensuring that all schools will be staffed by a full-time, certified library media specialist by the third year of the effort.

Cost

Approximately \$10 million for 2013-2014 or a \$3.8 million increase from current staffing levels.

Rationale

School libraries that are staffed by credentialed school library media specialists have a high impact on student achievement, literacy development, and college and career readiness.

- Numerous research studies have found that a school library program with a certified school library media specialist has a significant impact on student achievement.

- Research studies have also found that students' literacy development is impacted greatly by the amount of their independent reading.
- The skills and dispositions necessary for college and career readiness are well aligned with the skills and dispositions taught by the school library media specialist. An analysis of the critical thinking, literacy, technology, and information literacy skills that comprise the library curriculum are aligned with the Common Core literacy skills. This alignment suggests the value added when these skills are co-taught by the school library media specialist and the classroom teacher.

Although students in many DCPS schools are fortunate to have an excellent, full-time, credentialed library media specialist who collaborates regularly with classroom teachers and who provides information literacy instruction that is integrated into the curriculum, other DCPS schools have no credentialed library media specialist and, therefore, no library program.

Surrounding school districts (e.g., Arlington and Fairfax Counties) and similarly-sized school districts in other parts of the country (e.g., Atlanta, Omaha, and Oakland Unified), have full-time library media specialists. Some school districts make exceptions for small or alternative programs where part-time library media specialists are provided or for large schools where more than one library media specialist is provided. Often, library aides or support staff is added to afford the library media specialist more time to collaborate with classroom teachers and provide instructional services.

Fundamental Recommendation II

PROGRAMMING
Adopt a DCPS Library Media Program Evaluation Rubric to assess school library media programs and support their growth to exemplary programs.

Adopt a DCPS Library Media Program Evaluation Rubric (Attachment D) to assess school library media programs and support their growth to exemplary programs. Areas addressed are:

- Teaching and Learning
- Learning Environment
- Management/Leadership

Cost

The additional recommendations set forth by this task force, and subsequent costs associated with them, would be incurred as a result of adopting and implementing this rubric. This includes the costs for staffing, collection development, facilities, and district-level support services, outlined in this report.

Rationale

A school library media program that provides the instructional services and opportunities that all students deserve must be designed around essential elements in three major areas of impact: Teaching and Learning; Learning Environment; and Management/Leadership. The attached rubric (excerpted from the *School Library Media Program Evaluation Rubric*, New York State Education Department) lays out the characteristics under those areas of impact at three levels of effectiveness (Minimum Requirement,

Progressing toward Excellence, and Exemplary Practice). The rubric may serve as the basis for developing plans for continuous improvement of library media programs in District schools.

Fundamental Recommendation III

COLLECTION AND RESOURCES

Allocate to each school a yearly per pupil allotment, placed in a library program org code, to fund library collection development.

Allocate to each school a per pupil allotment each year, placed in a library program org code, to fund library collection development.

Purchases are to be developed by the school library media specialist and library media advisory team and then follow the budget expenditure approval process, which must include the library media services manager or director.

Cost

\$600,000 to \$1 million annually

Rationale

- Other districts provide allotments to schools for library services purchases generally ranging from fifteen to twenty-five (15-25) dollars, per student.
- Few schools in the district offer an adequate, up-to-date collection of resources to meet curricular needs and encourage a culture of literacy.
- Some DCPS schools designate non-personnel spending for library purchases and even more parent groups and organizations fund library programs. Various grants obtained by the district have built collections, particularly in elementary and middle schools. Although the dollar amount spent on school libraries has not been tracked by budget codes, the amount of funding has not sufficiently maintained collections in buildings.
- Few schools in the district provide library media programs with technology and electronic resources sufficient to enable students to become proficient in the skills that will enable them to function effectively in the global, electronic economy in which they will live.
- Increased access and interactive with electronic resources are needed to better prepare students for the revised National Assessment of Education Progress and PARCC assessments.

Fundamental Recommendation IV

DISTRICT SUPPORT
Increase district-level support for school library media programs to provide system-wide coordination, policies, and instructional emphasis.

Increase district-level support for school library media programs to provide system-wide coordination, policies, and instructional emphasis.

Support for School Libraries

- Support for school libraries demonstrated by school officials through increased budget funds at district level, dedicated funds at each school, and three-year plan for staffing of school libraries in each school with full-time credentialed school library media specialists.
- Establish, staff, and fund a centralized library media center facility that is responsible for accepting media center purchases, cataloging (bar coding) materials, and then shipping out materials to schools ready to be shelved
- Staff district-level library media services to support schools' efforts in creating, implementing, and evaluating their library media improvement plans. Staffing responsibilities will include district-wide coordination of automation, collection development and cataloging, site-based support services (i.e., instructional/program coaching), and professional development (*Components and Advantages of a Centralized Library Support Center*, Attachment E).
- Provide an approved Policy and Procedures manual for DCPS school library media programs that is regularly reviewed and updated and includes a full description of library media specialist responsibilities in the school.
- Establish a permanent District Library Advisory Committee, to include the Director of Educational Technology, Director/Manager of Library Services, school-based library media specialists, principals, instructional superintendent, community partners, and representatives from academic curriculum areas.
- Review and revise the IMPACT evaluation rubric for Library Media Specialists to include the responsibilities for Teaching and Learning, Learning Environment, and Management/Leadership in the school library as defined in the School Library Media Program Evaluation Rubric.
- Establish a Master Library Media Specialist position(s) for evaluation of Library Media Specialists.
- Establish a Library Media Coach position(s) which supports job-embedded professional support.
- Support by school administrators in the development and integration of effective library programs in each school.
- Provide professional development for school administrators and teachers focusing on contribution that library media specialists make to learning and teaching.

Professional Support for Media Specialists

- Provide professional development for library media specialists on collaborating with classroom teachers, teaching the skills of the Common Core and the library information fluency curriculum,

integrating technology for teaching and learning, and teaching students to derive meaning from resources in all formats.

Recruitment of Library Media Specialists

- Work with local colleges and universities to provide financial incentives and support for individuals working toward graduate-level certification as a library media specialist.
- Work with the DC Public Education Fund to identify partner organizations interested in participating in the *Creating a Culture of Literacy Campaign* through supporting tuition-reimbursement programs for highly motivated individuals interested in becoming certified library media specialists.
- Identify opportunities for federal grants to support tuition reimbursement programs for becoming certified library media specialists.

Alignment of Library Programs with District Priorities

- Integrate library program planning with the district emphasis on college and career readiness and the improvement of literacy skills of all students.
- Integrate library programs into all district reading and literacy initiatives.
- Include library media program improvement in school improvement and budget plans at every school.

Curriculum

- Develop a DCPS library curriculum of information, technology, literacy, and critical thinking skills, preK-12 with grade-level benchmark skills.
- Align the DCPS library curriculum with the Common Core.
- Develop and/or adopt of a K-12 Digital Citizenship skills curriculum that includes both safety and responsibility at all grade levels.
- Develop assessments for grade-level benchmark skills.

Resources

- Provide flexible access through the libraries to information resources and independent reading material for all reading levels, interests, curriculum priorities, and languages.
- Automate all school libraries completed to provide access to online catalogs, e-books, and resources across the district.
- Access to e-resources and technology considerations.
- Select texts to support teaching and learning across the curriculum and implementation of the Common Core, including informational texts, complex texts, and primary sources.
- Develop opening-day collections for renovated and new libraries.

Technology

- Integrate technology into teaching and learning for all schools, facilitated by library media specialists, including an emphasis on teaching students how to use technology tools to create and produce authentic demonstrations of their learning.

Demonstration Libraries

- Develop demonstration libraries at the elementary, middle, high school and educational campuses to enable teachers, administrators, and parents to see how access to appropriate resources, technology, an integrated information literacy curriculum, and materials in multiple formats to meet curriculum and personal information needs can enable students to become avid readers, effective problem-solvers, creative thinkers, and effective users of ideas and information.

Cost

Support for School Libraries (staff and support structure)	\$900,000 annually
Professional Development for Media Specialists	\$175,000 annually
Recruitment of Library Media Specialists	grants and partnerships
Alignment of Library Programs with District Priorities	central staff, as accounted for above
Curriculum	central staff, as accounted for above
Resources	<ul style="list-style-type: none"> • completion of automation project \$300,000 • opening collections \$100,000-\$200,000 per site needed/one-time • electronic resources/databases \$700,000 annually
Technology	professional development, as accounted for above purchases from library per pupil allotment
Demonstration Libraries	developed through support in programming

Rationale

Many teachers and administrators in the district have had limited opportunities to work in a school with an effective library media program. In fact, many DC educators may have limited expectations — or even no idea — about how an effective library media program can contribute to student learning. Model programs within DC Public Schools can demonstrate how appropriately staffed, adequately resourced, and regularly evaluated library media programs can contribute substantially to student achievement.

District support is essential for equitable building-level library media programs for all students. This support includes the following characteristics:

A District Director of Library Services

- Provides vision and coordination for library programs across the district
- Oversees the district automation services
- Collaborates with district leadership to align priorities and integrate library services with district initiatives
- Oversees the implementation of the library improvement plan for DCPS
- Coordinates the purchasing of system-wide databases and electronic resources

- Provides professional development to library media specialists, teachers, and administrators
- Aligns the district information literacy curriculum with the Common Core and supports library media specialists in teaching the aligned skills
- Provides guidance and oversight over the design and planning of library facilities – new construction, renovations, makeovers
- Supervises the ordering of opening day collections for all new and renovated libraries

A District Information Literacy Curriculum

- PreK–12 curriculum of the information, literacy, technology, and critical thinking skills that are taught by library media specialists in collaboration with classroom teachers
- Benchmark skills for every grade level
- Alignment of information curriculum with the Common Core literacy standards
- Assessments for benchmark skills at every grade level

Resources and Technology

- District-wide purchase of databases for library research, including periodicals and reference materials
- District-wide support for library automation and theft detection systems in every school
- District plan and support for adequate technology in libraries, including computers, software, interactive whiteboards, e-readers, laptops, iPads, and production equipment (e.g., cameras)
- District minimum expenditure for library materials to supplement school-based budgeting

District Policies

- Collection Development Policy, including procedure and forms for challenged materials
- Internet Acceptable Use Policy

Professional Development

- Regular and district-wide professional development for library media specialists
- Support for attendance at national and regional conferences by district Library Director and other library media specialists
- Opportunities for district Library Director to deliver professional development to administrators and teachers

A Library Media Specialist Evaluation Process

- District rubric for evaluation of library media specialists that is in alignment with Annual Professional Performance Review (APPR) and school librarian best practices

Advocacy

- District-wide campaign to advocate for strong school libraries and reshape the conversation about the impact of school libraries and library media specialists on student learning
- Explicit support for implementation of library improvement plan by district leadership

Partnerships

- Active partnerships with community agencies, foundations, organizations, and businesses in support of school libraries sought and maintained by district
- Grant writing to support school library programs at district and school level

Fundamental Recommendation V

FACILITIES
Update and consistently follow the *School Media Center Design Guidelines* in order to provide equitable access and delivery of information in the school library programs throughout the district.

The *DCPS School Media Center Design Guidelines* documents for all grade levels must be updated with specific consideration for increased square footage and flexibility of space. This update must include space/capacity, climate, environment, furniture, infrastructure, collection, and staffing considerations.

Follow DCPS guidelines for library media centers in instances of new school construction as well as school modernization in Phase 1. School libraries are an instructional space and must be modernized in any project.

Educational specifications are developed to communicate the function and requirements of each space to the architects, designers, and engineers who are responsible for creating new or renovated facilities.

Design elements must include:

- Based on grade configurations, a minimum of 2800-3600 SF for reading, learning, and circulation, with an additional square footage of 1200-2000 SF of support areas.
- Since schools with low enrollment must offer the same scope and variety of resources as schools with higher enrollment, the space requirement must be similar. For larger schools, four to six square feet (4-6 sq. ft.) per student must be considered minimum requirements.
- Adequate and varied meeting/seating space for multiple groups to use the media center at the same time.
- Computer stations for online catalog access, whole class instruction, research, and individual work.
- Appropriate office space and work areas for media center staff.
- One floor level with visual control throughout.
- Furniture and shelving that allows for flexible use of space.
- Appropriate shelving to allow visual site and access to all students.
- Electrical access throughout for mobile charging.
- Ubiquitous wireless coverage.

Architects, designers, engineers, project managers, and DC agencies must be in close communication with the library/media services manager or director in the development of plans, purchases, and the set-up of the media center space, in conjunction with the school-based leadership team.

The *School Media Center Design Guidelines* must be consistently followed in order to provide equitable access and delivery of information in the library programs throughout DCPS. Milestones and benchmarks must be established and followed for all stages of the project.

Each new school building must open with a media center collection of materials (including books, e-books, on-line subscriptions, and periodicals) and equipment (including interactive white boards, desktops, laptops, tablets, printers, data projectors, wireless internet coverage, digital and document camera, sound amplification system, and theft deterrent system) appropriate to the school level.

Cost

Capital outlay expenditures for modernizations and opening collections will vary greatly per project. Opening collections of print, e-books, and non-print resources are dependent on school community needs, current collection status, and enrollment (range from \$100,000 to \$200,000).

Rationale

DCPS currently has three guides for school library renovation/construction developed in 2009: *Elementary School Media Center Design Guidelines*; *Middle School Media Center Design Guidelines*; and, *High School Media Center Guidelines*. While these guides address many aspects of the media center, it is clear that the square footage allocated to the Reading/Learning/Circulation area is significantly lower than education standards and trends. In recent modernization projects, the guidelines have not been followed due to space and structural limitations and budget considerations, leading to restrictive library media programming today and into the future.

The library media center is the hub of a school and exists to meet the intellectual and physical needs of learners. The facility is inviting and reflects the multiple functions of the program and diverse needs of the school community. Healthy and robust collections provide print and non-print resources tied to the instructional program and professional needs of the school and staff.

During a remodeling or building project, architects, DC Department of General Services, and district facilities managers must seek the expertise, guidance, and vision of the school library media professional and principal at every stage of the project. Design should support functions such as instruction, collaborative planning, circulation, pleasure reading, teaching, studying, storytelling, computer use, multimedia production, and physical accessibility for all patrons.

In a library media center, there are flexible learning spaces for instruction, research, browsing, listening, viewing, reading, studying, and the production of academic projects, as well as administrative areas for library media center management and collaborative meetings.

Building and maintaining a school library collection essential to a vibrant learning community requires funding that is continuous and significant. Surrounding school districts and similarly-sized school districts in other parts of the country provide state and/or local funding to schools specifically for collection development. Within the District of Columbia, capital dollars have been used to purchase opening collections for new/renovated public libraries, but not *school* libraries.

Modernized school library media centers do not receive funding, capital or otherwise, for the purchase or refresh of collections.

Recommendation VI

DISTRICT-WIDE CAMPAIGN AND PARTNERSHIPS
Establish a multi-year *Creating a Culture of Literacy Campaign*.

Establish a multi-year *Creating a Culture of Literacy Campaign* has three major components (Attachment F):

- Build and strengthen school library programs to exemplary levels in order to enable all DCPS students to become avid readers, effective problem solvers, creative thinkers, and effective users of ideas and information through collaboratively developed library media programs.
- Create and launch a district-wide engagement campaign to educate and support the importance and relevance of school libraries and library media specialists in the context of reading success and related social issues.
- Create “How to” School Partner Kits to provide specific turn-key opportunities for partners to support school libraries.

Cost

Building and Strengthening School Library Programs to Support Literacy	
Phase 1 School Grants and Matching Grants	\$1.625 million
Phase 2 School Grants and Matching Grants	\$1.52 million
Per Pupil Allotment	\$500,000
Electronic Resources	\$700,000
Engagement Campaign	
District Promotions and Events	\$500,000/district, dependent on pro bono work
How-to Partnership Kits for Schools	
Personnel and Kits	\$100,000

Rationale

Community partnerships are critical to support the needs of any school program, and particularly school library programs and reading initiatives, as they are the instructional center of the community. DCPS has partnered with many organizations to help sustain school libraries.

Specific partnerships with Heart of America, Target, and Capital One have refreshed library media centers and provided books, e-books, technology, and other resources. Large grants from Toyota and the federal government have afforded updated and expanding collections in elementary school libraries.

The cooperative relationship between DCPS and public libraries works to bridge gaps in services and resources that exist in either program and to instill the love of reading in district students.

Relationships with institutions of higher education relationships have supported cohorts of staff to become certified library media specialists. Universities continue to provide professional growth for library media specialists in the district and partner with schools on student-centered educational grants.

The Library of Congress has provided their resources and expertise including summer reading, reading contests, author visits, primary resources, and professional development in order to support school library programs.



President and Mrs. Obama paint in a quote from Dr. King that reads "The time is always right to do what is right." Browne Education Campus Library Media Center, January 16, 2012.

APPENDIX

DCPS Library Task Force Charge

The Chancellor charged the DCPS Library Task Force to:

1. Evaluate the current status of school libraries and library programs, including staffing levels, instruction provided, and collections;
2. Evaluate the best practices for library instruction and programming based on staffing, funding and collection development;
3. Determine the basics of a quality school library system;
4. Develop recommendations to improve the quality of school libraries and library programs with consideration to:
 - a. available resources including funding and staff levels;
 - b. leveraging and incorporating technology;
 - c. partnering with and leveraging DC Public Libraries ; and
 - d. school modernization facilities planning.
5. Recommend any voluntary/community-based strategies designed to increase and improve school libraries, library programs, and collection development

The Chancellor seeks recommendations that are innovative and adaptable. The Task Force was requested to provide recommendations to the Chancellor with budget impact projections in the form of high cost, low cost, and no cost. The recommendations must preserve the management authority of the Chancellor to make personnel and budget decisions in the best interest of DCPS and maintain the ability of principals to appropriately and effectively manage their school staff. The Chancellor may request an adjustment to the timing of the Task Force's work to coincide with the timetable of the DCPS budget and/or policy deliberations.

Composition and Governing Rules of the Task Force

1. The Task Force shall be comprised of 17 members selected and appointed by the Chancellor.
 - Two (2) Co-Chairs (one DCPS Chief, one external stakeholder)
 - Two (2) Principals
 - Three (3) DCPS Library Media Specialists
 - Two (2) Instructional Superintendents
 - Two (2) Teachers
 - One (1) Representative of the DC Public Library
 - Three (3) DCPS Parents
 - One (1) DCPS OCAO Staff person
 - One (1) University Library Program
2. The Chief of the Office of Family and Public Engagement will be named a non-voting observer to the Task Force.
3. Members of the Task Force are volunteers and are not entitled to receive per diem compensation, or reimbursement for expenses.
4. The Task Force may adopt rules necessary for the operation of the Task Force.
5. The Task Force shall meet at times and places specified by the call of the Co-Chairs.
6. The Office of the Chief Academic Officer shall provide limited staff support to the Task Force to include the recording and distribution of notes and general administrative assistance regarding scheduling of meetings.

7. Official recommendations by the Task Force require the approval of a majority of the voting members of the Task Force.
8. The Task Force shall submit its recommendations in the form of a report to the Chancellor by 9 a.m., December 10, 2012.
9. The official work of the Task Force concludes upon submission of the recommendations to the Chancellor.

DCPS Library Task Force Members

<u>Last Name</u>	<u>First Name</u>	<u>Affiliation</u>
Cowden	Karen	Library Media Specialist, Hyde-Addison ES
Gant	Sirraya	Parent, Woodson HS
Greene	Errick	DCPS Instructional Superintendent
Halamandaris	Angie	President and Co-founder, Heart of America Foundation
Humes	Clarence	Principal, Sousa MS
Jackson	Melissa	Library Media Specialist, Ballou HS
Poole	Eva	Chief of Staff, DC Public Library
Robinson	Sharona	Parent, Ballou HS
Rose	David	DCPS Director, Educational Technology & Library Media Services
Sheard Wilson	Tracy	Library Media Specialist, J.O. Wilson ES
Stripling	Barbara	President-elect, American Library Association Assistant Professor of Practice, Syracuse University Task Force Co-chair
Watts	Gayle	Teacher, Burroughs EC
Weeks	Ann	Associate Dean, Academic Programs, UMD College of Information Studies
Wells	Suzanne	Founder, Capitol Hill Public Schools Parents
Wright	Carey	DCPS Chief Academic Officer Task Force Co-Chair
Zagami	Stephen	DCPS Instructional Superintendent

Reference on Student Achievement – By Library Program Elements

Standards and Guidelines for Strong School Libraries, California School Library Association, 2004

Library Program Factors	Factor Elements	Impact of Library Media Programs on Student Achievement
Material Resources	Quantity	Improves academic achievement: Baumbach, 2003; Broughan, 2000; Lance, Welborn, & Hamilton-Pennell, 1993; Lance, Rodney, & Hamilton-Pennell, 2001, 2002; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2001
		Improves reading: Krashen, 1993; Lance, Rodney, & Hamilton-Pennell, 2001; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003
	Quality	Improves academic achievement: Lance, Rodney, & Hamilton-Pennell, 2001
	Technology	Improves academic achievement: Burgin & Bracey, 2003; Gehlken, 1994; Lance, Rodney, & Hamilton-Pennell, 2001, 2002; Smith, 2001
		Improves reading: Lance, Rodney, & Hamilton-Pennell, 2001; Smith, 2003
	Access (note amount and quality of use)	Improves academic achievement: Gehlken, 1994; Loertscher, 1993; Smith, 2001
	Collaboration with the school community	Use of library resources improves junior high science, information literacy: Barrilleaux, 1965
Facilities	Atmosphere	Improves reading: Krashen, 1993
		Improves academic achievement: Gehlken, 1994
	Access (note both class and individual access)	Improves reading: Baumbach, 2003; Broughan, 2000; Fordham, 2003; Gehlken, 1994; Lance, Rodney, & Hamilton-
	Scheduling (flexible)	Improves student achievement: Barlup, 1991; Bishop, 1992; Bishop & Blazek, 1994; Kreiser, 1991; Lance, Rodney, & Hamilton-Pennell, 2001; Tallman & Van Deusen, 1994, 1995; Van Deusen, 1991
		Improves reading: Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003

Staffing	Quantity (note number and hours of staff)	Improves reading comprehension: Krashen, 2001; Lance, Rodney, & Hamilton-Pennell, 2001; McMillan, 1965; McQuillan, 1998
		Improves reading: Baxter & Smalley, 2003; Martin, 1996; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003
		Improves academic achievement: Baumbach, 2003; Broughan, 2000; Burgin & Bracey, 2003; Farmer, 2002; Hale, 1970; Lance, Rodney, & Hamilton-Pennell, 2001, 2002; Lance, Welborn, & Hamilton-Pennell, 1993; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2001
	Quality	Improves reading: Didier, 1982; Gaver, 1963; Masterton, 1963; Rodney, Lance, & Hamilton-Pennell, 2000, 2002; Wilson, 1965; Yarling, 1968
		Improves SAT verbal: Hale, 1970
		Improves achievement: Farmer, 2002; Fordham, 2003; Gehlken, 1994; Lance, Rodney, & Hamilton-Pennell, 2001
Curriculum	Information literacy	Improves academic achievement: Goodin, 1991; Harada & Yoshina, 1997; Lance, 1999; Lance, Rodney, & Hamilton-Pennell, 2001
		Improves reading: Lance, Rodney, & Hamilton-Pennell, 2001
	Supporting the school curriculum	Integrated information literacy instruction improves science achievement: Todd, 1995
		Integrated information literacy instruction improves learning and research products: Bland, 1995; Broughan, 2000; Cole, 1996; Friel, 1995; Hara, 1996; Lance, Rodney, & Hamilton-Pennell, 2001; Loertscher & Woolls, 2002
Instruction	Delivery methods	Improves student achievement: Farmer, 2002
	Audience: students, staff, and parents	Improves student information literacy skills: Gengler, 1965
		Improves reading ability: Harmer, 1959; Rodney, Lance, & Hamilton-Pennell, 2002; Smith, 2003
		Improves academic achievement: Faucette, 2000
	Collaboration with the school and community	Improves learning: Pitts, 1994, 1995
		Improves student achievement: Barlup, 1991; Bell, 1990; Bell & Totten, 1991, 1992; Bingham, 1994; Bishop, 1992; Bishop & Blazek, 1994; Farmer, 2002; Jones, 1994; Kreiser, 1991; Lance, 1999; Lance, Rodney, & Hamilton-Pennell, 2001; Lumley, 1994; Tallman & Van Deusen, 1994, 1995; Van Deusen, 1991

General Service Quality		Improves reading comprehension: McMillan, 1965; Thorne, 1967
		Improves elementary students' overall language ability and verbal expression: Bailey, 1970
		Improves academic achievement: Greve, 1974; Hale, 1970; Lance, Rodney, & Hamilton-Pennell, 2001
Administration	Funding	Improves academic achievement: Baumbach, 2003; Broughan, 2000; Bruning, 1994; Burgin & Bracey, 2003; Lance, Rodney, & Hamilton-Pennell, 2001; Smith, 2001
		Improves reading: Baxter & Smalley, 2003; Lance, Rodney, & Hamilton-Pennell, 2001
	Legal Issues	Improves reading: Lance, Rodney, & Hamilton-Pennell, 2001

<i>Student Outcome</i>	<i>Study</i>	<i>Impact</i>
Academic Achievement	Barlup, 1991; Bell, 1990; Bell & Totten, 1991, 1992; Bingham, 1994; Bishop, 1992; Bishop & Blazek, 1994; Jones, 1994; Kreiser, 1991; Lumley, 1994; Tallman & Van Deusen, 1994, 1995; Van Deusen, 1991	Affected by collaboration between classroom teacher and library media teacher
	Baumbach, 2003	Affected by staffing hours, books/pupil, subscriptions/pupil, library use, circulation
	Broughan, 2000	Affected by books/pupil, library hours open, library instruction present, use of library, full-time librarian, instruction aligned with state frameworks, automated catalog, expenditures

	Bruning, 1994	Affected by library expenditures
	Burgin & Bracey, 2003	Affected by library staffing, library expenditures, computer with online connectivity
	Farmer, 2001	Affected by staffing, instruction, collaboration
	Faucette, 2000	Affected by library media teacher collaboration with parents
	Fordham, 2003	Affected by professional library media teacher, access to library
	Gehlken, 1994	Affected by staff quality, inviting atmosphere, access to technology and collections
	Goodin, 1991	Affected by information literacy instruction
	Greve, 1974	High school affected by level of library service
	Harada & Yoshina, 1997	Affected by information literacy instruction
	Hill, 1997	Affected by information literacy instruction
	Lance, 1999; Lance, Rodney, & Hamilton-Pennell, 2001, 2002	Affected by library expenditures, staffing size and hours, collection size, information literacy instruction, collaboration, library media teacher leadership, technology, library access, professional library media teacher, individual access to the library
	Loertscher, 1993	Affected by effective use of resources and “adequate library”
	Miller, Want, & Whitacre, 2003	Affected by library use and access, summer reading programs
	Rodney, Lance, & Hamilton-Pennell, 2002	Affected by staff level, books/pupil, subscriptions/pupil
	Smith, 2001	Affected by staffing, books/pupil, library expenditures, software/pupil, subscriptions/pupil, instruction, library hours open, staff development
Reading	Ainsworth, 1969	Affected by professional library media teacher
	Bailey, 1970	Affected by active library media program
	Barrilleaux, 1965	Affected by use of library resources for science instruction
	Baxter & Smalley, 2003	Affected by library media teacher hours, library expenditures
	Becker, 1970	Elementary affected by library media teacher presence, access to library
	Callison, 1979	Affected by staffing quantity
	Lance, Rodney, & Hamilton-Pennell, 2000	Affected by state-certified library media teacher supported by aide

	Lance, Rodney, & Hamilton-Pennell, 2000	Affected by instruction (library media teacher play vital role)
	Didier, 1982	7th grade affected by professional library media teacher
	Farmer, 2002	Affected by staffing, instruction, collaboration
	Gaver, 1963	Elementary affected by professional library media teacher
	Gengler, 1965	Affected by library media teacher instruction
	Greve, 1974	HS affected by level of library service
	Hale, 1970	Affected by professional library media teacher
	Harada & Yoshina, 1997	Affected by information literacy instruction
	Harmer, 1959	Affected by information literacy instruction
	Krashen, 2001	Affected by quantity of books, library staff
	Lance, Rodney, & Hamilton-Pennell, 2001	Affected by library expenditures, hours of professional staffing, information literacy instruction, collaboration, in service training to teachers, technology, relationship with the public library
	Martin, 1996	Affected by staff size
	Masterton, 1963	Affected by centralized library, professional library media teacher
	McMillan, 1965	Affected by good libraries, full-time library media teachers, staffing quality
	McQuillan, 1998	Affected by quantity of books, library staff
	Nolan, 1989	Affected by staffing quantity
	Rodney, Lance, & Hamilton-Pennell, 2002	Affected by professional library media teacher, library staff hours, books/pupil, computers/pupil, video/pupil, instruction, collaboration, library expenditures
	Smith, 1999	Affected by staff size and hours, number of hours library is open, number of hours students use library, collection development and size, library staff instruction and collaboration, technological access to library resources
	Thorne, 1967	Affected by full-service library program
	Wilson, 1965	Affected by professional library media teacher
Study Skills	Yarling, 1968	Elementary affected by centralized library

Recommended School Library Media Program Evaluation Rubric

(Excerpted from the *School Library Media Program Evaluation Rubric*, New York State Education Department)

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
TEACHING AND LEARNING			
Instructional Design	Learning is focused on location and access of information in the library media program (LMP), with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development in LMP.	Some students use inquiry skills in LMP to define problems, frame questions, begin critical thinking skill development; students analyze, synthesize to create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students.	Students follow an inquiry process in the LMP, think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students.
Collaborative Planning	Involvement with curriculum planning in a support role is in development in LMP; LMP provides resources to classroom teachers and sometimes helps to make real world connections for students; LMP teaching is related to classroom curriculum but only sometimes collaboratively planned.	LMS participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students.	Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups.
Information Literacy	LMP and classroom teacher collaborations on teaching information literacy and the use of technology are	LMS teaching in information literacy, reading literacy, and technology is aligned with	A complete written curriculum of information literacy, reading literacy, and

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
	limited to rudimentary location, access, and selection skills.	Standards and goes beyond location of information to include analysis, synthesis, evaluation; a written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction.	technology literacy is taught throughout the district and aligned with the Common Core; LMS and most classroom teachers share responsibility for teaching information literacy, reading literacy, and technology skills embedded in all subject-area instruction.
Reading	LMP supports reading through occasional events; some classroom teachers collaborate with LMP to promote reading in their classrooms.	LMP is focused on reading with attention to integrating with classroom activities and motivating students to read on own; teachers collaborate with LMS to extend reading beyond classrooms and foster independent reading for academic and personal pursuits.	LMP fosters district-wide focus on building independent readers, reading motivation, and a reading culture where all students and adults read; reading culture extends beyond school to broader community involving parents, community members, and public libraries.
Assessment for Learning	Some information literacy and technology benchmarks are identified for different grade levels and used to assess student achievement on final products; students are assessed solely on content knowledge in LMP projects, not on development of information access and analysis	LMS and classroom teachers collaborate to develop coherent grade-level benchmarks for information literacy and technology skills, to assess student development in some instructional units; assessment of information skills is a regular part of the assessment of student work.	Student assessment is fully in place in LMP, with benchmarks for all grades and most content. Classroom teachers collaborate with LMS to assess information skills as part of many instructional units; students regularly self-assess their own development; LMP participates actively in school-wide analysis of student performance data.

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
Teaching for Diverse Learning Needs	LMP and classroom teachers occasionally coordinate instruction to modify lessons to accommodate the needs of some students; LMP is aware of access to assistive technology, and requests devices, removes some learning barriers, and provides options for access to materials upon demand.	LMS and classroom teachers collaboratively plan instruction so individual student needs are targeted; some skills instruction occurs in the library media center, some in classrooms; LMP provides assistive devices to learners with disabilities, and supports school-wide efforts in removing barriers to access.	Differentiated instruction to meet individual learner needs is a regular part of planning and co-teaching by LMS and classroom teachers, with mutual responsibility for the teaching of information and technology skills; LMP is active community-wide in removing barriers of access to resources.
Intellectual Freedom	LMP supports the concept of intellectual freedom; most collection materials are available to students as appropriate for grade and development level; the district LMP selection policy includes language on intellectual freedom.	LMP supports the concept of intellectual freedom for students; most LMP resources are available to members of the learning community as appropriate for grade and developmental level; many LMP policies and practices include support of intellectual freedom.	The school community supports intellectual freedom for all students; all LMP resources are available to members of the learning community as appropriate for grade and developmental level; all district, school and LMP policies and practices reflect a commitment to intellectual freedom.
Social Learning	Students access and use information for LMP projects and activities; teaching focused on student collaboration skills and on Web based communications is in development in the LMP.	Students use and create information and post projects from LMP activities online, and are proficient collaborators with other students and teachers, both face-to-face and through technology.	Students create and share information in multiple formats and online in LMP activities, use exemplary communications practices with authentic audiences, other students, and teachers, in person and through technology.
Social Responsibility	LMP teaching on seeking multiple perspectives and safe and ethical use of information is in development; students use	Students research, use text, music, images, and the Internet with minimal plagiarism, frequently cite sources, and often seek	Through collaborative LMP teaching, students use information in all formats, actively seek multiple perspectives,

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
	the Internet for research in LMP, with moderate incidences of plagiarism, unwanted sites, and spam; few students use the Internet for multiple formats of telecommunications in the LMP; environment is highly filtered.	multiple perspectives, as a result of LMS teaching; students use ideas in multiple formats, keep data safe and avoid spam, in a moderately filtered environment.	avoid plagiarism, and take advantage of the Internet while avoiding its pitfalls; students keep data safe, avoid spam, and use Netiquette, in a minimally or non-filtered environment.
LEARNING ENVIRONMENT			
Staffing	Some students have access to skilled LMP instruction as a component of some subjects in a program staffed by a certified LMS and support staff, but staffing is part-time or in insufficient ratio to student enrollment to meet instructional program needs.	Students have access to skilled LMP instruction as a component of many subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 700 students, with support staff adequate to meet program needs, as determined by student enrollment.	Students have access to skilled LMP instruction as a component of all subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 500 students, with well qualified support staff adequate to meet program needs, as determined by student enrollment.
Resources and Materials	The collection is built following a district-approved selection policy and weeded regularly; average age of non-fiction materials is less than 10 years old; the weeded collection holds 5-9 print or electronic titles per student.	Up-to-date collections in multiple formats are developed with Board-approved policy to support the Standards and curriculum, with some faculty and student input; the weeded collection holds 10-15 print or electronic titles per student, including resources for students with special needs.	Comprehensive up-to-date collections in multiple formats are built collaboratively on Board-approved policy and evaluated continuously to support Standards, curriculum and diverse learning needs; weeded collection holds 15-25 print or electronic titles per student.
Equitable Access	Mix of fixed and flexible access is maintained based on student and curriculum needs; LMP is sometimes	Students use LMP throughout most of the school day for a variety of resource needs; an open	Collaboratively developed policies and procedures ensure collections, resources,

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
	used to provide classroom teacher planning time; planning collaborative instruction to meet student needs is in development.	schedule is maintained, with a range of easily accessed resources, technologies, and services to meet diverse student information needs.	and services are flexibly available for all learners beyond LMP and the school day, including continuous remote access to all electronic materials.
Educational Technology	Access to audio, video, and instructional technology through LMP is limited and provided only to classroom teachers; automation technology is used for circulation management and access to the LMP catalog; LMP Web presence provides limited access to resources for students.	Current instructional technology and assistance in usage is available for classroom teachers and students in LMP; LMP operations are completely automated, Web presence is dynamic and up-to-date with curriculum related material; technology is regularly used as a learning and literacy platform in most content areas.	Educational technology to impact student achievement is seamlessly integrated into instruction district-wide; curriculum materials are ubiquitously accessible by the whole school community in multiple formats, languages; LMS provides leadership in evaluation and implementation of instructional technologies.
Climate Conducive to Learning	LMP is quiet, clean, functional, used mainly for classes; students work to fulfill assignments, but rarely visit on their own. LMP is reactive in meeting user needs; there is limited variety of resources at various levels, with accessibility in development. Administrative behavior is moderately supportive to indifferent.	LMP provides respectful environment; users feel welcome to research, read, work independently; LMP is active in meeting user needs; space is organized, easy to navigate, resources are at different levels, sometimes accessible to individuals with disabilities. Administrative behavior is supportive.	A stimulating environment makes the LMP a focal point of learning; LMP resources invite discovery, motivating projects, independent study; a variety of spaces accommodate different learning styles; LMP proactively provides access to individuals with disabilities and resources in different levels and languages; administration is engaged.
Budget	LMP budget includes a per-pupil allocation that is provided by the District.	LMP has adequate funding for staff, materials, technology,	Highly adequate LMP budget includes long-range development plan

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
		facilities; spending is planned annually, LMP reports on sufficiency of funding; special projects or new facilities can be acquired through separate request for funds; district-level funding is supplemented by school allocations.	for LMP; funding sources include innovative programs, grants, and partnerships for additional resources; LMP has close working relationship, public library, other agencies.
Facility	LMP facility is minimally accessible to individuals with disabilities; furniture, shelving, lighting, and technology are functional, but limited in accommodating whole groups, and individuals simultaneously; facility is dedicated to LMP usage, but sometimes used for other purposes that interfere.	LMP facility is barrier-free, accessible to all, including individuals with disabilities; furniture, shelving, displays, lighting, and technology accommodate simultaneous use by whole classes, small groups, and individuals; facility is dedicated to LMP use, rarely used for purposes to interfere.	LMP facility is inviting, large, flexible, and conducive to different learning styles and use by multiple groups and individuals simultaneously; furniture, shelving, displays, lighting, and technology allow for safe, flexible use including individuals with disabilities; facility is dedicated to LMP use.
MANAGEMENT / LEADERSHIP			
Instructional Leadership	LMP is aware of school priorities, activities of leadership team, participates in PD if available at the school, helps arrange PD for staff upon requested by administration; LMP is a member of the SLS, participates in resource sharing and PD activities.	LMS provides input to leadership team, aligns LMP with instructional priorities, participates in professional development (PD), collaborates in planning PD in use of LMP resources and technology; LMP participates in local and regional associations.	LMS is active leader in the school community in education, technology, and research-based practices; LMP serves in decision making process in district, provides leadership in local, state, and national associations, and shares knowledge widely.
Administrative Support	LMP and administration schedule meetings occasionally to discuss LMP; administration	Administration supports LMP fiscally, verbally, programmatically, at building, district, and	LMP goals are aligned with administrative focus on student achievement; LMS

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
	demonstrates a basic understanding of LMP goals and impact on student achievement and offers some verbal and fiscal support.	regional levels; LMS and administration meet regularly on LMP goals; administration supports LMS role in teaching information literacy skills in curriculum.	meets regularly with administration on role of LMP as integral to district goals; administration actively supports LMS collaboration with classroom teachers.
Professional Development	LMP attends professional development and conferences, participates in SLS and professional organization activities, and seeks opportunities for advanced education.	LMS provides professional development for teachers, presents at conferences, participates in professional and educational organizations.	LMS provides proactive leadership in staff development and professional association activities in, curriculum, instruction, new resources, information, technology, and student learning.
Program Planning and Evaluation	LMP has a short-term plan to meet basic library program needs and goals; the formation of a Library Advisory Committee and evidence based evaluation of the LMP are in development.	LMP has a short-range plan developed annually for program design and resources needs; a Library Advisory Committee exists and is aware of the plan; plan takes into consideration evidence of learning and school and district mission and goals.	LMP is built on a long-term comprehensive strategic plan developed collaboratively with the school community and a Library Advisory Committee, aligned with district goals and objectives, including ongoing, evidence-based evaluation.
Communication	The impact of LMP services on students is periodically communicated using a limited variety of communications tools to make LMP services visible to school administration.	The impact of LMP policies and services on students is regularly, efficiently communicated using a variety of communications tools to make LMP services visible to teachers, , and school administration.	The impact of LMP policies and services on students is frequently, promptly, efficiently communicated using a wide variety of communications tools to make LMP services highly visible to the school community, teachers, students, parents, and district administration.
Program Advocacy	Goals and objectives of LMP are communicated and	The school community receives regular updates	LMP actively follows a written, coordinated,

ESSENTIAL ELEMENT	MINIMUM REQUIREMENT	PROGRESSING TOWARD EXCELLENCE	EXEMPLARY PRACTICE
	made available to the school community. An action plan for marketing the LMP and increasing support is in development.	on LMP resources and services; opportunities to advocate for LMP are welcomed when offered; there is a plan for regular assessment of school needs and LMP responses.	comprehensive action plan for creating support and marketing the LMP within the greater school community; the action plan is evaluated and reviewed annually.

Components and Advantages of a Centralized Library Support Center

- **Programming**
Oversee and manage district level program. Develop best practice expectations and establish policies, protocols, benchmarks, and guidelines. Support building-based program implementation.
- **Purchasing/Acquisition**
At both the district level and the site level, all program purchases and acquisitions must be processed. Manage, track, and consistently implement all the elements including barcode protocol, barcode ranges, avoid duplications, support collection development policies, and support district classification and cataloging protocols.
- **Classification/Cataloging**
Process purchases into the online catalog and classification system. This allows for consistent formatting and presentation of information to patrons. All users in the district will have a consistent experience with information access and use if the catalog/classification protocols are implemented with integrity and consistency.
- **Technology Training Labs**
Systems use, integration of technology, and management.
- **Professional Library**
Equipped with resources to meet the needs of educational professionals serving both in schools and in the district offices, this space serves as a professional resource for individuals and groups and offers a professional development space as well.

Components of *Creating a Culture of Literacy Campaign*

COMPONENT ONE

Building and strengthening school library programs to exemplary levels in order to enable all DCPS students to become avid readers, effective problem solvers, creative thinkers, and effective users of ideas and information through collaboratively developed library media programs.

The *Creating a Culture of Literacy Campaign* will be implemented over a three-year period with one-third of schools added each year. When joining the Campaign, schools will be required to create building-level planning teams as part of the Campaign. Any school that is currently being modernized or consolidated or has been in the past two years or has an existing well-functioning library will be required to be part of Phase 1. Phase 2 schools must join the campaign by year 3.

Phase 1 Schools, which have a full-time credentialed library media specialist and a designated library space, will be given the opportunity to strengthen all aspects of their programs.

Phase 2 Schools, as participants in the Campaign, will hire a full-time credentialed library media specialist and establish a library media program according to the characteristics identified on the library media program rubric.

As schools begin to participate in the Campaign, they will be required to create building-level planning teams. At Phase 1 schools, the team will be made up of the library media specialist, the principal or the principal's designee, at least one classroom teacher, and at least one parent. At Phase 2 schools, the team will be made up of the principal or the principal's designee, at least one classroom teacher, at least one parent, and at least one representative of the library community (a public, academic, special librarian). Teams from both Phases will also be encouraged, but not required, to have a representative from a community partner.

Full teams will be required to attend an Information Session at which the terms of the Campaign will be described. Phase 1 teams, in collaboration with others in their buildings, will be expected to use the rubric to assess the status of their library media program and design a program for improvement. Phase 2 teams, in collaboration with others in their buildings, will be expected to use the rubric to establish a plan for creating an effective program. Each year, a District team will select the schools to participate in the Campaign based on the plans submitted. All schools will be required to participate in the Campaign during the third year.

Phase 1 schools will be expected to:

- use the DCPS Library Media Program Evaluation Rubric to assess the current program and identify priorities for improvement over a one, three, and five year period;
- employ at least one full-time, certified library media specialist, who will be given release time to attend regular professional development sessions;
- establish a regular schedule for the meetings of the Campaign Planning Team;
- match district-provided collection development grants;

- implement a collaborative instructional program through the library to integrate the teaching of information skills with classroom teachers;
- establish a plan to provide adequate, dependable access to district-provided electronic resources within the library media center and computer labs; and
- participate in district-wide Campaign events.

Phase 2 schools will be expected to:

- hire a full-time, certified library media specialist, who will be given release time to attend regular professional development sessions;
- use the DCPS Library Media Program Evaluation Rubric to create a planning and implementation process for establishing an effective library media program over a three-year period;
- match district-provided collection development grants;
- implement a collaborative instructional program through the library to integrate the teaching of information skills with the classroom teacher;
- establish a plan to provide adequate, dependable access to district-provided electronic resources within the library media center and computer labs;
- establish a regular schedule for the meetings of the Campaign Planning Team; and
- participate in district-wide Campaign events.

To support the *Creating a Culture of Literacy Campaign*, the District will provide:

- **A set of electronic resources** (on-line encyclopedias, journal databases, etc.) that are selected collaboratively by district and building-level professionals to support the curriculum at both the elementary and secondary levels on an annual basis.
- An **allocation of at least \$10.00 per pupil** (with a floor amount of \$3,000 for small schools) earmarked for library resources available to all schools that employ a full-time, certified library media specialist.
- **Outright grants of \$15,000** to improve library collections and **additional matching grants of up to \$10,000** to improve library collections to Phase I schools that file a comprehensive library media program improvement plan and conform to all Campaign requirements.
- **Outright grants of \$25,000** to create library collections and **additional matching grants of up to \$15,000** to create library collections to Phase II schools that hire a credentialed library media specialist and file and implement a plan to establish a comprehensive library media program and conform to all Campaign requirements.
- An **annual evaluation process** conducted by the school Advisory Team to determine schools' progress in implementing their comprehensive improvement plans.

COMPONENT TWO

Create and launch a district-wide engagement campaign to educate and support the importance and relevance of school libraries and library media specialists in the context of reading success and related social issues.

Concepts for Strategic Implementation

- Engage a public relations firm (pro-bono) and/or local university School of Communications to support this effort.
- Secure Resolutions through governing bodies.
- Government Officials and/or a celebrity spokesperson to help initiate the partners' effort.
- Creation of a DCPS Library Partner's Advisory Committee to help promote the effort and recruit other partners.
- Identify key stakeholders, including students, teachers, administrators, parents, non-profits, corporations, higher education, and residents.
- Build community around and awareness of alignment of the school library programming with the *Capital Commitment*.
- Engage the community in support of school libraries and reading success through a specific partnership movement to solicit commitments.
- Create community ownership by highlighting the result of greater community success (example includes Weinberg Foundation Library Project, Baltimore, Maryland).
 - More educated workforce
 - Safer community, reduction in crime
 - Economic benefits
- Partner groups would include nonprofits, corporations, educational institutions, associations, faith-based groups, and more. Partners would commit to the shared belief that DCPS children and youth are a top priority in our community and commit to collaborating with school libraries to help improve reading outcomes and academic success.
- DCPS partner organizations will be committed to ensuring that all DCPS students, and especially the most vulnerable, have access to the fundamental resources that will help ensure reading proficiency success.
- Establish key resources that will help ensure reading proficiency success, including:
 - Up-to-date reading resources
 - Engaging library media centers
 - Certified Library Media Specialists
 - Comprehensive reading programs with mentors and tutors
 - Technology and technology-focused professional development
 - Safe places for students to thrive and learn

COMPONENT THREE

Create “How to” School Partner Kits to provide specific turn-key opportunities for partners to support school libraries.

This initiative must be operated and funded centrally through the DCPS Office of Family and Public Engagement.

Partner Kits will identify key areas of support needed in the school library in order to match partners with specific needs. Three areas would be consistent district-wide, allowing for two additional areas tailored to a school’s specific need. Areas for matching partners would include:

- Collection Development (print or non-print)
- Technology and Facilities
- Volunteers and Tutors

The Partner Kits will provide schools with training and tools to engage and retain partners. A web-based tool to help match and maintain partners and promotional materials will be available prior to launch.

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