

Template for:

What gets measured gets done: a school library media and technology program self-study workbook

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Contents	
Title page and study team	p. 2
Contents and purpose	p. 3
Mission and goals	p. 4
District description (demographics)	p. 5
Previous evaluation and follow-up	p. 6
Department organization and planning	p. 7
Budget	p. 8
Library resources	p. 9
Computer hardware	p. 10
Video and voice hardware	p. 11
Curriculum	p. 12
Staffing	p. 13
Facilities and infrastructure	p. 14
Media center climate	p. 15
Summary of program strengths	p. 16
Summary of program weaknesses	p. 17
Recommendations	p. 18
Supporting data	
Survey responses from parents	p. 19
Survey responses from principals	p. 20
Survey responses from students	p. 21
Survey responses from teachers	p. 22
Evaluation of program rubrics	p. 23
Appendices	p. 31
Long range technology plan	
Information literacy/library media skill/technology skill curriculum guide	

Mission and goals of the library media program

Mission

Long-range goals

Goal 1

Goal 2

Goal 3

Additional goals

District description (demographics)

Name and location of district

Area economy

Educational partners

District organization overview

Previous evaluation and follow-up

Date and process:

Recommendations and actions:

Department organization and planning

Description of district library/media committee and responsibilities

Major responsibilities:

Other committees and library media groups, including building library media committees

Budget

Name of building	Student population	Size of AV and print collection	Material replacement budget	Material growth budget	Periodicals budget	Online resources budget	Software budget	License, support and supplies budget	Total of current year's budget
School 1									
School 2									
School 3									
School 4									
School 5									
School 6									
School 7									
School 8									
School 9									
School 10									

Additional information

Funding formula and division of building/district funding:

District collections:

Other:

Library resource selection, organization, maintenance, and adequacy					
School	Enrollment	Print Collection	Magazine titles	Audio-visual	Computer software
School 1					
School 2					
School 3					
School 4					
School 5					
School 6					
School 7					
Total elementary					
School 8					
School 9					
School 10					
Total secondary					
District					

Additional information
Selection/reconsideration policy
Print resources
Audio-visual
Software

Computer hardware										
School	Students	Professional Staff	Staff Computers	Staff/Computer Ratio	Student Computers	Student/computer Ratio	Scanners, digital still and video cameras	LCD Projectors	File Servers	Laser Printers
School 1										
School 2										
School 3										
School 4										
School 5										
School 6										
School 7										
Total elementary										
School 8										
School 9										
School 10										
Total secondary										

Additional information

Video and voice hardware									
School	Classrooms/ Instructional areas	Televisions	VCRs	Classroom to TV/VCR ratio	Cable Drops	Andlog camcorders	Interactive TV equipment	Telephones	Voice Mail
	Quantity	Quantity	Quantity	Ratio	Percent	Quantity	Yes/No	Percent	Yes/No
School 1									
School 2									
School 3									
School 4									
School 5									
School 6									
School 7									
Total elementary									
School 8									
School 9									
School 10									
Total secondary									

Additional information									

Curriculum

Checklist	Comments
The library media program has a written curriculum.	
The curriculum addresses reading skills.	
The curriculum addresses research skills.	
The curriculum addresses technology skills.	
Benchmark skill levels are articulated for each grade level.	
Student progress on skills are reported to parents.	
Skills are taught as part of an information literacy process.	
Projects are integrated into the classroom curriculum.	
The curriculum meets state requirements.	
The curriculum is revised on a regular basis.	
If not complete, there is a timeline for writing and implementing library media curriculum.	
At the secondary level, there is a written document that outlines major content area units that use library media resources and information literacy skills taught within those units.	

Additional information:

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Staffing						
School	Enrollment	Professional Staff	Student to Professional staff ration	Clerical Staff	Computer lab aide	Technical Staff
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
Total elementary						
School 8						
School 9						
School 10						
Total secondary						
District Media Personnel (all 1.0 unless otherwise noted) List position titles:						
Total district						

Additional information: (job descriptions)

Facilities/Infrastructure	
Checklist	Comments
Each building has a dedicated space allocated to the media program.	
Each media center is adequate for multiple classes and small groups.	
Each media center is well lit, well ventilated, and adequately wired.	
A computer lab is in or adjacent to each media center.	
Each media center is clean, well-furnished and attractively decorated.	
Each media center is air-conditioned.	
All classrooms and offices in each building have voice, data, and video networks running to them.	
All teachers have telephones with voice mail in either their classrooms or departmental offices.	
Each building has a server used for its library system and its networked CD-ROMs.	
All staff and students (when the curricular need arises) have district-provided e-mail accounts.	
The district provides sufficient bandwidth to the Internet through direct connections or through a caching service.	
The district provides a webserver and gives staff the ability to house curriculum-related pages on it and that all media centers can access.	
The district provides servers for forms, databases, and archived software that all media centers can access.	
The district provides file storage space for staff and students that all media centers can access.	
The district provides interactive video connectivity in each building that all media centers can access.	

Additional information:

Media Center Climate

Checklist	Comments
Results of student survey indicate a positive climate in all media centers.	
Results of principal survey indicate a positive climate in all media centers.	
Results of teacher survey indicate a positive climate in all media centers.	
Results of parent survey indicate a positive climate in all media centers.	
Media centers are used in purposeful ways that contribute to both student learning and student well being.	
Media centers are decorated with age-appropriate posters, art, and displays.	
Materials with a wide range of subject matter and reading ability are readily available to stimulate individual, independent use.	
Policies, procedures and rules reflect trust of and respect for students.	
Media centers are available before and after school.	
Media centers are available during the school day for small groups and individual learners.	
Student activity in the media centers is orderly and productive, but not overly strict.	
Staff members use the media center for meetings and other activities before and after school and during the summer.	

Additional information:

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Summary of program strengths

Summary of program weaknesses

Recommendations

Supporting data

Survey responses: Parents				
Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		Elementary	Middle	High School
	Number of responses			
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9. Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Principals

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9. Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):**Improvements needed (from survey):****Other comments (from survey):**

Survey responses: Students

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9. Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Teachers

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9. Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Evaluation of program evaluation rubrics based on AASL's Information Power standards:

Part One. Learning and Teaching	Minimum	Standard	Exemplary	Comments/ Actions needed
1. Is the program essential and fully integrated?	25-50% of classes use the media program's materials and services the equivalent of at least once each semester.	50%-100% of classes use the media program's materials and services the equivalent of at least once each semester. The media specialist is a regular member of curriculum teams. All media skills are taught through content-based projects.	50%-100% of classes use the media program's materials and services the equivalent of at least twice each semester. Information literacy skills are an articulated component of a majority of content area curricula.	
2. Are the information literacy standards integral to the curriculum?	Students complete at least two resource-based projects each year that require research skills.	Students complete all resource-based projects required by state or local standards. There are a clear set of media and technology benchmarks for each grade level.	Classroom projects have both content and information literacy outcomes.	
3. Does the media program model and promote collaborative planning and teaching?	The media specialist has a schedule that allows meeting with teachers prior to each research unit. The media center contains a professional collection.	The media specialist has a schedule that allows meeting with teachers on a regular basis to plan resource-based projects. The media specialist is a member of grade level or team planning groups. The media specialist has defined responsibilities for teaching skills in each project.	The media specialist participates in the assessment and grading of student projects with all staff. The media specialist is viewed as a resource for authentic assessment and project-based learning.	
4. Is there access to a full range of information resources and services?	The media specialist is knowledgeable about and acquires some resources in print and non-print formats. The media specialist assists students and staff in gathering data from electronic resources.	The media specialist evaluates, acquires, and promotes resources in print and non-print formats. The media specialist helps staff and students access other community resources.	The media specialist participates in resource and service sharing with other community agencies.	
5. Does the media program encourage reading, viewing and listening?	The media center contains current materials of student interest in print format. The media specialist promotes materials on a regular basis.	The media center contains current materials of high student interest. There is a formal program to encourage student reading, viewing and listening.	The media program conducts activities that encourage independent reading. Activities that promote media literacy are held.	

Part One. Learning and Teaching (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
6. Does the media program support diverse learning needs, abilities, and styles?	Research projects are individualized. Multiple formats of information are recognized as valid.	Research units have a variety of final project formats including those using graphics, sound, video or oral presentations.	Students have an individualized plan for information literacy projects. A variety of multimedia projects and presentations are the outcome of research.	
7. Does the program foster individual and collaborative inquiry?	Both individual and group research projects are assigned.	Formal planning of group roles and individual tasks is a part of each project.	Research projects use and foster individual interests to spur life-long learning behaviors. Teachers and media specialists articulate personal learning goals.	
8. Does the program integrate the use of technology?	Research is done with aide of an automated library catalog and stand-alone CD-ROM databases. Projects are word-processed.	On-line information sources are available and used. Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. The media center has a telephone and fax machine for professional and supervised student use.	A wide variety of on-line information sources, including email and the Web, are available and used. Students use digital photography and video editing to create projects. The media program teaches discriminate use of technology for effective research and communication.	
9. Does the program provide a link to the larger learning community?	The school media program encourages the use of external resources in research projects. The availability and use of public and academic libraries are part of the information literacy curriculum. The media specialist assists students and staff in acquiring materials through interlibrary loan.	The availability and use of a variety of community and web-based resources are a part of the information literacy curriculum. The media specialist works with classroom teachers to make them aware of resources outside the school of value to students.	The school library is a member of the regional multitype system and participates in its activities. The media program helps facilitate school to work initiatives and other community-based learning programs.	

Part Two: Information Access and Delivery	Minimum	Standard	Exemplary	Comments/ Actions needed
10. Does the program provide intellectual access to information and ideas for learning?	The media specialist helps students and staff with basic reference and location questions.	The media specialist helps students and staff with research questions using specialized tools both inside and outside the media center. The media specialist creates subject bibliographies for staff.	The media specialist helps students and staff become critical users of information.	
11. Does the program provide physical access to information and resources for learning?	The library media center is a physical space within the school with student seating and shelving for materials. The materials in the media center are cataloged and circulated according to specified criteria. The media specialists selects, orders and processes new materials on a regular basis.	The media center has a variety of workspaces and tools for at least 3 classes to work researching and producing projects. The media center has spaces that support students working individually, in small groups and in classes. The collection and circulation system are automated and current.	The media specialist actively participates in building and remodeling committees. The facility is climate controlled and has an outside entrance for after hours use. The school's records are part of a larger, regional union catalog.	
12. Does the program provide a climate that is conducive to learning?	The media center is a safe environment with adequate lighting, ventilation and heat. The furniture is appropriate for the age of the student being served. The media specialist is enthusiastic and encourages student use of the media center and its resources.	The media center has an inviting appearance with student created works, instructional displays and informational posters. The furniture and shelving are matched and in good condition. The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility. The media specialist conducts promotional activities to encourage student and staff use of the media center.	The media center has a variety of informal and formal student areas. The media specialist plans special displays. The media center is air-conditioned for year-round use. The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles. The staff workroom, administrative offices and distance-learning classroom are adjacent to the media center. The media center serves as the hub of all school information networks.	

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
<p>13. Does the program provide flexible and equitable access to learning resources?</p>	<p>The media center is open, staffed and available to students during all school hours all school days. Parents and community members may use the collection before and after school. The media center and its resources are handicap accessible.</p>	<p>The media program is flexibly scheduled so the professional services of the media specialist are available when needed by students and staff. Teacher prep time and study halls are NOT provided in the media center. The media specialist encourages the use of the media center by the public.</p>	<p>The media center is open and staffed extended hours (evening and weekends) for community use. A policy for resource use by the community is in place. The public is informed of the availability of the media center.</p>	
<p>14. Do the collections and resources support the school curriculum?</p>	<p>Materials are professionally selected using recognized review tools. There is a current* print collection of at least 10-15 print items per student, a selection of periodicals, and electronic research terminals for at least 25% of the largest class. Students have access to:</p> <ul style="list-style-type: none"> • a computerized periodical index • electronic encyclopedias • a wide variety of computerized productivity programs like word processors, spreadsheets, and databases. <p>*Current is defined as the collection having an average age of not greater than 10 years, acknowledging that some areas will need more current materials and some areas will have older materials.</p>	<p>There is a current print collection of at least 15-20 print items per student, electronic research terminals for at least 25%-50% of the largest class. Students have access to:</p> <ul style="list-style-type: none"> • a computerized card catalog of local materials • on-line full text periodical databases • a wide variety of computerized reference tools • content area specific reference materials • videodiscs and players • full on-line access to the Internet • educational television programming • a wide range of educational computer programs <p>Resources are specifically chosen to support curricular needs.</p>	<p>There is a current print collection of over 20 print items per student, electronic research terminals for over 50% of the largest class. Electronic research materials are available from all networked computers in the building. There is a written collection development policy that shows collaboration with other libraries and outside information agencies. Students have access to:</p> <ul style="list-style-type: none"> • a union catalog of district holdings • access to the catalogs of public, academic and special libraries from which interlibrary loans can be made • materials to support local history studies • access to desktop video conferencing or an interactive television classroom • emerging technologies as needed 	

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
15. Does the program show a commitment to the right of intellectual freedom?	There is a board adopted selection/reconsideration policy. Circulation policies are consistent with the tenants of intellectual freedom and school policies. Internet access is unfiltered, but acceptable use is taught and Internet terminal use is monitored.	The collection has materials representing a diversity of opinions on controversial topics. The media specialist works with teachers and administrators to insure students' rights to information. Student data privacy is kept.	Intellectual freedom and the right to information is taught as a part of the information literacy curriculum.	
16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?	The school has board-adopted policies on copyright and Internet / technology acceptable use.	The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.	The media specialist designs and conducts workshops on ethical issues associated with information and technology use.	

Part Three: Program Administration	Minimum	Standard	Exemplary	Comments/ Actions needed
17. Does the program support the mission and goals of the school?	The media specialist actively participates in school evaluation / accreditation efforts. The library media program has a written mission statement that reflects the mission of the school.	The media specialist formally plans yearly goals with the principal and department heads. The library media annual goals reflect the school and district goals. The media specialist actively participates as a member of the media and technology committees.	The school mission and annual goals reflect the need for students to be information literate in order to become life-long learners and recognize the media program as essential in meeting those goals.	
18. Is there adequate professional staffing in each building?	There is at least one fully licensed full-time media professional serving each district. There is at least one fully licensed full-time media professional serving at least one half day in each school in the district. The media center is kept open with clerical help during the remainder of school hours.	There is a minimum of one licensed full time media professional in each school. The principal appraises the performance of the media specialist using tools specific to the profession. There is a current job description for the media professional.	There is one full time media specialist for each 500 students in each building. The media specialist is active in professional organization activities and participates in a wide range of school activities.	
19. Is there adequate support staff for each building?	The media specialist has part-time clerical and technical support.	The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students. The media professional supervises the support staff. There are current job descriptions for all support staff.	When justified by school size and program, there is: <ul style="list-style-type: none"> • one full time technician in each building • a media professional who supervises media production, • a district-level supervisor and support staff that assist with planning, budgeting, assessment, and materials processing. 	

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
20. Does the program have on-going administrative support?	The principal and media specialist informally plan the media program goals and budget each year.	A formal goal-setting and budgeting procedure is completed by the media specialist and building principal. The media program and media specialist are evaluated each year using the accomplishment of the goals as a criteria.	An advisory committee with parents, teachers, students and community members helps establish media center goals. A formal process is in place to report back to that group the accomplishment of those goals on a regular basis.	
21. Is there a long-range, strategic plan for the program?	The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program. The district's strategic plan reflects the mission and role of the library media program.	An advisory committee with parents, teachers, students and community members helps create long-range media plans.	Long-range media plans are shared with the community through public relation channels.	
22. Is there an on-going assessment of the program in place?	The media specialist collects and reports basic circulation and collection size and age data.	There is a means of assessing the adequacy of the program and collection through surveys done at the completion of each research unit. Annual goals and long-range plans are based on collected data. All new initiatives involving media and technology have an evaluation component.	There is an effort to analyze the contributions of the media program to overall student performance in the school. Reporting of students meeting standards on identified information literacy and technology benchmarks are reported to parents and the community. The media specialist and school participate in formal studies conducted by state and academic researchers.	

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
23. Does the program have adequate funding?	The program has a written budget sufficient to keep the media program at a minimal level of service.	The media specialist yearly submits a budget itemizing suggested levels of spending for collection maintenance and growth, subscription fees, supplies and other resources. The media specialist keeps detailed records of how funds were spent each year.	The media specialist actively participates in school budgeting decision-making committees. The media specialist uses a variety of methods for obtaining resources including cooperative purchasing, grant writing and partnering.	
24. Do the media specialist and support-staff receive adequate staff development opportunities?	The media specialist and support staff receive training on resources and materials purchased for the media program. The media specialist offers classes to the staff on information resources and skills and technology integration.	The media specialist attends conferences and workshops on new resources, state graduation rule updates, and information literacy curricula. There is a budget for staff development for the media specialist.	The media specialist is a leader on the staff development committee and assists in planning and implementing staff development opportunities for all school staff.	
25. Are the mission, goals, functions, and impact of the library program clearly communicated?	The media specialist reports annually to the principal on the library media program.	The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.	The media specialist communicates regularly with parents and the community through newsletters, web pages, parent-teacher organization presentations, service organization presentations, and notification of the local media of special events.	
26. Are the human, financial, and physical resources of the program effectively managed?	The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.	The media specialist supervises support staff and works with custodial staff on maintenance issues. The media specialist participates in the evaluation of support staff.	The school media specialist actively participates on the building management team.	

Appendices

(Append copies of any supporting documents, including long-range technology plan or library/media/technology curriculum here.)