Implementing and Monitoring School Library Media Programs

Guiding Principles and Best Practices

2014–2015

Montgomery County Public Schools
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# Transforming School Library Media Programs

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Transforming School Library Media Programs

Vision:
Montgomery County Public School Library Media Programs provide innovative, learner-centered services to nurture and challenge the academic and personal information needs of students and staff.

Background:
School Library Media Programs should be a force for change at the center of teaching and learning with a focus on empowering student achievement and growth. The demands of the 21st century and advances in technology require a vision to redesign school library media programs. In order to effectively support teaching and learning, school library media services must be transformed to address the rapid change in society, education, and technology. The hallmark of a school library media program in the 21st century is its action and evidence that shows that it makes a real difference to student learning, that it contributes in tangible and significant ways to the development of meaning making and constructing knowledge.

Explanation of Document:
Implementing and Monitoring School Library Media Programs Guiding Principles and Best Practices, 2014–2015 offers a vision and provides practical approaches for all those engaged in creating successful 21st century school library media programs in Montgomery County Public Schools (MCPS). Its framework presents three guiding principles supported by a set of best practices and growth continuum charts that lead to the transformation from traditional library media facilities to vibrant library learning environments. The growth continuum represents guideposts along a journey of continuous growth. Because the schools within MCPS are at different points on this journey, this publication includes a range of markers of progress and key resources to provide educators, individual schools, and central office leadership with helpful direction and support.
Transforming School Library Media Programs
Three-Year Transition Plan

Year 1: 2014–2015
I. Discovery Stage
   a. Discussion starters for Instructional Leadership Teams and Professional Learning Communities (pages 4–5)
II. Interpretation Stage
   a. Action planning template (page 6)

Year 2: 2015–2016
III. Ideation Stage
   a. Action planning: Planning and leading transitions timeline (page 7)

Year 3: 2016–2017
IV. Experimentation or Prototyping Stage
   a. Visit model programs
   b. View assessing the program monitoring tool; self-reflection (pages 8–12)
V. Evolution Stage
   a. Complete assessing the program monitoring tool (pages 8–12)

Note: The Design Thinking Process is a creative process that results in practical and meaningful solutions to problems or issues requiring a critical look for improved future results.

Implementation of the study of The Design Thinking Process steps:
1. Discovery—establish focus groups of students and teachers to examine schedules, to observe the use of space and to collect data.
2. Interpretation—analyze and reflect on individual program to organize data into themes and identify major discoveries.
3. Ideation—collaborate with other media specialists in imagining, brainstorming and sketching-out big ideas.
4. Experimentation or Prototyping—initiate putting plans into action.
5. Evolution—assess individual library media programs and adapt to any new requirements or demands.

The work of an effective school library media program is framed by three guiding principles of practice that weave together in order to generate dynamic learning. Each guiding principle is supported by a growth continuum of indicators of success and authentic examples happening in libraries today. (See Growth Continuum Charts.)

The guiding principles focus on key concepts to be implemented to drive best teaching and learning through the school library media program. The growth indicators provide a snapshot for the implementation of each guiding principle. The work of quantifying and designating best resources and staffing to support implementation of the standards must be managed at the district and school site level.

The charts accompanying each guiding principle provide a continuum of indicators that have been developed to measure beginning steps or guideposts for each guiding principle and progressive stages of implementation and growth. The goal is to get all schools on the path to providing the very best school library media program possible to support students academically and personally in high-quality learning environments. Every school will find itself somewhere at a different place on the continuum for each indicator. The continuum will assist decision makers in determining what results have been achieved and also to identify future goals.
**EMERGING**

The school community has embraced library media program 21st century concepts and it has established a protocol to begin the work of preparing the library facility, collections, technologies, and teaching and support professional staff for renewed focus on learning in changing environments.

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**EVOLVING**

The instructional leadership team is building a collaborative school culture with teachers and students with a focus on inquiry learning that utilizes the teaching expertise, resources, technologies, and spaces of the school library media program.

---

**ESTABLISHED**

The school library media program is dedicated to building teaching partnerships to design and guide engaging and effective collaborative learning and participatory knowledge building experiences.

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21st Century School Library Media Program
School Name:
Date:

Growth Continuum Chart

Guiding Principle: Learning Environment

Implementation of Guiding Principles

**Best Practice:**

**Interconnectivity:**
Facilitating a Learning Environment That Demonstrates Interconnectivity

Check the column that most reflects your program.

Current State: O O O

NOTES:

- **Implementation of Guiding Principles**
  - Collaborates with some teachers to implement the curriculum
  - Shares evidence of student learning and creativity
  - Provides access to books and reading, information, and technology in an environment that is safe and conducive to learning
  - Consistently plans with grade level or content/discipline teams for implementation of curriculum
  - Shares evidence of student learning and creativity abundantly
  - Consistently utilizes Universal Design for Learning principles in teaching and learning
  - Meets all stakeholders where they are with their expressed information need. Directs to other avenues if necessary

- **EMERGING**
  - Implements the information literacy curriculum with minimal collaboration with classroom teachers
  - Creates a safe and welcoming environment conducive to learning with attractive displays

- **EVOLVING**
  - Consistently plans with grade level or content/discipline teams for implementation of curriculum
  - Shares evidence of student learning and creativity abundantly
  - Consistently utilizes Universal Design for Learning principles in teaching and learning
  - Meets all stakeholders where they are with their expressed information need. Directs to other avenues if necessary

- **ESTABLISHED**
  - Provides access to books and reading, information, and technology in an environment that is safe and conducive to learning
  - Consistently plans with grade level or content/discipline teams for implementation of curriculum
  - Shares evidence of student learning and creativity abundantly
  - Consistently utilizes Universal Design for Learning principles in teaching and learning
  - Meets all stakeholders where they are with their expressed information need. Directs to other avenues if necessary
Growth Continuum Chart

Guiding Principle: Learning Environment

Implementation of Guiding Principles

- EMERGING
- EVOLVING
- ESTABLISHED

Best Practice:

- Participatory: Advancing a Participatory Culture in the School Library Media Learning Environment

Check the column that most reflects your program.

Current State:

- 〇
- 〇
- 〇

NOTES:

School Name:
Date:

- Implements the information literacy curriculum
- Conducts lessons on digital literacy
- Provides atmosphere conducive for student learning
- Participates in a personal learning community professionally
- Collaborates with some staff in planning and implementing learning activities that involve group work and/or collaboration
- Communicates with stakeholders about digital citizenship
- Collaborates with some staff to create multiple learning experiences for students
- Co-facilitates a professional learning community

- Facilitates collaborative learning experiences
- Leads global learning opportunities
- Continuously builds and maintains relationships with stakeholders
- Champions group created projects
- Leads digital citizenship in school community
- Fosters an environment of technology creation rather than technology consumption
- Facilitates building personal learning communities
Growth Continuum Chart

Guiding Principle: Innovative Spaces and Practices

Implementation of Guiding Principles

EMERGING

- Provides professional development for staff members on instructional technology supporting the curriculum
- Eliminates procedures that limit access (overdue fines, short circulation periods, inflexible schedules, closed periods, etc.)
- Arranges the media center to provide access to classes, small groups, and individuals

EVOLVING

- Provides information to teachers and students on using multiple access points (screencast tutorials, resource pathfinders supporting lessons, school website, collaboration platforms, etc.)
- Instructs students about Web 2.0, eBooks, print, and online resources to support inquiry
- Maintains and encourages the use of the Internet-based catalog of print and digital resources

ESTABLISHED

- Consistently embeds instructional resources to support curriculum and inspire creativity
- Consistently utilizes 24/7 features of the school library media program’s virtual presence
- Leads the school community in advocating for emerging technologies

Best Practice:

Accessible:
Designing the Learning Practices and Spaces to Provide Maximum Access

Current State:

NOTES:
Growth Continuum Chart

Guiding Principle: Innovative Spaces and Practices

<table>
<thead>
<tr>
<th>Implementation of Guiding Principles</th>
<th>EMERGING</th>
<th>EVOLVING</th>
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<tbody>
<tr>
<td>Best Practice:</td>
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<td>Flexible &amp; Adaptable:</td>
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<td>Designing the Learning Practices and Spaces to Provide Maximum Access</td>
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<td>Check the column that most reflects your program.</td>
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<td>Current State:</td>
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- Builds print and digital collections to ignite knowledge building and a love of reading
- Supports one type of instructional activity at a time
- Builds print and digital collections to facilitate curriculum content and independent reading
- Organizes the media center facilities to provide appropriate work area for a multiple activities to be conducted at the same time
- Adapts current space to include a dynamic space with a focus on creating or making content, projects, or products for individuals to collaborate, share, and create
- Consistently organizes library media center facilities to provide appropriate work areas for multiple activities to be conducted at the same time

School Name: Date:
Guiding Principle: High Quality Leadership

**Best Practice:**

**Flexible**
Cultivating High-Quality Leadership in the Library Media Staff Members

- Collaborates with some staff to coordinate the use of the media center and its resources and may provide learning experiences that support the curriculum
- Facilitates one class or group at a time with inquiry and learning opportunities
- Provides minimal evidence of assessment

**Current State:**

**Notes:**

- Collaborates with some staff in planning and implementing learning activities that integrate the use of multiple resources, as well as the development of research skills and various literacies
- Creates opportunities to include more than one class or group at a time to assist with inquiry and learning opportunities
- Evaluates instruction jointly with the classroom teacher through planning ongoing assessment and reflection

- Consistently collaborates with staff in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies
- Consistently creates opportunities to include more than one class or group at a time to assist with inquiry and learning opportunities
- Consistently evaluates instruction jointly with the classroom teacher through planning ongoing assessment and reflection
## Growth Continuum Chart

### Guiding Principle: High Quality Leadership

<table>
<thead>
<tr>
<th>Implementation of Guiding Principles</th>
<th>EMERGING</th>
<th>EVOLVING</th>
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<tbody>
<tr>
<td><strong>Knowledgeable</strong></td>
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<tr>
<td>Cultivating High-Quality Leadership in the Library Media Staff Members</td>
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<td>Check the column that most reflects your program.</td>
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#### Current State:

- Minimally provides evidence of collaboration with stakeholders as related to collection improvement
- Minimally provides evidence of communication with stakeholders about curriculum or new technologies
- Minimally provides evidence of promoting reading and/or literacy

#### Best Practice:

- Minimally provides evidence of collaboration with stakeholders as related to collection improvement
- Minimally provides evidence of communication with stakeholders about curriculum or new technologies
- Minimally provides evidence of promoting reading and/or literacy

- Provides evidence of collection improvement based on current best practices, in collaboration with staff, students, community members, and other media specialists
- Consistently provides evidence of collection improvement based on current best practices, in collaboration with staff, students, community members, and other media specialists

- Consistently communicates with stakeholders about the school library media program and services
- Consistently communicates with stakeholders about the school library media program and services

- Promotes reading for personal and academic success; provides appropriate materials in a variety of formats
- Consistently promotes reading for personal and academic success; provides appropriate materials in a variety of formats

- Demonstrates working knowledge of curriculum content; continues to pursue knowledge of information literacy, new technologies, and new topics in curriculum development as demonstrated by participation in courses, workshops, as well as reading and discussions with colleagues
- Consistently enhances instructional practice and professional growth through workshops, collection development, professional organizations, information from curriculum specialists, conferences, and professional study; tries ideas in own instructional practice at school

### Guiding Principles

- High Quality Leadership

### Notes:

- Minimally provides evidence of collaboration with stakeholders as related to collection improvement
- Minimally provides evidence of communication with stakeholders about curriculum or new technologies
- Minimally provides evidence of promoting reading and/or literacy

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Montgomery County Public Schools

School Library Media Programs
School Library Media Programs

Action Planning for: ___________________________  Year: _______

Leading Transitions in the Learning Environment to Boost Student Achievement

NOTE: Interactive Inspiration file of the graphic organizer below is available from the School Library Media Programs office.
## Planning and Leading Transitions

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Timelines</th>
<th>Strategies and Actions</th>
<th>Roles</th>
<th>Resources</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What changes do we want to make?</td>
<td>What are the expected start and finish times?</td>
<td>How will we achieve transitions?</td>
<td>Who is responsible for what?</td>
<td>What resources, time, and people are needed?</td>
<td>How will we know the transition is complete and working?</td>
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</table>
Discussion Starters for Instructional Leadership Teams and Professional Learning Communities

Guiding Principles:

Learning Environment

Facilitating a Learning Environment that Demonstrates Interconnectivity

- How do we cultivate a collaborative learning community in our school? Who is involved? Why is it important?

- Local, regional and global connections are part of the 21st century learning environment. How can these relationships be facilitated to provide rich experiential learning opportunities (and encourage responsible global citizenship)?

- How does information literacy connect to different ways of knowing and learning? How can the school library staff members engage/differentiate to connect with all learners for life?

Advancing a Participatory Culture in the Library Media Learning Environment

- What does participatory learning look like? What kinds of physical and virtual features enable participatory learning?

- How can our school library media program support both student and teacher growth and success?

- What are the specific needs of the stakeholders within our school community – students, parents, and staff?
School Library Media Programs

Innovative Spaces and Practices

Designing the Learning Practices and Spaces to Provide Maximum Access
- What should a 21st century collection encompass? How can we provide/activate access to the library media collection?
- How can we strategically organize the collection in order to support participatory learning?
- How can our stakeholder needs become opportunities for advancing a collaborative learning community e.g., 24/7 access to a variety of excellent resources as well as learning opportunities? How can technology help?
- How will student learning and knowledge creation be showcased in our library media center?

Fostering Flexible and Adaptable Learning Environments
- How can our school library media program be a model for and leader of innovation and creativity?
- Life-long learners demonstrate a capacity to embrace new ideas, skills and ways of knowing. In what ways can our school library media program encourage and facilitate this engagement?
- How does our school library media program empower individuals to engage in personalized learning?

High-Quality Leadership

Cultivating High-Quality Leadership in the Library Media Staff
- How can we make the best use of technologies, resources and spaces to support excellence in co-planning, teaching and assessing learning?
- What should effective instructional design look like in our school library media program?
- How can we support both student and teacher growth and success?

Building Capacity in the Library Media Staff
- How can the school library media staff members engage in professional learning opportunities?
- What are the specific needs of the school library media staff members in order to cultivate and empower a community of learners in our school?
Appendices
Appendix A

Top 5 Tips for Achieving Needed Physical Changes

1. **Be flexible**—Have multiple ways to arrange the space based on the task.

2. **Be creative**—Rethink the way your media center is set up. Do you have learning spaces for students to work in small groups? Large groups? Independently?

3. **Be responsive**—Listen to your students and teachers and change plans accordingly. Take advantage of student interests and ideas. Allow students to form groups and choose their learning space.

4. **Make good use of space**—Place learning materials in a location that all students can see and access easily. Create visuals for around the room in collaboration with students so that they are useful and serve a purpose.

5. **Avoid "the stage"**—Avoid putting yourself "on stage" in the front of the room. Create an environment where you can more freely around the room and arrange furniture and materials so that you can collaborate with students and facilitate their learning experience.
# Checklist for the Physical Space of the School Library Media Program

<table>
<thead>
<tr>
<th>✔ Criteria—Innovative Spaces and Practices Consider the Following Elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ <strong>Accessible: Designing the Learning Practices and Spaces to Provide Maximum Access</strong></td>
</tr>
<tr>
<td>Does the arrangement of furniture/fixtures support collaboration and co-teaching?</td>
</tr>
<tr>
<td>Is there comfortable seating to promote free choice reading?</td>
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<tr>
<td>Is there space dedicated for small group collaboration or can it easily be achieved with minimal effort by adapting the existing space?</td>
</tr>
<tr>
<td>Is there space for individuals to work on projects/assignments?</td>
</tr>
<tr>
<td>Is there space for whole group instruction?</td>
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<tr>
<td>Are there devices for students and teachers to use in the library media center?</td>
</tr>
<tr>
<td>Is there a device with dedicated access to the online library catalog?</td>
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<tr>
<td>Is there an interactive whiteboard for library media use?</td>
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<tr>
<td>Is there access to Wi-Fi in the library media center?</td>
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<tr>
<td>Are there sufficient electrical outlets and stations to charge devices?</td>
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<tr>
<td>Is there space dedicated to the use of and information posted on accessing eContent and virtual services? (e.g., e-readers, online subscription services, and logon/password procedures)</td>
</tr>
<tr>
<td>Flexible and Adaptable: Designing the Learning Practices and Spaces to be Flexible and Adaptable</td>
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<tr>
<td>---------------------------------------------------------------------------------------------</td>
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<tr>
<td>Is there production space for individuals to collaborate, share, and create?</td>
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<tr>
<td>Are there multifunctional spaces that accommodate a variety of learning requirements at one time?</td>
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<tr>
<td>Are there multiple ways to display information?</td>
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<tr>
<td>Can the physical library flex into alternate arrangements, if needed?</td>
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<tr>
<td>Does the space support nontraditional learning experiences, e.g., personalized learning, flexible student schedules, and online courses?</td>
</tr>
<tr>
<td>Do the displays promote literacy and reading and encourage students and staff members to explore?</td>
</tr>
<tr>
<td>Is student work highlighted / displayed throughout the library media center?</td>
</tr>
<tr>
<td>Is the library media center an inviting and welcoming learning space?</td>
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</tbody>
</table>

* The checklist was derived from the SLMP work group recommendations, which included guiding principles and best practices.
Appendix C

Top 5 Tips for Building a Virtual Learning Environment

1. **Be accurate**—Make sure that the information presented is current and accurate.
2. **Be informative**—Inform your stakeholders who you are, how to contact you and when you are available.
3. **Be proactive**—Link to your *Destiny* catalog from your library homepage; and link to your library homepage from your *Destiny* catalog. Link to or mention the online services that are available to your school community.
4. **Be responsive**—Demonstrate how you support the curriculum; create resource lists, publish pathfinders, etc.
5. **Be creative**—Showcase the innovative practices and programing happening in your library media program. Your virtual presence should be a reflection of who you are.
# Checklist for Your Virtual Presence of the School Library Media Program

<table>
<thead>
<tr>
<th>✔</th>
<th>Criteria—Innovative Spaces and Practices Consider the Following Elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖</td>
<td><strong>School Library Media Center Website:</strong></td>
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<tr>
<td></td>
<td>Includes staff member name(s) / position(s)—(last name is sufficient). Consider adding a photo of the team</td>
</tr>
<tr>
<td></td>
<td>Includes media center phone number (elementary schools will have main school number)</td>
</tr>
<tr>
<td></td>
<td>Contains the media center hours; open and close (for regular school day)</td>
</tr>
<tr>
<td></td>
<td>Links to the shortcut URL for your school’s Destiny homepage</td>
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<tr>
<td></td>
<td>Hyperlinks to your online services (It could be a link to the MCPS homework online resources, a Google Doc, or a list that you create). <strong>Remember no passwords on public websites</strong></td>
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<tr>
<td></td>
<td>Confirm all hyperlinked websites are working and active before school begins every year. Consider adding links to the Montgomery County Public Library and the MCPS Professional Library</td>
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<tr>
<td></td>
<td>Review and update (if applicable) all information contained on the media center page(s) before school begins each year, including any assignment-specific links (i.e., LiveBinders)</td>
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<tr>
<td>❖</td>
<td><strong>Destiny Homepage:</strong></td>
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<tr>
<td></td>
<td>Includes staff member name(s) / position(s)—last name is sufficient</td>
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<tr>
<td></td>
<td>Includes media center phone number (elementary schools will have main school number)</td>
</tr>
<tr>
<td></td>
<td>Contains the media center hours; open and close (for regular school day)</td>
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<td></td>
<td>Contains welcome message</td>
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<td>Links to the URL for your school’s Media Center website</td>
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<td></td>
<td>Contains an image and/or video. Consider highlighting your library media center program</td>
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<tr>
<td>Other Destiny Information:</td>
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<tr>
<td>Resource lists are up-to-date and relevant</td>
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<tr>
<td>Update the Destiny calendar (see “Back to School” quick guide)</td>
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<tr>
<td>One Search includes school-based purchased online services (see “Back to School” quick guide)</td>
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<tr>
<td>Destiny catalog should include links to any eContent available to your students</td>
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<tr>
<td>Update your designated supervisors for homerooms if you use Destiny to email overdue reports. (see “Back to School” quick guide)</td>
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<td>Delete staff patrons who have retired or left the county and students who have withdrawn from MCPS (see “Patron Types Cleanup” quick guide)</td>
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<tr>
<td>Reset/check your fixed and ceiling due dates. (see “Back to School” quick guide)</td>
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<tr>
<td>Cleanup circulation types (see “Circulation types Cleanup” quick guide)</td>
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<table>
<thead>
<tr>
<th>Other Online Presence:</th>
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<tbody>
<tr>
<td>If any other website is used, i.e., Edline, Wiki, Blog, Google Drive content, etc., confirm that all information is up-to-date and accurate at the beginning of each school year</td>
</tr>
<tr>
<td>Confirm currency and accuracy of any documents uploaded to websites at the beginning of each school year</td>
</tr>
<tr>
<td>Confirm accuracy of any hyperlinks, i.e., DAE, Destiny Library Catalog, etc. at the beginning of each school year</td>
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</tbody>
</table>

* The checklist was derived from the SLMP work group recommendations, which included guiding principles and best practices.
Appendix E

Guiding Principles of School Library Media Programs Provide—

I. Learning Environments
(facilitates student learning, interdisciplinary, supports diverse learners, service-oriented, provides access to print and digital resources)

II. Innovative Practices and Spaces
(library space design for 21st century learners—flexible instructional spaces to support project-based learning, inquiry, reading, and collaboration: zoning for interior space—laptop counters, color coded areas to define purpose, clarify intent—seating arrangement, social learning spaces, formal and informal learning centers, instructional support, presentation area—promethean boards, multimedia composition, and performance space)

III. High-quality Leadership
(school team leadership member, professional developer, technologically savvy, knowledgeable about resources, collaborator, provider of good customer service, ability to adapt to new tools, and help students achieve academic success in all content areas and at every grade level by building and developing information literacy skills)

Best Practices of School Library Media Programs Members Include—

I. Learning Environments

A. Interconnectivity
   1. Collaborate with teachers to implement Curriculum 2.0 with fidelity.
   2. Facilitate access to robust multimedia toolsets for students to express personal learning (Web 2.0 technology resources, photo/video capture and editing, audio digitizing).
   3. Facilitate access to digital platforms, mobile devices, and interactive white boards to access e-content.
   4. Provide equitable access to books and reading, information, and information technology in an environment that is safe and conducive to learning.
   5. Provide opportunities for students to become critical consumers of information related to everyday lives.

B. Participatory Culture
   1. Educate students and teachers on appropriate social media behavior (blogs, e-mail, discussion boards).
   2. Connect students to the global learning community through various platforms (Skype, Google Hangout, ePals, massive open online courses [MOOCs]).
   3. Instruct students on skills in sharing knowledge and learning with others, using face-to-face instruction and through technological modalities.
   4. Promote cross-content learning and collaborate with teachers on lessons in Curriculum 2.0 (project-based learning, interdisciplinary and interrelated curricular goals, and thinking and academic success skills).
5. Collaborate with teachers on Curriculum 2.0 to embed information literacy skills into research and inquiry.
6. Engage students in their learning with media staff members facilitating and guiding as needed.
7. Create an inviting and welcoming learning space through architectural design principles (comfortable seating, appropriate furniture arrangement, engaging displays).

II. Innovative Practices and Spaces
A. Accessible
1. Ensure library media staff members enhance a service mindset that supports collaboration and coteaching.
   a. Extend hours beyond the school day with appropriate technology and qualified staffing.
   b. Utilize 24/7 features of online library catalog (resource lists, book reviews, one-search subscription databases).
   c. Provide information to teachers and students on using multiple access points (screencast tutorials, resource pathfinders supporting lessons, school website, myMCPS collaboration site, Google platform i.e., Google Apps for Education).
   d. Eliminate procedures that limit access (overdue fines, short circulation periods, inflexible schedules, closed periods, renewal bans, and restriction of materials due to age or ability levels (depending on school community).
2. Create equitable access to up-to-date technology.
   a. Networked computer space for class instruction, group, and individual work.
   b. Internet-based catalog of print and digital resources.
   c. One-to-one and “bring your own” device programs for students.
3. Deliver “on-demand” information for teachers and students for collaboration.
   a. Increase professional development for staff members on instructional technology supporting Curriculum 2.0.
   b. Instruct students about Web 2.0, e-Books and subscription databases, and resources to support inquiry.
   c. Embed instructional resources to support curriculum and inspire creativity.
4. Provide resources in a variety of languages and formats.
   a. Support multiple literacies (information, digital, visual, textural, and technological).
   b. Provide appropriate resources for English Speakers of Other Languages students.
   c. Provide adaptive technologies for students with special physical and learning needs (speech-to-text resources, audiobooks, graphic images to support text, access to oversized monitors).
5. Support digital infrastructure.
   a. Offer an abundance of electrical outlets to charge devices.
   b. Provide access to digital reading devices (Kindle, Nook, Sony Reader).
B. Flexible and Adaptable
1. Adapt current spaces to include a makerspace (dynamic spaces with a focus on creating or making content, projects, or products for individuals to collaborate, share, and create).
2. Allow for multifunctional spaces that accommodate a variety of learning requirements at one time.
   a. group collaboration
   b. whole class instruction
   c. individual study/reading areas
   d. meeting spaces
   e. sharing spaces for final student projects
3. Provide multiple projection spaces and monitors to display information.
4. Evolve with the needs of teacher and student researchers.
   a. Physical library flexes into arrangements that support group-project work, small-group collaboration, and individual study without major disruption.
   b. Virtual library supports students and staff members with curriculum research and online resources.
5. Support personalized learning, flexible student schedules, and online courses.

III. **High-quality Leadership**
   A. **Flexible**
      1. Instruction
         a. Collaborate with teachers to schedule classes into the library media center, classrooms, or labs when and where it is most beneficial to the students based on their units of study.
         b. Create opportunities to include more than one class or group at a time to assist with inquiry and research units.
      2. Develop instructional partnership with school staff members
         a. Foster individual and group learning by creating resource pathfinders and teaching effective search strategies and evaluation of resources.
         b. Promote Common Core State Standards by infusing common core lessons with technology.
         c. Provide effective instructional practices that meet the academic needs of diverse learners through collaborating, coplanning and coteaching.
         d. Collaborate with teachers and others to plan and implement meaningful experiences that promote a love of reading and lifelong learning.
   
   B. **Knowledgeable**
      1. Models leadership and best practices for the school community.
      2. Supports teaching and learning as an early adopter of changes in current educational and technology practices.
      3. Serves on the decision-making team(s) of the school.
      4. Participates in professional growth opportunities for continuous program improvement.
      5. Facilitates professional learning for school-based staff members as well as staff member and student participation in massive open online courses (MOOCs).
      6. Shares expertise at faculty meetings and collaborates with teachers to design and teach engaging inquiry.
      7. Selects a well-developed collection of books, periodicals, and non-print material in a variety of formats that support curricular topics.
      8. Provides flexible and equitable access to physical and virtual collections of resources that support the curriculum and meet the diverse needs of learners.
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Leading Learning: Standards of Practice for School Library Learning Commons in Canada, 2014

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