

**STANDARD II: LEARNER-CENTERED PROGRAM LEADERSHIP AND MANAGEMENT -- STRATEGIES FOR LIBRARIANS**

**Goal:** To demonstrate effective school library program leadership and management throughout the school, the district, and in local, state, and national activities and associations.

**Level of Support of Student Achievement**

**Principle 1.** Planning: As an advocate for libraries, the librarian leads in the development and implementation of a library vision, mission, goals, objectives, and strategic plan that incorporate sound policies and practices. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Initiates collaboration with administrators, classroom teachers, and other colleagues to develop library vision, mission, goal statements and strategic plan based on local, state, and national standards. Designs, implements and promotes a dynamic library program, reflecting district/campus vision of excellence for all learners based on the school's mission and goals, addressing changing needs of unique populations.</p>	<p>A. Collaborates with administrators, classroom teachers, and other colleagues in developing library vision, mission, goal statements and strategic plan based on local, state, and national standards. Designs and implements a library program, reflecting the district/campus vision, mission, and goals for all learners, with consideration to the needs of unique populations.</p>	<p>A. Is aware of district/campus vision, mission, and goals, and state and national standards. Designs and implements a program for library activities with a limited integration of the district/campus vision, mission, and goals.</p>	<p>A. Is not aware of district/campus vision, mission and goals, or state and national standards. Does not have a library vision, mission, and goal. Has no plan for the development of a library program.</p>
<p>B. Assumes a leadership role in formal and informal curriculum development by proactively identifying needs and designing continuing professional education. Serves as a member of school and district curriculum development groups.</p>	<p>B. Participates in formal and informal curriculum development by designing continuing professional education. Serves as a member of school and district curriculum development groups.</p>	<p>B. Participates in formal and informal curriculum development when invited by teachers of district staff.</p>	<p>B. Does not participate in formal and informal school or district curriculum development.</p>
<p>C. Integrates students in the leadership and management of the school library program</p>	<p>C. Involves students in the leadership and management of the school library program by</p>	<p>C. Encourages students to participate in the management of the school</p>	<p>C. Does not involve students in the leadership and management of the school library program.</p>

through participation in a library advisory committee, by bringing issues to student government and clubs, and by establishing channels of communication such as focus groups, discussion lists, and electronic bulletin boards on library issues.	bringing issues to student organizations such as student government and clubs, and by establishing channels of communication such as focus groups, discussion lists, and an electronic bulletin board on library issues.	library program by establishing formal channels for communication such as suggestion box, focus groups, discussion lists, and an electronic bulletin board on library issues.	
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**Benefits for Students:**

Develop an ownership of the library program and understand how the library vision, mission, and goals align with the educational objectives of the school. Students contribute to the leadership and management of the library.

Benefit from a dynamic library program with a vision of excellence for all learners based on the educational mission of the school to support student achievement of Texas Essential Knowledge and Skills.

Are involved in an [advocacy](#) organization for the school library.

**Principle 2.** Organizing and [Staffing](#): The librarian manages staff, volunteers, and partners to support the curriculum, to satisfy learners' diverse needs, and to encourage lifelong learning.

**Campus Level Professional and Paraprofessional Staff to Support Student Achievement**

The [professional staffing levels](#) listed below are for campuses that support one level. Special consideration must be given to additional staffing to serve students if a library supports more than one level.

<b>Campus-Level Enrollment</b>	<b>Exemplary Program Development</b>	<b>Recognized Program Development</b>	<b>Acceptable Program Development</b>	<b>Below Standard Program Development</b>
0 - 500 ADA	At least 1.5 Certified Librarians	At least 1 Certified Librarian	At least 1 Certified Librarian	Less than 1 Certified Librarian
501 - 1,000 ADA	At least 2 Certified Librarians	At least 1.5 Certified Librarians	At least 1 Certified Librarian	Less than 1 Certified Librarian
1,000 - 2,000 ADA	At least 3 Certified Librarians	At least 2 Certified Librarians	At least 1 Certified Librarian	Less than 1 Certified Librarian
2,001 + ADA	3 Certified Librarians plus add	2 Certified Librarians plus add at least	At least 2 Certified Librarians	Less than 2 Certified

	at least 1 additional Librarians for every 700 students	1 additional Librarian for every 1,000 students		Librarians
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The [paraprofessional staffing levels](#) listed below are for campuses that support one level. Special consideration must be given to additional staffing to serve students if a library supports more than one level.

Campus-Level Enrollment	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
0 - 500 ADA	At least 1.5 Para-professionals	At least 1 Para-professionals	At least 0.5 Para-professionals	Less than 0.5 Para-professionals
501 - 1,000 ADA	At least 2 Para-professionals	At least 1.5 Para-professionals	At least 1 Para-professionals	Less than 1 Para-professionals
1,000 - 2,000 ADA	At least 3 Para-professionals	At least 2 Para-professionals	At least 1.5 Para-professionals	Less than 1.5 Para-professionals
2,001 + ADA	3 Para-professionals plus add at least 1 additional Librarian for every 700 students	2 Para-professionals plus add at least 1 additional Librarian for every 1,000 students	At least 2 Para-professionals	Less than 2 Para-professionals

[District Level Staff](#) to Support Student Achievement

Number of Schools in District	Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
1-5	1 All-level Director/ Coordinator with library certification; may have other district responsibilities  .5 Para-professional	1 All-level Director/ Coordinator, with other district duties  0.5 Para-professional	1 All-level Director/ Coordinator, with other district duties  0.5 Para-professional	1 Certified Librarian, with other campus and district duties
6-15	1 All-level Director/ Coordinator with library certification  0.5 Para-professional	1 All-level Director/ Coordinator  0.5 Para-professional	1 All-level Director/ Coordinator, with other district duties  0.5 Para-professional	1 Certified Librarian, with other campus or district duties

16-40	<p>1 All-level Director/ Coordinator with library certification</p> <p>1 Technical Services Coordinator with library certification</p> <p>1 Professional Librarian with library certification</p> <p>4 Para-professionals</p>	<p>1 All-level Director/ Coordinator</p> <p>1 Technical Services Coordinator</p> <p>1 Professional Librarian</p> <p>2 Para-professionals</p>	<p>1 All-level Director/ Coordinator</p> <p>1 Technical Services Coordinator</p> <p>2 Para-professionals</p>	<p>1 All-Level Director/ Coordinator, with other district duties</p> <p>1 Library Technologist</p> <p>1 Para-professional</p>
41-81	<p>1 Director/ Coordinator with library certification</p> <p>1 Assistant Director/ Coordinator with library certification</p> <p>1 Assistant Library Technologist (or Cataloger) with library certification</p> <p>1 Technical Services Coordinator with library certification</p> <p>1 Professional Librarian with library certification</p> <p>8 Para-professionals</p>	<p>1 Director/ Coordinator</p> <p>1 Library Technologist</p> <p>1 Technical Services Cataloger</p> <p>1 Professional Librarian</p> <p>5 Para-professionals</p>	<p>1 Director/ Coordinator</p> <p>1 Library Technologist</p> <p>0.5 Technical Services Cataloger</p> <p>0.5 Professional Librarian</p> <p>3 Para-professionals</p>	<p>1 Director/ Coordinator</p> <p>1 Library Technologist</p> <p>2 Para-professionals</p>
82+	<p>1 Director/ Coordinator with library certification</p> <p>2 Assistant Director/ Coordinator with library certification</p> <p>1 Technical Services/ Coordinator</p>	<p>1 Director/ Coordinator</p> <p>1 Assistant Director/ Coordinator</p> <p>1 Library Technology Coordinator</p> <p>1 Technical Services/ Cataloger</p> <p>1 Professional Librarian</p>	<p>1 Director/ Coordinator</p> <p>1 Assistant Director/ Coordinator</p> <p>1 Library Technology Coordinator</p> <p>0.5 Technical Services/ Cataloger</p>	<p>1 Director/ Coordinator</p> <p>1 Library Technologist</p> <p>3 Para-professionals</p>

	1 Library Technologist with library certification  1 Professional Librarian with library certification  8 Para-professionals (+ 1 for every 20 schools above 82)	6 Para-professionals (+ 1 for every 30 schools above 82)	0.5 Professional Librarian  4 Para-professionals (+ 1 for every 40 schools above 82)	
<b>Level of Support of Student Achievement</b>				
<b>Exemplary Program Development</b>	<b>Recognized Program Development</b>		<b>Acceptable Program Development</b>	<b>Below Standard Program Development</b>
A. Librarian(s) and qualified paraprofessional staff provide access during all hours of the instructional day and a minimum of 12 hours before and after school and/or on weekends.	A. Librarian(s) and qualified paraprofessional staff provide access during all hours of the instructional day and a minimum of 8 hours before and after school and/or on weekends.		A. Library staff provides access during all hours of the instructional day and a minimum of 5 hours before and after school and/or on weekends.	A. Library staff provides access during all hours of the instructional day and less than 5 hours before and after school and/or on weekends.
<b>Benefits for Students:</b>				
<p>Routinely visit the library throughout the instructional day and before and after school to access library resources, to complete assignments, or to access materials for personal enjoyment.</p> <p>Consistently receive guidance and instruction from trained, competent, certified library staff in completing assignments and selecting materials that satisfy diverse needs.</p> <p>Are an integral part of volunteers in the library.</p>				

**Principle 3. Budgets/Funding:** The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that support a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community.

**External Funds:** Library budget should be considered when a campus receives additional funding for the purchase of learning materials that address the needs of special populations.

**Local Operating Funds:** A campus may employ any one of the three budgeting options listed below to achieve collection development standards as described in Standard III: Learner-Centered Teaching and Learning. Options are shown to serve needs of elementary, secondary, as well as large and small campuses. If a library supports more than one level, special consideration must be made for additional budget. Local operating funds include items typically purchased by libraries annually such as books, periodicals, audiovisual software, puppets, realia, databases, maintenance contracts, and supplies. Local operating funds do not typically include items in other budget categories, such as computers, theft detection systems, furniture, overhead projectors and other equipment such as audiovisual equipment, continuing professional education, and salaries. Librarians should assume a proactive role in identifying budgetary needs for equipment and opportunities for securing adequate funding through sources such as principal's budget, grants, district and campus technology plans, friends of the library, book fairs, and parent groups.

Level of Support of Student Achievement			
Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Receives from campus or district budget an amount equal to the number of students times 1.50 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as Bowker or the March issue of <i>School Library Journal</i> .	A. Receives from campus or district budget an amount equal to the number of students times 1.25 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as Bowker or the March issue of <i>School Library Journal</i> .	A. Receives from campus or district budget an amount equal to the number of students times 1.00 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as Bowker or the March issue of <i>School Library Journal</i> .	A. Receives from campus or district budget an amount equal to less than the number of students times 1.00 multiplied by the average replacement cost of a book, as reported annually in a national professional library publication such as Bowker or the March issue of <i>School Library Journal</i> .
B. Understands standard budget	B. Understands standard budget terminology, functions, and	B. Has limited knowledge of standard budget terminology,	B. Is unaware of standard budget terminology, functions, and practices. Does not prepare a campus budget or budget reports. Does not spend the library funds in a manner consistent with local and state bidding practices.

<p>terminology, functions, and practices. Develops a 5-year strategy for planning, implementing, evaluating, and reporting the budget. Skilled in articulating and advocating the accountability, justification, and negotiation of the campus budget with administration. Spends the library budget in a systematic and timely manner consistent with local and state bidding practices. Understands bidding process as a method for obtaining the lowest price based on a set of specifications for a service or item.</p>	<p>practices. Develops an annual strategy for planning, implementing, evaluating, and reporting the budget. Justifies and negotiates the campus budget with administration. Spends the library budget in a timely manner consistent with local and state bidding practices. Understands bidding process as a method for obtaining the lowest price based on a set of specifications for a service or item.</p>	<p>functions, and practices. Completes and reports the campus budget. Spends the library budget in a manner consistent with local and state bidding practices.</p>	
<p>C. Maximizes library collection development funds to exceed library and campus goals and objectives for</p>	<p>C. Expends library collection development funds to meet library and campus goals and objectives for student achievement.</p>	<p>C. Expends library collection development funds to meet library and campus goals and objectives for student</p>	<p>C. Is inconsistent in expending library collection development funds to attain campus goals and objectives of student achievement. Purchases frequently do not reflect a plan for updating aging materials, teacher/student requests, and the use of reputable selection tools.</p>

<p>student achievement. Continuously analyzes library resources for support of state and district curriculum. Solicits teacher/student input, analyzes the collection annually using a method such as the <a href="#">CREW method</a>, and selects resources utilizing reputable selection tools.</p>	<p>Analyzes library resources for support of state and district curriculum. Solicits teacher/student input, analyzes the collection biennially using a method such as the <a href="#">CREW method</a>, and selects resources utilizing reputable selection tools.</p>	<p>achievement. Solicits teacher input, analyzes collection less frequently than biennially using a method such as the <a href="#">CREW method</a>, and selects resources utilizing reputable selection tools.</p>	
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**Benefits for Students:**

Needs are fully supported by a wide range of attractive current materials in varying formats.

Are aware of budget limitations, the value of information resources, and work with the librarian to expand sources for funding, and understand the importance of care of books and other resources.

Have opportunities to provide input on resource needs.

**Principle 4. Research/Assessment/Reporting:** The librarian manages a successful program by demonstrating the value of the library program through research, data collection, assessment, evaluation, and dissemination of information about services and resources. In the following Program Developments the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. In accordance with this document, collects data and evaluates the library resources and services through the Strategies for Librarians, evaluates the use of the collection through the Output Measures provided as a supplemental resource, and evaluates the impact of the library program on student learning of TEKS student expectations through the Evidence-Based Measures provided as a supplemental resource. Prepares and provides an annual report to school administration that includes a library program profile and Output and Evidence-Based Measures. Note: See example of Annual Evaluation Report included as a <a href="#">supplemental resource</a> to this document.</p>	<p>A. In accordance with this document, collects data and evaluates the library resources and services through the Strategies for Librarians and evaluates the use of the collection through the supplemental Output Measures. Prepares and provides an annual report to school administration that includes a library program profile and Output Measures provided as a supplemental resource. Note: See example of Annual Evaluation Report included as a <a href="#">supplemental resource</a> to this document.</p>	<p>A. In accordance with this document, collects data and evaluates the library resources and services through the Strategies for Librarians. Prepares and provides an annual report to school administration that includes a library program profile and evaluation in accordance with the Strategies for Librarians. Note: See example of Annual Evaluation Report included as a <a href="#">supplemental resource</a> to this document.</p>	<p>A. Fails to formally assess the library program utilizing measures provided in this document.</p>
<p>B. Based on the results of annual evaluation of the library program in accordance with the Strategies for Librarians, the supplemental <a href="#">Output Measures</a>, and the supplemental <a href="#">Evidence-Based Measures</a>, librarian develops a plan to improve the library services and resources in accordance with campus and district goals. Uses the results of the evaluation to justify the proposed library budget.</p>	<p>B. Based on the results of annual evaluation of the Library program in accordance with the Strategies for Librarians and the supplemental <a href="#">Output Measures</a>, librarian develops a plan to improve the library services and resources in accordance with campus and district goals. Uses the results of the evaluation to justify the proposed library budget.</p>	<p>B. Based on the results of annual evaluation of the library program in accordance with the Strategies for Librarians, librarian develops a plan to improve the library services and resources in accordance with campus and district goals. Uses the results of the evaluation to justify the proposed library budget.</p>	<p>B. Does not analyze the library program or develop a plan for improvement in accordance with the Strategies for Librarians, Output Measures, or Evidence-Based measures.</p>