

STANDARD VI: LEARNER-CENTERED INFORMATION SCIENCE AND LIBRARIANSHIP -- STRATEGIES FOR LIBRARIANS

Goal: To promote the success of all students and staff by: providing information equity; working for universal literacy; defending [intellectual freedom](#); preserving and making accessible the heritage of all cultures; and ensuring that equal access to resources in all formats is available for everyone.

Level of Support of [Student Achievement](#)

Principle 1. The librarian works collaboratively with other information professionals in support of the library program, student achievement, and the profession, and understands the role of all types of libraries in an integrated learning environment. (Correlates to TAC Standard VI. 1, 15) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Makes both campus and district library collections available through an online union catalog and remotely through online databases. Promotes the state supported databases. Establishes a network with neighboring districts for training and support.</p>	<p>A. Makes campus library collection available through an online union catalog and remotely through online databases. Promotes and takes part in training network.</p>	<p>A. Makes campus library collection available through an online union catalog, and remotely through online databases.</p>	<p>A. Does not make the campus library collection available online.</p>
<p>B. Develops a library web site in collaboration with campus staff and provides links to public and academic library online catalogs, and national and state online sites that support TEKS student expectations.</p>	<p>B. Develops a web site in collaboration with campus staff and provides links to public and academic library online catalogs, and national and state online sites that support TEKS student expectations.</p>	<p>B. Develops a web site in collaboration with campus staff and provides links to public and academic library online catalogs, and national and state online sites that support TEKS student expectations.</p>	<p>B. Does not develop or provide a web site.</p>
<p>C. Assumes a leadership role in determining opportunities to collaborate with campus/district/ regional administrators, curriculum specialists and professional staff to develop and provide</p>	<p>C. Collaborates with campus/district administrators, campus/district/ regional curriculum specialists and professional staff to develop and provide continuing professional education opportunities.</p>	<p>C. Collaborates with campus administrators and professional staff to provide continuing professional education opportunities upon request.</p>	<p>C. Does not collaborate with campus/ district administrators, campus/ district curriculum specialists, and professional staff to develop and provide continuing professional</p>

continuing professional education opportunities.			education opportunities.
D. Assumes a leadership role in establishing collaboration with librarians in institutions of higher learning to provide high school students and staff with access to collections and services.	D. Collaborates with librarians in institutions of higher learning to provide high school students and staff with access to collections and services.	D. Collaborates with librarians in institutions of higher learning to provide high school students and staff with access to collections and services upon request.	D. Does not collaborate with librarians in institutions of higher learning to provide high school students and staff with access to collections and services.
E. Initiates collaboration to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities.	E. Collaborates to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities.	E. Collaborates to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities upon request.	E. Does not collaborate to provide educational outreach through museums, science centers, and other institutions that provide student-learning opportunities.
F. Initiates collaboration with public library to ensure all students and staff have library cards and access to public library resources, to promote student participation in summer reading clubs, and to communicate assignment alerts.	F. Collaborates with public library to ensure that all students and staff have library cards and access to public library resources, to promote student participation in summer reading clubs, and to communicate assignment alerts.	F. Collaborates with public library to ensure that all students and staff have library cards and access to public library resources, and to promote student participation in summer reading clubs.	F. Does not collaborate with public libraries.

Benefits for Students:

Access online resources from the library, classrooms and remote sites.

Access databases in public, academic, and virtual libraries.

Apply information literacy skills in creating new knowledge relating to curriculum content.

Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.

Draw conclusions from information gathered from multiple sources.

Are aware of resources available at other libraries and know how to access them.

Principle 2. The librarian creates a school library program that is recognized as the central element in the intellectual life of the school as evidenced by use of statistical measures to evaluate and improve the program. ([Correlat](#) 52 [C Standard VI. 2, 10](#)) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. In collaboration with classroom teachers, reviews and utilizes student achievement as measured on TAKS and other assessments such as the Iowa Test of Basic Skills so that collaborative lesson plans include development of information literacy skills and are based on TEKS student expectations.</p>	<p>A. In collaboration with classroom teachers, reviews student achievement as measured on TAKS and other assessments such as the Iowa Test of Basic Skills so that lesson plans include the development of information literacy skills and are based on TEKS student expectations.</p>	<p>A. Includes information literacy skills in lesson plans.</p>	<p>A. Is unaware of the definition of information literacy.</p>
<p>B. Assumes a leadership role in district and campus site-based decision making committees.</p>	<p>B. Serves as an active member in district and campus site-based decision making committees.</p>	<p>B. Serves as a member of campus site-based decision-making committees.</p>	<p>B. Is not involved in district or campus site-based decision making committees.</p>
<p>C. Evaluates the library program in accordance with the Strategies for Librarians, the supplemental Output Measures, and the supplemental Evidence-Based Measures annually. Utilizes this evaluation to develop a plan for collection development, to support budget requests, and to improve the effectiveness of the library program in supporting student achievement. Provides results of evaluation along with program profile (data on circulation, age of collection, number of items per student, etc.) to school administration annually. An example of an Annual Report is included in the supplementary resource section of this document.</p>	<p>C. Evaluates the library program in accordance with the Strategies for Librarians and the supplemental Output Measures annually. Utilizes this evaluation to develop a plan for collection development, to support budget requests, and to improve the effectiveness of the library program in supporting student achievement. Provides results of evaluation along with program profile (data on circulation, age of collection, number of items per student, etc.) to school administration annually. An example of an Annual Report is included in the supplementary resource section of this document.</p>	<p>C. Evaluates the library program in accordance with the Strategies for Librarians annually. Utilizes this evaluation to develop a plan for collection development, to support budget requests, and to improve the effectiveness of the library program in supporting student achievement. Provides results of evaluation along with program profile (data on circulation, age of collection, number of items per student, etc.) to school administration annually. An example of an Annual Report is included in the supplementary resource section of this document.</p>	<p>C. Does not collect statistical data or evaluate the library program.</p>
<p>D. Creates and convenes a library</p>	<p>D. Creates and convenes a library</p>	<p>D. Solicits informal input from staff</p>	<p>D. Does not create a library</p>

<p>advisory committee twice a semester to review statistical data. Works with the advisory committee using statistics to update and create goals for a long-range library plan. Goals, objectives, and minutes of the committee meetings are reported to students, staff, parents, and administrators. Annual reports are made to the school board.</p>	<p>advisory committee on a semester basis to review statistical data. Minutes of the committee meetings are reported to students, staff, parents, and administrators. Annual reports are made to the school board.</p>	<p>on collection development and planning library programs on an annual basis.</p>	<p>advisory committee or gather input for collection development.</p>
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Benefits for Students:

Demonstrate through reading, English/language arts, social studies, science and writing TAKS results and TEKS student expectations, mastery of a majority of TEKS student expectations demonstrating application of information literacy skills for evaluating and using information.

Independently access, utilize, and select from a variety of current and relevant resources and technologies for information and personal use in all types of libraries. ([TEKS Chapter 110, English Language Arts and Reading](#)).

Access a wide variety of current, contemporary, classical, and relevant works to be utilized for information and/or personal enjoyment.

Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.

Principle 3. The librarian applies and implements the principles and concepts of collection development: evaluation, selection, acquisition, and organization of information, and employs standard bibliographic and retrieval techniques. [\(Correlates to TAC Standard VI. 3,4,7\)](#) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Develops, uses, and annually reviews campus/district selection and acceptable use policies. Utilizes collection analysis tools or collection mapping to analyze collection annually. Collection development is performed in consultation with selection advisory committee of students, staff, and community members and utilizing 4-5 professional selection tools.</p>	<p>A. Develops, uses, and annually reviews campus/district selection and acceptable use policies. Utilizes collection analysis tools or collection mapping to analyze collection less frequently than an annual basis. Collection development is performed in consultation with selection advisory committee of students, staff, and community members and utilizing 2-3 professional selection tools.</p>	<p>A. Uses at least 1 professional selection tools and has a board-approved selection policy.</p>	<p>A. Selects library resources from vendor catalogs and personal choice without the guidance of a selection policy or reviews in professional resources.</p>
<p>B. Creates a 5-year collection development plan. Evaluates and maintains a collection with an average age of less than 10 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of less than 5 years (science, technology, travel and geography).</p>	<p>B. Creates a 3-year collection development plan. Evaluates and maintains a collection with an average age of less than 12 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of less than 8 years (science, technology, travel and geography.)</p>	<p>B. Creates a 1-year collection development plan. Evaluates and maintains a collection with an average age of less than 14 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of less than 10 years (science, technology, travel and geography.)</p>	<p>B. Has no collection development plan. Evaluates and maintains a collection with an average age of more than 14 years (excluding folklore, poetry, literature, and history.) Time sensitive material has an average age of more than 10 years (science, technology, travel and geography.)</p>
<p>C. Campus or district employs established cataloging standards and campus database is merged into statewide union catalog, if a statewide union catalog exists. Catalogs at Level 2 of AACR2r (or latest edition) and MARC 21 (or latest version). Utilizes current DDC classification and LC subject headings. At least 90% of bibliographic records are in compliance with MARC 21 standards.</p>	<p>C. Campus or district employs established cataloging standards and campus database is merged into statewide union catalog, if a statewide union catalog exists. Catalogs at Level 2 of AACR2r (or latest edition) and MARC 21 (or latest version). At least 80% of bibliographic records are in compliance with MARC 21 standards.</p>	<p>C. Campus or district employs established cataloging standards used in statewide union catalog, if a statewide union catalog exists. At least 70% of bibliographic records are in compliance with MARC 21 (or latest version) standards.</p>	<p>C. Does not own or utilize standard cataloging tools. Not in compliance with MARC 21 (or latest version) standards.</p>

D. Campus or district utilizes 2 to 3 cataloging software tools, such as E-Z Cat, Bibliofile, MARC Magician , and Z39.50 databases .	D. Campus or district utilizes 1 or 2 cataloging software tools, such as E-Z Cat, Bibliofile, MARC Magician , and Z39.50 databases .	D. Campus or district utilizes at least 1 cataloging software tool, such as E-Z Cat, Bibliofile, MARC Magician , and Z39.50 databases .	D. Does not utilize cataloging software tools.
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Benefits for Students:

Access current and relevant resources that support curriculum and student reading interests.

Access and understand organizational schemes for various types of information and independently locate relevant information based on research needs. (TEKS Chapter 110, English Language Arts and Reading).

Create new knowledge through the use and evaluation of research results.

Principle 4. The librarian evaluates and selects existing and emergent technologies to support the library program in coordination with the Texas Education Agency's [Long-Range Plan for Technology](#) and the [campus STaR Chart](#). [\(Correlates to TAC Standard VI. 5\)](#) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates in the development of district and/or campus Long-Range Plan for Technology , and has input into assessment of technology through the campus STaR Chart .	A. Participates in development of campus Long-Range Plan for Technology , and has input into assessment of technology through the campus STaR Chart .	A. Knows and understands the campus Long-Range Plan for Technology , and has some input into the assessment of technology through the campus STaR Chart .	A. Provides little or no input into the assessment of technology through the campus STaR Chart .
B. If statewide information sharing technology initiative exists, librarian fulfills the conditions of participation, develops a web site within district guidelines with links to statewide databases, promotes their utilization, systematically trains teachers and students, and assumes a leadership role by evaluating use of databases and publicizing success stories.	B. If statewide information sharing technology initiative exists, librarian fulfills the conditions of participation, develops a web site within district guidelines with links to statewide databases, promotes their utilization, participates in some training of teachers and students, and evaluates the use of the databases.	B. If statewide information sharing technology initiative exists, librarian fulfills the conditions of participation and trains students in accessing statewide databases.	B. Does not participate in existing statewide information sharing technology initiatives.

<p>C. Researches, evaluates, selects, and uses existing and emergent technologies utilizing professional reviews, recommendations from technology specialists, and conference demonstrations to meet the needs of student and staff, and manage the library program.</p>	<p>C. Evaluates, selects, and uses existing and emergent technologies utilizing professional reviews and conference demonstrations to meet the needs of student and staff, and manage the library program.</p>	<p>C. Selects existing and emergent technologies utilizing teacher requests, publisher catalogs and/or sales driven presentations to meet the needs of students and staff and manage the library program.</p>	<p>C. Uses no consistent methods for selecting existing and emergent technologies and does not use technology to manage library program.</p>
<p>D. Facilitates student-centered learning by using constructivist research, by modeling the effective use of existing and emerging technologies, and by collaborating with teachers.</p>	<p>D. Facilitates student-centered learning by modeling the effective use of existing and emerging technologies and by collaborating with teachers.</p>	<p>D. Facilitates student-centered learning by modeling the effective use of existing and emerging technologies.</p>	<p>D. Provides no student-centered learning utilizing existing and emerging technologies.</p>

Benefits for Students:

Use search strategies and technology to access, analyze, evaluate, and utilize information including the identification of task requirements. [\(TEKS Technology Applications, TAC Chapter 126, grades K-12\).](#)

Work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems.

Use interactive virtual environments, appropriate to level, such as virtual reality or simulations. [\(TEKS Technology Applications, TAC Chapter 126, Grades 3-12, Skill 10\)](#)

Demonstrate knowledge of the relevancy of technology to future careers, lifelong learning, and daily living for individuals of all ages. Students select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results.

Extend the learning environment beyond school walls through the use of telecommunication tools such as Internet browsers, video conferencing, or distance learning. [\(TEKS Technology Applications\)](#)

Complete rubrics to assess understanding of assignment, determine appropriate application of technology, and evaluate completion of stated objectives.

Principle 5. The librarian communicates effectively with students and staff to determine information needs and applies knowledge of literature to guide development of independent readers. [\(Correlates to TAC Standard VI. 6,8,11. TAC Standard III. 4.\)](#) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Collaboratively identifies information needs related to educational priorities in district and state curriculum through means such as attending grade level and departmental meetings, and serving on curriculum development teams, textbook selection committees, and building level leadership teams. Collaboratively plans with teachers to facilitate a cohesive learning community.	A. Collaboratively identifies information needs related to educational priorities in district and state curriculum through means such as attending grade level and departmental meetings. Collaboratively plans with teachers to facilitate a cohesive learning community.	A. Collaboratively identifies information needs related to educational priorities in district and state curriculum by informally communicating with teachers.	A. Does not collaboratively identify information needs or assume a leadership role.
B. Fulfills at least 90% of student and staff curriculum requests annually.	B. Fulfills at least 80% of student and staff curriculum requests annually.	B. Fulfills at least 75% of student and staff curriculum requests.	B. Fulfills less than a 75% of student and staff curriculum requests.
C. Collaboratively assesses student needs and instructs students and staff in the use of the most effective research process model and rubric for creation of new knowledge.	C. Instructs students and staff in the use of a research process model for creation of new knowledge.	C. Provides students and staff with a research process.	C. Does not provide students and staff with a research process.
D. Teaches and models search strategies using inquiry techniques to locate information and draw conclusions.	D. Models search strategies using inquiry techniques to assist students in locating information and resources.	D. Assists students to develop search strategies for locating information and resources.	D. Does not assist students in formulating search strategies.
E. Inspires a love of reading by relating reading to students' interest, background, culture, and enjoyment and by introducing students to literary forms such as stories, poems, and information books through practices such as individual dialogue, book talks,	E. Relates reading to students' interest, background, culture, and enjoyment and introduces students to literary forms such as stories, poems, and information books through means such as individual dialogue, reading motivation	E. Relates reading to students' interest and enjoyment and introduces students to literary forms such as stories, poems, and information books individually and through reading motivation programs and large and small group instruction.	E. Does not relate reading to students' interest, background, culture, and enjoyment.

reading motivation programs, book clubs, and large and small group instruction.	programs, and large and small group instruction.		
F. Provides access to the right book at the right time by instructing students and staff in the use of the campus and district collection and by broadening access through promotion and instruction in the use of interlibrary loan from state and local resources sharing programs. Librarian uses personal or institutional library card to borrow needed resources from local public library or institutes an interlibrary loan agreement with the public library.	F. Provides access to the right book at the right time by instructing students and staff in the use of the campus and district collection and by broadening access through promoting and requesting materials through interlibrary loan state and local resources sharing programs. Librarian uses personal or institutional library card to borrow needed resources from local public library.	F. Instructs students and staff in the use of the campus and district collection and requests materials through interlibrary loan from state and local resources sharing programs. Librarian uses personal or institutional library card to borrow needed resources from local public library.	F. Sends students to OPAC to locate information.
G. Participates in the evaluation of standardized reading scores in collaboration with classroom teachers to determine the library program's role in improving student achievement. Identifies and implements plan to improve literacy. Collaboratively promotes and supports campus and community adult and family literacy programs such as Even Start and Head Start, ESL instruction, and GED programs.	G. Determines the library program's role and implements a plan, in collaboration with classroom teachers, to improve reading scores and literacy. Collaboratively promotes and supports campus and community adult and family literacy programs such as Even Start and Head Start, ESL instruction, and GED programs.	G. Determines the library program's role and implements a plan, in collaboration with classroom teachers, to improve reading scores and literacy. Supports campus adult and family literacy programs such as Even Start and Head Start, ESL instruction, and GED programs.	G. Takes no purposeful part in improving reading scores or literacy. Does not support campus literacy programs.

Benefits for Students:

Locate appropriate print and non-print information using text and technical resources including databases and the Internet.

Use a decision making process to gather information, identify options, predict consequences, take action, and use library technology independently. ([TEKS Chapter 113, Social Studies](#))

Create bibliographies that cite sources from a minimum of 4-5 print and electronic resources; understand literary forms by recognizing and distinguishing among such types of texts as stories, poems, and information books.

Establish and adjust purpose for reading such as: to find out, to understand, to interpret, to enjoy, and to solve problems.

Expand vocabulary through wide reading, listening, and discussion.

Participate in reading motivation activities in two formal local, state, or national programs that encourage independent reading. ([TEKS Chapter 110, English Language Arts and Reading](#))

Principle 6. The librarian demonstrates ethical behavior in all professional contexts and promotes the principles of [intellectual freedom](#), information access, privacy, and proprietary rights. ([Correlates to TAC Standard VI. 9, 14](#)) In the following Program Development stages, the librarian is:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
<p>A. Participates with district committees to develop and implement Acceptable Use, Copyright, Intellectual Freedom, Privacy, Patron Rights, and Plagiarism policies. Understands the function, need, utilization, and necessity of board-adopted policies. Understands legal issues pertaining to proprietary rights. Teaches and models principles pertaining to these policies and First Amendment rights in all professional contexts.</p>	<p>A. Implements district Acceptable Use, Copyright, Intellectual Freedom, Privacy, Patron Rights, and Plagiarism policies. Understands the function, need, utilization, and necessity of board-adopted policies. Understands legal issues pertaining to proprietary rights of licensed of online databases. Teaches and models principles pertaining to these policies and First Amendment rights in all professional contexts.</p>	<p>A. Implements district Acceptable Use, Copyright, Intellectual Freedom, Privacy, Patron Rights, and Plagiarism policies if adopted by district. Models principles pertaining to these policies and First Amendment rights in all professional contexts.</p>	<p>A. Does not teach or model principles pertaining to copyright, plagiarism, censorship, or First Amendment rights. No board-adopted policies on file.</p>
<p>B. Develops, maintains and promotes board-adopted policies based on the principles of intellectual freedom included in the American Library Association's Library Bill of Rights and other national, state, and local library policies.</p>	<p>B. Maintains the principles of intellectual freedom included in the ALA's Library Bill of Rights and other national, state, and local library policies.</p>	<p>B. Is aware of the principles of intellectual freedom included in the ALA's Library Bill of Rights and other national, state, and local library policies.</p>	<p>B. Assumes no role in maintaining the principles of intellectual freedom included in the ALA's Library Bill of Rights .</p>
<p>C. Teaches, models, and maintains confidentiality of library patron records as required by the school district, the State of Texas, and recommended by the Texas</p>	<p>C. Models and maintains confidentiality of library patron records as required by the school district, the State of Texas, and recommended by the Texas Library Association and the</p>	<p>C. Maintains confidentiality of library patron records as required by the school district, the State of Texas.</p>	<p>C. Does not monitor the confidentiality of library patron records.</p>

Library Association and the American Library Association .	American Library Association .		
Benefits for Students:			
Understand and apply principles found in the Library Bill of Rights .			
Understand and practice state and district acceptable use policies when using computers.			
Model respect of intellectual property by not illegally copying software or another's individual electronic work. (TEKS Chapter 126)			
Discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods. (TEKS Chapter 126)			
Describe the consequences regarding copyright violations including, but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy. (TEKS Chapter 126)			

Principle 7. The librarian engages in continuous self-evaluation and self-directed learning for professional growth by participating and contributing to professional associations and publications. ([Correlates to TAC Standard VI. 12, 13](#)) The librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Uses library and curriculum standards to assess performance and program in order to establish goals for improvement. Reviews and revises library program goals twice per year with immediate supervisor.	A. Uses library and curriculum standards to assess performance and program in order to establish goals for improvement. Reviews and revises library program goals once per year with immediate supervisor.	A. Uses library standards to assess performance and program in order to establish goals for improvement. Reviews and revises library program goals once per year.	A. Does not use standards to establish goals.
B. Actively participates in local, state, and national associations such as TLA , TASL , TCEA , ALA , AASL , ASCD , NSDC , and IRA .	B. Participates in at least one local, state or national association . Seeks positions on committees.	B. Occasionally participates in local, state, or national association committees.	B. Does not participate in local, state, and national association .
C. Subscribes to and reads at least 3 library and education-related professional journals to maintain awareness of trends,	C. Subscribes to and reads at least 2 library-related professional journals to keep informed in library trends and	C. Subscribes to and reads at least 1 library-related professional journal to keep informed in library trends and best practices.	C. Does not read library literature to keep informed in library trends and best practices.

research and best practices. Uses professional journals as a source of information and adds to the literature through submission of articles and research.	best practices.		
D. Participates in at least 3 professional e-mail discussion lists .	D. Participates in at least 2 professional e-mail discussion lists .	D. Participates in at least 1 professional e-mail discussion lists .	D. Does not take part in any e-mail discussion list.
E. Attends regional, state, or national professional association conferences annually, and presents information gained at campus and district level. Participates actively in regional, state, or national associations through such activities as serving on committees or presenting programs.	E. Attends regional, state, or national conferences annually and presents information gained to campus or district level.	E. Attends professional association conferences and shares information gained at campus level.	E. Does not attend professional association conferences or participate in regional, state, or national professional associations.

Benefits for Students:

Use goal setting as a method for expanding reading interests and achievement.

Listen to, analyze, appreciate, and evaluate oral performances and presentations.

Demonstrate knowledge through products that reflect information literacy skills.

Evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports.

Utilize technology in order to participate in library activities that reflect library practices from school to school.

Improve their skills in the utilization of state of the art hardware, software, and technology.

Participate in self-directed learning.

