

STANDARD V: LEARNER-CENTERED CONNECTIONS TO THE COMMUNITY -- STRATEGIES FOR LIBRARIANS

Goal: To provide information equity by working for universal literacy; defending [intellectual freedom](#); preserving and making accessible the human record; ensuring access to print and electronic resources; connecting school faculty, staff and students to community resources and services as needed; and by connecting community members to school resources and services as appropriate.

Level of Support of [Student Achievement](#)

Principle 1. The librarian develops a school library program that offers students, faculty and staff, families, partners, and community constituents opportunities for participation and collaboration in the library and educational community. The librarian promotes/encourages broad school and community-based [advocacy](#) for the school library program to support student success. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Identifies potential partners and initiates formal and informal collaborations and partnerships within the school and the broader community for the purpose of advocacy and student success.	A. Initiates formal and informal partnerships and collaborations within the school community and broader community for the purpose of advocacy and student success.	A. Partners and collaborates with teachers, staff and parents for the purpose of advocacy for the school library program and responds to requests for partnership and collaboration from community constituents.	A. Does not establish partnerships and collaborations within the school or community. Little or no school advocacy or collaborative activities are evident.
B. Develops, maintains, and promotes library programs, through discussions with community partners, that offer students, faculty and staff, families, and the community opportunities to participate in school activities and their children's education.	B. Develops library programs, using information gathered about the learners and their families, that offer students, faculty and staff, families, and community opportunities to participate in school activities and their children's education.	B. Plans and implements opportunities for family centered library activities based on identified needs of families and learners.	B. Does not plan or implement programs that encourage family participation.
C. Identifies and recruits members of the broader community to serve as partners in advocating for the school library program and student success, including educational and business entities.	C. Recruits members of the school and broader community to promote the library program and student success.	C. Advocates for the library program and student success in the school community.	C. Does not partner to advocate for the library program or student success.

D. Partners with school and community groups to sponsor events that promote the school library program and student success.	D. Partners with members of the school and community to sponsor events that promote the school library program and student success.	D. Sponsors events to promote the school library program and student success.	D. Does not partner with school and community groups or sponsor events to promote the school library program or student success.
---	---	---	--

Benefits for Students:

Together with their parents, students actively participate in library program activities and promote the library through planning of and participation in events sponsored by the school, community partners and other organizations.

Can move easily from the school library to other libraries in the community because of collaboration between institutions.

Are aware of school district and library policies regarding [intellectual freedom](#), [AUP](#), and [copyright](#).

Principle 2. The librarian facilitates broad access to library resources and provides opportunities for use for students, faculty and staff, families, partners and community constituents. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Initiates and actively promotes assistance to students, families and community members in using library services and in locating school library resources.	A. Assists community partners in using library services and initiates and provides assistance to students, families and community members in locating resources in the library.	A. Allows use of library services and provides assistance to families and community members in locating resources in the library when asked.	A. Does not provide library services to community partners. Does not provide assistance to family and community members in locating materials in the school collection.
B. Designs and initiates training in the use of print and electronic library resources targeted to families and community partners and community members based on analysis of community.	B. Provides training in the use of print and electronic library resources targeted to families, community partners and community members.	B. Provides general training materials in the use of print and electronic library resources that can be used by families and community members.	B. Does not provide training or training materials in the use of print and electronic library resources to families and community members.
C. Designs and delivers online training on the library web page and web-based resources targeted to students, families, community partners and community members, and teachers for accessing and using learning resources.	C. Delivers online training on the library web page to students, families, community members, and teachers for accessing and using learning resources.	C. Offers information on online training to students, families, community members, and teachers in accessing and using learning resources.	C. Does not make online training available.
D. Develops and maintains a library web site within the purview of district policies that serves as a portal for a variety of virtual learning resources unique to the needs of students, families, community partners and community constituents.	D. Develops and maintains a library web site within the purview of district policies that serves as a portal for students, families, community partners and community constituents with links to relevant resources.	D. Maintains a library web site within the purview of district policies that serves as a portal with links to relevant resources.	D. Does not provide a web site to access library resources.
E. Provides library services, collection, and programs designed for community partners and community members during and beyond the instructional day.	E. Provides library services, collection, and programs for community members during and beyond the instructional day.	E. Provides library services and collection for use by community members during and beyond the instructional day.	E. Does not provide library services, collection, and programs for use by community members during and beyond the instructional day.

<p>F. Provides access to school library resources, services, and programming to students, families, community partners, and community members for a minimum of 2 days per week during the summer vacation months.</p>	<p>F. Provides access to school library resources and services to students, families, community partners, and community members for a minimum of 1 day per week during the summer vacation months.</p>	<p>F. Does not provide access to the school library during the summer vacation months. Students, families, community partners, and community members may access some online school library resources remotely.</p>	<p>F. Does not provide access to school library resources or services during summer vacation months for students, families, community partners, or community members.</p>
---	--	--	---

<p>G. Hosts and promotes a summer reading program or offers the Texas Reading Club collaboratively with a public library during the summer vacation. Recognizes students who successfully complete the program. High school librarian encourages students, families, community partners and community members to volunteer and participate in programs at their local public library. Recognizes students, families, community partners and community members for volunteer participation.</p>	<p>G. Hosts a summer reading program or offers the Texas Reading Club collaboratively with a public library during the summer vacation. High school librarian encourages students, families, community partners and community members to volunteer and participate in programs at their local public library.</p>	<p>G. Encourages students to read during the summer months and participate in the Texas Reading Club at their local public library. High school librarian encourages students, families, community partners and community members to volunteer and participate in programs at their local public library.</p>	<p>G. Does not inform students of resources and programs available through local public library or encourage them to obtain a library card. Does not encourage students, families, community partners and community members to volunteer at their local public library.</p>
--	---	---	---

Benefits for Students:

Request and participate in events and activities in the library and in the wider educational community.

Participate in a library advisory council together with parents, community members and school staff. Are aware of sources of information throughout the community.

Maintain or improve reading skills throughout the summer months through participation in the [Texas Reading Club](#).

Principle 3. The librarian is knowledgeable about learning differences and ethnically and culturally diverse interests of the school and local community and develops a school library program that responds to these unique community characteristics. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. With community partners and community members, plans for and acquires library resources that accommodate learning differences.	A. Plans for and acquires library resources that accommodate learning difference.	A. Acquires resources, as well as items of local interest that accommodate learning difference.	A. The library collection does not accommodate the needs of students and other library patrons who have learning differences.
B. Is knowledgeable about and demonstrates awareness of ethnically and culturally diverse community members and involves representative community members in the design of library partnership activities, programs, and services.	B. Is aware of ethnically and culturally diverse community members and invites these community members to participate in library partnership activities, programs, and services.	B. Is aware of ethnically and culturally diverse community members and integrates this information into library programs and services.	B. Is unaware of the ethnic and cultural uniqueness in the community.
C. With community partners and community members, plans for and acquires library resources to meet the needs and reflect the multi-cultural and diverse community.	C. Plans for and acquires library resources to meet the needs and reflect the multi-cultural and diverse community.	C. Acquires multi-cultural resources, as well as items of local interest, to add to the school library collection.	C. Has a “one size fits all” attitude toward the library collection and service.
D. Develops and implements a formal plan to accommodate learner differences in compliance with regulations to accommodate students with diverse needs.	D. Plans to accommodate learner differences in compliance with regulations to accommodate students with diverse needs.	D. Makes adaptations in the library program as necessary for students who need special assistance, but no formal plan is in place.	D. Does not address learning differences or characteristics in planning for the school library program and resources.
E. Complies with regulations to accommodate students with special needs.	E. Complies with regulations to accommodate students with special needs.	E. Complies with regulations to accommodate students with special needs.	E. Does not comply with regulations to accommodate students with special needs.

Benefits for Students:

Request and participate in events and activities in the library and in the wider educational community.

Are provided with a variety of resources that provide for difference in learning styles.

Are involved in projects that build on the positive aspects of cultural differences.

Principle 4. The librarian, in partnership with community organizations, develops, maintains, and markets the vision, goals, and needs of the school library program to the broadest community constituency to promote the library and student success. In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates in community programs of collaboration, partnerships, and networks, including profit, non-profit, and educational and other related groups through local and global networking to promote the library program and student success.	A. Has an informal system of securing additional resources through networking with other librarians in the district or the public library. Librarian is aware of and participates informally in community programs that might provide support for student services.	A. Has a working relationship with district and public librarians and is aware of area resources to support student success and the mission of the library.	A. Makes little or no attempt to collaborate with school, district, and or community partners such as networks. Librarian rarely or never participates in community programs that might provide support for student services and promote student success.
B. Designs and implements a strategy for effective communication/ marketing of library vision, goals, services, and needs with school and community partners, public decision-makers, and the profit and non-profit sectors.	B. Communicates the library vision, goals, services, and needs to the school community and entities beyond the campus, and to the business community.	B. Informally communicates the library vision, goals, services, and needs to staff, school administrators, students, and parents.	B. Makes little or no attempt to communicate the vision, goals, services, or needs of the library program to the school or the community.

Benefits for Students:

Are encouraged to take part in civic organization programs.

Develop, with the librarian, a list of community organizations that form the basis of a foundation of support for students and the library program.

Participate in the design of a communications/marketing plan that includes goals and objectives for program and student success, an outline for matching services and resources to the needs of the educational community, identification of student successes, lists of stakeholders, and a plan for dissemination of information.