



Ohio's Library Guidelines for
Librarians

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Introduction to Ohio's Library Guidelines for Librarians

Overview

A strong school library program staffed by a certified library media specialist has a powerful effect on literacy and learning for all learners. The work of school librarians and the impact of school library programs directly support Ohio's strategic plan for education, [Each Child, Our Future](#). Strong library programs support the four learning domains of digital literacy, foundations for lifelong learning and literacy, information literacy and media literacy.

In a March 2018 article published by Phi Delta Kappan, authors Keith Curry Lance and Debra E. Kachel cite research that supports the need for library programs in every school building:

Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievements (Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that learners tend to earn better standardized test scores in schools that have strong library programs.

The creation of the 2021 Ohio Library Guidelines for Librarians and the 2021 Ohio Library Guidelines for Learners was a transparent process used to ensure active, statewide participation throughout the project's yearlong timeline by engaging diverse stakeholders, soliciting and incorporating a wide range of ideas and viewpoints into numerous drafts, and analyzing and incorporating feedback provided by an online survey open to the public.

Education professionals from across the state made up the advisory committee and working group responsible for revising the 2003 guidelines. This collaboration brought together representatives from prekindergarten through grade 12, higher education, educational service centers, state agencies and associations and representatives from urban, rural and suburban areas. The process produced a rigorous set of library guidelines that are research- and evidence-

based, aligned with college and work expectations, and internationally benchmarked.

GUIDING ASSUMPTIONS

Ohio's Library Guidelines for Librarians serve as a tool for librarians as they continually reflect upon and improve their effectiveness as educators throughout all stages of their careers. While there are many influences on a librarian's development, these guidelines will serve as an important tool as they consider their growth and development in the profession.

Ohio's Library Guidelines for Learners define what learners need to know and be able to demonstrate to succeed in college and careers in a globally interdependent world upon completion of their preK-12 education.

School library programs differ across individual districts and buildings. These guidelines provide a robust set of topics and strategies to encompass the diversity that may occur among individual programs.

PHILOSOPHY OF OHIO'S LIBRARY GUIDELINES

Ohio's Library Guidelines for Learners incorporate the following strands across the grade bands:

- Digital Literacy
- Foundations for Lifelong Learning and Literacy
- Information Literacy
- Media Literacy

These strands provide four lenses through which kindergarten through grade 12 learners consider and engage with technology and multiple literacies. Together, these strands instill in learners a broad, rich understanding of all types of literacies and the effective use and role of these literacies in their world to ensure they are well positioned to become literate and successful citizens.

Ohio's Library Guidelines for Librarians incorporate the following strands:

- Equity
- Literacies
- Partnerships
- Quality Schools

These strands are broken down into the following topics:

- Equity: Curate Digital Resources and Tools
- Equity: Ensure Equitable Digital Access
- Equity: Invest in, Curate and Maintain Physical Resources and Tools
- Equity: Advocate for Learner Privacy and Intellectual Freedom
- Literacies: Promote Reading Engagement (personal/interpersonal)
- Literacies: Teach Digital Citizenship and Media Literacy
- Literacies: Instruct Information Literacy
- Partnerships: Build Instructional Partnerships

- Partnerships: Cultivate Community Partnerships
- Quality Schools: Design Collaborative Environments (physical space, virtual space and schedule)
- Quality Schools: Empower Learners as Creators
- Quality Schools: Facilitate Professional Learning
- Quality Schools: Lead Beyond the Library

These align with the Ohio Department of Education's Core Principles of the strategic plan, [Each Child, Our Future](#).

ROLE OF THE GUIDELINES IN THE LIBRARY AND CLASSROOM

The guidelines for librarians and learners define what all learners should know and be able to do, not how librarians should teach. While some guidelines refer to particular forms of content, they do not and cannot enumerate all or even most of the content learners should learn. A well-developed, content-rich curriculum consistent with the expectations laid out in this document therefore must complement these guidelines.

The guidelines for librarians can be used in conjunction with the [guidelines for learners](#), which are organized by grade bands, so learners at the end of each grade band have acquired the content and skills outlined. The grade band guidelines for K-2, 3-5, 6-8 and 9-12 complement what educators already are teaching as part of Ohio's Learning Standards in English Language Arts, Mathematics, Science, Social Studies, Technology, Computer Science, World Languages, Fine Arts, Physical Education and Financial Literacy.

The guidelines for each grade band provide a clear progression of content knowledge and skills that are appropriate for learners at that level. Librarians can incorporate the guidelines in the middle grades and high school as standalone courses or integrate them into other appropriate courses. In the elementary grades, librarians can best lead with a flexible library schedule that allows them to not only teach and collaborate with colleagues but also provide a broad range of learning opportunities in the library for learners and staff.

Librarians Guidelines

STRAND: EQUITY

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background or income.

Topic	Guidelines
CURATE DIGITAL RESOURCES AND TOOLS	<ol style="list-style-type: none"> 1. Work with the district's information technology department to ensure items curated for the library are accessible to each learner. 2. Streamline access to online content and evaluate for age appropriateness. 3. Lead the selection, integration, organization and sharing of digital resources and tools to support transformational teaching and learning in all content areas. 4. Design learning opportunities that require learners to identify, evaluate and illustrate a variety of perspectives. 5. Create inclusive library collections that acknowledge and celebrate diverse experiences. 6. Provide instructional opportunities to empower learners as effective users of information and creators of ideas. 7. Establish and maintain a collection of reading and informational materials in formats that support the diverse developmental, cultural, social and linguistic needs of learners and their communities.
ENSURE EQUITABLE DIGITAL ACCESS	<ol style="list-style-type: none"> 1. Provide and advocate for equitable access to collection tools using digital resources, programming and services in support of the district's mission, vision and strategic plan. 2. Enable equitable digital access by providing barrier-free, universally designed environments. 3. Provide experiences with and access to resources, information, ideas and technology for all learners in the school community. 4. Establish and support a digital learning environment that builds critical thinking and inquiry skills for all learners. 5. Advocate and ensure all learners, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources. 6. Provide digital learning tools and resources to communicate and disseminate information to multiple audiences. 7. Encourage learners to become increasingly self-directed as they create digital products that engage them in critical thinking, collaboration and authentic, real-world problem solving.

Topic	Guidelines
<p>INVEST IN, CURATE AND MAINTAIN PHYSICAL RESOURCES AND TOOLS</p>	<ol style="list-style-type: none"> 1. Create inclusive library collections that acknowledge and celebrate diverse experiences. 2. Provide instructional opportunities to enable learners as effective users of information and creators of ideas. 3. Inspire and support reading for both learners and teachers through library collection development. 4. Devise and implement a plan to address knowledge and reading gaps by providing resources within the collection. 5. Use collection analysis, evaluation, research and other techniques to ensure a balanced collection that provides a variety of formats and content reflecting our diverse society. 6. Establish a collection development plan that identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality collection. 7. Provide access to resources located within and outside the walls of the school building (local, state and regional networks). 8. Provide procedures for reconsideration of materials in conjunction with district policy. 9. Provide leadership and assistance to faculty in instructional design, collection evaluation, library-based technologies, acquisition and use of curriculum-based school library resources. 10. Establish procedures to enable the efficient accomplishment of administrative tasks in the library.
<p>ADVOCATE FOR STUDENT PRIVACY AND INTELLECTUAL FREEDOM</p>	<ol style="list-style-type: none"> 1. Teach and promote online learner data privacy. 2. Model the ethical use of information, technology and media. 3. Direct learners to use information, technology and media responsibly. 4. Teach learners to evaluate information for accuracy, validity, social and cultural context and appropriateness for their needs. 5. Serve as an educational leader in demonstrating the value of protecting learners' data. 6. Ensure the rights of every learner to both seek and receive information from all points of view without restriction.

STRAND: LITERACIES

Learners are instructed in identifying, interpreting, creating and communicating meaning across a variety of resources.

Topic	Guidelines
<p>PROMOTE READING ENGAGEMENT (PERSONAL/INTERPERSONAL)</p>	<ol style="list-style-type: none"> 1. Encourage learners to read a variety of genres in multiple formats. 2. Create inclusive collections that acknowledge and celebrate diverse experiences. 3. Provide instructional opportunities to empower learners as effective users of information and creators of ideas. 4. Inspire and encourage learners and staff to read independently for personal enjoyment. 5. Provide appropriate advisory services for readers. 6. Assist teachers in choosing high-quality literature to supplement and enrich curricular studies. 7. Offer reading enrichment programs through participation in national and state reading celebrations and initiatives or original programs.
<p>TEACH DIGITAL CITIZENSHIP AND MEDIA LITERACY</p>	<ol style="list-style-type: none"> 1. Provide instructional opportunities to empower learners as effective users of information, collaborators and creators of ideas across different types of media. 2. Advocate, model and teach safe, legal and ethical use of digital information and technology (copyright, intellectual property and appropriate documentation of sources). 3. Promote and model digital etiquette and responsible social interactions related to the use of technology and information. 4. Develop and model digital citizenship and global awareness by engaging with colleagues and learners of other cultures using digital age communication and collaboration tools. 5. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. 6. Collaborate and communicate with learners, peers, parents and community members using digital tools and resources to support learner success and innovation. 7. Provide all learners with experiences and access to resources, information, ideas and technology. 8. Promote principles of copyright, digital citation tools and strategies to avoid plagiarism when using the work of others. 9. Explore and teach a variety of media formats to empower learners to access, analyze, evaluate and create media products. 10. Facilitate discussions about authors' and sources' purpose, bias, credibility and cultural perspectives.

Topic	Guidelines
INSTRUCT INFORMATION LITERACY	<ol style="list-style-type: none">1. Teach learners how to access, use, apply and evaluate information resources efficiently and ethically based on academic or personal need.2. Use and teach a consistent inquiry process while working with other educators to ensure integration into the curriculum.3. Provide instructional opportunities to empower learners as effective users of information and creators of ideas across different types of media.4. Foster the assessment of validity and accuracy of information.5. Engage learners in ongoing critical analysis and reflection on the quality, usefulness and accuracy of curated choices.6. Instruct learners on types of information (facts, opinions, primary and secondary sources); formats of information (data, text, sound, visual, media); and uses of information for a purpose.7. Instruct learners how to analyze various forms of media to interpret and evaluate media messages; to identify points of view and bias; and to manipulate/create media.

STRAND: PARTNERSHIPS

Challenging, preparing and empowering learners is a community-wide effort. Partnerships represent the community supports needed to increase the likelihood of learner success.

Topic	Guidelines
BUILD INSTRUCTIONAL PARTNERSHIPS	<ol style="list-style-type: none"> 1. Consistently engage with the school community to ensure school library resources, services and guidelines align with the district's mission, vision and strategic plan. 2. Participate in district, building and department or grade-level teams to discuss curriculum development and assessment on a regular basis. 3. Include members of the school community in the development of library policies and procedures. 4. Partner with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology. 5. Collaborate with teachers, administrators, learners and others in the school community to develop, implement and assess long-term, strategic plans. 6. Align the library program with the information literacy standards and the school's goals, objectives and content standards. 7. Lead inquiry-based learning opportunities that enhance the information, media, visual and technical literacies of all members of the school community.
CULTIVATE COMMUNITY PARTNERSHIPS	<ol style="list-style-type: none"> 1. Develop partnerships within the school and local community (families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. 2. Promote and model the importance of information-gathering skills by publicizing available library services and resources to learners, staff and the community. 3. Serve on school and districtwide committees and engage in community and professional activities. 4. Provide opportunities for learners to interact with others who reflect a diverse range of global perspectives. 5. Develop and model global awareness by engaging with colleagues and learners of diverse perspectives using digital age communication and collaboration tools. 6. Allow learners to cultivate networks within the global society and their own communities to build on prior knowledge and encourage future learning.

STRAND: QUALITY SCHOOLS

School leaders, teachers, parents, caregivers, the community and other individuals working together to service the learners is one aspect of a quality school. Other factors such as curriculum, instruction, learner supports and data analysis also contribute to a quality school.

Topic	Guidelines
<p>DESIGN COLLABORATIVE ENVIRONMENTS (physical space, virtual space and schedule)</p>	<ol style="list-style-type: none"> 1. Provide flexible spaces that promote inquiry, creativity, collaboration and community. 2. Provide an engaging learning environment that supports the innovative and ethical use of information and information technologies. 3. Organize facilities to enhance and ensure equitable access to information resources and services for all learners. 4. Establish a supportive learning environment that builds critical thinking and inquiry skills. 5. Provide a virtual space (learning management system (LMS) website, social media) for learners to interact with the library and librarian. 6. Support flexible scheduling to provide learner and educator access to library staff and resources.

Topic	Guidelines
<p>EMPOWER LEARNERS AS CREATORS</p>	<ol style="list-style-type: none"> 1. Encourage learners to become increasingly self-directed as they engage in critical thinking, collaboration and authentic, real-world problem-solving to create products. 2. Encourage learners to move past consumption and toward creation. 3. Teach problem-solving through cycles of design, implementation and reflection. 4. Provide opportunities for making and exploration. 5. Model persistence through learners' inquiry processes. 6. Structure activities for learners to collaboratively identify innovative solutions to a challenge or problem. 7. Encourage learners to formulate questions about a personal interest or curricular topic as part of an action plan. 8. Activate learners' prior and background knowledge as context for constructing new meaning. 9. Embed the inquiry process within grade bands and academic disciplines. 10. Devise learning activities that require learners to evaluate a variety of perspectives. 11. Enable learners to seek knowledge, create new knowledge and make real-world connections for lifelong learning. 12. Assist and lead learners and staff in assessing the inquiry-based research process. 13. Help learners to scaffold iterative challenge-response processes. 14. Provide opportunities for learners to share learning products and reflect on the learning process with others. 15. Help learners recognize their potential can be developed, improved and expanded. 16. Create an atmosphere in which learners feel empowered and interactions are learner-initiated. 17. Challenge learners to reflect and question assumptions and misconceptions. 18. Guide learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 19. Challenge learners to work with diverse populations to create a better product. 20. Scaffold enactment of learning group roles to enable the development of new intra-group understanding. 21. Impart strategies for learners creating products in accordance with Creative Commons licensing.

Topic	Guidelines
FACILITATE PROFESSIONAL LEARNING	<ol style="list-style-type: none"> 1. Lead professional learning to cultivate broader understanding of the skills that comprise success in a digital age (critical thinking, information literacy, digital citizenship, technology). 2. Lead other educators and learners to embrace a growth-mindset through lifelong learning. 3. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision-making and community building and developing the leadership and technology skills of others. 4. Provide professional learning opportunities on library and technology topics appropriate to all levels of experience and expertise in multiple formats or venues with diverse presenters and educators. 5. Design and lead professional learning opportunities that reinforce the impact of the school library's resources, services and programming on learners' academic experiences and educators' effectiveness.
LEAD BEYOND THE LIBRARY	<ol style="list-style-type: none"> 1. Participate in setting the school district's mission, vision and strategic plan for digital learning. 2. Foster a culture of collaboration and innovation to empower teachers and learners. 3. Model and promote the use of personal and professional learning networks. 4. Encourage families and other members of the community to participate in school library activities. 5. Build and advocate strong relationships with stakeholders who recognize and support an effective school library. 6. Reinforce the role of the school library and librarian as informational and technological resources to maximize learning. 7. Participate in district, building and department or grade-level curriculum development and assessment on a regular basis. 8. Participate in state and national organizations. 9. Develop a library strategic plan that achieves a dynamic school library program and includes a mission, vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.

Works Cited

"Each Child, Our Future." *Ohio Department of Education*, 9 Sept. 2020, education.ohio.gov/About/EachChildOurFuture.

Lance, Keith Curry, and Debra E. Kachel. "Why School Librarians Matter: What Years of Research Tell Us." *Phi Delta Kappan*, 15 July 2020, kappanonline.org/lance-kachel-school-librarians-matter-years-research/.

Acknowledgements

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