K-12 Library

Benchmarks by Grade Band

LIBRARY GUIDELINES

Library Benchmarks

By the end of the K-12 program:

Library Management	Collection Development and Curriculum
A. Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component. B. Engage education stakeholders in the process of identification of essential school library services. C. Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum. D. Provide a structured management process for school library program administration. E. Maintain a library program that is accessible by ALL students and staff when needed, all day, every day. F. Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk. G. Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.	A. Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection. B. Provide access to resources located within and outside the walls of the school building (local, state and regional networks). C. Provide procedures for reconsideration of materials. D. Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.

Notes:

Library Benchmarks

By the end of the K-12 program:

Literacy and Reading Support	Library-based Technology
A. Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs. B. Read to students. C. Tell stories and facilitate multidisciplinary reading experiences. D. Provide readers advisory services. E. Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week. F. Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives. G. Provide time for sustained silent reading. H. Share multicultural children's books in culturally conscious ways. I. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.	A. Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials. B. Provide networked computers for staff and student use. C. Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning. D. Develop a virtual school library presence that students may access remotely. E. Provide assistive technologies to make all library services accessible to staff and students with disabilities. F. Practice and communicate ethical and responsible use of library-based technologies.

Notes:

LIBRARY GUIDELINES

Library Benchmarks

By the end of the K-2 program:

Information Literacy	Technology Literacy	Media Literacy
A. Locate the school library media center, recognize library staff members and participate in library activities. B. Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials. C. Understand that library books and materials are housed in specific areas of the library media center. D. Read and listen to stories for schoolwork and personal enjoyment. E. Understand what information is and use a process to find information.	A. Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically. B. Apply basic Internet browser and navigation skills to search for information on the Internet.	A. Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes. B. Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

Notes:

Library Benchmarks

By the end of the 3-5 program:

Information Literacy	Technology Literacy	Media Literacy
A. Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials. B. Understand that school library books and materials are organized in a system, and use the system to locate items. C. Explore and use various forms of literature for schoolwork and personal enjoyment. D. Describe types of information including facts, opinions, primary/ secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose. E. Apply a research process to decide what information is needed, find sources, use information and check sources.	A. Use the online public access catalog to locate school library materials for classroom assignments and personal interests. B. Use the Internet to find, use and evaluate information. C. Understand how to access technology-based school library materials, including library networks and electronic resources, for research.	A. Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes. B. Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

Notes:

Library Benchmarks

By the end of the 6-8 program:

Information Literacy	Technology Literacy	Media Literacy
A. Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs. B. Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials. C. Select literature by genre based on need and personal enjoyment. D. Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources. E. Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.	A. Use the online public access catalog to locate school library materials for classroom assignments and personal interests. B. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources. C. Select, access and use appropriate electronic resources for a defined information need.	A. Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. B. Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

Notes:

Library Benchmarks

By the end of the 9-12 program:

Information Literacy	Technology Literacy	Media Literacy
A. Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials. B. Determine and apply an evaluative process to all information sources chosen for a project. C. Apply a research process model to conduct research and meet information needs.	A. Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources. B. Evaluate choices of electronic resources and determine their strengths and limitations. C. Utilize the Internet for research, classroom assignments and appropriate personal interests.	A. Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues. B. Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues. C. Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

Notes: