

Program Standard 5: Management*

In a sense, the library is a unique non-profit business that empowers curiosity, learning, and deeper thinking skills for its student and staff clients. To help the library program fulfill this aspect of their role, the administration supports the teacher librarian(s) (TL) and library support staff in the elements of this standard: staffing, management of staff, a healthy/diverse/innovative collection, and adherence and knowledge of issues and policies for library-related issues.

Component A: Library Support Staff

The administration and educational staff view the TL/staff as peers in collaboration, co-planning, co-instruction, student and/or adult program coordinator, and more. As such, the school/district provides adequate support staff so that the TL or library staff member can be actively engaging with students, staff, and community in initiatives that help all learners thrive in school and beyond.

| <input type="checkbox"/> Basic | <input type="checkbox"/> Partially Proficient | <input type="checkbox"/> Proficient | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Exemplary |
|--|---|---|---|--|
| <p>TEACHER LIBRARIAN/STAFF</p> <p>Assists users with non-instructional library needs and daily operations.</p> | <p>TEACHER LIBRARIAN/STAFF</p> <p>Use volunteers to help with non-instructional library functions.</p> <p>TL offers instruction while continuing to handle the bulk of daily operations (book circulation, shelving, inventory, etc.)</p> | <p>ADMINISTRATOR</p> <p>Provides part-time support staff assigned to the library to assist users with non-instructional library needs and daily operations.</p> <p>Ensures the TL has the capacity to offer instruction and collaborate on lessons with some classes.</p> | <p>ADMINISTRATOR</p> <p>Provides adequate and/or full-time support staff assigned to the library to assist users with non-instructional library needs and daily operations.</p> <p>Ensures the TL has the sufficient clerical support so the TL can co-teach with most or all classrooms.</p> | <p>...and STUDENTS AND SCHOOL STAFF</p> <p>Have reliable support for library use</p> <p>Have access to co-taught lessons, an instructional collaborator for meaningful lessons in a variety of areas, and dynamic programs for students.</p> |

Component B: Library Staff Supervision and Management

A teacher librarian (TL) must have effective management and supervisory skills as they oversee support staff, volunteers, and student aides. The TL provides strengths-based guidance to those who work in the library, offers encouragement and feedback to help staff, volunteers, and student aides grow and thrive, and is able to self-advocate and empower others in the library to have agency in order to create a healthy work environment.

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| <p>TEACHER LIBRARIAN</p> <p>Is working with the principal to learn about managing other people.</p> | <p>TEACHER LIBRARIAN</p> <p>Has begun learning about supervision and managing others (book, webinars, articles, etc.).</p> | <p>TEACHER LIBRARIAN</p> <p>Is implementing supervisory and management strategies with their library support team.</p> <p>Is implementing ways to positively communicate with library staff and with school administrators.</p> | <p>TEACHER LIBRARIAN</p> <p>Demonstrates the ability to communicate and provide guidance that leads to a well-run library and healthy staff dynamics.</p> | <p>...and STAFF and VOLUNTEERS</p> <p>Provide feedback that demonstrate they enjoy their role in the library and receive meaningful guidance to be productive, grow and stay engaged.</p> <p>Indicate that the TL communicates in a positive way and also self-advocates for her or himself in a proactive and positive way.</p> |

Component C: Collection Development - Building a Responsive and Culturally Diverse Collection

The TL and/or library staff provides current, appealing, and culturally diverse materials in a variety of formats (including online), based on the unique needs of the school/community. The collection and materials reflect the school focus and community demographics, while also offering a variety of viewpoints and cultures.

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| <p>TEACHER LIBRARIAN</p> <p>Is analyzing the collection and compiling data to update the collection and to plan for ways to align the collection with the school's priorities.</p> | <p>TEACHER LIBRARIAN</p> <p>Is working on building a collection that represents a variety of viewpoints, cultures, and materials that meet the unique needs of all student.</p> | <p>TEACHER LIBRARIAN</p> <p>Is seeking feedback from students and staff about the collection to reflect the school focus and community demographics.</p> <p>Has an ongoing plan/direction for building an appealing, balanced, and diverse collection.</p> | <p>...and TEACHERS</p> <p>Have access to a responsive collection that anticipates diverse perspectives and curricular needs.</p> | <p>...and STUDENTS</p> <p>Feel their voice is honored in developing the collection.</p> <p>Find books that represent themselves and help develop their desire to read.</p> <p>Are excited to discover books and other materials they love to read.</p> |

Component D: Collection Development - Weeding

The teacher librarian and/or library staff is aware of the retail aspect of the library and knows that an appealing library collection involves deleting materials in order to make room for new materials. The teacher librarian and/or library staff weeds the collection regularly to withdraw and/or replace materials for numerous reasons, such as material that is outdated, unused, unappealing, and/or lacks diversity, authority, relevance, and other issues.

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| <p>LIBRARY COLLECTION</p> <p>Has not been weeded for several years.</p> | <p>LIBRARY COLLECTION</p> <p>Is weeded sporadically and/or in limited manner over several years.</p> | <p>TEACHER LIBRARIAN</p> <p>Has an ongoing plan/direction for purchasing and removing materials.</p> | <p>TEACHER LIBRARIAN</p> <p>Maintains a strong collection using a multi-year action plan that focuses on the needs of the school community.</p> <p>Educates the school community about weeded materials and adheres to district policies on removal of materials.</p> | <p>...and STUDENTS</p> <p>Have access to a responsive collection that reflects a diversity of cultures and perspectives in order to anticipate curricular and recreational needs.</p> <p>Are excited and able to easily discover books and other materials that they love to read.</p> |

Component E: Policies, Procedures and Practices

Policies and procedures, and consistent practices are in place to effectively manage the collection and reflect the library’s values, goals, and community needs. The Collection Management Plan includes policies and procedures for:

- Handling challenged materials/requests for reconsideration of materials
- Selecting, purchasing, and weeding
- Handling gifts and donations
- Conservation/preservation
- Student Library Material Privacy (Privacy of Records)
- Student Data Privacy
- Equity Policies and Guidelines (i.e., eliminating fines that create inequitable access to materials, etc.)

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| <p>TEACHER LIBRARIAN</p> <p>Is seeking examples of school policies for selecting materials, weeding materials, book challenges, student rights, and student privacy.</p> | <p>TEACHER LIBRARIAN</p> <p>Has policies that may or may not be consistent with standard library policies and practices.</p> <p>Generally, follows practices unique to the school.</p> | <p>TEACHER LIBRARIAN</p> <p>Follows district policies adopted to guide library operations and shares with administration.</p> | <p>TEACHER LIBRARIAN</p> <p>Works with district and/or school administration to ensure that policies are in place to manage challenged materials, material selection, weeded materials, gifts/donations, students’ right to privacy, and student data privacy and student equity.</p> | <p>...and ADMINISTRATION</p> <p>Participates in the creation and scheduled review of policies that are approved by the district board and shared regularly with school staff.</p> |