

Broome-Tioga BOCES School Library System  
Member Plan 2005-2008

TARGET	NON-EXISTENT	IN PROGRESS	BASIC	PROFICIENT	EXEMPLARY	Rating
INDICATORS	0	1	2	3	4	0-4
<b>FACILITY</b>	NO SCHOOL Library. Do not complete rest of form.	Library space arranged traditionally with large tables for whole class instruction only. No space for other students to use library during class visits.	LMC space accommodates whole class. Limited space and furniture for simultaneous class, small group, and individual use.	Large, flexible LMC facility. Space and furniture available for simultaneous whole class, small group, and individual use. At least two groups can work in LMC at the same time.	Very large, flexible LMC facility. Space and furniture for simultaneous scheduling of multiple groups of students. May include multifunctional rooms, video studio, electronic access workstations, and teacher resource area as part of the LMC.	
	<ul style="list-style-type: none"> <li>• Seating capacity of library? ____</li> <li>• Computer facility in library? ____</li> <li>• Adjacent library computer lab? ____</li> <li>• Other areas or rooms specific to:               <ul style="list-style-type: none"> <li>○ Instruction ____</li> <li>○ AV production/viewing ____</li> <li>○ AV storage ____</li> <li>○ Office/workroom ____</li> <li>○ Conference room ____</li> <li>○ Other ____</li> </ul> </li> </ul>		Comments:			
<b>PROFESSIONAL STAFF</b>	No professional staff assigned to Library.	Teacher assigned to the Library part of the day; Teacher assigned to the Library all day; Certified LMS assigned to the Library part of the day;	Certified Library Media Specialist (LMS) or Library Power Librarian (NYC) assigned to the Library Media Center (LMC) full-time.	Certified Library Media Specialist assigned to the LMC full-time. Additional professional staff as needed during lunch, preps, etc.	More than one Certified Library Media Specialist in the LMC full-time. Number of LMSs depends on the needs of the library media program and the number of students and teachers in the school.	
	<ul style="list-style-type: none"> <li>• Certified LMS full time in library ____</li> <li>• If not full time, # of hours in library ____</li> </ul>		Comments:			

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<b>SUPPORT STAFF</b>	NO support staff assigned to the Library (clerk, aide, para, secretary, technician).	Support staff assigned to the Library less than half-time occasionally to assist the Librarian.	Support staff assigned to the LMC half-time or more, but less than full-time to assist the LMS.	Support staff assigned to the LMC full-time to assist the LMS.	One or more support staff assigned to the LMC to assist the LMS(s). Number of support staff depends on the needs of the library media program and the number of LMSs, students and teachers in the school.	
	<ul style="list-style-type: none"> <li>Specify support staff positions and # of hours / week for each:</li> </ul>					
<b>CLIMATE</b>	Facility unattractive, disorganized, and dirty. Students do not feel welcome.	Traditional quiet library used mainly for class visits. Few displays, but clean and functional. Students seldom initiate coming to the Library on their own.	LMC safe and barrier-free. Students and teachers feel welcome. Colorful current displays abound. Clean and well-organized with clear directional signs.	LMC inviting to all. Students actively seek opportunities to visit the LMC to research or read. LMC staff proactive in meeting student and teacher needs.	LMC is the hub of the school. Students and teachers flow seamlessly between classroom and LMC to meet curricular and recreational needs on demand.	
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<b>COLLECTION</b>	A collection of old books in a room; resources or materials not organized for use.	A collection of dated materials which needs weeding. Does not meet present student or curriculum needs. Card catalogs not accurate or may be missing.	A collection of current materials which have been weeded and meet some student and curriculum needs. Access to information in a variety of formats, i.e. books, periodicals, videos, and CD-ROMs.	A collection of 10-15 resources per student, current, weeded and responsive to curricular and recreational needs of students. Reflects a diversity of cultures. Materials in languages other than English, as appropriate. Access to information in books, periodicals, videos, CD-ROMs, electronic databases and on the Internet.	A collection of 20-25 resources per student, current, weeded, and responsive to curricular and recreational needs of students. Reflects a diversity of cultures. Materials in languages other than English, as appropriate. Access to information in books, periodicals, videos, CD-ROMs, electronic databases and on the Internet.	
	Comments:					
<b>SCHEDULING</b>	Library closed half or more of day with no access for teachers or students.	Library closed during cluster teachers' (NYC) lunch and prep periods. Scheduled program with little or no open access to Library.	LMC open all day. At least half of day, a flexible schedule supports classroom teaching and learning and provides open access to all LMC resources.	LMC open all day and before and after school. Flexible schedule supports teaching and learning and provides open access to all LMC resources.	LMC open all day, and for extended periods (evenings, weekends). Flexible schedule provides open access to all LMC resources, services and staff.	
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<b>COLLABORATIVE PLANNING</b>	No planning between classroom teachers and librarian. Cluster program and/or isolated teaching.	Librarian plans collaboratively with classroom teachers when requested by the teacher. Librarian provides resources when requested. Majority of teaching is in isolation or parallel teaching.	Many teachers plan collaboratively with LMS for information literacy skills integrated into core curriculum. LMS selects and purchases materials to reflect this collaboration.	Most teachers collaborate with LMS to plan instruction for students. Planning includes extensive use of LMC resources. LMS and teachers develop instructional program coordinated with core curriculum.	<u>All</u> teachers plan collaboratively with LMS to provide learning strategies and activities for <u>all</u> students. LMC resources and information literacy processes are integral to <u>all</u> instructional planning. LMS is full partner on the school instructional team.	
	Comments:					
<b>LIBRARY AUTOMATION</b>	No library management functions computerized.	Stand-alone computer in the Library used for overdues, or other management functions.	LMC has plan for automation. Weeding and inventorying is in process; records of materials are being computerized in MARC standard format.	LMC has an automation system for library management and circulation, and an on-line public access catalog (OPAC) for student use. Access to LMC materials is available only in the LMC.	LMC has an automation system for library management; for access to resources in the library; for classroom access (LAN); and for access from remote sites such as student's homes (WAN) and School Library System.	
	<ul style="list-style-type: none"> <li>• Does your district participate in the library automation COSER? ____</li> <li>• Other automation systems? ____</li> </ul>		Comments:			

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<b>TECHNOLOGY FOR INSTRUCTION AND ACCESS</b>	No computers or current technology in the Library (VCR, TV, CD-ROM, audio players, etc.).	Library has 3 or fewer computers. Limited, mostly traditional technology such as video and listening equipment, etc. for student use.	LMC includes 4 or more computers for accessing information and word processing, a video area, listening stations, and other technology and media for student use.	LMC has adequate technology to meet student needs for current, challenging information. Students use technology independently for extended projects and information retrieval. Technology is current and includes equipment to access CD-ROMs and the Internet.	LMC technology resources are integrated with the total school technology plan and are integral to all teaching and learning. Technology is current and emerging, and includes equipment to access CD-ROMs, the Internet, and shared resources within and outside the school.	
	Comments:					
<b>NETWORKING</b>	No library resources borrowed beyond the school.	Library resources may be informally borrowed from other schools in the district. No telephone in the Library to facilitate resource sharing.	LMS participates in the School Library System (SLS). LMS borrows materials occasionally for teachers and students through the SLS. LMC telephone promotes resource sharing (ILL).	LMS contributes records to the SLS database and regularly borrows needed materials through the SLS. LMS uses the SCOOLS interlibrary loan database to process requests.	School is an active member of the SLS, contributing and borrowing materials as needed. The LMC has been designated an Electronic Doorway Library (EDL) by the State Education Department. LMS collaborates with public libraries and other agencies, and promotes resource sharing.	
	<ul style="list-style-type: none"> <li>• Does your library participate in interlibrary loan within BT BOCES region? ____</li> <li>• Does your district participate in the CO-SER for expanded interlibrary loan? ____</li> <li>• Frequency of courier service: daily ____ other ____</li> <li>• Is there a FAX machine in the library? ____</li> </ul>		Comments:			

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<b>BUDGET</b>	No funds support the library program.	Only funding is the NYS \$6 School Library Materials Aid which is primarily used for replacement of lost and damaged items.	NYS \$6 School Library Materials Aid, plus some additional local tax levy funds from the District/City provide enough new materials to maintain the collection.	NYS \$6 School Library Materials Aid, local tax levy funds from the District/City, plus Title I funds support collection development.	Library Media Program budget consists of Federal, State, District/City, and grant funds to support resource-based teaching and learning. Long-range plan for library media program development and resources incorporated into school and district budget process.	
	Comments:					
<b>ADMINISTRATIVE SUPPORT</b>	Library operates in isolation within building. Role of Library Program in resource-based teaching and learning not recognized.	Library Program receives verbal support from building administration. Limited recognition of role of Library Program in resource-based teaching and learning.	Library Media Program (LMP) supported verbally and fiscally at building level. Some understanding of role of LMP in resource-based teaching and learning evident.	Library Media Program supported verbally, fiscally, programmatically at building and district level. Administration articulates role of LMP in resource-based teaching and learning.	Library Media Program supported verbally, fiscally, and programmatically at building and district level. Administration actively articulates and advocates for role of LMP in resource based-teaching and learning.	
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<b>PROFESSIONAL DEVELOPMENT</b>	Librarian does not participate and is not encouraged to seek professional development opportunities.	Librarian participates in limited professional development, mainly school, SLS, or local library media professional activities.	LMS participates in professional development opportunities; attends cross-discipline activities at local and regional levels.	LMS seeks out, participates in and promotes active involvement in diverse professional development opportunities at local, state and national levels.	LMS initiates and provides professional development opportunities for self and others across disciplines and at local, state and national levels.	
	Participation in professional development provided by BOCES ____ Membership in professional organizations ____ Participation in Teacher Center offerings ____ Attendance at professional conferences ____ Working on certification and/or continuing ed ____		Comments:			
<b>COMMUNICATION &amp; REPORTING *</b>	LMS does not receive or send communications via listserv or other methods and does not report via listserv or other methods.	LMS receives and sends communications on a limited basis via listserv or other methods and reports minimally.	LMS receives and sends communication, forwards information to appropriate library staff, and reports minimally	LMS receives and sends communication , and forwards information to appropriate library and building staff, and reports appropriately.	LMS receives and sends communications and seeks out and report information to appropriate library, building and district staff, and reports appropriately.	
	Methods of communication: • Electronic ____ • Paper ____ • District-wide newsletters ____		Comments:			
*Pending School Library System Council approval 9/2006						
Adapted from NYSED - Frances Roscello & Patricia Webster 2/22/05						