

Mississippi Public School Library Monitoring Rubric (2018)

This Rubric is a monitoring document for the following
ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 3, 18, 18.1, and 18.2.

Instructions: Place a check in the box beside each indicator that you find present in the Library/Media Center. Refer to the current *Mississippi Public and Nonpublic School Library Guide* for more complete information about the expectations for meeting the standards.

ADMINISTRATION AND PERSONNEL

- 2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}
- 2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
- 2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

INSTRUCTIONAL PRACTICES

18. Each school has a library media center. Refer to the current edition of the *Mississippi Public and Nonpublic School Library Guide*. {Miss. Code Ann. § 37-17-6(3)(a-e)}
- 18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
- 18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.



1. Library Collection

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.

MINIMUM

- Circulation/Cataloging Capacity
- Librarian Management computer
- Barcode scanner
- Online access to materials available in the school library
- All equipment and materials cataloged
- Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System
- Teacher and student OPAC (Online Public Access Catalog) training
- Inventory capabilities

PROGRESSIVE (Minimum +)

- 2 management computers
- Online access to materials available in the school library and throughout the school facility/remote sites
- Self check-in/check-out area
- Remote circulation and inventory capabilities

REQUIRED EVIDENCE

- Collection Statistics - Summary (current circulation, age, and value)
- Training documents
- OPAC Lessons

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 4.7 - Cataloging and Processing

1.2 General Collection: Collection shall include nonfiction, fiction, and easy titles. The collection shall be consistently weeded and assessments shall be used to guide selection of materials. Collection can also include ebooks that can be circulated or tracked through the library's automated system.

MINIMUM

- A goal of 10 books per student that are in good condition, supports the school's instructional program, and provide titles for pleasure reading
- A **well-balanced, diverse** collection that is **both age** and **content** appropriate
- New books (print and/or digital) equal to 2-3% of the collection added each year

PROGRESSIVE (Minimum +)

- A goal of 15 - 20 books per student that are in good condition and that support the school's instructional program
- Average** copyright of nonfiction collection (excluding biography) is less than 10 years old (print and digital formats)
- A collection that caters to student populations (i.e., Pre-Kindergarten, English Learners, Migrant Students, Gifted Students, or Special Education Students.)

REQUIRED EVIDENCE

- Historical Collection Report (circulation statistics for a particular time frame)
- Weeding Report
- Requisitions
- Collection Development Plan

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 4.2 - Selection Tools; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

1.3 Reference Materials: Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection.

MINIMUM

- A core reference collection that is in good condition that supports the school's **current** instructional program
- A **well-balanced** collection that is both **age** and **content** appropriate

REQUIRED EVIDENCE

- Weeding Report
- Requisitions
- Reference Lessons
- Collection Development Plan

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.6 - Planning for Instruction; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

1.4 Non-Print Resources: Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.

MINIMUM

- School library website available on school home page for classroom and school site access which includes librarian's name, schedule, and email
- Maintain a list of **credible** and **age-appropriate** websites that support the **current** curriculum
- MAGNOLIA Database available for students and teachers with links on library computers/website and advertised in the library
- Emerging formats available to support the **current** curriculum
- Training on non-print resources

PROGRESSIVE (Minimum +)

- Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc.
- School library website available on school home page for classroom, school site and remote site access

REQUIRED EVIDENCE

- List of credible and age-appropriate websites
- Lesson plans or training using non-print resources
- CDs/DVDs curriculum connection

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.11 - MAGNOLIA Database; Section 4.4 - Collection Guidelines; Section 5.6 - Cataloging Digital Resources

1.5 Professional Collection: Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians

MINIMUM

- A goal of 20 current professional titles
- Access to print and/or electronic professional periodicals
- Current credible websites for professional development purposes available through the school library website

REQUIRED EVIDENCE

- Promotion of Professional Development resources

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 2.5 - Professional Development; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

2. Library Management

2.1 Certified Staff: A certified school librarian shall be assigned to the school library Miss. Code Ann. § 37-17-6(3)(a-e). The librarian shall offer an organized program of service to students and staff. The librarian shall function 100% in the library position, either ½ or full time, depending on the school population. The librarian shall not serve as a substitute teacher.

MINIMUM

- A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more).
- Flexible scheduling/Open access is incorporated into the school library schedule especially during a non-traditional school day. (i.e. testing, school programs, and professional development meetings).
- Time is allotted at the beginning and end of the school year for necessary library maintenance tasks including inventory.
- Ample time (at least 25% half-or full-time) is allotted throughout the school week to complete management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian's schedule.

PROGRESSIVE (Minimum +)

- 1 + school librarian is assigned to the library full time
- Library support staff is **strongly** recommended for school libraries with populations in excess of 500.
- Large districts may employ a designated Library Program Supervisor at the district level.

REQUIRED EVIDENCE

- Detailed Library Schedule
- Board-approved Job Description
- Other Assigned Duties
- Yearly Inventory Report

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.7 - Promotion Flexible, Open Access; Section 6.1 - Personnel

2.2 Needs Assessments: The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.

MINIMUM

- Program assessment is based on informal and formal assessment, which includes input from administrators, faculty and students (MDE Librarian Growth Rubric).
- The school librarian sets annual goals, which are reported to the administration no later than September of the current school year.
- Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals.

REQUIRED EVIDENCE

- Library short-and long-term goals for improvement for the last three years
- Teacher and students surveys (responses)
- Teacher Requests
- Evaluation using the MDE Librarian Growth Rubric
- Student Learning Outcome

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 6.5 - Librarian Evaluation; Section 6.8 - Short-and Long-Term Goals

2.3 School Library Policies and Procedures: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

MINIMUM

There is a **district-approved** policy used for selection of materials, challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy.

REQUIRED EVIDENCE

- School Library Policy Manual (Handbook)
- District Approved Policies (Selection, Gift, Weeding, and Challenged Materials)
- Circulation Policy

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 4.1 - Understanding Collection Development; Section 4.5 - Weeding of Collection Resources; Section 4.6 - Challenged Materials; Section 4.7 - Cataloging and Processing; Section 6.9 - Policies and Procedures Handbook

2.4 Funding: School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.

MINIMUM

- The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection.
- The school district is required to provide **consistent, sustained** library funding to maintain and upgrade library collections, equipment, and facilities.
- The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community.
- The school librarian must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year.
- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent.

PROGRESSIVE (Minimum +)

- The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.
- The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement.
- Fundraising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement.

REQUIRED EVIDENCE

- Budget expenditures for the past three years
- Current budget plan and operating budget
- Budget plan for the past three years
- Additional Funding

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 6.2 - Budget and Funding

2.5 Library Advocacy Committee: The school library program shall establish an advocacy committee for the school library program within the school and beyond.

MINIMUM

- The advocacy committee includes:
 - Library staff
 - Principal /administrator
 - Teachers
 - Parents
 - Students (when age appropriate)

- The advocacy committee meets as needed for program planning and discussion of procedural issues.

REQUIRED EVIDENCE

- Library Advocacy Committee members, meeting schedule, and meeting agendas
- Library Advocacy Committee goals and objectives

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.8 - Encouraging Advocacy

2.6 Public Relations: The school librarian shall use a public relations plan to promote advocacy for the school library program.

MINIMUM

- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services.

PROGRESSIVE (Minimum +)

- The school librarian partners with school and community groups to sponsor events that promote the school library program.

REQUIRED EVIDENCE

- School Library Public Relations Plan
- Public Relations examples

FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE Section 3.8 - Encouraging Advocacy; Section 3.9 Library Promotional Events

3. Library Facilities

Library Arrangement: The school library shall be arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; and (4) provide equitable access to information and resources within the school, community, and global networks.

MINIMUM

- The school library is neat and well-organized.
- The atmosphere is one of welcome and productivity.
- Shelving and furniture are age appropriate.
- The arrangement of the school library supports use by a minimum of one (1) class and individual students.
- In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:
 - Circulation
 - Large group use/instruction
 - Small group use
 - Individual research
 - Storytelling area for elementary students
 - Leisure reading
 - Library management area
 - Use of technology
 - Secure storage of library resources and materials
 - Displays/Quality Signage
- The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990.
- The school library is equipped with temperature control.
- Lighting and electrical accommodations have been integrated effectively.
- All books are shelved from left to right on the shelf. The shelves should read from top to bottom and should be no more than $\frac{2}{3}$ full.

PROGRESSIVE (Minimum +)

- Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity.
- The shelving accommodates growth.
- The school library goes beyond minimum guidelines providing larger spaces than required **OR** additional support areas for viewing, production, communication activities, displays, wiring/network.

[FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE](#) Section 6.7 - School Library Facility Recommendations

~~Mississippi Library Monitoring Rubric (2014)~~

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ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 18, 18.1, and
18.2.~~

~~**Instructions:** Place a check in the box beside each indicator that you find present in the Library/media center. Each box checked must be based upon documentary evidence and/or interview evidence. Be sure to check the appropriate box for evidence used or explain if answer based on other evidence. Note any pertinent comments in the space provided. Refer to the 2014 Mississippi School Library Guide for more complete information about the expectations for meeting the standards.~~

~~ADMINISTRATION AND PERSONNEL~~

~~2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-e)}~~

~~2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.~~

~~2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.~~

~~INSTRUCTIONAL PRACTICES~~

~~18. Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {MS Code 37-17-6(3)(a-e)}~~

~~18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.~~

~~18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.~~



Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
Automated Management System	<ul style="list-style-type: none"> ☐ Circulation/Cataloging Capacity ☐ Librarian Management computer ☐ Barcode scanner ☐ Online access to materials available in the school library 	<ul style="list-style-type: none"> ☐ 2 management computers ☐ Online access to materials available in the school library and throughout the school facility/remote sites ☐ Remote circulation and inventory capabilities
Comments:		

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<u>General Collection:</u> Fiction, Easy and Non-Fiction titles	<ul style="list-style-type: none"> ☐ A minimum of 10 books per student that are in good condition and that support the school's instructional program and provide titles for pleasure reading ☐ A well-balanced collection that is <u>both</u> age and content appropriate 	<ul style="list-style-type: none"> ☐ Goal: 15–20 books per student that are in good condition and that support the school's instructional program ☐ Average copyright of non-fiction (NF) collection (excluding biography) is less than 10 years old (print and digital formats)
Comments:		

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p><u>Reference Materials</u>: Includes, but is not limited to: Encyclopedias, Dictionaries, Almanacs, Thesauruses, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References (print and digital formats)</p>	<p>Needs assessments, professional tools and curriculum objectives are used by school librarians to establish a basic reference collection. Appropriate quantities of materials are determined by:</p> <ul style="list-style-type: none"> ☐ Student enrollment ☐ Demographic data ☐ Instructional program ☐ Information needs 	
<p>Comments:</p>		

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p>Internet Resources</p>	<ul style="list-style-type: none"> ☐ Maintain a list of credible and age-appropriate websites that support the curriculum ☐ MAGNOLIA Database available, for students and teachers ☐ School library website available on school home page for classroom and school site access 	<ul style="list-style-type: none"> ☐ Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc. ☐ School library website available on school home page for classroom, school site and remote site access
<p>Comments:</p>		

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)

Electronic Resources	<ul style="list-style-type: none"> ☐ CDs/DVDs and emerging formats available to support the curriculum 	<ul style="list-style-type: none"> ☐ E-books available
Comments:		

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
Professional Collection	Minimum of: <ul style="list-style-type: none"> ☐ 25–50 professional titles (books to support professional growth of teachers) ☐ 2 professional periodicals 	<ul style="list-style-type: none"> ☐ 50–75 or more professional titles ☐ 5+ professional periodicals ☐ Current credible websites for professional development purposes available through the school library website
Comments:		

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)

<p>A certified school librarian is assigned to the school library.</p> <p>MS Code 37-17-6(3)(a-e)</p>	<ul style="list-style-type: none"> ○ A certified school librarian is assigned to the school library (half time if school enrollment is 0-499; full time if school enrollment is 500 or more). ○ The school librarian does not serve as a substitute teacher. 	<ul style="list-style-type: none"> ○ 1 + school librarian is assigned to the library full time. ○ Library support staff is strongly recommended for school libraries with populations in excess of 500.
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Comments:

Focus: School Library Program

RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p>School districts provide sufficient funding for the purchase and maintenance of current resources for the school library.</p>	<ul style="list-style-type: none"> ○ The school library meets the minimum basic collection requirements as stated in the guidelines for school library collection development section of this document. ○ Funding is recommended for basic maintenance and upgrades for technology and equipment. 	<ul style="list-style-type: none"> ○ The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.

Comments:

Focus: School Library Program

RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p>The school librarian manages the financial, staff, and physical resources for the school library.</p>	<ul style="list-style-type: none"> ○ There is a district approved policy used for selection of materials. ○ Budget policies as mandated by the state are used for expenditures of state funds. ○ The school librarian must submit an annual budget request to the school principal/administrator. ○ The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community. ○ The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 5 years. ○ No more than 25 % of the designated school day is spent in the management of the school library (planning, weeding, shelving, ordering, etc.). ○ Time is allotted at the beginning and end of the school year for necessary library maintenance tasks. ○ Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System or another recognized library classification system. 	<ul style="list-style-type: none"> ○ The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement. ○ Fundraising and/or grant writing is used to increase resources and programs to support federally or state mandated initiatives, information access, and student achievement.

Focus: School Library Program

RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
	<ul style="list-style-type: none"> ☐ Standard procedures set by the district are used to circulate, maintain, do inventory, and weed the collection. ☐ Written district-approved policies on challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy. ☐ Flexible scheduling/Open access is incorporated into the school library schedule. ☐ Duties of support staff and volunteers are arranged to optimize student/teacher services and the efficiency of the school library operations. 	
<p>Comments:</p>		

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
The school library program participates in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.	<ul style="list-style-type: none"> ○ Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students. ○ The school librarian sets annual goals which are reported to the administration. 	<ul style="list-style-type: none"> ○ The school librarian uses program assessments, inventories, and input from administrators, faculty, students, school committees, and other members of the learning community to set short and long range goals for improvement.
Comments:		

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
The school library program has an established advocacy committee for the school library program within the school and beyond.	<ul style="list-style-type: none"> ○ The advocacy committee includes: <ul style="list-style-type: none"> ○ Library staff ○ Principal/administrator ○ Teachers ○ Parents ○ Students (when age appropriate) ○ The advocacy committee meets as needed for program planning and discussion of procedural issues. 	
Comments:		

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
There may be a designated Library Program Supervisor at the district level.		○ Large districts may employ a designated Library Program Supervisor at the district level.
Comments:		

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
The school librarian uses a public relations plan to promote advocacy for the school library program.	○ The school librarian uses a variety of communications and methods to publicize the school library and its resources and services.	○ The school librarian partners with school and community groups to sponsor events that promote the school library program.
Comments:		

Focus: Library Facilities		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p>The school library is arranged to:</p> <ul style="list-style-type: none"> — Accommodate flexible access by classes and individual students. — Perform basic functions of a curriculum integrated school library program. — Provide a climate conducive to learning and student achievement. — Provide equitable access to information and resources within the school, community, and global networks. 	<ul style="list-style-type: none"> ○ The school library is neat and well organized. ○ The atmosphere is one of welcome and productivity. ○ Shelving and furniture are age appropriate. ○ The arrangement of the school library supports use by a minimum of one (1) class and individual students. ○ In addition to adequate space for print/non print collections, space arrangements should include specific areas for: <ul style="list-style-type: none"> ○ Circulation ○ Large group use/instruction ○ Small group use ○ Individual research ○ Storytelling area for elementary students ○ Leisure reading ○ Library management/office ○ Use of technology ○ Storage of equipment ○ Displays ○ The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990. ○ The school library is equipped with temperature control. ○ Lighting and electrical accommodations have been integrated effectively. 	<ul style="list-style-type: none"> ○ Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity. ○ The shelving accommodates growth. ○ The school library goes beyond minimum guidelines providing larger spaces than required OR additional support areas for viewing, production, communication activities, displays, wiring/network. ○ The school library is equipped with temperature/humidity control.
<p>Comments:</p>		