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T H E C O U N C I L

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May 6, 2013

Oversight: Availability of Certified School Librarians in New York City Public Schools

On May 6, 2013, the Committee on Education, chaired by Council Member Robert Jackson, the Committee on Cultural Affairs, Libraries and International Intergroup Relations, chaired by Council Member Jimmy Van Bramer, and the Select Committee on Libraries, chaired by Council Member Vincent Gentile, will hold a joint oversight hearing on the Availability of Certified School Librarians in New York City Public Schools. Those invited to testify include representatives of the Department of Education (DOE), higher education, public libraries, union leaders, advocates, parents and students.

Background

Currently, New York State regulations require certified librarians in middle and high schools but not elementary schools, and also require a certified library assistant for any secondary school that has more than 1,000 students.¹ In the New York City public school system, with approximately 1.1 million students and 1,700 schools, the majority of secondary schools appear to be in violation of the state regulation requiring them to have a librarian on staff according to the latest DOE data, which shows a total of only 306 librarians (178 high school, 95 MS-JHS, 33 elementary) systemwide.² This represents a decline of more than 16% since 2011, when the City employed 365 licensed librarians.³ According to a 2011 analysis by the *New York Times*, there was one librarian for every 2,146 students in 2011, compared with 1 per 1,447 in 2005.⁴ Obviously, the number of students for each librarian has increased since 2011.

Much of the explanation for the decline in school librarians is related to the fact that, in tight economic times, when most schools and districts face serious fiscal constraints, school

¹ NYCRR TITLE 8, §91.2

² Data provided to Committee staff by DOE via email on May 1, 2013.

³ Santos, Fernanda, "In Lean Times, Schools Squeeze Out Librarians," *New York Times*, June 24, 2011.

⁴ *Id.*

libraries and librarians are often among the first targets of budget cuts.⁵ In the face of shrinking budgets, some City schools have tried other ways to staff libraries. In addition to sharing librarians, some classroom teachers, particularly in elementary schools, have been trained to stand in for librarians.⁶ However, there are also libraries at some schools sitting unused for lack of someone to staff them.⁷

In April 2010, the New York State Board of Regents charged its Advisory Council on Libraries to review the State's library services "to ensure that they are aligned with modern expectations and the expanded functions needed in today's society, operate with improved efficiency, and are prepared for the future as an essential and vibrant part of the State's educational infrastructure."⁸ The resulting report, *Creating the Future: A 2020 Vision and Plan for Library Service in New York State*, provides policy recommendations for library services, including school libraries.⁹ According to this report, school libraries are deeply engaged in the implementation of the New York State P-12 Common Core Learning Standards.¹⁰ Further, "(t)here is a well documented connection between student achievement and effective school libraries."¹¹

Certainly, school librarians are essential for effective school libraries. Moreover, in today's world, the role of school librarians has been evolving to teach students information literacy and collaborate with teachers in designing curricula, developing learning experiences,

⁵ *Id.*

⁶ *Id.*

⁷ *Id.*

⁸ New York State Regents Advisory Council on Libraries, *Creating the Future: A 2020 Vision and Plan for Library Service in New York State*, April 2012, p. 3, accessed 4/29/13 at <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412CED1.pdf>.

⁹ *Id.*

¹⁰ *Id.* at 7.

¹¹ *Id.*

and providing technical support.¹² Further, according to the Regents Advisory Council report, “the school librarian is unique in that he/she addresses the depth and breadth of the entire curriculum, and leads in teaching a 21st Century curriculum of inquiry, problem solving and content creation.”¹³

Considerable research evidence shows that school libraries and librarians can improve student outcomes, as summarized in a report by the New York Comprehensive Center (NYCC), a research organization that provides assistance to the New York State Education Department.¹⁴ As noted in the NYCC report, “In these times of fiscal constraint, it is increasingly important for schools to more effectively leverage existing key resources, including school libraries and librarians, rather than sacrificing those resources and, as a result, student achievement.”¹⁵

Impact of School Libraries/Librarians on Student Achievement

The effects of school libraries and school librarians on student outcomes have been observed in numerous studies throughout the United States.¹⁶ Specifically, extensive research shows that schools that utilize school libraries to support student growth in literacy, information literacy, technological skills, and access to resources and equipment, have seen increased motivation, higher assessment scores and higher graduation rates.¹⁷

Over the past 20 years, impact studies have been used to examine relationships between school libraries and student achievement. These studies, collectively known as the “School Library Impact Studies,” include research dating back to 1993 from 22 states and one Canadian

¹² *Id.*

¹³ *Id.*

¹⁴ New York Comprehensive Center, *Information Brief: The Impact of School Libraries on Student Achievement*, October 2011, accessed at <http://nycomprehensivecenter.org/2011/05/%e2%80%a2-informational-brief-impact-of-school-libraries-on-student-achievement/>.

¹⁵ *Id.* at 14.

¹⁶ *Id.* at 5.

¹⁷ *Id.*

province.¹⁸ The studies concluded that school libraries have a positive effect on student outcomes, as they teach 21st Century skills, promote achievement, and play major role in closing the achievement gap.¹⁹

Examples of some of the research findings include:

- A 2000 Colorado study found that students in elementary schools with highly collaborative relationships between teachers and school librarians scored 21% higher on state assessments than students in schools with less collaborative relationships.²⁰
- In New York, a 2009 study found that schools with librarians certified to teach 21st century skills received higher 4th grade English Language Arts scores than schools with no such staff position. Also, there was a significant negative correlation between test scores and school library staffing. The study concluded that school librarians motivated students to continually improve in their studies and ultimately to graduate at a higher rate.²¹
- In a 2008 study, secondary schools in Alaska saw a large increase in assessment scores when the school had full-time library staffing. These schools were twice as likely to score average or above average compared to schools without full-time library staffing.²²
- An analysis of 657 schools in Illinois found that the number of hours per week of school library staffing directly related to scores on assessments, with 7% to 13% increases in elementary through high school reading. There were also substantial increases of up to 18% in writing scores in elementary and middle school, as well as a 5% improvement in ACT scores in schools with increased staffing levels.²³

Based on conclusions from the research cited in the NYCC report, it is clear that school libraries and school librarians play an important role in student achievement, curriculum development and instruction.²⁴ The report urged the State to continue to support school libraries and school librarians as a means to “help students at all grade levels and of all abilities succeed, ultimately closing the achievement gap.”²⁵

¹⁸ *Id.*

¹⁹ *Id.*

²⁰ *Id.* at 7.

²¹ *Id.* at 11.

²² *Id.* at 13.

²³ *Id.*

²⁴ *Id.* at 14.

²⁵ *Id.* at 16.

Given the extensive research evidence showing the positive impact of school libraries and librarians on student achievement, it is not surprising that the Regents Advisory Council report recommended that the State enforce existing library staffing regulations in all public schools and expand the Commissioner's Regulations (91.2) to require a certified school librarian in every elementary school "to strengthen instructional leadership in meeting the P-12 Common Core Learning Standards."²⁶

State Regulations Regarding School Libraries/Librarians

According to the Regulations of the New York State Commissioner of Education, each elementary and secondary school (middle schools and high schools) is required to have a school library, as follows:

Section 91.1. School libraries. A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

(a) For secondary schools in which the average daily attendance is fewer than 200 pupils:

- (1) the library of a junior high school shall contain at least 1,000 titles;
- (2) the library of a high school shall contain at least 1,000 titles; and
- (3) the library of a junior-senior high school shall contain at least 2,000 titles.

(b) The library of a secondary school in which the average daily attendance is more than 200 but fewer than 500 pupils shall contain at least 3,000 titles.

(c) The library of a secondary school in which the average daily attendance is more than 500 but fewer than 1,000 shall contain at least 5,000 titles.

(d) The library of a secondary school in which the average daily attendance is more than 1,000 pupils shall contain at least 8,000 titles.²⁷

Further, districts are required to provide certified school library media specialists for secondary schools based on the number of students in such schools, as follows:

Section 91.2 Employment of school library media specialist. Each school district shall employ a certified school library media specialist, unless equivalent service is provided by an alternative arrangement approved by the commissioner, in accordance with the following standards:

²⁶ *Supra* note 8, at 8.

²⁷ 8NYCRR §91.1

(a) In a secondary school with an enrollment of not more than 100 pupils, a certified school library media specialist should devote at least one school period each day to school library work.

(b) In a secondary school with an enrollment of more than 100 but not more than 300 pupils, a certified school library media specialist shall devote at least two school periods each day to school library work.

(c) In a secondary school with an enrollment of more than 300 but not more than 500 pupils, a certified school library media specialist shall devote at least one half of each school day to school library work.

(d) In a secondary school with an enrollment of more than 500 but not more than 700 pupils, a certified school library media specialist shall devote at least five school periods each day to school library work.

(e) In a secondary school with an enrollment of more than 700 but less than 1,000 pupils, a certified school library media specialist shall devote the entire school day to school library work.

(f) One additional full-time assistant certified school library media specialist shall be employed in each secondary school for each additional 1,000 pupils enrolled in such school.²⁸

School Librarian Certification

Under state regulations, to obtain a certificate as a school media specialist (librarian), a candidate must meet certain requirements. There are two types of certificates available: provisional and permanent.²⁹ In order to secure a provisional certificate, one must hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by the New York State Board of Regents to confer degrees and whose programs are registered by the State Education Department.³⁰ In addition, the candidate must complete 36 semester hours of study in library school media, 12 semester hours of study in professional education and a college-supervised practicum in library school media.³¹ Finally,

²⁸ 8NYCRR §91.2

²⁹ New York State Education Department, Regulations of the Commissioner of Education, § 80-2.8, Certificates valid for school media specialist, available at <http://www.highered.nysed.gov/tcert/part80-2.html#Section2.8> (last accessed May 1, 2013).

³⁰ *Id.*

³¹ One year of paid, full-time library school media experience may be accepted in lieu of the college-supervised practicum when carried with the recommendation of the employing school district administrator.

each candidate who is issued the provisional certificate on or after September 2, 1999³² must submit evidence of having achieved a satisfactory level of performance on both the liberal arts and sciences portion and the written assessment of teaching skills portion of the New York State Teacher Certification Examinations.³³ Provisional certificates are valid from five years from date of issuance.³⁴

A permanent certificate is earned when a candidate has completed two years of school experience as a media specialist and a master's degree in the field of library school media.³⁵ The total program of preparation must include 12 semester hours in professional education, 36 hours in library school media and a college-supervised practicum.³⁶ New York City has several institutions of higher education offering American Library Association (ALA) Accredited Master's programs in the field of Library and Information Studies, including Pratt Institute, St. John's University, Queens College and Long Island University (Manhattan Campus).³⁷

Program Requirements for Students in Library and Information Skills

Under State regulations, students in grades seven and eight are required to receive the equivalent of one period per week instruction in library and information skills.³⁸ The requirements for library and information skills may be met by the integration of the State learning standards into other courses.³⁹ In public schools, library and information skills are

³² Any candidate who has achieved a satisfactory level of performance on the National Teachers Exam Core Battery tests prior to September 2, 1999 shall be permitted to substitute such performance.

³³ *Supra* note 29.

³⁴ *Id.*

³⁵ *Id.*

³⁶ *Id.*

³⁷ ALA-Accredited Library and Information Studies Programs, available at <http://www.ala.org/accreditedprograms/directory/map> (last accessed May 1, 2013).

³⁸ 8NYCRR §100.4.c.1.x

³⁹ 8NYCRR §100.4.c.2

required to be taught by library media specialists and classroom teachers to ensure coordination and integration of library instruction with classroom instruction.⁴⁰

NYC Department of Education Requirements Relating to School Librarians

The New York City School Library System is operated by the DOE's Office of Library Services, headed by Richard Hasenyager, Director of Library Services.⁴¹ DOE has created an extensive Librarian's Handbook, which serves as "a guide to the policies, standards, and procedures that enable library personnel to develop, organize, and manage exemplary library programs."⁴² The handbook contains a list of the job responsibilities of a School Librarian, which include tasks related to learning and teaching; information access and delivery; and program administration.⁴³ A copy of the Librarian Responsibilities is attached to this report.

DOE has developed standards and curriculum for library services that are codified in a large document called the Empire State Information Fluency Continuum.⁴⁴ The Empire State Information Fluency Continuum provides a K-12 framework for the instructional aspects of a school library program.⁴⁵ The framework is based on three standards that form the basis for the skills and strategies that are essential for students to become independent readers and learners.⁴⁶ It is endorsed by the School Library Systems Association of New York State and aligned to the Common Core Learning Standards.⁴⁷ School librarians are expected to plan the implementation

⁴⁰ 8NYCRR §100.4.c.2.iii

⁴¹ DOE website, "Library Services," accessed 5/1/13 at <http://schools.nyc.gov/Academics/LibraryServices/default.htm>.

⁴² DOE website, "Library Services: Librarian's Handbook," accessed 5/1/13 at <http://schools.nyc.gov/Academics/LibraryServices/LibraryHandbook>.

⁴³ DOE, "Librarian Responsibilities," accessed 5/1/13 at <http://schools.nyc.gov/NR/rdonlyres/D0544E4C-45EC-4038-BA78-616DB87C193A/33402/LibrarianResponsibilities.pdf>.

⁴⁴ New York City School Library System, "Empire State Information Fluency Continuum: Benchmark Skills for Grades K-12, Assessments / Common Core Alignment," accessed 5/1/13 at <http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf>.

⁴⁵ DOE website, "Standards and Curriculum: Empire State Information Fluency Continuum," accessed 5/1/13 at <http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>.

⁴⁶ *Id.*

⁴⁷ *Id.*

of the Continuum so that all students develop the essential skills at every grade level and to collaborate with classroom teachers and administrators on implementation.⁴⁸

MyLibraryNYC

As previously mentioned, the New York State Regents Advisory Council on Libraries issued a report in 2012 with recommendations on how to improve library services, including school libraries. One recommendation was to create incentives for school libraries to collaborate with other libraries such as public libraries.⁴⁹ In line with this recommendation, *MyLibraryNYC* is a pilot program of the DOE and the City's three public library systems: Brooklyn Public Library, New York Public Library and Queens Library.⁵⁰ The program encourages student reading by expanding student and teacher access to public library books and removing common barriers to borrowing them.⁵¹ The program offers book delivery from the public libraries to the schools, "fine-free" borrowing for teachers and students,⁵² a shared catalog that searches the school collection and that of the public libraries, teacher book sets designed to support the DOE curriculum in all grades and most subjects,⁵³ and access to the public libraries' databases, downloadable books, music and movies.⁵⁴ Through *MyLibraryNYC*, teachers may order up to 100 books or class sets as part of their lesson plans.⁵⁵ Students and teachers have access to an online catalog where they can browse the collections of the three public libraries and arrange to

⁴⁸ *Supra* note 44, at 2. <http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf>.

⁴⁹ New York State Regents Advisory Council, "Creating the Future: A 2020 Vision and Plan for Library Service in New York State, accessed at <http://www.nysl.nysed.gov/libdev/advscns/rac/creating.htm>

⁵⁰ See <http://mylibrarynyc.org/about>

⁵¹ See <http://mylibrarynyc.org/news>

⁵² This enables students who have outstanding fines to begin borrowing books again for school assignments and for recreational purposes. Procedures for clearing fines vary by library system.

⁵³ The teacher book sets generally include about 30 different titles on a single theme or 30 copies of a single title.

⁵⁴ *Supra* note 51. (<http://mylibrarynyc.org/news>)

⁵⁵ DOE press release, "Mayor Bloomberg, Chancellor Walcott, Public Libraries and Citi Announce Expansion of MyLibraryNYC Initiative to Connect Schools Citywide to Millions of Books and Other Learning Materials," 9/28/2012 accessed at http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2012-2013/Book_and_LearningMaterials.htm.

borrow books and other materials.⁵⁶ Teachers may also use online social tools to collaborate with their peers, share ideas and post their own recommended book lists.⁵⁷ Currently, there are 295 schools participating in the program.⁵⁸ Schools are invited to participate by DOE's School Library Services.⁵⁹

The *MyLibraryNYC* pilot first launched in 2011 in a partnership between 86 schools and the New York Public Library.⁶⁰ Surveys conducted after the pilot showed that nearly 90 percent of participating teachers said the program better equipped them to teach, and that students participating in the pilot program were three times more likely to check out a book from their public library than those in non-participating schools.⁶¹ On September 28, 2012, Mayor Michael Bloomberg, Chancellor Dennis Walcott, the public library systems and Citi⁶² announced the expansion of *MyLibraryNYC* to include the New York, Brooklyn and Queens Public Libraries providing for services in each of the five boroughs.⁶³ According to Chancellor Walcott, "By expanding the volumes of our school libraries to include the collections of the three largest public library systems in the country, we are increasing the opportunities for our students to meet the higher bar of the Common Core standards and graduate ready for college and careers."⁶⁴ The expansion would allow the program to supplement the materials available in public school libraries and provide access to more than 17 million books and other materials at the public

⁵⁶ *Id.*

⁵⁷ *Id.*

⁵⁸ See <http://mylibrarynyc.org/news/18>

⁵⁹ *Supra* note 50. <http://mylibrarynyc.org/about>

⁶⁰ *Supra* note 51. <http://mylibrarynyc.org/news>

⁶¹ *Id.*

⁶² Citi contributed \$5 million in funding to the program.

⁶³ *Supra* note 55. http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2012-2013/Book_and_LearningMaterials.htm

⁶⁴ *Id.*

libraries to approximately 250,000 students in 400 public schools.⁶⁵ The program is expected to expand each year to include all schools by 2015, serving all 1.1 million students.⁶⁶

Issues and Concerns

As previously mentioned, budget cuts are perceived as the biggest threat to maintaining school librarian positions. School officials in New York and many districts across the country, say they have little choice but to eliminate librarians, “having already reduced administrative staff, frozen wages, shed extracurricular activities and trimmed spending on supplies.”⁶⁷ The lack of library staffing, however, has resulted in the closing of school libraries to students in many cases.⁶⁸ In some instances, schools and outside organizations have invested substantial amounts of money to build or renovate libraries only for them go unused or underused due to a lack of staffing.⁶⁹ Some critics contend that disinvestment in school libraries and librarians has already cost us in terms of reduced literacy levels.

Advances in technology and internet access have also led some school officials to view librarians as expendable, since students can often research information from their computers that previously might have required a library visit. That view is refuted by American Association of School Librarians president Nancy Everhart, who maintains that librarians are even more important in the Internet age to guide students through searching and analyzing online information, saying libraries are “the one place that every kid in the school can go to to learn the types of skills that will be expected of them when it’s time to work with an iPad in class.”⁷⁰

⁶⁵ *Id.*

⁶⁶ *Id.*

⁶⁷ Santos, Fernanda, “In Lean Times, Schools Squeeze Out Librarians,” *New York Times*, June 24, 2011.

⁶⁸ *Id.*

⁶⁹ *Id.*

⁷⁰ *Id.*

The role of the school librarian is increasingly seen as a guide to help students become life-long learners and a leader in teaching information and technology skills, including ethics and responsibility in the use of social media. Further, advocates maintain that school libraries and librarians are essential to closing the digital divide for low income students and others who lack access to computers, tablets and other technology at home.

Moreover, given the research evidence on the positive impact of school libraries and school librarians on student outcomes, there is a concern that eliminating positions of school library media specialists or cutting the hours of operation and access to school libraries is short-sighted. Rather, advocates contend that continuing investments in school libraries and in school librarians is a cost-effective way to help boost student achievement, particularly as schools move to implement new Common Core standards and curriculum.

Conclusion

Today, the Committees will hear testimony on the availability of certified school librarians in New York City public schools and examine whether City schools are in compliance with State regulations regarding staffing requirements for certified school library media specialists. The Committees will seek clarity from DOE about factors, such as budget constraints, that affect the availability of certified school librarians. The Committees also expect to hear testimony from parents, students, advocates, unions, higher education institutions, public libraries and other members of the public regarding their concerns about the availability of school librarians and recommendations for improvement.

1.6 LIBRARIAN RESPONSIBILITIES

National standards (*Information Power: Building Partnerships for Learning*) and research outline a complex role for school librarians. Responsibilities include the following tasks:

FOCUS	TASKS
LEARNING AND TEACHING	
Climate Conducive to Learning	<ul style="list-style-type: none"> Creates welcoming and respectful climate in library. Provides for diverse student needs in resources and instruction. Provides opportunities for students to use the library for class-related research, individual investigation, independent reading, and personal inquiry. Sponsors special programs in the library, such as health fairs, career days, and reading motivation programs (e.g., book fairs, book clubs, author visits, book reviewing). Continually rotates, replaces, and updates displays of books and student work to reflect current curricular themes.
Collaborative Planning	<ul style="list-style-type: none"> Collaborates with teachers to plan and implement instructional units that integrate use of the library with classroom curriculum. Documents collaboration with teachers. Participates in school, department, and grade-level curriculum development. Provides teachers with print and non-print resources related to specific units upon request and proactively reaches out to teachers to support their instruction. Facilitates collaboration among classroom teachers. Collaborates with other educators (coaches, technology specialists) as appropriate.
Integrated, Collaborative Teaching	<ul style="list-style-type: none"> Shares responsibility with teachers for integrating inquiry, information literacy and technology skills into school curriculum. Helps structure student assignments for deeper thinking and research. Teaches collaboratively with classroom teachers whenever possible. Develops and implements reading initiatives to motivate and engage each student in independent reading.
Information Fluency Curriculum	<ul style="list-style-type: none"> Leads the school in developing a plan for integration of information fluency skills throughout the grades and subject areas. Documents the teaching of information fluency skills to ensure that all students have equitable opportunities to develop and practice information fluency. Provides professional development to teachers to investigate how technology and information skills can support curriculum and instruction.
INFORMATION ACCESS AND DELIVERY	
Collection Aligned to Curriculum and Student	<ul style="list-style-type: none"> Establishes, maintains and updates an automated catalog. Assesses student and teacher needs and interests. Maintains running list or suggestion box for teachers and students to request materials.

Needs	<ul style="list-style-type: none"> Assesses connections between classroom collections and the library. Conducts ongoing collection analysis and development, regularly discarding and adding materials in light of the assessed needs. Continuously reviews professional publications to keep up-to-date on current print and non-print resources. Subscribes to online databases and other electronic resources. Develops and maintains relationships with book jobbers and vendors.
Technology	<ul style="list-style-type: none"> Ensures that the library has sufficient working computers connected to the Internet and appropriate software. Stays up-to-date on the latest technologies and their use for teaching and learning. Trains teachers and shares best practices in integrating technology into instruction. Integrates the library into the school's technology plan. Communicates to students and faculty the ethical and safe use of technology.
Physical Environment / Facilities	<ul style="list-style-type: none"> Organizes the library in logical Dewey Decimal System order for ease of access to resources. Arranges the library for variety of uses by large groups, small groups, and individuals. Enhances usage of the library through clear signage and designation of areas for specific activities (storytelling, research, technology use, etc.). Maintains an orderly environment. Facilitates redesign of the library space when the opportunity arises.
Flexible, Open, Extended, and Equitable Access	<ul style="list-style-type: none"> Develops a scheduling policy that facilitates open and flexible access as well as strong instructional use. Schedules library use and posts current library schedule weekly. Provides open access time every day for students to check out resources. Ensures that all students have public library cards so they can access resources of public library. Advocates for extended library hours (before and after school, Saturday, summer).
Use of Resources and Technology	<ul style="list-style-type: none"> Maintains fair and consistent circulation and use policies. Promotes use of library to teachers, students, and parents to ensure that the library is a vital and active center of learning for the whole school. Documents use of library and library computers by classes and individuals. Pursues support from technology personnel to maintain working and up-to-date computers and Internet access.
PROGRAM ADMINISTRATION	
Staffing	<ul style="list-style-type: none"> Recruits, trains, and manages library staff and volunteers. Sets own job-performance goals and documents accomplishments. Collaborates with co-librarians by establishing clear job-sharing responsibilities.
Funding and Budget Management	<ul style="list-style-type: none"> Establishes budget priorities based on assessment of needs, status of library collection, library plan for improvement, and industry trends. Ensures that library budget is allocated and spent each year according to DOE procedures and policies. Maintains budget and expenditure records.

	<ul style="list-style-type: none"> • Pursues grant opportunities for the library, including integration of the library into content-specific and school-wide grants, as appropriate.
Library Management	<ul style="list-style-type: none"> • Develops library vision, mission, and goals with input from administrators, teachers, students, parents and all other stakeholders. • Uses the Library Learning Walk to assess library assets and needs and develop strategic plan for improvement. • Develops overall library policies and procedures. • Documents and maintains records on all aspects of the library program. • Serves on the school leadership team and integrates the library program throughout the school's Comprehensive Education Plan.
Professional Development	<ul style="list-style-type: none"> • Attends Office of Library Services programs, meetings and conferences. • Attends regional library meetings and workshops. • Attends local, state or national professional development workshops. • Participates in electronic discussion lists, such as NYCSLIST and LM_Net. • Actively networks with other school and public librarians. • Coordinates professional development opportunities for teachers on technology, information fluency and inquiry in order to build a professional learning community.
Library Advocacy and Support	<ul style="list-style-type: none"> • Effectively communicates the vision for the school library to the faculty, staff, parents and community. • Communicates regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page). • Develops an ongoing advocacy program for library.