



IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT  
Child-Centered : Future-Focused

# Self Study of the Library Program

June 2019

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## Library Program Overview

Good schools have good school libraries; good school library programs help students learn and teachers teach. By many measures, our school libraries and library programs are exemplary:

- Data collected in the annual state-wide survey of school library programs in Iowa indicates that school libraries in the ICCSD—elementary, junior high, and high school—are at or near the top of the rankings in almost every measurable program indicator: number of literacy and information literacy classes taught; library usage including number of visits; circulation of resources; hours accessible for library services; funding; staffing; technology; collections and resources. To a great extent the survey results indicate the level of district- and building-level support of library programs in our district over many years.
- The heart of our library program, our K-12 library curriculum, developed and continuously revised and refined by district teacher librarians, is recognized and valued by others in the school library field.

The best school libraries are centers of learning in their schools and this is what each of our libraries strives to be. They are permeated by a “culture of literacy,” where the development of skills and interest in reading, writing, speaking, viewing and listening, as well as critical thinking, are promoted and practiced. Literacy is vital to participating effectively in our information society and the library program fosters and supports the development of literacy through its curriculum, resources, and services. The school library has been and continues to be profoundly impacted by technology which provides access to a vast array of information and diverse means for communicating information and ideas. The integration of technology reinforces the need for instruction in critical thinking and evaluation of information, essential teaching areas of the library curriculum. Technological and information literacies, along with reading development and promotion, are basic to the mission of today’s school library.

### Teacher Librarian Roles

The title “Teacher Librarian” captures well the essence of what we do: we perform a dual role in our schools—that of a **teacher** and that of a **librarian**. As **teachers**, we are members of the school’s instructional team. In this role, the teacher librarian helps to identify appropriate resources, instructional strategies and technologies. School libraries and teacher librarians play an important role in supporting and enhancing literacy through support of classroom reading instruction and the provision of materials and activities that help students develop skills in reading for both information and pleasure. The teacher librarian is also responsible for one specialized area of the curriculum—information literacy—in which students acquire skills in locating, interpreting, using, evaluating, creating, and communicating information. These skills are articulated in the Iowa Core Curriculum, described in both the Literacy and the 21st Century Skills components.

The second area of responsibility of the teacher librarian is to effectively manage and operate the school library—the **librarian** role. This involves planning for school library collections, technology, schedules, and staff to assure the best possible access to print and digital resources and services for students and teachers in a positive, dynamic learning environment. Policies and procedures, hours of operation, scheduling of the facility, and selecting and organizing information resources are components of this area of responsibility. Selecting and acquiring needed resources and managing the library budget are included in this role.

Both roles—the teaching role as well as the library administration role—are important. And what teacher librarians in our district strive for is to create and cultivate strong collaborative relationships with classroom teachers, working toward the same goals of student achievement. Teacher librarians are clearly stakeholders in the learning process, and work to help teachers teach and students learn by providing instruction, resources and services.

### **Staffing**

Since 2009, staffing patterns in our schools have changed somewhat. From 1994 through 2009, each elementary school library, regardless of the size of the school, was staffed with one full-time teacher librarian, and one library secretary, with the largest elementary schools allocated an additional four hours of associate time (approximately 1.5 support staff). District budget constraints brought about a change in this staffing. The teacher library staffing was reduced to half-time first in the two smallest elementary schools, then later the four smallest. In 2014, library support staff was reduced: the largest elementary schools now have just one secretary with most schools having less than full-time library secretaries. Our goal remains to have all libraries open and accessible with full-services and instruction through the school day; meeting this goal is a challenge in some schools, leading to inequitable access and services for students and staff in those schools.

In 2017, a .25 Teacher Librarian position was created for the Home School Assistance Program, to provide support to the Parent Educators and home school students in the district.

Until 2019, the largest junior high library was staffed with 1.5 teacher librarians; the other two junior high libraries each had one full-time librarian. The library support staff at each junior high varied somewhat, tied to building enrollment.

During the same time, the two largest high school libraries each had two full-time teacher librarians and varied library support staff members. The newest comprehensive high school had just one full-time teacher librarian; it was planned that when this school reached full enrollment in 2019, an additional teacher librarian would be added. The alternative high school had a full-time teacher librarian.

Until 2019, a full-time cataloger and a cataloging/District Media clerk provided resources, services and support to the building-level library programs.

In 2019, district budget constraints brought about more changes to the library program's staffing. Two additional elementary libraries were reduced to a half-time teacher librarian (bringing the current total to six schools district-wide). The remaining fifteen elementary schools continue to staff a full-time teacher librarian. Library secretary staffing varies by school.

At present, each junior high school is staffed with one teacher librarian. Each library has one library secretary, and one junior high school has four additional hours of para assistance each day.

Today each high school (three traditional and one alternative) has one teacher librarian and varied support staff. This new reduction in staffing at the traditional high schools makes it difficult to maintain the services and powerful learning experiences the high school teachers and students have come to depend upon over the years. The district administration recognizes this deficit and has pledged to work toward restoring the previous staffing at City and West High Schools and to increase Liberty High School to the same level of staffing as soon as the budget allows.

Also in 2019, the district cataloger position was restructured and renamed Data Systems Specialist. The duties of this new position include managing inventory (including library materials and technology) and maintaining the technical aspects of the library circulation system and its users. This position was filled by a non-librarian. Teacher librarians, library secretaries, the District Media clerk, and the library coordinator have since absorbed many of the cataloging duties not assigned to the data systems specialist. Other cataloging and processing tasks are being outsourced.

A full-time district library coordinator continues to provide leadership and support to the building-level teacher librarians. She plans meetings and professional development, coordinates various initiatives, communicates procedures and policies, and facilitates purchasing and accounting.

### **Collaboration and Integration**

The library program, specifically the delivery of the library curriculum, has long been based on collaboration between the teacher librarian and classroom teachers. The teacher brings to the planning process a knowledge of subject content and student needs. The teacher librarian contributes a broad knowledge of resources and technology, and is responsible for developing a collection of resources and services appropriate to meet the diverse needs and learning styles of the students. Together they share an understanding of teaching methods and a wide range of strategies. When this process of collaborative planning is employed, literacy and information literacy skills (accessing, evaluating and communicating information) can be effectively integrated into the classroom curriculum,

and the classroom content can serve as a vehicle for the instruction of the information problem solving process.

Research and best practice indicate that this type of collaboration with classroom teachers and the integration of library skills (literacy, information literacy, research, production) creates the most relevant learning experiences. However, in recent years, as new instructional initiatives and programs have been implemented, particularly at the elementary level, this type of collaboration and integration has become more challenging to bring about because of the complexity of scheduling. At the elementary level, in every school, the library curriculum is now delivered on a fixed, rather than flexible, schedule. This has required some fairly significant changes, not in what is taught, but in how.

### **Collections and Resources**

Libraries contain carefully selected collections of resources to support teaching and learning and to encourage reading. Budgets are determined at the building level and vary considerably from school to school. These budgets are sometimes supplemented from other sources such as PTOs and community contributions. Teacher librarians maintain budgets and manage expenditures for resources to support the curriculum including the following: books -- print and digital; periodicals; online/digital resources; equipment/technology; and library and AV supplies.

Libraries throughout the district have managed collections and circulation through online systems since the mid-1980s. Since 2008, Follett *Destiny*, a web-based library management system, has been in place. Each of the libraries has its own web-based catalog, accessible from anywhere. This unified system has facilitated interlibrary loan resource sharing. The system is integrated with *PowerSchool*, the district-wide student information system, extracting student data and updating this data daily. The system has powerful reporting features and functions, allowing the teacher librarians to do collection analysis and gather data concerning use, circulation, and collection value and age.

An additional component of the Follett system was implemented in 2008--that of textbook management. Libraries and library staff manage virtually all curricular resources--teacher resources and thousands and thousands of student textbooks. Beginning in 2013, we began implementing Resource Manager, another Destiny module where technology and equipment assets are managed--inventory, circulation, reporting. Again, teacher librarians are responsible for the management of the technology and equipment in their schools.

Teacher librarians serve as building technology contacts for their schools. Classroom technology as well as computer labs, mobile computers, and 1:1 student devices are managed by the library staff. In addition, the teacher librarian and library support staff provide technical training and inservice, as well as front-line technical support in their school. Often, they are able to provide the necessary assistance to address a technical need or problem; if not, they submit a request to our district online tech support system. Library

staff members are key to the planning, implementation and smooth operation of technology in schools in our district.

The library secretaries likewise play a critical role in the operation of our school libraries, supporting and complementing the roles and responsibilities of the teacher librarians. They perform countless clerical responsibilities, they are responsible for managing circulation and reporting functions; they manage equipment inventories and databases; they provide technical support with all types of equipment and programs; they provide reader guidance and caring support to students. In short, they keep the libraries running, accessible, and welcoming throughout the school day.

## **Conclusion**

We believe we have strong, vibrant libraries in schools throughout our district: well-used facilities, diverse collections, relevant curriculum, and well-integrated technologies. We do have some areas in need of improvement and enhancement. But most of the key elements necessary for a robust school library program, one that supports effective learning and teaching, are in place because of the strong commitment of the teacher librarians and support from our school community.

## ICCSD Library Program Vision, Mission, and Belief Statements

As a result of the curriculum review process, the self-study team reviewed the mission statement, vision statement, belief statements, and goals for the library program and adopted the following.

### VISION STATEMENT

The ICCSD school library program empowers students to be curious, passionate, respectful learners who explore, connect, evaluate, and create.

### MISSION STATEMENT\*

The best schools have library programs that engage their entire school communities to elevate learning experiences for all.

ICCSD Teacher Librarians are strategically positioned to:

- **teach** students and staff to think critically and independently to construct new understanding and insights from varied information sources.
- **lead** and embrace the integration of technology to enhance learning.
- **connect** communities of learners in virtual and physical spaces.
- **collaborate** with the school community to design and enact rigorous learning experiences and participate as positive digital citizens.
- **maximize** access to quality print and digital resources.
- **champion** and support the reading life of every student.
- **nurture** curiosity to develop a lifelong passion for learning.

*\*Adapted from the [Vision for Iowa's School Libraries](#), Iowa Department of Education*

### BELIEF STATEMENTS

We believe that...

- lifelong learning is the ultimate goal for students in our society, and the school library program is vital to creating independent, informed, responsible learners.
- all children have the right to equitable access to literature, information, and information technologies.
- the diverse needs and learning styles of students require differentiation in learning resources and instruction.
- the teacher librarian is an instructional leader in the school with expertise in resources, technology, and literature.
- the teacher librarian works in collaboration with teachers, administrators, support staff, and parents to provide learning experiences that promote student achievement.

- the library program promotes critical thinking, engagement with information in all its forms, and the responsible use of technology to enhance teaching and learning.
- the library program fosters and supports the development of literacy and reading for enjoyment and for information.
- the library curriculum promotes inquiry learning through information literacy instruction that enhances and reinforces classroom content and instruction.
- the library program cultivates connections with the larger learning community by providing students access to learning resources and activities beyond classroom and school walls.
- a rich and abundant collection of resources in many formats is essential to meet the teaching and learning needs of the school curriculum and to reflect diversity and principles of intellectual freedom.

## ICCSD Library Program Strengths and Limitations

The following information was generated from review and analysis of data gathered from surveys. Those responding to surveys included elementary and secondary teachers, students, administrators and parents. Information was also generated by a review of best practices, national standards, and discussion and reflection.

### General Library Program

<i>Strengths</i>	<i>Limitations</i>
<ul style="list-style-type: none"> <li>● Certified Teacher Librarian in EVERY building</li> <li>● Full Time Library Coordinator</li> <li>● Collaborative team of K-12 Teacher Librarians</li> <li>● School, community, and district support for the program</li> <li>● Teacher Librarians interact with every student in the building</li> <li>● Teacher Librarians articulate cross-curricular and grade-level connections</li> <li>● Flexible scheduling in secondary schools</li> <li>● Visiting Author Program - support from community partners and ICCSD Foundation</li> <li>● Access to a variety of resources</li> <li>● Connected with GWAEA personnel and resources</li> <li>● Responsive building-level decision-making</li> <li>● Teacher Librarians are forward thinking and guided by a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>● Fixed scheduling in elementary schools limits availability of Teacher Librarians to collaborate.</li> <li>● The Library program is not consistently perceived as an essential academic program.</li> <li>● Secretary hours are inconsistent between buildings; principals make staffing decisions.</li> <li>● Smaller elementary buildings have .5 Teacher Librarian, limiting student interactions.</li> <li>● Learning/collaboration opportunities with other Teacher Librarians are limited.</li> <li>● Teacher Librarians are not consistently on building leadership teams or other building level teams.</li> <li>● Budgets and funding sources (building, PTO, etc.) are inconsistent between buildings.</li> </ul>

- 83% of parents believe that their child’s library is inviting.
- 82% of parents say that their child brings home library books.
- Over 80% of elementary and secondary students say they like to go to the library.
- 66% of secondary students and 74% of elementary students say that the library is important to their school success.
- 69% of secondary students say they use the library sometimes or often.
- 92% of elementary students say they use the library sometimes or often.

- 85% of elementary students say they most often use the library to find a book to read.
- 66% of secondary students say they most often use the library to use technology for a school related need and to work on school assignments.
- 45% of secondary students say they use the library before and after school.
- 74% of parents say they understand the role of the library in the school curriculum

### Teaching and Learning

Teacher librarians are members of the school’s instructional team with special expertise in resources, technology and literature.

The teacher librarians in the ICCSD are qualified and experienced. Among the 20 elementary teacher librarians, 18 hold their Master’s degree in library science, as well as Iowa teacher librarian certification. The remaining two are currently finishing coursework for their Master’s degrees in library science. They have Iowa teaching certification and conditional teacher librarian certification, and are projected to finish their library science programs by 2020. All three of the junior high teacher librarians, and all four of the high school teacher librarians hold Master’s degrees in library science.

The district library coordinator also holds a Master’s degree in library science and has Iowa K-12 teacher librarian certification.

- Over 90% of administrators and teachers say their teacher librarian has expertise in resources, technology and literature.
- Over 90% of administrators and teachers say their teacher librarian champions and supports the reading life of students.
- Over 90% of administrators and teachers say the library program develops literacy.
- Over 90% of administrators and teachers say the library program nurtures curiosity to develop students’ passion for learning.
- Over 80% of administrators and teachers say the library collections resources, and instruction meet students’ diverse learning needs.

<i>Strengths</i>	<i>Limitations</i>
<ul style="list-style-type: none"> <li>● Strong, multi-faceted curriculum using UbDs and based on national standards</li> <li>● Curriculum maps and curated lessons available</li> <li>● Collaborative relationship within Teacher Librarian group</li> </ul>	<ul style="list-style-type: none"> <li>● The K-12 Library curriculum needs to be updated to reflect recent changes in standards, content, and strategies.</li> <li>● The work of IDS and TLs is not strategically and deliberately aligned.</li> <li>● Elementary class periods are too</li> </ul>

<ul style="list-style-type: none"> <li>● Tls have the opportunity to interpret and teach the K-12 curriculum in ways that work best for the students in each building.</li> <li>● Makerspace programs are growing</li> <li>● Tls are highly-qualified teachers</li> <li>● Tls participate in ongoing continued education</li> <li>● Learners are motivated to learn and grow.</li> </ul>	<p>short (27 minutes).</p> <ul style="list-style-type: none"> <li>● Inadequate time is available to collaborate outside the fixed schedule (elementary Tls cannot attend PLCs).</li> <li>● Limited student contact time does not allow curiosity of student individual interests.</li> <li>● Collaborative research projects are not consistent/standard across buildings.</li> <li>● Inquiry curriculum would benefit from more intentional focus on developing curiosity.</li> <li>● 6th grade curriculum needs to be revised in order to prepare students for junior high and to provide more independence and inquiry.</li> </ul>
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- 67% of parents say their children use information literacy skills learned in the library in real-life situations.
- Over 90% of administrators and teachers say the library program develops literacy.
- Over 90% of administrators and teachers say the library program nurtures curiosity to develop students' passion for learning.

Communication

- Although many parents do know that in the library their children are taught appropriate ways to use technology, 26% were not aware of this.
- Although many parents do know that the library curriculum teaches students how to use and evaluate information, 27% were not aware of this.

**Library Management**

<i>Strengths</i>	<i>Limitations</i>
<ul style="list-style-type: none"> <li>● Library coordinator available to oversee program at the district level and support teacher librarians</li> <li>● Full time cataloger* and cataloging clerk (*At the time of the committee meetings the district cataloger position still existed.)</li> </ul>	<ul style="list-style-type: none"> <li>● Not enough time is given for administrative tasks.</li> <li>● Budgets are not universal across the district.</li> <li>● Inconsistent circulation policies limit access to books for some students.</li> <li>● Fine structures and circulation</li> </ul>

<ul style="list-style-type: none"> <li>● Access to a high quality asset management system (Destiny)</li> <li>● Access to union catalog (Destiny) helps to share resources.</li> <li>● Policies are in place for selection and reconsideration of materials.</li> <li>● Bookapalooza continues to guide collection building.</li> <li>● Some buildings receive additional clerical help from paras and volunteers.</li> <li>● Some buildings receive monetary support from PTOs.</li> </ul>	<p>restrictions limit access to literature for some of our most underserved students.</p> <ul style="list-style-type: none"> <li>● Inconsistent communication exists between departments who have overlapping goals, interests, and responsibilities: Teacher Leadership (IDS), Library Program, Curriculum &amp; Instruction, and Technology Department.</li> <li>● Para, volunteer, and PTO support is inconsistent between buildings.</li> </ul>
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- 74% of parents are satisfied with the variety of resources in their child’s school library
- 87% of secondary students and 74% of elementary students say the library has the resources they need for class assignments.

**Technology and Resources**

<i>Strengths</i>	<i>Limitations</i>
<ul style="list-style-type: none"> <li>● TLs are technology leaders in schools.</li> <li>● The district provides access to the newest resources and equipment.</li> <li>● Increasing access to devices</li> <li>● Consistent tech upgrade schedule</li> <li>● Secondary schools receive Makerspace funding support from the ICCSD Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>● Inequity exists between buildings when it comes to budgets/funding, etc.</li> <li>● Tech support is inconsistent between buildings.</li> <li>● Professional development and training opportunities are inconsistent between buildings.</li> </ul>

## ICCSD Library Program Improvement Plan

### ***General Library Program***

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Fixed scheduling in elementary schools limits availability of teacher librarians to collaborate.	<ul style="list-style-type: none"> <li>● Consider a mix of flexible and fixed scheduling.</li> <li>● Consider implementing a double block (54 minutes) for each 5th and 6th grade class.</li> <li>● Provide a sub twice a year so teacher librarian can attend PLCs and make long-term goals with classroom teachers.</li> <li>● Schedule after-school meetings once a month with grade-level teams.</li> </ul>	Elementary teacher librarians; Library Coordinator; Director of Curriculum	Academic year 19-20 and ongoing

### ***General Library Program***

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
The Library program is not consistently perceived as an essential academic program.	<p>Program Advocacy:</p> <ul style="list-style-type: none"> <li>● Communicate with administration about library program goals and curriculum.</li> <li>● Provide advocacy through email, newsletters, advisory groups, images of what classes are doing, etc.</li> <li>● Share standards &amp; curriculum goals with communities and stakeholders.</li> </ul> <p>Scheduling:</p> <ul style="list-style-type: none"> <li>● Advocate for a double block (54 minutes) for grades 4-6. Classroom teachers can join for half of the time and still receive prep time.</li> <li>● Map library curriculum to align with standards of classroom. (Be flexible in when we teach each topic. Our curriculum is flexible!)</li> <li>● Meet at beginning of year and put research on the calendar so not everyone attempts to finish the year with research.</li> </ul>	Building principals; IDS/ILT; Teacher librarians	Academic year 19-20 and ongoing

### ***General Library Program***

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Library secretary roles and responsibilities are inconsistent	<ul style="list-style-type: none"> <li>● Explore and define the roles and responsibilities of library secretaries and communicate these to stakeholders.</li> <li>● Identify ways library secretaries are currently supporting other roles in the school.</li> <li>● Establish a minimum number of hours for the library secretary position at each building.</li> </ul>	Building principal; Teacher Librarians; Library secretaries;	Academic year 19-20 and ongoing

between buildings (duties, number of hours, training); Principals make building staffing decisions based on district allocation for secretarial hours.

- Look for creative ways to provide consistent access to school libraries throughout the day. In situations where library secretaries must also do office secretary tasks during part of the day, investigate ways that duties can be managed from the library. This allows for supervision and access to remain intact in the library space.
- Provide orientation training to new library secretaries that includes not only job skills, but also the philosophy of the library that is service oriented and patron focused, including confidentiality of library records.
- Provide new library secretaries with a seasoned secretary mentor in the district.
- Create videos for training.

Library coordinator  
Asst. superintendents

**General Library Program**

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Staffing reductions have created 0.5 teacher librarians in smaller elementary buildings and fewer TLs in secondary schools, limiting student access to the teacher librarian's expertise.	<ul style="list-style-type: none"> <li>● Ask district administration to re-examine the formula for allocating secretaries.</li> <li>● Examine how teacher librarian roles overlap with IDS, teacher leadership, etc.</li> <li>● Invite Board members and district administrators to libraries.</li> <li>● Identify the number of students and teachers impacted by each teacher librarian, and use this information to advocate for more staff.</li> <li>● Advocate for a full time librarian in each school, or at least return to previous staffing to fill existing holes.</li> <li>● Use the <a href="#">Iowa School Library Standards</a> to evaluate our current program in each building and see where 0.5 buildings are in relation to the standards. Set goals and communicate them to stakeholders.</li> </ul>	Teacher Librarians, Cross-curricular building committee; Principals; Librarian group	Academic year 19-20 and ongoing

**General Library Program**

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Learning/collaboration opportunities with other teacher librarians are limited.	<ul style="list-style-type: none"> <li>● Schedule and allow Tls more time to compare instruction/activities pacing at each grade level.</li> <li>● Share lessons in digital repository (e.g. Google Drive).</li> <li>● Advocate for changes to the PD schedule to allow for both longer PD and common PD time for K-6, 7-12, and K-12.</li> <li>● Create geographic (“cluster”) PLCs and find a time to meet regularly.</li> <li>● Ask principals to identify which Thursdays Tls are not needed at building PD; meet with other Tls on those dates.</li> <li>● Ask for TQ funds to collaborate.</li> <li>● Use TQ funds to travel for training/workshops.</li> <li>● Make greater use of virtual meetings for small groups.</li> </ul>	Teacher librarians; Library Coordinator; Building principals; Curriculum Director	Academic year 19-20 and ongoing

**General Library Program**

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Teacher librarians are not consistently on building, PLC, and District leadership teams.	<p>Building:</p> <ul style="list-style-type: none"> <li>● Encourage Tls to apply for building leadership positions.</li> <li>● Leadership positions are paid positions. If a TL wants to be at the table, and is okay with NOT being paid, the TL may be there.</li> <li>● Advocate for a seat at the table: approach grade level teams and offer to be their BLT representative if necessary.</li> </ul> <p>PLC:</p> <ul style="list-style-type: none"> <li>● Create a schedule to attend PLCs and/or team meetings during the year.</li> <li>● Work with principal so that TL’s schedule is open to attend PLCs.</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>● Advocate for curriculum review participation. Since Tls deal with all subject areas, it makes sense to have one or more on each curriculum review committee.</li> <li>● Participate in technology, equity, and software decisions.</li> </ul>	Teacher Librarian; Library Curriculum Director; District Curriculum Director; District Admin Team; IDS	Academic year 19-20 and ongoing

### ***General Library Program***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Budgets and funding sources (building, PTO, etc.) are inequitable and inconsistent among buildings.	<ul style="list-style-type: none"> <li>● Perform a budget self-study: determine current spending practices in buildings; publish and share ranges of per pupil expenditures.</li> <li>● Recommend a district-wide minimum percentage of building budget designated to the library. Establish baseline percentage of building budget allocation for library budget.</li> <li>● Recommend that additional building funding be given to libraries based on WRAM formula and/or building focus (ex. Library budget can support the goals of the CSIP)</li> <li>● Specify what is included in library purchasing responsibilities (e.g. kit copies/novel units, dry erase markers, construction paper, etc.) Recognize differences between elementary and secondary buildings' purchasing responsibilities.</li> <li>● Once a building's library budget dollar amount is established, the TL can provide input as to how the funds are categorized and spent (books, AV, supplies, etc.).</li> <li>● Create a suggested "menu" of ways that PTOs can support their school library programs to improve consistency among schools.</li> </ul>	Building principals; Building secretaries; Teacher Librarians; Library Coordinator; Member of ESC Business office	Academic year 19-20 and ongoing

### ***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
The K-12 Library curriculum needs to be updated to reflect recent changes in standards, content, and strategies.	<ul style="list-style-type: none"> <li>● Focus on aligning curriculum with IASL, ISTE, Future Ready, and Iowa Library Standards. Highlight curricular cross-walks in this process.</li> <li>● The curriculum should include, but not be limited to inquiry, digital citizenship, and collaborative research.</li> <li>● Secondary TLs collaborate with departments to create a curriculum map with unit schedules.</li> <li>● TLs should share library curriculum goals and ideas with building IDS at a meeting early in the process.</li> <li>● Build assessments into library curriculum in order to connect student learning back to UbDs; revise these as needed. This will also illustrate inconsistencies in buildings and grade levels.</li> </ul>	Teacher librarians; Library Coordinator; IDS team; IDS Innovation team	Academic year 19-20 and ongoing

***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
The work of IDS and TLs is not strategically and deliberately aligned.	<ul style="list-style-type: none"> <li>● TLs should meet regularly with their building IDS colleagues.</li> <li>● TL cohort should meet with IDS Innovation coaches to collaborate on specific curricular and tech needs.</li> <li>● Hold a meeting of key instructional stakeholders (TL, IDS, principal, etc.) at each building prior to the start of each school year to identify roles and responsibilities.</li> </ul>	Teacher Librarians; Building IDS; IDS Leads; Building Administrators	Academic year 19-20 and ongoing

***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Elementary class periods are too short (27 minutes).	<ul style="list-style-type: none"> <li>● Provide longer library periods for 4th, 5th and 6th grades: tie together instruction and checkout time or allow for more flexibility;</li> <li>● OR provide one library class period (literature) in the library and a second collaborative push-in time (technology and research skills) in the classroom.</li> <li>● Collaborate with teachers: attend PLCs and work with IDS.</li> <li>● Ask principals for help with barriers to instruction, e.g. chronically late classes.</li> </ul>	Building principals; District Level Admin; Classroom Teachers; IDS	Academic year 19-20 and ongoing

***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Inadequate time is available to collaborate outside the fixed schedule. (Elementary TLs cannot attend PLCs).	<ul style="list-style-type: none"> <li>● Consider a mix of flexible and fixed scheduling.</li> <li>● Consider implementing a double block (54 minutes) for each 5th and 6th grade class.</li> <li>● Provide a sub twice a year so librarian can attend PLCs and make long-term goals with classroom teachers.</li> <li>● Meet after school once a month with grade-level teams</li> </ul>	Principal; Teacher Librarian; IDS; PLC team leaders;	Academic year 19-20 and ongoing

### ***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Limited student contact time does not allow curiosity of student individual interests.	<ul style="list-style-type: none"> <li>● Coach classroom teachers to provide student choice in their content-area curricula.</li> <li>● Incorporate individual interests in library lessons.</li> <li>● Incorporate more blended (online and face-to-face) learning.</li> <li>● Create “to go” maker kits that teachers can use in classrooms.</li> <li>● Offer clubs outside of instructional time, e.g. lunchtime book clubs.</li> <li>● Collaborate with music, art, PE, and guidance teachers.</li> </ul>	Content area coordinators; Teacher Librarians; Volunteers for clubs; After School program; PTOs;	Academic year 19-20 and ongoing

### ***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Collaborative research projects are not consistent across buildings.	<ul style="list-style-type: none"> <li>● When new curriculum is adopted, meet with a team to plan for and schedule collaboration.</li> <li>● Hold regular meetings with grade level teams (e.g. junior high TLs) to focus on specific lessons and projects.               <ul style="list-style-type: none"> <li>○ Identify the understandings, essential questions, and skills/lessons that address research goals, even if they aren’t taught at exactly the same time or during the same units.</li> <li>○ Create common formative assessments to ensure that learning outcomes are being met.</li> </ul> </li> </ul>	Content-area teachers and coordinators; Teacher Librarians; Library Coordinator; Director of Curriculum	Academic year 19-20 and ongoing

### ***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Inquiry curriculum with an intentional focus on developing curiosity is not being effectively utilized.	<ul style="list-style-type: none"> <li>● Collaborate with classroom teachers to build lessons and projects that incorporate inquiry models.</li> <li>● Participate in summer curriculum writing projects to include inquiry in other disciplines.</li> </ul>	Teacher Librarians; Content-area teachers and coordinators; Library Coordinator; Director of Curriculum	Academic year 19-20 and ongoing

### ***Teaching and Learning***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Sixth grade library curriculum needs to be revised in order to prepare students for junior high and to provide more independence and inquiry.	<ul style="list-style-type: none"> <li>● Create opportunities for more flexibly scheduled collaboration with sixth grade teachers (similar to JH model of teaching).</li> <li>● Focus on creating deliberate vertical articulation for 6th-12th grade library curriculum.</li> <li>● Plan project-based curriculum that grows from intellectual curiosity (passion projects, genius hour, student-led learning)</li> </ul>	K-12 teacher librarians; Library Coordinator; Director of Curriculum	Academic year 19-20 and ongoing

### ***Library Management***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Not enough time is given for administrative tasks.	<ul style="list-style-type: none"> <li>● Define and list administrative responsibilities and record time used to complete these tasks.</li> <li>● Advocate for extended contracts that are standardized across schools and grade levels (elementary, junior high, high school).</li> </ul>	Committee of teacher librarians; Library Coordinator	Academic year 19-20 and ongoing

### ***Library Management***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Library budgets are not equitable across the district.	<ul style="list-style-type: none"> <li>● Collect and share ranges of per pupil expenditures at each school.</li> <li>● Create recommended funding guidelines.</li> <li>● Advocate for a district fund to replace books in lower-SES schools.</li> <li>● Investigate options for supplemental funding sources.</li> </ul>	Teacher librarians; Library Coordinator	Academic year 19-20 and ongoing

### ***Library Management***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Inconsistent circulation policies limit access to books for some	<ul style="list-style-type: none"> <li>● Create a circulation policy that dictates a minimum, rather than maximum, number of books that can be checked out by each student. Examples:               <ul style="list-style-type: none"> <li>○ Every student can have 5 books minimum.</li> </ul> </li> </ul>	Teacher librarians; Library Coordinator	Academic year 19-20 and ongoing

students.

- o If a student has books checked out, s/he can still check out new ones.
- o If a book is lost/damaged (and is deemed worthy replacing), charge the least expensive replacement cost, not necessarily the original cost.
- o An ILL should be allowed if the title is not in high demand at its home school.
- Create and distribute consistent communication with parents about expectations and policies regarding checkout, return, and damage replacement.
- Promote the public/school library card partnership (AIM Card), which gives students access to public library collections (including digital books and resources).

***Library Management***

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Fine structures and circulation restrictions limit access to literature for some of our most underserved students.	<ul style="list-style-type: none"> <li>● Eliminate overdue fines at all levels. Utilize automated coming-due or overdue notifications to encourage timely returns.</li> <li>● Include funding for library resource replacement as a part of the WRAM allocation to help alleviate the disproportionate numbers of lost resources at schools serving high numbers of underserved students.</li> <li>● Promote the public/school library card partnership (AIM Card), which gives students access to public library collections (including digital books and resources).</li> <li>● Create circulation policies that are consistent with the mission of a library -- ensuring access to literature and developing readers.               <ul style="list-style-type: none"> <li>o To ensure equity and development of students as readers, create and enforce a least-restrictive circulation policy which ensures that all students in any school have access to the same number of books.</li> </ul> </li> <li>● Teacher librarian discretion should be used in individual cases.</li> <li>● Develop a pool of volunteer shelvers to help schools in need.</li> <li>● Create and distribute consistent communication with parents about expectations and policies</li> </ul>	Teacher librarians; Library Coordinator	Academic year 19-20 and ongoing

- regarding checkout, return, and damage replacement.
- Seek supplemental funding (e.g. grants) for replacement of lost/damaged books.

***Library Management***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Inconsistent communication exists between departments who have overlapping goals, interests, and responsibilities - Teacher Leadership (IDS & IDS Innovation), Library Program, Curriculum & Instruction, and Technology Department.	<ul style="list-style-type: none"> <li>● Look at roles and responsibilities of the TL and IDS to find ways both groups of teacher leaders can work together.</li> <li>● Meet regularly with building IDS; use objectives and information from PLCs.</li> <li>● Collaborate with IDS Innovation Coaches on specific curricular and tech needs.</li> <li>● Meet with key instructional stakeholders (TL, IDS, ILT, BLT, and Innovation) at each building at the beginning of the school year to identify roles and responsibilities.</li> <li>● Clearly define and discuss roles of the TL with tech department and their support. TLs and designated tech specialist should meet to discuss roles and needs at beginning of year and regularly throughout the year.</li> </ul>	Teacher Librarians; TLC Leadership; IDS; Innovation Coach; Tech Specialists; ILT/BLT; Principals; Director of Curriculum	Academic year 19-20 and ongoing

***Library Management***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Para, volunteer, and PTO support is inconsistent between buildings.	<ul style="list-style-type: none"> <li>● Create a list and compare ways that paras, volunteers and PTO support the library in each building; determine which items would ideally occur in each building.</li> <li>● Advocate with building principals for equitable assistance from paras.</li> <li>● Look for organizations and individuals who would be willing to volunteer at schools.</li> <li>● Speak with DPO representative(s) to look for ways to support schools without strong PTOs.</li> </ul>	Committee of teacher librarians	Academic year 19-20 and ongoing

### ***Technology and Resources***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Inequity exists between buildings when it comes to budgets/funding, etc.	<ul style="list-style-type: none"> <li>● Seek partnerships outside of the school community to address budget inequities.</li> <li>● Seek district funding for “minimum” non-negotiable parts of our collection, i.e. Children’s Choice, Iowa Teen Awards, basic online resources.</li> <li>● Capitalize on resource-sharing opportunities, e.g. public libraries</li> </ul>	Teacher librarians; Library Coordinator; Director of Curriculum	Academic year 19-20 and ongoing

### ***Technology and Resources***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Tech support is inconsistent between buildings.	<ul style="list-style-type: none"> <li>● Set a tech support schedule for the 1:1 secondary schools that don’t have a full-time tech on site (junior high schools); the traveling techs should have established/dedicated office hours during the student school day and should work toward consistency of tasks between buildings.</li> <li>● Train and supervise student tech teams in secondary buildings.</li> <li>● Advocate for a building-level person to be empowered to perform simple repairs, e.g. check Chromebook batteries and reset ScreenBeams.</li> <li>● Work with Help Desk staff on “reference interview” skills to help them record necessary info on Happy Fox tickets.</li> </ul>	Teacher librarians; Library Coordinator; Technology staff	Academic year 19-20 and ongoing

### ***Technology and Resources***

<b>Limitation</b>	<b>RECOMMENDATIONS and ACTION STEPS</b>	<b>CONTACT PERSON(S)</b>	<b>TIMELINE</b>
Professional development and training opportunities for instructional technology are inconsistent between buildings.	<ul style="list-style-type: none"> <li>● Identify a baseline competency of core apps (e.g. Drive, Docs, Slides, Sheets, GMail, Sites, Drawings) that can be supported through personalized live and asynchronous learning (training).</li> <li>● Meet with administrative teams to identify building goals (CSIP, instructional, etc.), and communicate the learning that TLs can facilitate one-on-one, small group and large group.</li> <li>● Schedule time with building PLCs to determine what they need individually in each building.</li> <li>● Advocate for a change to PD schedule and</li> </ul>	Teacher Librarians, IDS Innovation, Building & District Admin	Academic year 19-20 and ongoing

- format; create more “choose your own” options.
- Advocate for designated time for training as well as separate designated time for professional development.