

## Supplemental Resources

The Introduction and Strategies for Librarians of the *School Library Programs: Standards and Guidelines for Texas* refer to the supplemental resources that may assist in evaluating library programs. The Output Measures and Evidence-Based Evaluation Measures are included in this section of supplemental resources. A Glossary of Terms and Bibliographies are also included to assist in applying the *Standards and Guidelines* and in improving library programs. In addition, a list of the committee members who developed these *Standards and Guidelines* may be found in this section.

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## Output Measures

### Overview and Preparation

Output Measures quantify the level of use of library programs and services by staff, students, and the community. Outputs are quantities of resources and activities that the library program provides in order to fulfill its mission. They measure program productivity such as the number of resources, number of times a service is provided, and the number of students and teachers utilizing the resources and services.

Output Measures show how usage of the services and resources the library program increases or changes over time. They may be used to justify requests for increases in staff and funding.

Please note that there are **three** Output Measures documents:

Document 1: Instructions for Data Collection

Document 2: Data Collection Sheet

Document 3: Worksheet for Calculating Output Measures

### Instructions for Data Collection (Document 1)

1. Select a Week for Data Collection. Select a typical week during each semester when your library is neither exceptionally busy nor exceptionally slow during which you will collect statistics as a snapshot.
2. Ask for Cooperation and Participation. In advance, tell teachers and staff that you will be collecting data in the library before, during, and after the instructional day during the scheduled week. Ask for their cooperation. Put up signs in the library to advertise your data collection project, and ask for their cooperation. Show them the *Data Collection Sheet* if they are interested. Schedule and train student and parent volunteers to assist with data collection.
3. Make Copies.
  - a. Make six (6) copies of the *Data Collection Sheet* (Document 2):
    - 1) Daily Sheets: At the top of five sheets, write the date and day of the week (e.g. Monday, Tuesday).
    - 2) Weekly Summary Sheet: At the top of one sheet, write the dates of the week during which you will collect data. Title this sheet *Weekly Summary Sheet*.
    - 3) Additional Copies: Make additional copies of the daily *Data Collection Sheets* as needed to place at convenient locations throughout the library. For instance, you may wish to place one at the circulation desk, one near the entrance to the library, etc. If desirable, place them on a clipboard. If multiple data collection sheets are used for a single day, copy an additional *Data Collection Sheet* and label it *Daily Summary Sheet*. Write the day at the top of the page and record the total for the entire day.
  - b. Make one (1) copy of the *Worksheet for Calculating Output Measures* (Document 3).
4. Gather Data. During the week selected for gathering statistics, place a "hash-mark" on the daily *Data Collection Sheet* (Document 2) each time a student or teacher performs one of the Activities 1-10. Compile this data on a *Daily Summary Sheet* if more than one is used.
5. Compile Weekly Data. At the end of the week, tally the totals on all daily *Data Collection Sheets* or *Daily Summary Sheets* and place them on the *Weekly Summary Sheet*.
6. Calculate Percentages and Averages. The totals on the *Weekly Summary Sheet* will be used to calculate the seven measures on the *Worksheet for Calculating Output Measures* form (Document 3.) Follow the instructions on Document 3 to calculate the six measures.

## Instructions for Collecting and Recording Data for Activities 1 through 10 on the Data Collection Sheet (Document 2)

Activity 1a. Filled or Modified Planning Requests. Planning requests may be defined as requests for formal or informal sessions in which a librarian and teacher collaboratively plan an instructional lesson. Place a hash mark for Activity 1a on the *Data Collection Sheet* (Document 2) for each planning request that is successfully fulfilled or modified and then successfully fulfilled.

Activity 1b. Total Planning Requests Received. Place a hash mark for Activity 1b on the *Data Collection Sheet* (Document 2) for **EVERY** planning request received.

Activity 2a. Filled or Modified Teaching Requests. Teaching requests may be defined as requests for formal or informal instructional lessons taught by the library staff in the media center or other teaching locations, such as classrooms, computer labs, multi-purpose learning environments, etc. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 2a for each teaching request that is successfully fulfilled or modified and then successfully fulfilled.

Activity 2b. Total Teaching Requests Received. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 2b for **EVERY** planning request received.

Activity 3. Total Curriculum Requests. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 3 for each Curriculum request from a teacher or student.

Activity 4. Curriculum Requests Addressed with Print Resources. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 4 for each curriculum request that the librarian or library staff addresses with print resources.

Activity 5. Curriculum Requests Addressed with Internet Resources. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 5 for each curriculum request that the librarian or library staff addresses with Internet resources.

Activity 6. Curriculum Requests Addressed with Subscription Database Resources. Place a hash mark on the *Data Collection Sheet* (Document 2) for Activity 6 for each curriculum request that the librarian or library staff addresses with Subscription database resources.

### Activity 7. In-house Use of Print Resources

- a. Print resources are those resources used for individual or class research. Activity 7 on the *Data Collection Sheet* is designed to collect data on print resources accessed by students and used only in the library during an instructional unit.
- b. Place book carts throughout the library. Put signs on the carts asking students to place books and magazines that they use for research or other instructional purposes on the book carts. Ask students and teachers to place books or other resources that they use throughout the day on the book carts and not to re-shelve them.
- c. At the end of the day, or periodically during the day, count the number of books and magazines on the cart and write it in the blank for Activity 7 on the *Data Collection Sheet* (Document 2). Remove the books from the cart or shelve them.
- d. Alternatively, provide students with tally sheets and let them record the number of resources they access during the period. Write these numbers on the *Data Collection Sheet* for Activity 7.

### Activity 8. Curriculum Requests Addressed with Internet Resources

- a. Activity 8 is designed to count web sites accessed by students during an instructional unit. Prepare a tally sheet divided into **two** categories: Internet sites, and subscription databases. Place a tally sheet beside each computer or give one to each student at the beginning of class. Instruct students to place a hash mark in the appropriate column each time they access an Internet site or Subscription Database.
- b. At the conclusion of the class, the librarian collects the student tally sheet and records the number of Internet web sites accessed on the *Data Collection Sheet* (Document 2) for Activity 8.

### Activity 9. Curriculum Requests Addressed with Subscription Database Resources:

- a. Activity 9 is designed to count the number of subscription databases used by students during an instructional unit. Prepare a tally sheet divided into **two** categories: Internet sites, and Subscription Databases. Place a tally sheet beside each computer or give one to each student at the beginning of class. Instruct students to place a hash mark in the appropriate column each time they access an Internet site or Subscription Database.
- b. At the conclusion of the class, the librarian collects the student tally sheet and records the number of Subscription Databases accessed on the *Data Collection Sheet* (Document 2) for Activity 9.
- c. Alternatively, librarians may use transaction logs from individual databases to calculate the number of times databases are used during a particular week.

### Activity 10. Print Items Circulated

- a. For Activity 10, place a hash mark for each print item checked out to support an instructional unit. Books or magazines circulated for recreational purposes will not be counted.
- b. Alternatively, librarians may use daily or weekly data from automation software.

**Output Measures****Document 2: Data Collection Tally Sheet**

Day: \_\_\_\_\_

Date: \_\_\_\_\_

Activity #	Collaborative Planning Requests	Number of Times Activity is Performed	Total
1a	Filled or modified planning requests		
1b	Total planning requests received		
2a	Filled or modified teaching requests		
2b	Total teaching requests received		
Activity #	Resource Use Measurements	Number of Times Activity is Performed	Total
3	Total curriculum requests		
4	Curriculum requests addressed with print resources		
5	Curriculum requests addressed with internet web resources		
6	Curriculum requests addressed with subscription database resources		
7	In-library use of print library resources		
8	In-library use of Internet web sites		
9	In-library use of subscription databases		
10	Print items circulated (May be recorded daily from library automation software)		

### Document 3. Worksheet for Calculating Output Measures

Note: *READ* the *Instructions for Data Collection* (Document 1) before referring to this document. Data to calculate formulas will be copied from the *Weekly Summary Sheet* (Document 2). Formulas have been used with permission from Frances Bryant Bradburn, author of *Output Measures for School Library Media Programs*. Some of the formulas have been modified to meet the needs of Texas school libraries. Page numbers listed in the description of the measures correlate to the Bradburn text.

#### Measure 1. Percentage of Planning Requests Filled or Modified

Measure Defined: Planning requests may be defined as requests for formal or informal sessions where librarians and teachers collaboratively plan an instructional lesson. The *Planning Requests Filled or Modified* calculates how many planning requests the librarian was able to complete with or without modification. This percentage could be used to advocate for increased planning time with teachers, a more flexible schedule, and/or an increase of staffing for the library media center. (See Bradburn, p. 43)

*Percentage of Planning Requests Filled or Modified* =

# Filled/modified planning requests (A) X 100

# Planning requests received (B)

Example:

1. # Filled/modified planning requests = 37
2. # Planning requests received from teachers =60
3. Divide 37 by 60 to equal .62
4. Convert .62 to a percentage by multiplying by 100
5. 62% is the percentage of requests for planning that the librarian was able to fulfill or modify

Formula Defined:

(A \_\_\_\_\_ / B \_\_\_\_\_) = \_\_\_\_\_ x 100 = \_\_\_\_\_%

A = # filled or modified planning requests (Activity 1a from *Weekly Summary Sheet*, Document 2)

B = # total planning requests received (Activity 1b from *Weekly Summary Sheet*, Document 2)

Note:

1. Perform the mathematical computation in the parenthesis first.
2. Multiply the answer calculated by 100 to convert to a percentage.

#### Measure 2: Percentage of Teaching Requests Filled or Modified

Measure Defined: Teaching requests may be defined as requests for formal or informal instructional lessons taught by the library staff in the media center. The *Teaching Requests Filled or Modified* calculates how many teaching requests the librarian was able to complete with or without modification. This percentage could be used to advocate for more planning time with teachers, a more flexible schedule, and/or more staff. (See Bradburn, 45)

*Percentage of Teaching Requests Filled or Modified* =

# Filled /modified teaching requests (A) X 100

# Teaching requests received (B)

Example:

1. #Filled/modified teaching requests = 60
2. Total # teaching requests received from teachers =120
3. Divide 60 by 120 to equal .50
4. .50 is the number of times the librarian was able to successfully fill or modify teaching requests
5. Multiply .50 by 100 to convert the answer to 50%

Formula Defined:

(A \_\_\_\_\_ / B \_\_\_\_\_) = \_\_\_\_\_ x 100 = \_\_\_\_\_%

A = # filled or modified teaching requests (Activity 2a from *Weekly Summary Sheet*, Document 2)

B = total # teaching requests received (Activity 2b from *Weekly Summary Sheet*, Document 2)

Note: 1. Perform the mathematical computation in the parenthesis first.

2. Multiply the answer calculated by 100 to convert to a percentage.

#### Measure 3: Percentage of Curriculum Requests Addressed with Print Resources

Measure Defined: *Curriculum Requests Addressed with Print Resources* calculates the percentage of curriculum requests received by the librarian that are fulfilled with print resources (books, magazines, newspapers) for individual or class use.

*Percentage of Curriculum Requests Addressed with Print Resources* =

# Requests addressed with print resources (A) X 100

# Total curriculum requests addressed (T)

Formula Defined:

(A \_\_\_\_\_ / T \_\_\_\_\_) = \_\_\_\_\_ x 100 = \_\_\_\_\_%

A = # requests addressed with print resources (Activity 4 on *Weekly Summary Sheet*, Document 2.)

T = # total curriculum requests addressed (Activity 3 on *Weekly Summary Sheet*, Document 2.)

Note: 1. Perform the mathematical computation in the parenthesis first.

2. Multiply the answer calculated by 100 to convert to a percentage.

<p><b>Measure 4: Percentage of Curriculum Resources Addressed with Internet Resources</b></p> <p>Measure Defined: <i>The Curriculum Requests Addressed with Internet Resources</i> calculates the percentage of curriculum requests received by the librarian that are fulfilled with Internet resources (Internet web sites may be defined as any web resource that excludes subscription databases) for class or individual use.</p>	
<p><i>Percentage of Curriculum Resources Addressed with Internet Resources=</i></p> <p><u># Curriculum request addressed with Internet resources (B)</u> X 100  <u># Total curriculum requests addressed (T)</u></p>	<p>Formula Defined:</p> <p>(B _____ / T_____ ) = _____ x 100 = _____%</p> <p>B= # requests addressed with Internet resources (Activity 5 on <i>Weekly Summary Sheet</i>, Document 2.)  T= # total curriculum requests addressed (Activity 3 on <i>Weekly Summary Sheet</i>, Document 2.)</p> <p>Note: 1. Perform the mathematical computation in the parenthesis first.  2. Multiply the answer calculated by 100 to convert to a percentage.</p>
<p><b>Measure 5: Percentage of Curriculum Requests Addressed with Subscription Database Resources</b></p> <p>Measure Defined: <i>Curriculum Requests Addressed with Subscription Database Resources</i> calculates the percentage of curriculum requests received by the librarian that are fulfilled with Subscription Database Resources for individual or class use.</p>	
<p><i>Percentage of Curriculum Requests Addressed with Subscription Database Resources =</i></p> <p><u># Curriculum requests addressed with subscription databases (C)</u> X100  <u># Total curriculum requests addressed (T)</u></p>	<p>Formula Defined:</p> <p>(C _____ / T_____ ) = _____ x 100 = _____%</p> <p>C = # requests addressed with Subscription Database resources (Activity 6 on <i>Weekly Summary Sheet</i>, Document 2.)  T = # total curriculum requests addressed (Activity 3 on <i>Weekly Summary Sheet</i>, Document 2.)</p> <p>Note: 1. Perform the mathematical computation in the parenthesis first.  2. Multiply the answer calculated by 100 to convert to a percentage.</p>
<p><b>Measure 6: Average Number of Print Resources Utilized per Student Per Week</b></p> <p>Measure Defined: The average number of Print Resources circulated and utilized in the library per student per week.</p>	
<p><i>Average Number of Print Resources Utilized Per Student Per Week =</i></p> <p><u># Print resources utilized (D)</u>  <u># Total students in school (T)</u></p> <p>(D) = # Of print resources utilized. To calculate this number, add Activities 7 and 10 on Data Collection Summary Sheet, Document 2.</p> <p>#7 In-house use of Print Library Resources _____  #10 Print Items Circulated _____  TOTAL Print Resources Used _____</p>	<p>Formula Defined:</p> <p>(D _____ / T_____ ) = _____</p> <p>D = # Print Resources Utilized (Sum of Activities 7 and 10 on <i>Weekly Summary Sheet</i>, Document 2.)  T = # total students in school</p>
<p><b>Measure 7: Average Number of Print, Internet, and Online Resources Utilized Per Student Per Week</b></p> <p>Measure Defined: The average number of Print, Internet, and Online Resources utilized per student per week.</p>	
<p><i>Average Number of Print, Internet, and Online Resources Utilized Per Student Per Week =</i></p> <p><u># Print, Internet, and subscription databases utilized (E)</u>  <u># Total students in school (T)</u></p> <p>(E) = # Of resources utilized. To calculate this number, add Activities 7, 8, 9, and 10 on Data Collection Summary Sheet, Document 2.</p> <p>#7 In-house use of Print Library Resources _____  #8 In-Library use of Internet Web sites _____  #9 In-Library use of Subscription databases _____  #10 Print Items Circulated _____  TOTAL Print and Electronic Resources Used _____</p>	<p>Formula Defined:</p> <p>(E _____ / T_____ ) = _____</p> <p>E = # Print, Internet, and Online Resources Utilized (Sum of Activities 7, 8, 9, and 10 on <i>Weekly Summary Sheet</i>, Document 2.)  T = # total students in school</p>

### Output Measures Summary Table:

**Formulas used for Measures 1 through 6 are listed below for easy reference. Use these statistics when requesting increased staffing, budget allotments, and library annual reports.**

<p>Measure 1.  <i>Percentage of Planning Requests Filled or Modified =</i>  <u># Filled/modified planning requests (A)</u> X 100            # Planning requests received (B)</p>	<p><i>Percentage of Planning Requests Filled or Modified =</i>            (A _____ / B _____) = _____ x 100 = _____%</p>
<p>Measure 2:  <i>Percentage of Teaching Requests Filled or Modified =</i>  <u># Filled /modified teaching requests (A)</u> X 100            # Teaching requests received (B)</p>	<p><i>Percentage of Teaching Requests Filled or Modified =</i>            (A _____ / B _____) = _____ x 100 = _____%</p>
<p>Measure 3.  <i>Percentage of Curriculum Requests Addressed with Print Resources =</i>  <u># Requests addressed with print resources (A)</u> X 100            # Total curriculum requests addressed (T)</p>	<p><i>Percentage of Curriculum Requests Addressed with Print Resources =</i>            (A _____ / T _____) = _____ x 100 = _____%</p>
<p>Measure 4.  <i>Percentage of Curriculum Resources Addressed with Internet Resources =</i>  <u># Curriculum request addressed with Internet Resources (B)</u> X 100            # Total curriculum requests addressed (T)</p>	<p><i>Percentage of Curriculum Resources Addressed with Internet Resources =</i>            (B _____ / T _____) = _____ x 100 = _____%</p>
<p>Measure 5.  <i>Percentage of Curriculum Requests Addressed with Subscription Database Resources =</i>  <u># Curriculum requests addressed with subscription databases (C)</u> X100            # Total curriculum requests addressed (T)</p>	<p><i>Percentage of Curriculum Requests Addressed with Subscription Database Resources =</i>            (C _____ / T _____) = _____ x 100 = _____%</p>
<p>Measure 6.  <i>Average Number of Print Resources Utilized Per Student Per Week =</i>  <u># Print utilized (D)</u>            # Total students in school (T)</p>	<p><i>Average Number of Print Resources Utilized Per Student Per Week =</i>            (D _____ / T _____) = _____</p>
<p>Measure 7.  <i>Average Number of Print, Internet, and Subscription Databases Utilized Per Student Per Week =</i>  <u># Print, Internet, and Subscription Databases Utilized (D)</u>            # Total students in school (T)</p>	<p><i>Average Number of Print, Internet, and Online Resources Utilized Per Student Per Week =</i>            (E _____ / T _____) = _____</p>

## Evidence-Based Evaluation Measures

### Introduction and Background

Research conducted by Ester Smith for the Texas State Library and Archives Commission in 2001 and by Keith Lance for various state libraries has shown that resources, services, and activities in school libraries positively impact student achievement as measured on standardized test scores. The Texas study revealed that in schools with librarians, performance on the Texas Assessment of Academic Skills (TAAS) was associated with different library factors at each educational level. (The Texas Assessment of Academic Skills was replaced as the statewide assessment by the more rigorous Texas Assessment of Knowledge and Skills in 2003.) Library variables found to be important were:

#### ELEMENTARY SCHOOL

- Library volumes purchased in 1999-00 per 100 students
- Library operational expenditures per student
- Library computers connected to a modem per 100 students
- Library software packages per 100 students

#### MIDDLE SCHOOL

- Identifying materials for instructional units developed by teachers
- Providing information skills instruction to individuals or groups

#### HIGH SCHOOL

- Library staff per 100 students
- Library staff hours per 100 students
- Library hours of operation per 100 students
- Volumes per student
- Current subscriptions to magazines and newspapers per 100 students
- Planning instructional units with teachers

This revision of the *School Library Programs: Standards and Guidelines for Texas* is in accordance with these findings and is also aligned with the State Board for Educator Certification (SBEC) *Guidelines for Certification of Texas School Librarians* and with additional State and national standards.

The basic tenet of the revision of *School Library Programs: Standards and Guidelines* is that the “bottom line” for school libraries is student achievement.

### Evaluation Approach

This revision incorporates Evidence-Based Evaluation into the *Standards and Guidelines*. The findings of Evidence-Based Evaluation may be used to increase program effectiveness, provide a logical, focused framework to guide program design, inform decision making, document successes, or communicate program value.

Evidence-Based Evaluation is a systematic way to determine if a program has achieved its goals. The process of Evidence-Based Evaluation involves developing a logic model that is a graphic map of the links between program activities and results. In the logic model, Evaluation Questions are formulated for the purpose of guiding the program evaluation. Benefits to students are articulated to answer the Evaluation Questions.

Evidence-Based Measures are benefits or increases in achievement to participants of a program. Typically, these Measures represent an achievement or a change in behavior, skills, knowledge, attitude, status, or life condition of participants that results from the program or services. When the benefits to many individuals are viewed together, they show the program’s impact.

Well-designed programs usually choose measurements that participants would recognize as benefits to themselves. Below are examples of the types of changes that participants may identify as benefits of program participation.

- Knowledge Gains. These may be related to completion of a specific curriculum assignment or achievement on a standardized test, such as the Texas Assessment of Knowledge and Skills (TAKS). They may be related to individual needs, interests, and goals.
- Skill Levels. These may include increased reading and writing skills, or skills related to other areas of the curriculum such as technological literacy, communication skills, social skills, etc.

- Behavior. Changes in behavior might include increased time spent in utilizing library resources or studying. Changes may also include more efficient use of time and resources, focused efforts, and effective collaboration with peers.
- Attitudes. An attitude may change from negative to positive as related to reading, studying, learning, research, the library, or school in general. Additional impact of attitude changes may include increased self-esteem and confidence, a changed outlook on life and future prospects, or an increased sense of community.
- Status or Condition. A change in status or condition may include increased access to resources, return to school, graduating, grade achievement, or a new job.

Indicators are developed for each Measure. Indicators are measurable conditions or behaviors that show a benefit was achieved. They are observable evidence of accomplishments, changes, or gains. They state what the evaluator hopes to see or know. The estimated value for each indicator is referred to as a “goal” in this document. Librarians at each campus set goals for the level of impact that they hope to achieve on student achievement. Guidelines for changes that may be considered Exemplary, Recognized, Acceptable, and Below Standard are included in the logic model. These were established through extrapolation of the results of research on the impact of school libraries on student achievement conducted by Ester Smith for the Texas State Library and Archives Commission, *Texas School Libraries: Standards, Resources, Services, and Students’ Performance* (2001).

### **The Connection Between School Library Programs, the Texas Assessment of Knowledge and Skills (TAKS) and the Texas Essential Knowledge and Skills (TEKS)**

Librarians have long taught the skills and abilities outlined in the Technology Applications TEKS, particularly in the K-5 grade levels. It is recommended that librarians review the Technology Applications TEKS to fully integrate these skills into lesson plans taught independently and collaboratively. The Technology Applications TEKS are on the TEA web site at [www.tea.state.tx.us/rules/tac/ch126toc.html](http://www.tea.state.tx.us/rules/tac/ch126toc.html).

In addition to the Technology Applications TEKS, librarians and library programs influence student learning of most all of the Texas Essential Knowledge and Skills student expectations in curriculum areas that are tested on the TAKS tests. The three tables that follow the logic model provide the following information.

Table 1. The TAKS objectives and the related TEKS student expectations tested under each TAKS objective that may be reasonably expected to be influenced or taught by the library program.

Table 2. The number and percentage of TEKS student expectations covered on the TAKS test that are influenced or taught through the library program - organized by *curriculum area*.

Table 3. The number and percentage of TEKS student expectations covered on the TAKS test that are influenced or taught through the library program - organized by *grade level*.

### **Evaluation Questions**

Evaluation Questions and Evidence Measures included in the revised *Standards and Guidelines* are designed to clearly elucidate the relationship between library resources, services, staffing and student achievement. Three Evaluation Questions were selected to show the impact of the library program on student achievement.

1. Do students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs in support of mastering the TEKS student expectations in all subject areas?
2. Do students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians?
3. Do students’ TAKS scores demonstrate increased achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers?

(Note: TAKS does not test all TEKS student expectations. Additional TEKS student expectations, such as Technology Applications TEKS, are integrated into library program instruction.)

### **Evidence-Based Evaluation Measures**

Evidence-Based Evaluation measures an achievement or a change in behavior, skill, knowledge, attitude, status or life condition of participants related to participation in a program. Measures for the evaluation questions listed above are:

1. Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs in support of mastering the Texas Essential Knowledge and Skills (TEKS) student expectations in all subject areas;
2. Students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians;
3. Students' TAKS scores demonstrate increased achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

### **Data Collection Methods**

Data collection for Evidence-Based Measures 1 and 2 may be accomplished through surveys, interviews, and focus groups with students and staff. When compared over time, the results will reveal changes or increases in these Measures.

"Table 1. The TAKS objectives and the related TEKS student expectations tested under each TAKS objective that may be reasonably expected to be influenced or taught by the library program" lists TAKS questions and TEKS student expectations that may be influenced by library instruction.

Data collection for Evidence-Based Measure #3 may be accomplished through comparing TAKS test results from one year to the next. For instance, librarians may review the "Summary Report-Test Performance" provided to each Campus by the Texas Education Agency (TEA) for the 2003 / 2004 Academic year. This report may be used to establish a baseline for student achievement.

Librarians collaborate with teachers to select TAKS objectives on which student scores may be increased through collaboratively planned lessons designed to teach TEKS student expectations tested under the TAKS objectives. Librarians then collaborate with teachers to design and present lesson plans that address TEKS student expectations that are selected for improvement. Librarians may present the lesson plans individually, or in collaboration with other teachers.

In the 2004/2005 academic year, and in future academic years, librarians compare student performance on the selected TAKS objectives with performance during the 2003 / 2004 academic year to determine if mastery of the TEKS student expectations increased.

The steps librarians may follow to perform this comparison are outlined below.

1. Review TEA's "Summary Report-Test Performance" provided annually to principals. This report provides test scores on TAKS question for each grade level tested at a school. The interpretation of the report is on the TEA web site: [www.tea.state.tx.us/student.assessment/resources/guides/interpretive/TAKS.pdf](http://www.tea.state.tx.us/student.assessment/resources/guides/interpretive/TAKS.pdf).
2. Review "Table 1. The TAKS objectives and the related TEKS student expectations tested under each TAKS objective that may be reasonably expected to be influenced or taught by the library program" to become aware of the TEKS student expectations that are tested on the TAKS tests that may be influenced by the library program."
3. Compare Table 1 and the "Summary Report-Test Performance" and note which TAKS objectives, affected by library TEKS instruction, may be targeted for improvement.
4. Select TEKS student expectations on which to focus instruction in the upcoming year.
5. Meet with teachers and systematically collaborate to plan lessons utilizing library resources specific to the selected TEKS student expectations.
6. Collaborate with teachers to set goals for the level of increase in student mastery of the TAKS objectives as related to the selected TEKS student expectations.
7. Collaboratively prepare and present both unit and lesson plans with teachers. Or, present the lesson individually.
8. Maintain records of lessons taught for each class.
9. Review the "Summary Report-Test Performance" for the following school year and note increases on TAKS objectives and related TEKS student expectations selected for improvement.
10. Discuss the level of impact on student achievement with teachers and collaboratively plans lessons and processes for the following academic year.
11. Report increases to school administrator in Annual Library Evaluation Report.

## Logic Model

The Logic Model format was developed by the Institute for Museum and Library Services, Washington, D.C.,  
[www.imls.gov](http://www.imls.gov) or [imlsinfo@imls.gov](mailto:imlsinfo@imls.gov)

<b>Organization Name</b>	
Steering Committee to Revise <i>School Library Programs: Standards and Guidelines for Texas</i>	
<b>Organizational Mission</b> (The part of the mission your program supports)	
The mission of the school library program and school librarian is to ensure that students, teachers, administrators, and staff are effective users of ideas and information.	
<b>Project/Program Name:</b> <i>School Library Programs: Standards and Guidelines for Texas</i>	
<b>Program Influencers</b> (Key entities that help define the program or to whom the program will report results; e.g. board members, museum staff, parents of participants, participants, ACM)	<b>What information they want from the program</b> (e.g. continue the program, provide more funding, try to replicate the program)
<ul style="list-style-type: none"> <li>• Legislators</li> <li>• TSLAC Administrators and Commissioners</li> <li>• State Board of Education</li> <li>• Steering Committee</li> <li>• TLA Executive Board</li> <li>• TLA Council</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfillment of 13 TAC 4.1</li> <li>• Approval of <i>Standards and Guidelines</i> by the Texas State Library and Archives Commission</li> <li>• Acceptance of <i>Standards and Guidelines</i> by State Board of Education</li> <li>• Incorporation of relevant documents such as SBEC Standards, Statewide Technology Plan, and State-mandated curriculum.</li> <li>• Validity and viability of <i>Standards and Guidelines</i></li> <li>• Effectiveness of <i>Standards and Guidelines</i> in improving library programs throughout the State</li> <li>• Effectiveness of <i>Standards and Guidelines</i> in supporting student success</li> <li>• Level of acceptance of <i>Standards and Guidelines</i> by school community</li> <li>• Output Measures</li> <li>• Evidence-Based Measures</li> <li>• Cost to implement <i>Standards and Guidelines</i></li> </ul>
<ul style="list-style-type: none"> <li>• Educators and Researchers</li> <li>• University Students in LIS Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Cost to implement <i>Standards and Guidelines</i></li> <li>• Validity and viability of <i>Standards and Guidelines</i></li> <li>• State mandate fulfillment</li> <li>• Incorporation of relevant documents such as SBEC <i>Standards for Certification of School Librarians</i></li> <li>• Ease of evaluating the library using the <i>Standards and Guidelines</i></li> <li>• Effectiveness of <i>Standards and Guidelines</i> in improving library programs throughout the State</li> <li>• Effectiveness of <i>Standards and Guidelines</i> in supporting student success</li> <li>• Instructions for gathering data and calculating the output and Evidence-Based Measures</li> <li>• How the <i>Standards and Guidelines</i> may be used to advocate for increased funds for the library program</li> <li>• If an online tool will be developed to assist in evaluating library programs</li> </ul>
<ul style="list-style-type: none"> <li>• ESC Library Coordinators</li> <li>• ESC Technology Coordinators</li> <li>• District Library Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• How the <i>Standards and Guidelines</i> incorporate state TEKS curriculum framework</li> <li>• How the <i>Standards and Guidelines</i> incorporate the STaR Chart and the <i>Long-Range Plan for Technology</i></li> <li>• How the <i>Standards and Guidelines</i> incorporate relevant documents such as SBEC Standards and Commissioners Rules</li> <li>• The cost to improve library program</li> <li>• Validity and viability of <i>Standards and Guidelines</i></li> <li>• Fulfillment of 13 TAC 4.1</li> <li>• Ease of evaluating the library using the <i>Standards and Guidelines</i></li> <li>• If an online tool exists to assist with evaluating the</li> </ul>

	<p>library program</p> <ul style="list-style-type: none"> <li>• Effectiveness of <i>Standards and Guidelines</i> in improving library programs throughout the district or ESC</li> <li>• Effectiveness of <i>Standards and Guidelines</i> in supporting student mastery of TEKS student expectations</li> <li>• Instructions for gathering data and calculating output measures and Evidence-Based Measures</li> <li>• Professional development programs and presentations available on the <i>Standards and Guidelines</i></li> <li>• Assistance and training available at the district, regional, and statewide levels for evaluating library programs in accordance with the <i>Standards and Guidelines</i></li> <li>• How the <i>Standards and Guidelines</i> may be utilized to advocate for increased funds for the library program</li> </ul>
<ul style="list-style-type: none"> <li>• Building Level Librarians</li> </ul>	<ul style="list-style-type: none"> <li>• Validity and viability of <i>Standards and Guidelines</i></li> <li>• Incorporation of relevant documents such as SBEC Standards and Commissioners Rules</li> <li>• Ease of evaluating the library program using the <i>Standards and Guidelines</i></li> <li>• How the <i>Standards and Guidelines</i> may be utilized to advocate for increased funds for the library program</li> <li>• If an online tool will be developed to assist with evaluating the library program in accordance with the <i>Standards and Guidelines</i></li> <li>• Effectiveness of <i>Standards and Guidelines</i> as a guide to improving library programs</li> <li>• Effectiveness of the <i>Standards and Guidelines</i> in supporting student success</li> <li>• Instructions for gathering data and calculating the output measures and the Evidence-Based Measures</li> <li>• The <i>Standards and Guidelines</i> are voluntary and there is no State mandate requiring implementation of the <i>Standards</i></li> <li>• Assistance available at the district and statewide levels in evaluating library programs</li> <li>• Assistance and training available at the district, regional, and statewide levels for evaluating library programs in accordance with the <i>Standards and Guidelines</i></li> <li>• The cost to improve library programs</li> </ul>
<ul style="list-style-type: none"> <li>• School Administrators and School Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Cost to benefit ratio to school community</li> <li>• Effectiveness of <i>Standards and Guidelines</i> as a guide to improving library programs and contributing to student achievement</li> <li>• Fulfillment of 13 TAC 4.1</li> </ul>
<ul style="list-style-type: none"> <li>• Students and Staff</li> <li>• Parents and Community Constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness of the library program in supporting student success</li> <li>• Availability of library resources that will meet student TEKS student expectations</li> <li>• Access to library resources that will meet their personal and recreational needs</li> <li>• Assistance and training available from knowledgeable library professionals</li> </ul>
<p><b>Need Identified</b> (Why you believe the program is needed—e.g. to address a lack, strengthen an existing characteristic or ability, create a new condition)</p>	<p><b>Sources of Information</b> (What evidence you have that the program is needed, e.g. staff knowledge, research, audience communication, partner knowledge)</p>
<ul style="list-style-type: none"> <li>• To maximize the effectiveness of school library programs in achieving their mission of supporting student academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Librarians, District Library Coordinators, ESC personnel, Director of State Library, Professional Association Officers, and TEA Director of School Libraries expressed the need for updating <i>Standards and Guidelines</i> in consideration of changes in technology, the revised State Board for Educator Certification Guidelines for Certification of School</li> </ul>

	<p>Librarians, Long-Range Plan for Technology, and research on school library programs</p> <ul style="list-style-type: none"><li>• The Texas Legislature established a 7-year timeline for revision of the <i>Standards and Guidelines</i></li><li>• <i>The Standards and Guidelines</i> were adopted in 1997 and are due for revision in 2004</li></ul>
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<b>Program Purpose</b> (We do what, for whom, for what benefits)	
<b>What benefit(s) are desired?</b>	<ul style="list-style-type: none"> <li>• Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs for support of mastering the Texas Essential Knowledge and Skills (TEKS) student expectations in all subject areas</li> <li>• Students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians</li> <li>• Students' TAKS scores demonstrate increased achievement on the questions that are related to the TEKS student expectations that were selected for improvement and either taught by the librarian individually or in collaboration with other teachers</li> </ul>
<b>For whom?</b>	<ul style="list-style-type: none"> <li>• Texas Students, the Educational Community, and Regional Community Constituents</li> </ul>
<b>What will we do to achieve the benefits?</b>	<ul style="list-style-type: none"> <li>• Librarians will improve school library programs in accordance with the revised <i>School Library Programs: Standards and Guidelines</i>.</li> </ul>
<b>Library Program Activities List</b> (Key management or administrative actions/tasks needed to make the program happen)	<b>Program Services List</b> (Key events, products, or services your audience will experience, participate in, or use to gain the intended benefit)
<p>Management and administrative actions/tasks are outlined in the Strategies for Librarians in the six Learner-Centered Components of the <i>Standards and Guidelines</i>. Key management and administrative actions/tasks needed to achieve the benefits are:</p> <ul style="list-style-type: none"> <li>• Collaborative planning and presentation of instruction on TEKS student expectations</li> <li>• Instruction in the integration of library resources into the curriculum</li> <li>• Instruction on information literacy and the ethical use of resources</li> <li>• Evaluation of student performance on Texas Assessment of Knowledge and Skills</li> <li>• Collection development to provide a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet students' needs to master TEKS student expectations in all subject areas</li> <li>• Organization of the collection to support access</li> <li>• Access to library resources and opportunities for use by students, faculty and staff, families and community constituents during and beyond the instructional day</li> <li>• Effective program leadership and management</li> </ul>	<p>Programs and Services offered to Students, Staff, and the Community include:</p> <ul style="list-style-type: none"> <li>• Ongoing instruction in the integration of information technology and information literacy related to TEKS student expectations.</li> <li>• Access to and utilization of a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet students' needs in all subject areas during and beyond the instructional day</li> <li>• Local and remote access to catalog and online resources that facilitate student achievement</li> <li>• Collaborative assistance in planning and presenting lessons</li> <li>• Access to and utilization of resources of other community libraries and institutions through collaboration established by librarian</li> <li>• Participation in local, state, and national reading initiatives that encourage reading, writing, viewing, speaking, and listening for understanding and enjoyment</li> </ul>
<b>Inputs</b> (Materials, supplies, staff, building, or other resources needed to support the program)	
<p>Inputs include:</p> <ul style="list-style-type: none"> <li>• Professional and paraprofessional staff and volunteers</li> <li>• Library facilities and furnishings (shelving, furniture, displays, bulletin boards, etc.)</li> <li>• Library budget that supports the total library program</li> <li>• Print and electronic library resources, including software and online databases and library catalog</li> <li>• Equipment for staff and library users</li> <li>• Library supplies</li> <li>• Reports of student performance on TAKS tests provided by TEA</li> </ul>	
<b>Library Outputs</b> (Quantities of things that represent library program productivity, e.g. number of products, events, or services provided; number of participants or users)	
<p>Many outputs may be measured to reflect the productivity of the library program. They include:</p> <ul style="list-style-type: none"> <li>• Percentage of planning requests filled or modified</li> <li>• Percentage of teaching requests filled or modified</li> <li>• Percentage of curriculum requests addressed with print resources</li> <li>• Percentage of curriculum requests addressed with Internet resources</li> <li>• Percentage of curriculum requests addressed with subscription databases</li> <li>• Average number of print resources utilized per student per week</li> <li>• Average number of print, Internet, and online resources utilized per student per week</li> <li>• # Of collaboratively planned lessons</li> <li>• # Of collaboratively presented lessons</li> </ul>	

<ul style="list-style-type: none"> <li>• # Of staff per 100 students</li> <li>• # Of staff hours per 100 students</li> <li>• # Of hours of operation per 100 students</li> <li>• Average # of students, staff, and community members utilizing the library during and beyond instructional day per week</li> <li>• # Of access points to electronic resources per student</li> <li>• # Of resources checked out by students and staff</li> <li>• # Of resources used in the library by students, staff, and families</li> <li>• # Of reading incentive programs offered to students</li> <li>• # Of students participating in reading incentive programs</li> <li>• # Of group information skills instruction session</li> <li>• # Of attendees at group information skills instruction sessions</li> <li>• # Of individual information skills instruction</li> <li>• # Of community members using library facilities</li> <li>• # Of community education classes</li> <li>• # Of hits on web site per month</li> <li>• # Of hits on web based resources per month</li> <li>• # Of printed materials such as bibliographies distributed</li> </ul>		
<b>Target Population/Audience</b> (e.g. middle school students; visually challenged adults; rural teen parents)		<b>Audience characteristics that might impact the success of your program</b> (e.g. age, interests, cultural norms, language, physical challenges, income, mobility)
<ul style="list-style-type: none"> <li>• Students, staff, and community served by library program</li> </ul>		Students in Grades PreK-12, staff, and community constituents with varying <ul style="list-style-type: none"> <li>• Reading ability</li> <li>• Interests and aptitudes</li> <li>• Accessibility issues</li> <li>• Language and cultural backgrounds</li> <li>• Socio-economic status</li> <li>• Information literacy and technology skills</li> <li>• Levels of prior academic achievement</li> <li>• Prior library experiences</li> </ul>
<b>Time frame</b>	<b>Intended Benefits</b> (Changes in skill, knowledge, attitude, behavior, life condition or status)	<b>Indicators</b> (measures you will use to understand the extent to which benefits occurred; an indicator “stands for” a benefit)
<p><b>Note:</b> A rigid format is provided as a reminder that benefits are achievements or changes for individuals who participate in a program or use a product. Similarly, indicators show the extent to which the benefit was achieved by participants or users. “# and %” are place keepers that represent the number of participants or users who experience the benefit. Specific numerical values will be chosen under “target.” Other language may be used, as long as it reflects active, concrete, objective demonstration of learning in an amount you choose to represent your project goal.</p>		
<b>Short Term</b> (immediately after reference interaction)	<ul style="list-style-type: none"> <li>▪ Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs in support of mastering of TEKS student expectations in all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• # and % of students and staff who report at least an 80% success rate in locating appropriate library resources for assignments in support of TEKS student expectations</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians.</li> </ul>	<ul style="list-style-type: none"> <li>• # and % of students and staff who report that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments</li> </ul>
<b>Long-term</b>	<ul style="list-style-type: none"> <li>▪ Students’ TAKS scores demonstrate increased achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• # and % of students with TAKS scores that demonstrate increased achievement related to the TEKS student expectations selected for improvement and either taught by the librarian individually or in collaboration with other teachers</li> </ul>

Indicator(s)	Data Source (Where and how you will get/collect information about the indicator, e.g. a survey, interviews, observing visitors)	Applied To Whom (The group of people for whom you will get/collect that information, e.g. all, a sample of all, only those who meet specific criteria)	Data Intervals (When and how often you will request/collect/analyze information, e.g. at end of project, before and after participation, month 5)	Goal (How many of your participants or users you expect to meet the parameters of the indicator)
<b>Measure #1.</b> Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs in support of mastering TEKS student expectations in all subject areas.				
# and % of students and staff who report at least an 80% success rate in locating appropriate library resources for assignments in support of TEKS student expectations	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	<b>Year One Baseline:</b> Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%  <b>Year Two and Beyond Increase</b> Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%
<b>Measure #2.</b> Students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians.				
# and % of students and staff who report that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	<b>Year One Baseline:</b> Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75% <b>Year Two and Beyond Increase</b> Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%
<b>Measure #3.</b> Students' TAKS scores demonstrate increased achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers. Note: TAKS does not test all TEKS student expectations.				
# and % of students with TAKS scores that demonstrate increased achievement related to the TEKS student expectations selected for improvement and either taught by librarians individually or in collaboration with other teachers	Campus summary of student TAKS scores provided by TEA's "Summary Report-Test Performance" in the 2003/2004 compared to the scores for the 2004/2005 school years (each year subsequent test scores will be compared)	All students in the school who take TAKS Test	Annually	<b>Year One Baseline:</b> Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%  <b>Year Two and Beyond Increase</b> Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%

**Note: All elements of the *Standards and Guidelines* are critical pieces to success of the school library program. Due to time constraints, librarians must be selective and evaluate Evidence-Based Measures with the greatest impact on student success as evidenced through TAKS tests. The following Evaluation Questions illustrate various aspects of the *Standards and Guidelines* that, although important, may not have as measurable of an impact on student success. Many studies have shown that staffing levels have an impact on student achievement. Librarians may wish to evaluate the effect of increases or decreases in staffing should one of these conditions occur in their campus or district.**

Evaluation Question: Does increasing the library's staffing level as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does increasing the level of flexible access as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does increasing the level of family and community access to library resources and involvement in library programming as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does increasing the collaboration with other information professionals outside of the school community as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does increasing the level of collaborative promotion of Local, State, and National Reading Initiatives that encourage learners to read, write, view, speak, and listen for understanding and enjoyment as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does the development and implementation of a library vision, mission, goals, objectives, and strategic plan that incorporate sound policies and practices as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does promoting and encouraging broad school and community-based advocacy for the school library program as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does developing a school library program that offers students, faculty and staff, families, and community constituents the opportunities for participation in the library and educational community as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does developing a school library program that responds to ethnic and cultural diversity and learning differences in the community as recommended in the revised *Texas School Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

Evaluation Question: Does developing, promoting, and marketing the purpose, goals, and needs of the school library program to formal and informal partnerships and collaborations to promote student success within the school and with community constituents as recommended in the revised *Texas School*

*Libraries: Standards and Guidelines for Texas* increase student achievement related to the TEKS student expectations that are selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

**Table 1.**  
**The TAKS objectives and the related TEKS student expectations tested under each TAKS objective that may be reasonably expected to be influenced or taught by the library program**

Grade	Subject	TAKS Objectives	TEKS student expectations supported through the library program
3	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(3.1) (A) (B) (C)
3	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(3.7) (A) (B)
3	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
3	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	(3.11) (A) (B) (3.12) (A)
3	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(3.14) (A) (B) (C)
3	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(3.15) (A) (B) (C) (3.16) (B) (3.17) (A)
3	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(3.5) (E) (3.7) (B) (3.8) (C) (3.9) (C) (H)
3	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(3.11) (H) (I) (J)
3	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(3.9) (C) (I) (3.11) (A) (C)
3	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(3.9) (F) (J) (3.10) (C)
4	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning	(4.1) (A) (4.2) (D) (4.4) (A) (B)
4	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(4.7) (A)
4	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
4	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
4	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(4.13) (C)
4	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(4.14) (A) (B) (C) (4.16) (A)
4	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(4.9) (B) (D) (4.10) (F) (G)
4	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(4.12) (H) (I)
4	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(4.10) (E) (I) (L) (4.12) (A) (C) (E) (J)
4	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(4.10) (H) (J) (4.11) (C) (D) (4.12) (B)
4	Writing	TAKS <u>Objective 1</u> = The student will, within a given context, produce an effective composition for a specific purpose.	(4.15) (A) (C) (D) (E) (4.19) (C) (D)
4	Writing	TAKS <u>Objective 2</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	(4.18) (B) (4.19) (E) (H)
4	Writing	TAKS <u>Objective 3</u> = The student will recognize appropriate organization of ideas in written text.	(4.19) (C) (D)
4	Writing	TAKS <u>Objective 4</u> = The student will recognize correct and effective sentence construction in written text.	(4.19) (E)
4	Writing	TAKS <u>Objective 5</u> = The student will recognize standard usage and appropriate word choice in written text.	(4.19) (E) (H)
4	Writing	TAKS <u>Objective 6</u> = The student will proofread for correct punctuation, capitalization, and spelling in written text.	(4.19) (H)
5	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(5.1) (A) (B) (5.2) (C) (5.3) (A) (B) (C) (5.4) (B)
5	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(5.5) (A) (B) (5.6) (A)
5	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	(5.7) (A) (5.9) (A)

5	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	(5.11) (A) (B)
5	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(5.12) (B) (5.13) (A) (B) (C)
5	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(5.14) (A) (B) (C) (5.15) (B) (5.16) (A)
5	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(5.9) (B) (5.10) (F) (G)
5	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(5.12) (H) (I)
5	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(5.10) (E) (I) (L) (5.12) (A) (C) (E) (J)
5	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(5.10) (H) (J) (5.11) (C) (D) (5.12) (B)
5	Science	TAKS <u>Objective 1</u> = Objective 1: The student will demonstrate an understanding of the nature of science.	(5.2) (A) (C) (D) (E) (3.3, 4.3, 5.3) (A) (B) (C) (5.4) (A)
5	Science	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the life sciences.	(5.10) (A) (B) (5.9) (A) (B) (C) (5.6) (C) (3.8) (A) (B) (C)(D) (2.9) (A) (B) (5.5) (A) (B) (4.6) (A)
5	Science	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of the physical sciences.	(5.8) (A) (B) (5.5) (A) (B) (4.6) (A)
5	Science	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the earth sciences.	(5.12) (A) (C) (5.11) (C) (5.6) (A) (B) (4.11) (B) (C) (3.11) (C) (D) (3.6) (B) (5.5) (A) (B) (4.6) (A)
6	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(6.1) (A) (B)
6	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
6	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
6	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
6	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	
6	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(6.11) (A) (B)
6	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6.9) (B) (6.10) (F) (G)
6	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(6.12) (F) (G) (J)
6	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(6.10) (E) (I) (L) (6.12) (A) (C) (H)
6	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(6.10) (H) (J) (6.11) (C) (D) (6.12) (I) (K)
7	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(7.1) (A)
7	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
7	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	
7	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
7	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	
7	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(7.13) (A)
7	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(7.9) (B) (7.10) (F) (G)
7	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(7.12) (F) (G) (J)

	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(7.10) (E) (I) (L) (7.12) (A) (C) (H)
7	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(7.10) (H) (J) (7.11) (C) (D) (7.12) (I) (K)
7	Writing	TAKS <u>Objective 1</u> = The student will, within a given context, produce an effective composition for a specific purpose.	
7	Writing	TAKS <u>Objective 2</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	(7.16) (E)
7	Writing	TAKS <u>Objective 3</u> = The student will recognize appropriate organization of ideas in written text.	
7	Writing	TAKS <u>Objective 4</u> = The student will recognize correct and effective sentence construction in written text.	(7.18) (E)
7	Writing	TAKS <u>Objective 5</u> = The student will recognize standard usage and appropriate word choice in written text.	(7.18) (E) (H)
7	Writing	TAKS <u>Objective 6</u> = The student will proofread for correct punctuation, capitalization, and spelling in written text.	(7.16) (B) (C) (D) (7.18) (H)
8	Mathematics	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	(8.1) (A) (8.2) (D)
8	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	(8.3) (A) (8.4) (A) (8.5) (A) (B)
8	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of geometry and spatial reasoning.	(8.7) (B) (C)
8	Mathematics	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the concepts and uses of measurement.	
8	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of probability and statistics.	(8.12) (C)
8	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.14) (A) (B) (C)
8	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(8.6) (B) (8.9) (B) (D) (F) (8.10) (F) (G)
8	Reading	TAKS <u>Objective 2</u> = The student will apply knowledge of literary elements to understand culturally diverse written texts.	(8.12) (F) (G) (J)
8	Reading	TAKS <u>Objective 3</u> = The student will use a variety of strategies to analyze culturally diverse written texts.	(8.10) (E) (I) (L) (8.12) (A) (C) (H)
8	Reading	TAKS <u>Objective 4</u> = The student will apply critical-thinking skills to analyze culturally diverse written texts.	(8.10) (H) (J) (8.11) (C) (D) (8.12) (I) (K)
8	Social Studies	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of issues and events in U.S. history.	(8.1) (A) (B) (8.4) (B) (C) (D) (8.5) (C) (D) (F) (G) (8.6) (B) (D) (8.7) (D) (8.8) (A) (B) (C)
8	Social Studies	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of geographic influences on historical issues and events.	(8.11) (A) (B) (C) (8.12) (A)
8	Social Studies	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of economic and social influences on historical issues and events.	(8.5) (B) (8.15) (A) (8.24) (D) (E) (8.25) (A) (B) (8.28) (A) (B) (D) (8.29) (C)
8	Social Studies	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of political influences on historical issues and events.	(8.3) (B) (8.16) (A) (B) (C) (D) (8.17) (A) (B) (8.18) (A) (8.19) (A) (B) (8.20) (A) (B) (8.22) (B) (8.23) (B)
8	Social Studies	TAKS <u>Objective 5</u> = The student will use critical thinking skills to analyze social studies information.	(8.30) (A) (B) (C) (D) (F)
9	Mathematics	TAKS <u>Objective 1</u> = The student will describe functional relationships in a variety of ways.	A(b)(1) (D)
9	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the properties and attributes of functions.	A(b)(2) (C) (D) A(b)(3) (B)
9	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of linear functions.	A(c)(1) (A) (C) A(c)(2) (A) (B)
9	Mathematics	TAKS <u>Objective 4</u> = The student will formulate and use linear equations and inequalities.	
9	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of quadratic and other nonlinear functions.	

9	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of geometric relationships and spatial reasoning.	(8.6) (A) (B)
9	Mathematics	TAKS <u>Objective 7</u> = The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	(8.7) (A) (B) (C)
9	Mathematics	TAKS <u>Objective 8</u> = The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	(8.8) (A) (B) (C) (8.9) (A) (B) (8.10) (A) (B)
9	Mathematics	TAKS <u>Objective 9</u> = The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	(8.3) (B)
9	Mathematics	TAKS <u>Objective 10</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.14) (A) (B) (C)
9	Reading	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6) (B) (E) (F) (8) (B)
9	Reading	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	(10) (B) (11) (B) (H)
9	Reading	TAKS <u>Objective 3</u> = The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	(8) (D) (12) (A) (B) (D) (19) (B) (C) (20) (B) (C)
10	English Language Arts	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6) (B) (C) (E) (7) (F) (8) (B)
10	English Language Arts	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	(10) (B) (11) (A) (B) (C) (D) (E) (F)
10	English Language Arts	TAKS <u>Objective 3</u> = The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	(6) (F) (G) (7) (E) (G) (8) (D) (10) (B) (12) (A) (B) (C) (19) (B) (C) (20) (B) (C)
10	English Language Arts	TAKS <u>Objective 4</u> = The student will, within a given context, produce an effective composition for a specific purpose.	(1) (C) (2) (B)
10	English Language Arts	TAKS <u>Objective 5</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
10	English Language Arts	TAKS <u>Objective 6</u> = The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	
10	Mathematics	TAKS <u>Objective 1</u> = The student will describe functional relationships in a variety of ways.	A(b)(1) (B) (D)
10	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the properties and attributes of functions.	A(b)(2) (D)
10	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of linear functions.	A(c)(2) (A) (E)
10	Mathematics	TAKS <u>Objective 4</u> = The student will formulate and use linear equations and inequalities.	A(c)(4) (B)
10	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of quadratic and other nonlinear functions.	A(d)(2) (A)
10	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of geometric relationships and spatial reasoning.	
10	Mathematics	TAKS <u>Objective 7</u> = The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	(8.7) (A) (B) (C)
10	Mathematics	TAKS <u>Objective 8</u> = The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
10	Mathematics	TAKS <u>Objective 9</u> = The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	(8.12) (C)
10	Mathematics	TAKS <u>Objective 10</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	
10	Science	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of the nature of science.	Biology (2) and Integrated Physics & Chemistry (2) (A) (C) Integrated Physics & Chemistry (3) (A) (B)
10	Science	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the organization of living systems.	Biology (4) (B) Biology (6) (A) (C) (D) Biology (8) (C) Biology (10) (A)
10	Science	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of the interdependence of organisms and the environment.	Biology (4) (C) (D) Biology (7) (B) Biology (12) (B) (E) Biology (13)(A)
10	Science	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the structures and properties of matter.	Integrated Physics and Chemistry (7) (E) Integrated Physics and Chemistry (8) (A)

10	Science	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of motion, forces, and energy.	Integrated Physics and Chemistry (4) (B) Integrated Physics and Chemistry (5) Integrated Physics and Chemistry (6) (A) (B) (F)
10	Social Studies	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of issues and events in U.S. history.	(8.1) (C) (8.4) (B) (C) (8.16) (C)
10	Social Studies	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of geographic influences on historical issues and events.	(8.10) (B) (WG1)(A) (B) (WG6) (A) (WH12) (C) (WH23) (A)
10	Social Studies	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of economic and social influences on historical issues and events.	(WG5) (B) (WG10) (C) (WG18) (A)
10	Social Studies	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of political influences on historical issues and events.	(8.3) (A) (8.16) (A) (D) (8.17) (B) (8.18) (B) (8.20) (A) (B) (8.22) (B)
10	Social Studies	TAKS <u>Objective 5</u> = The student will use critical thinking skills to analyze social studies information.	(8.30) (A) (D) (F) (WG8) (B) (WG21) (C) (WH25) (C) (WH26) (C)
11	English Language Arts	TAKS <u>Objective 1</u> = The student will demonstrate a basic understanding of culturally diverse written texts.	(6) (B) (E) (7) (F) (8) (B) (C)
11	English Language Arts	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	(10) (B) (11) (A) (B) (C) (D) (E) (F)
11	English Language Arts	TAKS <u>Objective 3</u> = The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	(7) (E) (G) (8) (D) (10) (B) (12) (A) (B) (C) (19) (B) (C) (20) (B) (C)
11	English Language Arts	TAKS <u>Objective 4</u> = The student will, within a given context, produce an effective composition for a specific purpose.	
11	English Language Arts	TAKS <u>Objective 5</u> = The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
11	English Language Arts	TAKS <u>Objective 6</u> = The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	
11	Mathematics	TAKS <u>Objective 1</u> = The student will describe functional relationships in a variety of ways.	A(b)(1) (A) (B) (D) (E)
11	Mathematics	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the properties and attributes of functions.	A(b)(2) (B) (C) (D)
11	Mathematics	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of linear functions.	A(c)(1) (A) (C) A(c)(2) (A) (B) (E) (F) (G)
11	Mathematics	TAKS <u>Objective 4</u> = The student will formulate and use linear equations and inequalities.	A(c)(3) (A) (B) (C) A(c)(4) (A) (B) (C)
11	Mathematics	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of quadratic and other nonlinear functions.	A(d)(1) (D) A(d)(2) (A) (B) A(d)(3) (A)
11	Mathematics	TAKS <u>Objective 6</u> = The student will demonstrate an understanding of geometric relationships and spatial reasoning.	G(b)(4) (A) G(c)(1) (B)
11	Mathematics	TAKS <u>Objective 7</u> = The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	G(d)(1) (B) (C) G(d)(2) (A) (B) (C) G(e)(2) (D)
11	Mathematics	TAKS <u>Objective 8</u> = The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
11	Mathematics	TAKS <u>Objective 9</u> = The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	(8.3) (B) (8.11) (A) (B) (8.12) (A) (C)
11	Mathematics	TAKS <u>Objective 10</u> = The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	(8.14) (A) (B) (C) (8.15) (A) (8.16) (A) (B)
11	Science	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of the nature of science.	Biology (2) and Integrated Physics & Chemistry (2) (A) (C) Integrated Physics & Chemistry (3) (A) (B)

11	Science	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of the organization of living systems.	Biology (4) (B) Biology (6) (C) Biology (8) (C) Biology (10) (A) (B)
11	Science	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of the interdependence of organisms and the environment.	Biology (4) (C) (D) Biology (7) (A) (B) Biology (9) (D) Biology (12) (B) (E) Biology (13) (A)
11	Science	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of the structures and properties of matter.	Integrated Physics and Chemistry (7) (D) Integrated Physics and Chemistry (8) (A) (C)
11	Science	TAKS <u>Objective 5</u> = The student will demonstrate an understanding of motion, forces, and energy.	Integrated Physics & Chemistry (4) (B) (D) Integrated Physics & Chemistry (6) (A) (B) (D)
11	Social Studies	TAKS <u>Objective 1</u> = The student will demonstrate an understanding of issues and events in U.S. history.	(8.1) (C) (8.4) (B) (C) (8.16) (C) (US1) (A) (B) (C) (US3) (A) (B) (D) (US5) (A) (B) (US6) (A) (B) (D) (E) (F)
11	Social Studies	TAKS <u>Objective 2</u> = The student will demonstrate an understanding of geographic influences on historical issues and events.	(US8) (B) (US9) (A) (US10) (A) (B) (US11) (A) (WG1) (A) (B) (WG6) (A) (WH23) (A)
11	Social Studies	TAKS <u>Objective 3</u> = The student will demonstrate an understanding of economic and social influences on historical issues and events.	(US2) (B) (C) (US4) (B) (US7) (B) (US13) (A) (B) (C) (E) (US14) (A) (E) (US21) (A) (D) (US22) (A) (C) (US23) (A) (WG5) (B) (WG10) (C)
11	Social Studies	TAKS <u>Objective 4</u> = The student will demonstrate an understanding of political influences on historical issues and events.	(8.3) (A) (8.16) (A) (D) (8.17) (B) (8.18) (B) (8.20) (A) (B) (8.22) (B) (US4) (A) (US7) (A) (C) (US17) (A) (US18) (B)
11	Social Studies	TAKS <u>Objective 5</u> = The student will use critical thinking skills to analyze social studies information.	(US24) (A) (B) (C) (F) (WG8) (B) (WG21) (C) (WH26) (C)

**Table 2.**  
**The number and percentage of TEKS student expectations covered on the TAKS test that are influenced be taught through the library program - organized by *curriculum area***

Grade Level	TAKS Test	Number of TEKS Student Expectations Tested:	Number of TEKS Student Expectations influenced by the Library Program	Percentage of TEKS Student Expectations influenced by the Library Program
10	ELA	41	27	65.9 %
11	ELA	42	23	54.8 %
<b>ELA Total</b>		<b>83</b>	<b>50</b>	<b>60.2 %</b>
03	Math	34	16	47.1 %
04	Math	33	10	30.3 %
05	Math	34	23	67.7 %
06	Math	34	11	32.4 %
07	Math	34	2	05.9 %
08	Math	38	12	31.6 %
09	Math	54	24	44.4 %
10	Math	59	11	18.6 %
11	Math	65	43	66.2 %
<b>Math Total</b>		<b>385</b>	<b>152</b>	<b>39.5 %</b>
03	Reading	17	15	88.2 %
04	Reading	18	18	100 %
05	Reading	18	17	94.4 %
06	Reading	20	18	90.0 %
07	Reading	43	7	16.3 %
08	Reading	21	21	100 %
09	Reading	28	15	53.6 %
<b>Reading Total</b>		<b>165</b>	<b>111</b>	<b>67.3 %</b>
05	Science	54	38	70.4 %
10	Science	31	24	77.4 %
11	Science	36	25	69.4 %
<b>Science Total</b>		<b>121</b>	<b>87</b>	<b>71.9 %</b>
08	Social Studies	65	48	73.9 %
10	Social Studies	28	28	100 %
11	Social Studies	63	63	100 %
<b>Social Studies Total</b>		<b>156</b>	<b>139</b>	<b>89.1 %</b>
04	Writing	38	15	39.5 %
07	Writing	21	19	90.5 %
<b>Writing Total</b>		<b>59</b>	<b>34</b>	<b>57.6 %</b>

**Table 3. The number and percentage of TEKS student expectations covered on the TAKS test that are influenced be taught through the library program - organized by *grade level***

Grade level	TAKS test	Number of TEKS student expectations tested:	Number of TEKS student expectations influenced by the library program	Percentage of TEKS student expectations influenced by the library program
03	Math	34	16	47.1 %
03	Reading	17	15	88.2 %
<b>3<sup>rd</sup> grade Total</b>		<b>51</b>	<b>31</b>	<b>60.8 %</b>
04	Math	33	10	30.3 %
04	Reading	18	18	100 %
04	Writing	38	15	39.5 %
<b>4<sup>th</sup> grade Total</b>		<b>89</b>	<b>43</b>	<b>48.3 %</b>
05	Math	34	23	67.7 %
05	Reading	18	17	94.4 %
05	Science	54	38	70.4 %
<b>5<sup>th</sup> grade Total</b>		<b>106</b>	<b>78</b>	<b>73.6 %</b>
<b>Elementary Total</b>		<b>246</b>	<b>152</b>	<b>61.8 %</b>
06	Math	34	11	32.4 %
06	Reading	20	18	90.0 %
<b>6<sup>th</sup> grade Total</b>		<b>54</b>	<b>29</b>	<b>53.7 %</b>
07	Math	34	2	05.9 %
07	Writing	21	19	90.5 %
07	Reading	43	7	16.3 %
<b>7<sup>th</sup> grade Total</b>		<b>98</b>	<b>28</b>	<b>28.6 %</b>
08	Math	38	12	31.6 %
08	Reading	21	21	100 %
08	Social Studies	65	48	73.9 %
<b>8<sup>th</sup> grade Total</b>		<b>124</b>	<b>81</b>	<b>65.3 %</b>
<b>Middle School Total</b>		<b>276</b>	<b>138</b>	<b>50.0 %</b>
09	Math	54	24	44.4 %
09	Reading	28	15	53.6 %
<b>9<sup>th</sup> grade Total</b>		<b>62</b>	<b>39</b>	<b>62.9 %</b>
10	ELA	41	27	65.9 %
10	Math	59	11	18.6 %
10	Science	31	24	77.4 %
10	Social Studies	28	28	100 %
<b>10<sup>th</sup> grade Total</b>		<b>159</b>	<b>90</b>	<b>56.6 %</b>
11	ELA	42	23	54.8 %
11	Math	65	43	66.2 %
11	Science	36	25	69.4 %
11	Social Studies	63	63	100 %
<b>11<sup>th</sup> grade Total</b>		<b>206</b>	<b>154</b>	<b>74.8 %</b>
<b>High School Total</b>		<b>427</b>	<b>283</b>	<b>66.3 %</b>
<b>Secondary Total</b>		<b>703</b>	<b>421</b>	<b>59.9 %</b>
<b>All school Total</b>		<b>949</b>	<b>573</b>	<b>60.4 %</b>

**Example of an Annual Summary or Evaluation Report for the School Library Program**  
**School Year: 200\_\_ to 200\_\_**

**Library Program Profile**

Date: \_\_\_\_\_  
Full Name of Campus: \_\_\_\_\_  
Campus Number: \_\_\_\_\_  
Librarian's Name: \_\_\_\_\_  
# Of Professional Librarians: \_\_\_\_\_  
# Of Paraprofessional Staff Working in Library: \_\_\_\_\_  
# Of Faculty members: \_\_\_\_\_  
# Of Students in School (use enrollment figures reported to PEIMS in October) \_\_\_\_\_  
# Of weeks library is open for instruction during school year: \_\_\_\_\_  
Average hours library is open per week: \_\_\_\_\_  
# Print materials weeded in this school year: \_\_\_\_\_  
# Periodical subscriptions (paper, received in library): \_\_\_\_\_  
# Books cataloged added to collection: \_\_\_\_\_  
Average Copyright Date of Collection: \_\_\_\_\_

**Evaluation of Library Program Strategies for Librarians**  
**(Rate as Exemplary, Recognized, Acceptable, or Below Standard)**

Standard I. Learner-Centered Teaching and Learning \_\_\_\_\_  
Standard II. Learner-Centered Program Leadership and Management \_\_\_\_\_  
Standard III. Learner-Centered Technology and Information Access \_\_\_\_\_  
Standard IV. Learner-Centered Library Environment \_\_\_\_\_  
Standard V. Learner-Centered Connections to Community \_\_\_\_\_  
Standard VI. Learner-Centered Information Science and Librarianship \_\_\_\_\_

**Output Measures**

(Quantitative Measures: Number of Services Provided to Target Audience. May include Tables and Graphs to Display the Information Visually.)

% of Planning Requests by Teachers Fulfilled or Modified: \_\_\_\_\_  
% of Teaching Requests by Teachers Fulfilled or Modified: \_\_\_\_\_  
% of Curriculum Requests from Students and Staff Addressed with Print Resources: \_\_\_\_\_  
% of Curriculum Requests from Students and Staff Addressed with Internet Resources: \_\_\_\_\_  
% of Curriculum Requests from Students and Staff Addressed with Subscription Databases: \_\_\_\_\_  
Average Number of Print, Internet, and Online Resources Utilized per Student Per Week: \_\_\_\_\_  
Total Library expenditures per student: \_\_\_\_\_  
Expenditure on Books per student: \_\_\_\_\_  
Expenditures on Online resources per student: \_\_\_\_\_  
# Books purchased per student: \_\_\_\_\_  
# Books circulated per student: \_\_\_\_\_  
# Library staff per student: \_\_\_\_\_

### Evidence-Based Measures Year 1 - Baseline

(Qualitative Measures: Changes in behavior and attitude of target audience. May include tables and graphs to display information visually). Note: Librarians set goals for the baseline success rate for Evidence-Based Measures 1, 2, and 3 for their Campuses.

Measure #1. \_\_\_\_\_ # or \_\_\_\_\_ % of students and staff reported at least an 80% success rate in locating appropriate library resources for assignments in support of TEKS student expectations.

Measure #2. \_\_\_\_\_ # or \_\_\_\_\_ % of students and staff reported that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments.

Measure #3. \_\_\_\_\_ # or \_\_\_\_\_ % of students with TAKS scores that demonstrate increased achievement related to the TEKS student expectations selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

### Evidence-Based Measures Year 2 and Beyond - Increase over Baseline

(Qualitative Measures: Changes in behavior and attitude of target audience. May include tables and graphs to display information visually.)

Note: Librarians set goals for the annual increases in Evidence-Based Measures 1, 2, and 3 for their Campuses.

Measure #1. **An increase of** \_\_\_\_\_ # or \_\_\_\_\_ % of students and staff reported at least an 80% success rate in locating appropriate library resources for assignments in support of TEKS student expectations.

Measure #2. **An increase of** \_\_\_\_\_ # or \_\_\_\_\_ % of students and staff reported that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments.

Measure #3. **An increase of** \_\_\_\_\_ # or \_\_\_\_\_ % of students with TAKS scores that demonstrate increased achievement related to the TEKS student expectations selected for improvement and either taught by the librarian individually or in collaboration with other teachers.

### Case Studies, Observations, Comments

Names of students should not be included in the evaluation report to protect their privacy.  
This section may include the following information.

- Case studies. Work with a teacher to follow the progress of one, two, or three of the students over the course of a semester or school year and record how the library assisted them in achieving academic success. Write a narrative summarizing their unique needs and how the library program met those needs and supported their academic performance.
- Observations. Write in narrative form some of your observations about specific students and teachers.
- Comments. Keep a log and include comments from students, teachers, and community members collected throughout the school year.
- General Statement of Success of the Library Program in Achieving its Goals
- Plans for program changes and improvements
- Assessment of collection development and staffing needs to support student achievement
- Highlights of the year's programs

Indicator(s)	Data Source (Where and how you will get/collect information about the indicator, e.g. a survey, interviews, observing visitors)	Applied To Whom (The group of people for whom you will get/collect that information, e.g. all, a sample of all, only those who meet specific criteria)	Data Intervals (When and how often you will request/ collect/analyze information, e.g. at end of project, before and after participation, month 5)	Rating Goal (How many of your participants or users you expect to meet the parameters of the indicator) <b>NOTE: Librarians set this goal for each campus.</b>	Achieved (How many of your participants or users you expect to meet the parameters of the indicator)
<b>Measure #1.</b> Students and staff have increased access during and beyond the instructional day to a balanced, carefully selected, and systematically organized collection of current and relevant print and electronic library resources that are sufficient to meet their needs in support of mastering TEKS student expectations in all subject areas.					
# and % of students & staff who report at least an 80% success rate in locating appropriate library resources for assignments in support of TEKS student	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	<b>Year One Baseline:</b> Exemplary 90% or above  Recognized 80% or above  Acceptable 75% or above  Below Standard	

Indicator(s)	Data Source (Where and how you will get/collect information about the indicator, e.g. a survey, interviews, observing visitors)	Applied To Whom (The group of people for whom you will get/collect that information, e.g. all, a sample of all, only those who meet specific criteria)	Data Intervals (When and how often you will request/collect/analyze information, e.g. at end of project, before and after participation, month 5)	Rating Goal (How many of your participants or users you expect to meet the parameters of the indicator) <b>NOTE: Librarians set this goal for each campus.</b>	Achieved (How many of your participants or users you expect to meet the parameters of the indicator)
expectations				Less than 75%  <b>Year Two and Beyond Increase</b> Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%	
<b>Measure #2.</b> Students and staff gain increased knowledge of TEKS student expectations through ongoing instruction in the integration of information technology and information literacy as planned and presented collaboratively by teachers and librarians.					
# and % of students and staff who report that at least 80% of the time instruction in the integration of information technology and information literacy provided them with competencies to plan or complete their assignments	Usage Logs, Interviews, Focus Groups, and/or Online or Print Surveys	All students and staff using the library or library resources, or a random, stratified sample of students and staff using the library or library resources	Continuous data gathering with analysis at least once per semester or a minimum of twice an academic year	<b>Year One Baseline:</b> Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%  <b>Year Two and Beyond Increase</b> Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%	
<b>Measure #3.</b> Students' TAKS scores demonstrate increased achievement related to the TEKS student expectations selected for improvement and either taught by the librarian individually or in collaboration with other teachers. Note: TAKS does not test all TEKS student expectations.					
# and % of students with TAKS scores that demonstrate increased achievement related to the TEKS student expectations selected for improvement and either taught by the librarian individually or in collaboration with other teachers	Campus summary of student TAKS scores provided by TEA's "Summary Report-Test Performance" in the 2003/2004 compared to the scores for the 2004/2005 school years (each year subsequent test scores will be compared)	All students in the school who take TAKS Test	Annually	<b>Year One Baseline:</b> Exemplary 90% or above Recognized 80% or above Acceptable 75% or above Below Standard Less than 75%  <b>Year Two and Beyond Increase</b> Exemplary 4% or above Recognized 3% or above Acceptable 2% or above Below Standard Less than 2%	

<b>Glossary of Terms</b>	
Term	Definition
<b>2 x 2 List</b>	The 2 X 2 reading list is a project of the Children's Roundtable, a unit of the Texas Library Association. The 2 X 2 committee's charge is to produce a list of 20 recommended books for children age two to grade two.
<b>AASL</b>	American Association of School Librarians.
<b>ACT</b>	American College Testing Assessment.
<b>ADA</b>	Average Daily Attendance.
<b>ADA</b>	American with Disabilities Act.
<b>AEIS</b>	Academic Excellence Indicator System. <a href="http://www.tea.state.tx.us/perfreport/aeis/about.aeis.html">www.tea.state.tx.us/perfreport/aeis/about.aeis.html</a>
<b>ALA</b>	American Library Association.
<b>ASCD</b>	Association of Supervision and Curriculum Development.
<b>AUP</b>	Acceptable Use Policy.
<b>Above Average Participation</b>	An average of 2 computer search hits per day, per student based on student enrollment.
<b>Academic and Non-Academic Experiences</b>	Professional growth and development opportunities including internal education and training experiences as well as external continuing professional education, formal courses, self-paced instruction and tutorials, and distance learning.
<b>Acceptable Use Policy (AUP)</b>	District and/or campus document that outlines policies for Web use.
<b>Accreditation</b>	Official recognition that an individual or institution meets required standards. Accreditation of librarians is usually referred to as certification. Certification is confirmed by the State Board for Educator Certification (SBEC).
<b>Acquisition</b>	The process of obtaining hardware and resources for a library collection. Materials may be obtained through purchase, gifts, or lease plans.
<b>Action Research</b>	Systematic investigation by teachers or librarians of some aspect of their work in order to improve their effectiveness. Involves identifying a question or problem and then collecting and analyzing relevant data.
<b>Advertising</b>	Pamphlets, web pages, brochures, posters, speaker's bureau, new releases, TV public service announcements, radio announcements/interviews, newspaper articles.
<b>Advisory Committee</b>	Librarian, administrator, teachers, students, and parents who develop policies and procedures for the library. Sometimes called Library Advisory Committee.
<b>Advocacy</b>	Community-based support tied to the library's overall goals. An ongoing public awareness program.
<b>Age-Appropriate</b>	Resources appropriate for the age student using them.
<b>Active Learning</b>	Situations in which students learn by moving around and actively participating, rather than sitting at their desks, completing worksheets, or listening to a lecture.
<b>Alternative Certification Processes</b>	Chapter 21 Subchapter A Sec. 21.049. grants to the State Board for Educator Certification the authority to propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. Besides certification of professionals through course credit graduate level work, school librarians may obtain professional credentials through state-level testing.
<b>American Association of School Librarians (AASL)</b>	A division of the American Library Association that represents school library media specialists. <a href="http://www.ala.org/aasl/">www.ala.org/aasl/</a>
<b>American College Testing Assessment (ACT)</b>	A test used as part of the admission process at colleges and universities designed to measure academic success in English, mathematics, reading, and natural sciences.
<b>American Library Association (ALA)</b>	National professional library association located in Chicago, IL. Oldest and largest national library association in the world. Membership includes state, academic, public, school, and special libraries. <a href="http://www.ala.org">www.ala.org</a>
<b>American with Disabilities Act (ADA)</b>	A 1986 law to protect the disabled from employment discrimination. Employers are required to offer reasonable accommodation to those with a disability. Standards for public access to buildings and services for the disabled are addressed. For example, shelving width and height of computer terminals are two issues related to the ADA standards for library media centers.
<b>Ancillary Areas</b>	Auxiliary or supplementary areas such as staff office/workroom, equipment storage, conference or planning rooms, and production facilities. The areas are under the supervision of the librarian.
<b>Anglo American Cataloging Rules (AACR) Anglo American Cataloging Rules, 2<sup>nd</sup> ed. Revised (AACR 2)</b>	A detailed set of standardized rules for cataloging various types of library materials which had its origin in <i>Catalog Rules: Author and Title Entries</i> published in 1908 under the auspices of the American Library Association and the Library Association (UK), and the <i>A.L.A. Cataloging Rules for Author and Title Entries</i> (1949), with its companion volume <i>Rules for Descriptive Cataloging in the Library of Congress</i> . Cooperation between the ALA, the Library Association, and the Canadian Library Association resumed with the joint publication in 1967 of <i>Anglo-American Cataloging Rules</i> , which is divided into two parts: rules for creating the bibliographic description of an item of any type, and rules governing the choice and form of entry of headings (access points) in the catalog. A second edition ( <i>AACR2</i> ) was published in 1978 and revised in 1988 ( <i>AACR2R</i> ) to reflect changes in information formats. The 1998 revision includes changes and corrections authorized by the Joint Steering Committee (JSC) for revision of <i>AACR</i> since 1988, including amendments authorized through 1997. Additional amendments were issued in 1999 and 2001. <i>AACR2-e</i> is a hypertext version published by ALA Editions that includes all amendments through 2001.
<b>Assessment</b>	A measure of how well students master learning objectives. Assessment must be reliable, (accurately reflecting students' abilities and not a particular evaluators idiosyncrasies). Assessment must allow students to demonstrate what they know rather than what they do not know. Assessment must provide feedback to teachers on the effectiveness of instructional techniques, materials, and activities. (Stripling, 1994)
<b>Assignment Alert</b>	A form developed by the librarian to be completed by the teacher for the purpose advising the school and/or public librarian of resource needs for units of study.
<b>Association of Supervision and Curriculum Development (ASCD)</b>	An organization founded in 1943 with headquarters in Alexandria, VA. ASCD focuses on research and professional development in curriculum and supervision.
<b>Authentic Assessment</b>	"Must be ongoing, measuring student performance throughout the process of learning. Some research has shown that from eight to twenty samples are required to produce a reliable assessment of an individual's problem-solving ability in a given content area. (Herman 1992)" (Kuhlthau, 1994.) "Four main categories of authentic assessment can be identified: tests, portfolios, performances, and personal contact with the student." (Kuhlthau, 1994.) See also Performance Assessment.
<b>Average Daily Attendance (ADA)</b>	Daily attendance at a campus within a school district. Usually based on attendance count on a predetermined date during the school year. ADA is one factor used by state and federal departments of education to

	determine funding for schools.
<b>Balanced Collection</b>	A balanced collection supports the curriculum and students' interests. It is up-to-date and weeded regularly. See also Collection Mapping.
<b>Barrier-Free Environment</b>	A library environment without physical or intellectual barriers to students' access to library resources.
<b>Basic Skills</b>	Fundamental skills necessary to succeed in school and in life. Basic skills include the ability to read, write, and compute. Information literacy is also included as a basic skill.
<b>Benchmark</b>	A standard for judging performance. A benchmark may be established by the state curriculum (TEKS) and assessed by the state standardized test (TAKS).
<b>Bibliophile</b>	Someone who has a love of books.
<b>Bibliographic Database</b>	A computer file consisting of electronic entries called records, each containing a uniform description of a specific document or bibliographic item, usually retrievable by author, title, subject heading (descriptor), or keyword(s). Some bibliographic databases are general in scope and coverage, others provide access to the literature of a specific discipline or group of disciplines. An increasing number provide the full-text of at least a portion of the sources indexed. Most bibliographic databases are proprietary, available by licensing agreement from vendors, or directly from the indexing and abstracting services that create them.
<b>Bibliographic Instruction</b>	Instructional programs designed to teach library users how to locate the information they need quickly and effectively. BI usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the discipline, and specific resources and finding tools (catalogs, indexing and abstracting services, bibliographic databases, etc.). In academic libraries, bibliographic instruction is usually course-related or course-integrated. Libraries which have a computer-equipped instruction lab are in a position to include hands-on practice in the use of online catalogs, electronic databases, and Internet resources. An instructional services librarian with specialized training and experience in pedagogical methods usually teaches instruction sessions. Synonymous with library instruction and library orientation.
<b>Bibliographic and Retrieval Techniques 6</b>	The process in which a user queries a library catalog or bibliographic database, usually by author, title, subject heading (descriptor), or keyword(s), and receives a list of records representing items that satisfy the parameters of the search. Most commercial databases allow the searcher to use techniques such as Boolean logic, truncation, and proximity to refine search statements.
<b>Bluebonnet Award</b>	See Texas Bluebonnet Award.
<b>Board Policies</b>	Acceptable Use, Library Resource Selection policies written as tool to provide access to age appropriate information for students and staff. School Board Approval provides a procedure for enforcing policies.
<b>Certified Librarian</b>	Chapter 21 Subchapter A Sec. 21.031 grants to the State Board for Educator Certification the authority to regulate and oversee all aspects of the certification, continuing professional education, and standards of conduct of public school educators, including school librarians.
<b>Clerical Support Personnel</b>	An adult who is not certified as a teacher or librarian serving as an assistant to a certified librarian.
<b>Collaboration</b>	A relationship in which librarians and teachers work together to provides opportunities for staff to utilize library resources and achieve goals more successfully than they could have independently. For example, the librarian and teacher work together to plan, execute, and evaluate resource-based units of instruction.
<b>Collection Development</b>	A systematic plan to add resources to a library and to de-select resources based on the needs of the institution or clients being served.
<b>Collection Development Policy</b>	A formal written statement of the principles guiding a library's selection of materials, including the criteria used in making selection and de-selection decisions (fields covered, degrees of specialization, levels of difficulty, languages, formats, balance, etc.) and policies concerning gifts and exchanges. An unambiguously worded collection development policy can be very helpful in responding to challenges from pressure groups.
<b>Collection Mapping</b>	The systematic evaluation of the quality of a library collection to determine the extent to which it meets the library's service goals and objectives and the information needs of its clientele. Deficiencies are addressed through collection development.
<b>Commissioner's Rules Concerning School Facilities</b>	Rules concerning school facilities that are approved by the Commissioner that have the same weight as legislation.
<b>Communities of Inquiry</b>	Students working in collaborative groups to create their own inquiry about the topic at hand. Groups foster critical, creative, and caring thinking, leading to sounder reasoning, understanding, and judgment.
<b>Community Entities</b>	Public and/or university libraries, museums, bookstores, local civic organizations, Volunteers without students enrolled such as retired teachers, adult mentors to students, businesses.
<b>Community Programs</b>	Mentoring programs, public library programs, museum programs and classes, university programs, city recreation department programs, local bookstore programs, programs promoting reading and the library sponsored by civic club groups.
<b>Computer/On-Line Reference Area</b>	The area includes, but is not limited to, computer workstations, multimedia workstations, Internet access, and various other computer related peripherals.
<b>Confidentiality</b>	In the delivery of library services, the right of patrons to have the nature of their research and library transactions remain private. Under the guidance of the ALA Code of Ethics, librarians and library staff members are encouraged to "protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted." For this reason, automated circulation systems are designed to delete from the patron record all indication that a specific item has been borrowed once it has been returned to the library, and to limit access to borrower accounts to authorized personnel.
<b>Constituents</b>	Can be campus or school constituents and include students, teachers, staff, parents, or school district personnel or can be community constituents and include PTA groups, Friends of the School Library groups.
<b>Constructivism or Constructivist Thinking</b>	A teaching approach based on research about how people learn. Each individual "constructs" knowledge rather than receiving it. There is not agreement about how to achieve constructive learning, but many feel that students come to understand abstract concepts best through exploration and discussion.
<b>Cooperation</b>	Informal exchange of resources and information; also referred to as a partnership.
<b>CREW Method</b>	Continuous Review, Evaluation and Weeding (CREW) is a unified system of weeding, inventory, and collection-building for small and medium-sized public libraries. Available from the Texas State Library and Archives Commission.
<b>Critical Thinking</b>	The intellectual discipline that helps a student to be a successful learner in whatever circumstances they encounter. It is based on the universal values of accuracy, clarity, precision, fairness, consistency, relevance,

	sound evidence, good reasons, depth, breadth, and fairness, and impulse control.
<b>Culturally Diverse</b>	Students who represent diverse cultural backgrounds.
<b>Current Collection</b>	A collection with an average age of less than 10 years.
<b>Curriculum Integration</b>	An educational philosophy that the library media program fully integrates into the educational program strengthening the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas.
<b>DKC</b>	Digital Knowledge Central: A Virtual Library.
<b>Database Count</b>	The number of on-line databases multiplied by the number of internet connected computer stations.
<b>Digital Knowledge Central (DKC)</b>	Digital Knowledge Central: A Virtual Library is an initiative coordinated by Education Service Center Region 20 in San Antonio to provide fee-based access to online resources to Texas Schools.
<b>Director/Coordinator</b>	Administrator responsible for oversight of a district-wide school library program. This person recommends, establishes, and interprets policy and interprets state and national school library standards, works with other administrators to establish district library budgets and to integrate library services into the district's educational plan, and encourages effective use of the resources and services available from state agencies, the regional education service centers, and other area libraries. Works with building level library staff to improve library services and plans library continuing professional education opportunities.
<b>Diverse Populations</b>	The makeup of the population of the school at all levels.
<b>Diversity</b>	Diversity can speak to cultural issues or learning styles; or focus on the multi-cultural heritage of the members of the school and local community; and speak to the wide range of mental and physical abilities among the student population of the school. Diversity may necessitate accommodation or adapting the library program to provide appropriate services for a range of abilities from talented/gifted through mental retardation; or include diverse physical abilities such as blindness, deafness, and adaptation due to physical and/or mobility differences. Diversity can include ethnicity, language, socioeconomic class, and disabilities. The library attempts to promote understanding and acceptance of cultural and other differences.
<b>ESL</b>	English as a second language.
<b>ESOL</b>	English for speakers of other languages. Generally the same meaning as ESL.
<b>E-book</b>	A book composed or typed on a computer, or converted from print to digital (machine-readable) format by scanning or some other process, for display on a computer screen. Although the first hypertext novel was published in 1987 ( <i>Afternoon, A Story</i> by Michael Joyce), e-books did not capture public attention until the online publication of Stephen King's novella <i>Riding the Bullet</i> in March, 2000. Within 24 hours, the text had been downloaded by 400,000 computer users.
<b>Electronic Communication</b>	Communicating ideas through technology.
<b>Electronic Database</b>	Online databases, as well as CD-Rom, DVD, etc.
<b>Electronic Resources</b>	Including, but not limited to, e-books, video streaming, distance learning, video conferencing, etc.
<b>E-mail</b>	An abbreviation of <i>electronic mail</i> , an Internet protocol that allows computer users to exchange messages and data files in real time with other users, locally and across networks. E-mail requires a <i>messaging system</i> to allow users to store and forward messages, and a <i>mail program</i> with an interface for sending and receiving. Users can send messages to a single recipient at a specific e-mail address or multicast to a distribution list or mailing list without creating a paper copy until hard copy is desired. Faster and more reliable than the postal service, e-mail can also be more convenient than telephone communication, but it has raised issues of security and privacy. Commonly used e-mail programs: <i>Lotus Notes</i> , <i>Eudora</i> , <i>Sendmail</i> , <i>Critical Path</i> . Most Internet service providers offer an e-mail option to their subscribers. Also spelled <i>email</i> .
<b>Emergent Technologies</b>	The most recent technologies involving information, telecommunication, and imaging technologies.
<b>Energy Management Systems</b>	Systems for lighting and energy provide centrally controlled wiring and cabling designs to coordinate the illumination and temperature for facilities.
<b>Equal Access</b>	Federal legislation that prohibits public school systems from discriminating against student religious groups. If schools permit other non-curriculum groups, such as chess club, to meet on school property, they must also allow voluntary student groups, such as prayer groups, to meet.
<b>Ergonomic</b>	The design of technology devices, systems, seating, desk height and physical working conditions that mesh with the capacity and requirement of the students and staff.
<b>Even Start</b>	Federally funded pre-school program for qualified students that provides them opportunities to begin kindergarten and first grade at the same learning level as students who have had different learning environments and experiences.
<b>E-Z Cat</b>	EZ, acronym for easy. EZ Cat refers to a commercial program for cataloging.
<b>Facilities</b>	Physical space that houses the library collection, resources, and materials, as well as space for students, staff, and instruction, plus storage and secure areas; also includes appropriate space for computers and other telecommunications devices that permit off-site use of electronic resources.
<b>Finished Product</b>	Includes, reports, games, power point products, multi-media products, charts, graphs, models, etc., See <a href="http://www.Big6.com">www.Big6.com</a> for further examples.
<b>Flexibly-Scheduled Program</b>	The philosophy of curriculum integration requires that students and teachers to come to the library throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers. Classes do not follow a rigid schedule in the library media center to provide teacher release or preparation time.
Formal Curriculum Development	Detailed plans developed by campus, district or state committees outlining what students will be taught (a course of study).
<b>Formal Reading Programs</b>	Systematic reading system, usually related to TEKS or information presented by classroom teachers through state adopted reading textbooks, or basal readers.
<b>Friends of the School Library</b>	An organized group who advocate for library programs, budget and staff.
<b>GED</b>	General Educational Development exam. A high school equivalency test that certifies that students have skills and knowledge equivalent to those of a high school graduate.
<b>Global Networking</b>	Communicating through telecommunications to sites around the world.
<b>Global Resources</b>	Resources available through technology that are not located within the physical school library.
<b>HVAC</b>	Heating, ventilation and air conditioning.
<b>Head Start</b>	A federal program established in 1965 to foster healthy development for children to help them succeed in school. Head Start and Early Head Start sponsor comprehensive child development programs that serve

	children age 5 as well as pregnant women and their families.
<b>IEP</b>	Individualized educational plan.
<b>IRA</b>	International Reading Association.
<b>ITBS</b>	Iowa Test of Basic Skills.
<b>Information Acquisition</b>	The ability to acquire information from a variety of formats.
Informal Curriculum Development	Dialogue between teachers at campus or district level to determine activities that may be used for implementation of curriculum.
<b>Information Fluency</b>	The ability of students to intellectually integrate information skills; demonstrate clearly that information skills are integral to learning, and demonstrate connections between content learning and weave these into each level of learning.
<b>Information Literacy</b>	The ability to locate, evaluate, understand, and use information effectively. Provides intellectual integration of information skills, including communication, analysis, synthesis, organization, and evaluation skills. Information literacy is the foundation for student learning.
<b>Information Literate</b>	The student accesses information efficiently and effectively and recognizes that having good information is central to meeting the opportunities and challenges of day-to-day living. The information literate student knows when to seek information beyond his or her personal knowledge, how to frame questions that will lead to the appropriate information, and where to seek that information. The student knows how to structure a search across a variety of sources and format to locate the best information to meet a particular need. ( <i>Information Power</i> )
<b>Information Problem Solving Process</b>	A series of stages or steps people go through when they seek or apply information to solve a problem or make a decision. (Eisenberg and Berkowitz)
<b>Information Professionals</b>	Librarians, museum personnel, information brokers, and other professionals that provide information for a community.
<b>Information Systems</b>	A complete computer installation, including peripherals, disk drives, a monitor, a mouse, the operating system, a printer, and software. In a system, all of the devices are configured to work with each other.
<b>Input into the Library Program</b>	Student, faculty and/or community surveys, interviews, suggestion boxes, link on library web site for comments, letters from students, teachers, parents, and community members.
<b>Instructional Budget</b>	Generally would include all funds budgeted for salaries and related expenditures associated with classroom teachers, aides, and assistants, and funds allocated for the purchase, lease, or acquisition of supplies and materials, textbooks and other reading materials, general supplies, consumable teaching and office items, supplies for media and technology, workbooks, audio-visual materials, library books and media, and other items necessary for the instruction process and/or for administration.
<b>Instructional Day</b>	The hours of the school day, determined by the school district, that establishes the time requirements for students and staff to be on campus.
<b>Instructional Strategies</b>	A set of steps a student can use to accomplish a specific task; tools for students to become more effective learners (Education In A New Era ed. Brandt ASCD Year book 2000, p.75). These techniques can be defined as behaviors and thoughts that a learner engages in during learning. (Weinstein and Mayer, 1986)
<b>Intellectual Freedom</b>	The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.). Legal cases concerning free speech issues are heard by the U.S. Supreme Court. Click here to connect to the homepage of the Office for Intellectual Freedom of the American Library Association. Compare with freedom of information. See also Library Bill of Rights.
<b>Interlibrary Loan</b>	A process that permits library materials and resources to be borrowed or shared between two libraries that are not under the same governing or funding authority.
<b>International Reading Association (IRA)</b>	Founded in 1956 with headquarters in Newark, DE, membership includes teachers, administrators, psychologists, librarians and parents among others, who seek to promote literacy and raise the quality of reading instruction.
<b>Iowa Test of Basic Skills (ITBS)</b>	Standardized achievement test for grades K-8.
<b>Learning Centered Teaching and Learning</b>	Defined by Texas Administrative Code, Title 19, Part 7, State Board for Educator Certification, Chapter 239, Subchapter B, School Librarian Certificate, Rule § 239.55, Standards for School Librarian Certificate, Standard I. The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners. For description of the twelve activities see SBEC Standards.
<b>Learning Community</b>	Students, teachers, administrators, paraprofessionals, parents, and other community members.
<b>Learning Styles</b>	Differences in the way students learn. Classifications may include cognitive style (the way a student thinks about a learning situation), the tendency to use particular senses (seeing, touching), and other characteristics, such as whether the person prefers to work independently or with others.
<b>Librarian</b>	A person who holds a certificate or endorsement as a school librarian in the state of Texas.
<b>Library Bill of Rights</b>	Policies developed by the American Library Association affirming that all libraries are forums for information and ideas. Policies cited include collection development and intellectual freedom.
<b>Library Items</b>	Library collection in all formats, including books, videos, DVD, filmstrips, audiotapes, etc.
<b>Local Formal Program that Encourages Independent Reading</b>	Using motivational strategies, librarian developed program that encourage independent reading. Programs may be based on new arrivals, the CRT, TLA 2X2 List, or the Lone Star List. Texas Library Association Bluebonnet Award books.
<b>Lone Star</b>	The Texas Lone Star Reading list is a recommended list developed by public and school librarians from the Young Adult Round Table of the Texas Library Association. The purpose of the list is to encourage students in 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade to explore a variety of current books for recreational reading.
<b>Lone Star Librarians</b>	A librarian who is designated the "lone" librarian in a district. They may serve one or more campus libraries within a district.
<b>MARC Record</b>	Machine-Readable Cataloging Record.
<b>Machine-Readable Cataloging (MARC)</b>	An international standard digital format for the description of bibliographic items, developed by the Library of Congress during the 1960s to facilitate the creation and dissemination of computerized cataloging from library to library within the same country, and between countries. By 1971 the MARC format had become the national standard for dissemination of bibliographic data, and by 1973 the international standard. Widespread use of the MARC standard has helped libraries acquire predictable and reliable cataloging data, make use of

	<p>commercially available library automation systems, share bibliographic resources, avoid duplication of effort, and ensure that bibliographic data will be compatible when one automation system is replaced by another. An international standard digital format for the description of bibliographic items, developed by the Library of Congress during the 1960s to facilitate the creation and dissemination of computerized cataloging from library to library within the same country, and between countries. By 1971 the MARC format had become the national standard for dissemination of bibliographic data, and by 1973 the international standard. Widespread use of the MARC standard has helped libraries acquire predictable and reliable cataloging data, make use of commercially available library automation systems, share bibliographic resources, avoid duplication of effort, and ensure that bibliographic data will be compatible when one automation system is replaced by another. The MARC record has three components: (1) Record structure – an implementation of national and international standards, such as the Information Interchange Format ANSI Z39.2 and Format for Information Exchange ISO 2709; (2) Content designation – codes and conventions that explicitly identify and characterize the data elements within a record to facilitate the manipulation of data; (3) Data Content – defined by external standards such as AACR2, Library of Congress Subject Headings (LCSH), etc. In structure, the MARC record is divided into fields, each containing one or more related elements of bibliographic description. A three-digit tag designating the nature of its content. Tags are organized in hundreds as follows, with XX in the range of 00-99, indicating a group of related tags:</p> <p>0XX fields – Control information, numbers, codes  1XX fields – Main entry  2XX fields – Titles, edition, imprint  3XX fields – Physical description, etc.  4XX fields – Series statements (as shown in item)  5XX fields – Notes  6XX fields – Subject added entries  7XX fields – Added entries other than subject or series  8XX fields – Series added entries (other authoritative forms)</p>
<b>Manipulation of Information</b>	How well students are able to use information gathered for research projects and/or classroom assignments.
<b>MARCMagician</b>	A MARC data cleanup and maintenance tool that automatically repairs MARC records, provides for global editing, and has active error checking.
<b>Marketing</b>	A plan for disseminating information promoting and advocating a strong school library program for the purpose of enhancing student success.
<b>MUSTIE</b>	MUSTIE is an easily remembered acronym described in the CREW Method for six negative factors that frequently ruin a book's usefulness and mark it for weeding: <b>M=Misleading</b> (and/or factually inaccurate); <b>U=Ugly</b> (worn beyond mending or rebinding); <b>S=Superseded</b> (by a truly new edition or by a much better book on the subject; <b>T=Trivial</b> (of no discernible literary or scientific merit); <b>I=Irrelevant</b> to the needs and interests of your community; and <b>E=The material may be obtained expeditiously Elsewhere</b> through interlibrary loan or reciprocal borrowing.
<b>NAEP</b>	National Assessment of Educational Progress.
<b>National Assessment of Educational Progress (NAEP)</b>	A law mandated by Congress to assess students at ages 9, 13, and 17 in the areas of reading, writing, mathematics, science, citizenship, U. S. history, geography, social studies, art, music, literature, computer competence, and career development.
<b>National Staff Development Council</b>	The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through continuing professional education and school improvement. The Council views high quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.
<b>On-going Self Assessment</b>	Maintain current and in-depth knowledge of research and best practices in all aspects of librarianship through reading professional literature and attending workshops, courses, and other opportunities to update personal knowledge about the research and practice that guide contemporary education and library media information services to facilitate continuous improvement in library services. ( <i>Information Power</i> )
<b>Online Usage Reports</b>	Statistical information generated detailing usage of online databases
<b>Oral Language Experience</b>	Vocalizations such as reading, speaking, singing, and reciting.
<b>Evidence- Based Evaluation</b>	Evidence- Based Evaluation is a systematic way to determine if a program has achieved its goals. The process of Evidence-Based Evaluation involves developing a logic model that is a graphic map of the links between program activities and results. The findings of Evidence-Based Evaluation may be used to increase program effectiveness, to provide a logical, focused framework to guide program design, to inform decision making, to document successes, or to communicate program value. In the Evidence-Based Evaluation logic model, Evaluation Questions are formulated for the purpose of guiding the program evaluation. Benefits are articulated to answer the Evaluation Questions.
<b>Outputs</b>	The total amount of work produced by a person, team, organization, machine, etc., usually during a fixed period of time (hour, day, week, or month), for example, the number of items cataloged by a technical services department in a given amount of time.
<b>PDA</b>	Personal Digital Assistant.
<b>Performance Assessment</b>	"The student completes or demonstrates the same behavior that the assessor desires to measure. There is a minimal degree, if any, of inference involved." (Meyer, 1994) See also Authentic Assessment.
<b>Personal Digital Assistant (PDA)</b>	A small hand-held computer used to write notes, track appointments, read e-books, make calculations, and other computing tasks. (McCain, 2001)
<b>Plagiarism</b>	An expression, idea, or plot taken from another person's work and used as one's own without giving proper credit for the language, thoughts, or ideas of the original creator.
<b>Portal</b>	A Web site that serves as a starting point to other destinations or activities on the Web. Initially thought of as a home base with links to other sites in the same subject area, portals now attempt to provide all of a user's Internet needs, in one location. Pioneered by Yahoo!, portals aggregate other people's content. For example, portals commonly provide services such as e-mail, online chat rooms, games, shopping, searching, content, newsfeeds, travel information, stock quotes, horoscopes, weather, and so on. Portals grew out of the technology inherent with the Internet and are an excellent example of how to take advantage of "user loyalty" via sticky content. Also known as cyberstation or hub.

<b>Portfolios</b>	Student work samples that offer concrete evidence of individual student goals and growth in meeting those goals. Visible evidence of a student's progress in relation to their goals. (Tomlinson)
<b>Preservation</b>	The protection of all materials including print and non-print resources and equipment.
<b>Primary Source</b>	In scholarship, a document or record containing first-hand information or original data on a topic, used in preparing a derivative work. Primary sources include original manuscripts, periodical articles reporting original research or thought, diaries, memoirs, letters, journals, photographs, drawings, posters, film footage, sheet music, songs, interviews, government documents, public records, eyewitness accounts, newspaper clippings, etc. Compare with secondary source and tertiary source.
<b>Professional Organizations</b>	Texas Library Association (TLA); American Library Association (ALA); American Association of School Librarians (AASL); Texas Association of School Librarians (TASL); Texas Computer Education Association (TCEA); International Reading Association (IRA)
<b>Proprietary Rights</b>	Rights of a private individual or corporation protected by trademark, copyright, or patent, such as exclusive rights to production and distribution.
<b>Reading Display</b>	A creative arrangement of visual elements designed to convey a specific message. Displays may be used to instruct, entertain, publicize events, draw attention to certain resources in a library, or simply create an inviting atmosphere. (Schaeffer)
<b>Reading/Instructional Area</b>	The area includes, but is not limited to, the space for shelving most elements of the collection, study tables and chairs, electronic catalog, and displays.
<b>Reading Program</b>	A planned activity or activities organized and executed to foster the love of reading and encourage lifelong learning. Programs may include national, state, local, and campus reading initiatives.
<b>Real-time</b>	Access to online electronic resources for library users that is available during actual connect time.
<b>Reference/Independent Study Area</b>	The area includes, but is not limited to, study tables and chairs, electronic resources, and reference materials and services.
<b>Remote Locations</b>	Any location outside of the school building, such as public libraries, regional centers, or online databases.
<b>Research Projects</b>	Assignments that require the use of resources such as reference books, periodicals, and online databases.
<b>Resource</b>	Items acquired for the library collection that instruct or support learning and the curriculum; includes print, electronic, and non-print materials, such as audio-visual materials, games, models, posters, pictures, and kits.
<b>Resource-based Assignments</b>	Assignments that require resources other than traditional textbooks.
<b>Rubric</b>	A scaled set of criteria that clearly defines and describes to the student and the teacher the range of acceptable and unacceptable performances. ( <i>Information Power</i> .) Specific descriptions of performance of a given task at several different levels. Used to evaluate student performance on performance tasks that are described in the rubric.
<b>SAT</b>	Scholastic Assessment Test.
<b>SBEC Guidelines</b>	State Board for Educator Certification Guidelines.
<b>Scholastic Assessment Test (SAT)</b>	A test used as part of the admission process at colleges and universities that predicts how students will perform academically as college freshmen.
<b>SBEC Standard Certificate Renewal and Continuing Professional Education Requirements</b>	Provisions of the Texas Administrative Code concerning renewal of certificates for librarians and other educators, including requirements for Continuing Professional Education. <a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a>
<b>School</b>	Students, teachers, and programs administered by a single principal and administrative staff.
<b>School District</b>	Independent consolidated, common, or municipal districts and charter schools accredited by the Texas Education Agency as provided by TEC Chapter 11 Subchapter D, Chapter 39.
<b>Search Skills</b>	The skills necessary for locating, evaluating, and using research information.
<b>Search Strategy</b>	An organized plan by which a user searches electronic information sources. This usually involves an outline of the search with terms to be used and the use of Boolean operators to increase search results.
<b>Secondary Source</b>	Materials that other individuals have reported, analyzed, or interpreted. See also Primary Source.
<b>Selection Policy</b>	Guidelines developed by library staff for the selection and removal of library resources, materials, and equipment. The policy identifies criteria for evaluation of materials, procedures for selection, and a process for periodic re-evaluation of items included in the collection.
<b>Simultaneous-Use Facility</b>	A library facility that includes enough space so that simultaneous activities can take place at the same time without disturbing either of the groups.
<b>Simulations</b>	Creation of a realistic learning situation by duplicating as closely as possible an actual situation.
<b>Software Piracy</b>	Duplicating computer software without written permission of the developer of the software.
<b>Special Populations</b>	Students who, because of physical, developmental, behavioral, or emotional needs require special instructional help to reach their potential.
<b>Special Programs</b>	Specialized curriculum or educational support activities that may be assigned to or designed for a school to reflect a unique student group or community need. Special programs may require increased or additional resources beyond the basic library materials.
<b>Staff Development</b>	Opportunities for teachers, administrators, and other members of the learning community to explore new methods and ideas, particularly as these relate to information technology and the infusion of information literacy and the information literacy standards for student learning into the curriculum. ( <i>Information Power</i> ) See continuing professional education.
<b>STaR Chart</b>	A tool for planning and assessing School Technology and Readiness aligned with the <i>Long-Range Plan for Technology</i> , recommended by the Educational Technology Advisory Committee, Educational Technology Division, Texas Education Agency.
<b>State Awards</b>	Awards by State professional associations such as the Texas Library Association Texas Media Award and Texas Bluebonnet Award.
<b>State-Developed Formal Program that Encourage Independent Reading</b>	These programs have rewritten guidelines and the librarian follows these guidelines to implement the program. Two programs used widely in Texas are The Texas Bluebonnet Award and The Texas Reading Club.
<b>State Organizations</b>	Professional organizations for Texas librarians and educators such as the Texas Library Association and the Texas Computer Educator Association.
<b>Statewide Information Sharing</b>	Statewide programs that coordinate access primarily to electronic information resources such as library

<b>Projects</b>	catalogs, Internet resources and commercial databases. These projects are created, linked or designed to maximize value for dollars spent, increase ease of use, serve a greater number of users and create efficient information broker project. Examples include Link, TexShare and the former Texas Library Connection.
<b>System</b>	A complete computer installation, including peripherals, disk drives, a monitor, a mouse, the operating system, a printer, and software. In a system, all of the devices are configured to work with each other.
<b>TAKS I</b>	Texas Assessment of Knowledge and Skills.
<b>TASL</b>	Texas Association of School Librarians, a division of the Texas Library Association.
<b>TCEA</b>	Texas Computer Education Association.
<b>TEKS</b>	Texas Assessment of Knowledge and Skills, the state of Texas mandated curriculum.
<b>TLA</b>	Texas Library Association.
<b>TLC</b>	Texas Library Connection.
<b>Texas Assessment of Knowledge and Skills (TAKS)</b>	The Texas state student assessment program implemented in 2003 to ensure school accountability for student achievement. Adopted during the 76 <sup>th</sup> Legislative Session, the TAKS test is a criterion-referenced assessment instrument designed to test essential knowledge and skills in reading, writing, mathematics, social studies, and science. For more information, see the Student Assessment Division of the Texas Education Agency at <a href="http://www.tea.state.tx.us/student.assessment/index.html">www.tea.state.tx.us/student.assessment/index.html</a> .
<b>Tayshas</b>	The high school reading list prepared by the Young Adult Round Table of the Texas Library Association. Objectives of the Tayshas project are to motivate young adults to read more and to enjoy opportunities to become part of a community of readers in Texas.
<b>Technical Services</b>	Functions concerned with the acquisition, cataloging, and classification of library materials and preparation of library materials for use by students and staff.
<b>Technical Services Specialist</b>	Para-professional or professional staff possessing specific skills and/or training to acquire, catalog, and classify library materials and prepare library materials for use by students and staff.
<b>Telecommunications</b>	The process of sending and receiving signals or messages at a distance via telegraph, telephone, radio, television, cable, microwave, or any other electromagnetic method on which modern information technology depends. Also, any transmission, emission, or reception of signals by such means.
<b>Texas Bluebonnet Award</b>	An award, given annually, to a book voted by students to be their favorite. Books read by students or their teachers, are chosen from a list selected by the Texas Bluebonnet Committee. The committee is composed of members from the Texas Association of School Librarians and the Children's Roundtable who are TLA members.
<b>Texas Library Connection (TLC)</b>	A State-mandated technology initiative that provided a statewide union catalog of school library holdings and provided free access to educational online databases to member libraries. Access was free to member libraries. Funding source for this initiative ended in the legislative session of 2003.
<b>Training</b>	Includes workshops, conferences, online modules, lessons, etc. See also continuing professional education and staff development.
<b>Union Catalog</b>	A list of the holdings of all the libraries in a library system, or of all or a portion of the collections of a group of independent libraries, indicating by name and/or location symbol which libraries own at least one copy of each item. When the main purpose of a union catalog is to indicate location, the bibliographic description provided in each entry may be reduced to a minimum, but when it also serves other purposes, description is more complete. The arrangement of a union catalog is normally alphabetical by author or title.
<b>Up-to-Date Selection Tools and Techniques</b>	Reviewing sources, published evaluations, and selected Internet sites, the majority of which have copyright dates within a twelve to twenty-four month period.
<b>Virtual</b>	An adjective referring to activities, objects, beings, and places that have no actual physical reality because they exist only in digital form (in cyberspace), for example, an e-mail "box" or an electronic "shopping cart."
<b>Virtual Library</b>	A "library without walls" in which the collections do not exist on paper, microform, or in any tangible form, but are electronically accessible in digital format. Such libraries exist only on a very limited scale, but in most traditional print-based libraries in the United States, catalogs and periodical indexes are available online, and the full-text of some periodicals and reference works may also be available electronically. Some libraries and library systems call themselves "virtual" because they offer online services (example: Colorado Virtual Library). The term digital library is more appropriate because the term <i>virtual</i> (borrowed from "virtual reality") suggests that the experience of using such a library is not the same as the "real" thing, when in fact, the experience of reading or viewing a document on a computer screen may be qualitatively different from reading the same publication in print, but the information content is the same regardless of format.
<b>Web Presence</b>	The ability of a learner, children and adults, through creating and publishing on the web to participate in anytime/anywhere teaching and learning. Creating authentic audiences for students is one of the emerging skills for teachers. (Alan November, TCEA, February 4-8, 2001, p. xxii)
<b>Weeding</b>	To eliminate unsuitable or unwanted materials from the collection. Four types of materials should be weeded: 1. out-of-date and no longer authentic; 2. worn-out or badly damaged; 3. duplicate titles that are no longer of interest to students or faculty; 4. unpopular or unused titles. For more information, on weeding, see <a href="http://www.smcoe.k12.ca.us/smerc/lib_training/crewguide.html">www.smcoe.k12.ca.us/smerc/lib_training/crewguide.html</a> or <a href="http://it.springbranchisd.com/sbisd_library/librarians/collection_development/weeding_schedule.htm">http://it.springbranchisd.com/sbisd_library/librarians/collection_development/weeding_schedule.htm</a> .
<b>Wireless Technology</b>	A term describing a computer network where there is no physical connection (either copper cable or fiber optics) between sender and receiver, but instead they are connected by radio waves.
<b>Z 39.50</b>	A national standard that is a client/server-based protocol for the network retrieval of bibliographic data. This protocol was developed by the National Information Standards Organization (NISO), which is a unit of the American National Standards Institute (ANSI). The protocol precisely specifies the format of the query in such a way that it is ideal for searching bibliographic databases such as library catalogs.

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**Appendix A. Names of Committee Members**

Last Name	First Name	Committee Participation	ESC#	District Name	Campus Name	E S	M S	H S	ACAD
<b>Steering Committee</b>									
Lankford	Mary	Co-Chair	13	Austin	TEA				
McNew	Christine	Co-Chair	13	Austin	TSLAC				
Bishop	Barry	Committee Member	4	Spring Branch ISD	Library Administration				
Moore	JoAnne	Committee Member	13	Austin	ESC Region 13				
Todaro	Julie	Committee Member	13	Austin	Austin Community College				x
<b>Standard I. Learner-Centered Teaching and Learning</b>									
Duncan	Donna	Co-Chair	10	Mesquite ISD	Library Administration				
Keinzle	Caroline	Co-Chair	10	Irving ISD	Library Administration				
Whitten	Rosemary	Committee Member	7	Longview ISD	Library Administration				
Kornegay	Denise	Committee Member	8	Paris ISD	Paris High School			x	
Welch	Christie L.	Committee Member	8	North Lamar ISD	Everett Elementary	x			
Jordan	Linda	Committee Member	12	Waco ISD	Instructional Media Specialist				
McKinney	April	Committee Member	12	Whitney ISD	Whitney High School			x	
Pitts	Audrey	Committee Member	10	Irving ISD	Gilbert Elementary	x			
Moore	JoAnne	Steering Committee/Liaison	13	Austin	ESC Region 13				
Bertoldo	Barbara	Steering Committee/Liaison	20	Alamo Heights ISD	Alamo Heights High School			x	
Conger	Cathy	Reaction Committee/Liaison	6	Bryan ISD	Library Administration				
Fuller	Cherry	Reaction Committee/Liaison	11	Fort Worth	ESC Region 11				
McGregor	Joy	Reaction Committee/Liaison	11	Denton	Texas Women's Univ.				x
<b>Standard II. Learner-Centered Program Leadership and Management</b>									
Carr	Sharon	Co-Chair	19	El Paso	El Paso ISD				
Rivera	Linda	Co-Chair	19	El Paso	El Paso High School			x	
Dawkins	Diantha	Committee Member	18	Midland ISD	Robert Lee Freshman/Library Admin.		x		
Amastae	Sharon	Committee Member	19	Ysleta ISD	Camino Real Middle School		x	x	
Morrison	Anne	Committee Member	19	El Paso ISD	Whitaker Elementary	x			
Todaro	Julie	Steering Committee/Liaison	13	Austin	Austin Community College				x
Fuller	James	Advisory Committee/Liaison	6	Midland	Board of Education				
Meyer	Susan	Advisory Committee/Liaison	10	Frisco ISD	Frisco High School			x	
Morton	Dale	Reaction Committee/Liaison	7	Wells ISD	Superintendent				
Driskell	Judy	Reaction Committee/Liaison	12	Waco	ESC Region 12				
Mulkey	Tish	Reaction Committee/Liaison	10	Plano ISD	Library Administration				
<b>Standard III. Learner-Centered Technology and Information Access</b>									
Durbin	Diane	Co-Chair	4	Stafford MSD	Stafford Secondary/Library Admin			x	
Pruett	Becky	Co-Chair	4	Fort Bend ISD	Library Administration				
Buchanan	Cindy	Committee Member	4	Aldine ISD	Library Administration				
Garza-Castro	Maribel	Committee Member	4	Houston ISD	HISD Dept. of Library Services				
Keith	Bonnie	Committee Member	4	Friendswood ISD	Bales Intermediate School		x		
Ryan	Judy	Committee Member	4	Conroe ISD	Woodlands High School			x	
Williams	Demetria	Committee Member	4	Houston ISD	Lewis Elementary	x			
Foster	Mike	Advisory Committee/Liaison	13	SCUC ISD	IT Coordinator				
Simpson	Carol	Advisory Committee/Liaison	11	Denton	University of North Texas / SLIS				x
Dunne	Eileen	Reaction Committee/Liaison	14	Abilene ISD	Center for Library Services				
Smelley	Anne	Reaction Committee/Liaison	20	Pleasanton ISD	Pleasanton HS/Library Admin				

Last Name	First Name	Committee Participation	ESC#	District Name	Campus Name	E	S	M	S	H	S	ACAD
<b>Standard IV. Learner-Centered Library Environment</b>												
Irby	Jackie	Co-Chair	11	Lewisville ISD	Library Administration							
Long	Mary	Co-Chair	10	Plano ISD	Wilson Middle School			x				
Alhusaini	Pamela	Committee Member	9	Bowie ISD	Bowie HS					x		
Garrett	Linda	Committee Member	10	Dallas School District	Library Administration							
Gray	Carlyn	Committee Member	13	Round Rock ISD	Director, Library/Media Services	x		x		x		
Taylor	Martha	Committee Member	14	Sweetwater ISD	Sweetwater HS					x		
White	Maureen	Advisory Committee/Liaison	4	Clear Lake	University of Houston-Clear Lake							x
Rawlinson	Ed	Advisory Committee/Liaison	20	Northside ISD	Superintendent							
Thompson	Jane Ann	Reaction Committee/Liaison	10	Richardson	ESC Region 10							
Williams	Joe	Reaction Committee/Liaison	17	Lubbock ISD	Whiteside Elementary Principal	x						
Parker	Charlotte	Reaction Committee/Liaison	4	Houston ISD	Burbank Middle School			x				
<b>Standard V. Learner-Centered Connections to Community</b>												
McCown	Carolyn	Co-Chair	15	San Angelo	ESC Region 15							
Box	Carol	Co-Chair	17	Lubbock ISD	Library Administration							
Smith	Julie	Co-Chair	17	Lubbock ISD	Ballinger Early Childhood							
Goforth	Deborah	Committee Member	15	San Angelo ISD	Lee Junior High			x				
Hadley	Nancy	Committee Member	15	San Angelo	Angelo State University							x
Halfmann	Linda	Committee Member	15	San Angelo ISD	Lincoln Junior High			x				
Nagel	Dan	Committee Member	15	Sterling City ISD	Sterling City High School					x		
Tullos	Tanya	Committee Member	15	San Angelo ISD	Lee Junior High			x				
Gillispie	Kathy	Committee Member	16	Gruver ISD	Gruver High School					x		
Mager	Elizabeth	Committee Member	16	Canyon ISD	Oscar Hinger Elementary	x						
McKinney	Sharon	Committee Member	16	Borger ISD	Borger High School					x		
Ysasaga	Caroline	Committee Member	17	Lubbock ISD	Hodges Elementary	x						
McReynolds	Nancy	Committee Member	17	Lubbock ISD	Honey Elementary	x						
Ehnebuske	Jean	Advisory Committee/Liaison	13	Georgetown ISD	Parent							
Kennedy	Laquetta	Advisory Committee/Liaison	4	Houston ISD	Principle, Easter Elementary							
Rome	Doris	Reaction Committee/Liaison	4	Stafford MSD	Board of Education							
Heath	Jean	Reaction Committee/Liaison	14	College Station ISD	A&M Consolidated High School					x		
<b>Standard VI. Learner-Centered Information Science and Librarianship</b>												
Ovalle	Maria Elena	Co-Chair	1	Edinburg	ESC Region 1							
Dennis	Gloria	Co-Chair	4	Houston ISD	Library Administration							
Vanberg	Judith	Committee Member	1	Mercedes ISD	Mercedes Junior High			x				
Calvillo	Elma	Committee Member	1	Weslaco ISD	Library Media Coordinator							
McFarland	Betty	Committee Member	2	Corpus Christi	ESC Region 2							
Smith	Pelinda	Committee Member	3	Kenedy ISD	Kenedy EL/MS/HS							
Royall	Kathy	Committee Member	20	Hondo ISD	Woolfs Intermediate School							
Hundemer	Jim	Advisory Committee/Liaison	4	Houston ISD	Library Administration							
Golden	Bev	Advisory Committee/Liaison	20	North East ISD	Huebner Elementary	x						
Polk	Elizabeth	Reaction Committee/Liaison	13	Austin ISD	District Office							
Immroth	Barbara	Reaction Committee/Liaison	13	Austin	UT/Austin GSLIS							x
Berry	Mary	Reaction Committee/Liaison	6	Huntsville	Sam Houston State University							x