

2004

Plans for progress into the 21st century: A guide to planning for school library media programs

Becky Stover Johnson
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2004 Becky Stover Johnson

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#), and the [Library and Information Science Commons](#)

Recommended Citation

Johnson, Becky Stover, "Plans for progress into the 21st century: A guide to planning for school library media programs" (2004). *Graduate Research Papers*. 19.

<https://scholarworks.uni.edu/grp/19>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Plans for progress into the 21st century: A guide to planning for school library media programs

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

The purpose of this handbook is to provide guidance to school administrators, school boards, general faculty and library media staff in developing and maintaining strong library media programs in the state of Iowa.

Plans for Progress Into the 21st Century

A Guide to Planning for School Library Media Programs

Prepared by Becky Stover Johnson
as a research project for the University of Northern Iowa
School Library Media Studies Master's Program

A Revision of five volumes of
The Plan for Progress in the Media Center Series

University of Northern Iowa 2004

Becky Stover Johnson
School Library Media Studies Master's Program
University of Northern Iowa
Cedar Falls, Iowa

First Reader: Dr. Barbara Safford

Second Reader: Mary Jo Langhorne

The purpose of this handbook is to provide guidance to school administrators, school boards, general faculty and library media staff in developing and maintaining strong library media programs in the state of Iowa.

These recommendations were developed as part of a research project: *Developing State Guidelines for School Library Media Programs in Iowa*

Permission was granted by Carol J. Greta, Legal Consultant for the Iowa Department of Education, to reproduce unspecified parts of the agency's 1992 publication, *Plan for Progress in the Library Media Center PreK-12*.

Table of Contents

	Page
Introduction.....	1
The Library Media Program	3
Roles and Responsibilities	3
Library Media Staffing	5
Roles and Responsibilities	6
Guidelines for Staffing.....	8
Library Media Budget.....	9
Library Collections	10
Recommendations for Library Media Materials.....	12
Recommendations for Library Electronic Resources	13
Recommendations for Library Media Equipment	14
Library Media Facilities.....	15
Descriptions of the Primary Areas of the Library Media Center.....	16
Functional Relationships for Library Media Centers.....	17
Space Recommendations	18
Library Media Center Planning Sheet.....	19
Works Consulted.....	21

Introduction

Research done over the past 50 years shows a strong correlation between quality library programs and student achievement. Researchers have examined the impact of school library programs on student achievement, often through statewide studies. At the same time, several states have developed quantitative and performance-based standards or guidelines to help their school library media programs make an impact on student achievement. (See Appendix A.)

A study done in Iowa in 2002 charged school decision-makers to address the need for and benefits of funding school library media programs, noting funding alone may be enough to improve academic achievement. Librarians need to be showing they are connecting teachers and students to the information that in turn results in improved learning, better reading skills, and higher academic achievement.

To help accomplish that in Iowa, this researcher developed quantitative state guidelines for school library programs, collections, staffing and facilities that media specialists and Iowa decision makers can use to improve Iowa's schools. She used existing national and Iowa standards and other states' quantitative standards that have been released since 1997 to develop guidelines for Iowa school library media programs.

For years educators have used standards as a way to improved student learning. The American Library Association first published school library standards in 1920. The most recent national quantitative standards were released in 1988. The 1998 *Information Power: Building partnerships for learning* emphasized the roles of a media specialist and nine performance-based Information Literacy standards and did not release any quantitative guidelines.

Several Iowa-specific documents have been available over the years. The most recent, prior to this document, was released in 1992. Since then, many changes, particularly in the area of new technologies, have driven the need for updated guidelines for school principals and media specialists. Our libraries need to reflect the fact that information has truly gone digital, with more and more information being made available in electronic format as time goes on. A move toward more electronic resources that can be accessed outside the library walls changes the way library space will be used as well.

The Information Age has put added pressure on school library media specialists to learn, adapt and teach new technologies and change their programs accordingly. At the same time, they are being expected to contribute to student achievement with reading research suggesting more books are necessary. Media specialists, including those in Iowa, often are faced with tough decisions, such as whether to buy print or electronic versions of resources, while dealing with dwindling budgets and staff.

The guidelines, contained in this booklet, are designed to help Iowa media specialists make better decisions, make more effective use of their time and better contribute to student achievement.

The Library Media Program

The library media program encompasses a variety of resources and activities. While each library media program will have its individual strengths – perhaps in literature, perhaps in technology, perhaps in performing arts – all will share some common features and goals. A common goal for all school library media programs is to ensure that students and staff are effective users of ideas and information.

The Library Media Program’s Roles and Responsibilities

Roles	Responsibilities
<p>The library media program:</p> <ul style="list-style-type: none"> • Provides a library media center which facilitates access to information both within the center and beyond the center. • Provides an information skills curriculum with skills integrated into and supporting the school’s educational program. • Promotes literacy and the enjoyment of reading, listening and viewing. 	<p>The library media program:</p> <ul style="list-style-type: none"> • Includes a collection of materials of adequate size, format and variety to meet the information needs of students and staff with appropriate equipment or technology. • Includes systems that allow efficient access to information. • Includes systems for interlibrary loan and for document delivery from other information agencies to respond to information needs not met in-house. • Includes a PK-12 Library Media/Information Skills curriculum and strategies for integration into the classroom curriculum and the entire school program. • Provides for teaming with classroom teachers to develop instructional units designed to help students acquire effective skills in acquisition, evaluation and use of information. • Provides for groups to be scheduled flexibly into the library media center for lessons and activities related to classroom curriculum. • Features guidance for students in selection both individually and in groups. • Features guidance for teachers in selection for their classes. • Supports guidance in development of critical thinking, listening, and viewing skills.

Roles	Responsibilities
<p>The library media program:</p> <ul style="list-style-type: none"> • Provides policies and procedures that guide program development, and management ensuring equity and freedom of access to information and ideas. • Provides a staff of licensed library media specialist(s), and adequate technology and classified support persons. 	<p>The library media program:</p> <ul style="list-style-type: none"> • Provides policies for collection development of materials and technology including support for teaching from a multicultural, non-sexist approach. • Provides a budget for maintenance and development of programs including collection and technology. • Includes procedures for personnel selection, role definition, and evaluation. • Provides procedures for management and evaluation of program and facility. • Includes licensed school library media personnel who serve on building and/or district curriculum and technology committees, provide in-service, and collaborate with teachers in curriculum planning, instructional design and teaching in addition to administering collection development and general user services. • Provides support personnel who assist with management of the program and facility.

Library Media Staffing

“The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program,” according to the 1988 *Information power: guidelines for school library media programs*. The effectiveness and efficiency of a library media program depend on the attitudes, competencies, and interpersonal skills of both the professional and support staff members. A library media staff has the opportunity and the responsibility to provide unique and vital contributions to the total educational program of the school.

Repeatedly, research has identified the size and skill level of a media staff as key factors in linking school library media programs with student achievement.

Every school library would have at least one full-time certified media specialist in addition to some type of district media coordinator for larger districts. National organizations such as the American Association of School Librarians recommend this.

School library professionals should possess strong leadership and collaboration skills, and be committed to teaching the effective use of information and instructional technology across the curriculum.

The library media professional staff members should be available to, and spend most of their time with teachers, students, and administrators throughout the school day through a flexible program that emphasizes accessibility. Adequate support staff assures the professional media staff is allowed to perform these tasks.

Library/media/technology professionals should be members of the school’s faculty and participate in all school-wide committees. The library media professional staff should participate in continuing education experiences to foster self-assessment and professional growth especially in keeping up-to-date with new strategies and technologies.

The support staff includes secretaries, technicians, technical assistants, and clerks who are trained and are provided with ongoing opportunities to develop competencies required for their positions and responsibilities. The support staff should work under the professional staff’s guidance and direct supervision.

Job descriptions outlining the responsibilities of the library media specialists and other library support staff should be provided. The library’s professional staff should be evaluated by the building principal in cooperation with the district library media director. The principal should evaluate the support staff with input from the professional library media personnel.

School library media programs are strengthened when principals and teachers understand and support the important role the school library media program and resource-based learning plays in fulfilling the educational mission of the school.

Professional Staff

Roles	Responsibilities
<p>The library media specialist:</p> <ul style="list-style-type: none"> • Is a teacher, collaborator and instructional partner. • Is an information specialist who facilitates access to information and ideas • Is an administrator who manages and organizes the library media program and supervises staff and volunteers. 	<p>The library media specialists:</p> <ul style="list-style-type: none"> • Plans formal and informal reading, listening, and viewing activities • Assists students and staff, formally and informally, in using resources and applying information literacy skills. • Plans objectives and lessons with teachers. • Teaches information literacy skills as an integral part of units and lessons. • Teaches, in conjunction with classroom teachers, information processes and higher order thinking, communication, and technology skills using a variety of resources and strategies. • Provides leadership and collaborates in developing and interpreting information curriculum. • Promotes lifelong information retrieval skills. • Links information literacy standards to school, district and state academic standards. • Instructs staff and students to use technology. • Leads staff development activities • Organizes the collection efficiently in order to meet the needs of and provide easy access to students, staff and community. • Provides and promotes a positive environment that promotes reading enjoyment and effective use of information. • Provides access to a wide variety of resources, including traditional and electronic resources. • Maintains an accurate catalog of resources, using cataloging standards. • Informs the school community of new resources, equipment and services. • Supports and promotes intellectual freedom. • Manages library media program, facilities, resources and staff • Creates and maintains library policies and procedures. • Plans and maintains budget. • Serves on building and district committees.

Support Staff

Roles	Responsibilities
<p>The technology support staff:</p> <ul style="list-style-type: none"> • Supports students and staff in the use of technology 	<p>The technology support staff:</p> <ul style="list-style-type: none"> • Provides computer and network support. • Provide formal and information instruction to students and staff on new technologies. • Oversees computer labs. • Assists students and staff with computer and network questions.
<p>The library clerical and paraprofessional staff:</p> <ul style="list-style-type: none"> • Assist in the operation of the library media program • Possesses competencies relating to process and organization for efficient management of the library media center. • Possesses competencies relating to production and technology to support use of information and ideas. 	<p>The library clerical and paraprofessional staff:</p> <ul style="list-style-type: none"> • Assists in the management and circulation of library materials. • Assists students and teachers in locating and using resources, equipment, and technology. • Monitors students. • Assists in the processing of new materials. • Assists in maintaining an attractive, functional library media center. • Demonstrates an understanding of the library media program's activities and procedures. • Records data and assists in preparation of reports. • Prepares reports, correspondence and other materials needed by library staff. • Prepares and receives orders. • Assists in maintaining good records. • Works well with student and adult volunteers.

Guidelines for Staffing Building Level Library Media Centers

Quantitative Guidelines

This researcher recommends that every school should have at least one full-time media specialist. Recommendations are also made for support staff. Technology has increased the need for support staff, which now must include in-building computer and network support. An additional half-time technology support person is therefore recommended for every 500 students in the building. Both minimum and desirable recommendations are presented.

The 2001-2002 survey of school library media centers in Iowa showed that the average school in Iowa had a media specialist who worked 22.5 hours per week and total staff hours of 47 hours per week.

Library Media Staffing Recommendations						
	Minimum			Desirable		
Student Enrollment	FTE LMS	Support Staff FTE	Total	FTE LMS	Support Staff FTE	Total
Up to 250	1.0	1.0	2.0	1.0	2.0	3.0
251-500	1.0	1.0	2.0	1.0	2.0	3.0
501-750	1.0	1.5	2.5	1.5	2.5	4.0
751-1000	1.5	2.0	3.5	2.0	3.0	5.0
1001-1250	1.5	2.5	3.5	2.5	3.5	6.0
1251-1500	2.0	3.0	5.0	3.0	4.0	7.0
1501-1750	2.0	3.0	5.0	3.5	4.5	8.0
1751-2000	2.5	3.5	6.0	4.0	5.0	9.0
More than 2000	2.5	4.0	6.5	4.5	5.5	10.0

Library Media Budget

The library media program depends upon fiscal resources for print materials, non-print materials, periodicals, library supplies, audiovisual supplies, software and equipment for traditional and newer technologies and information services.

A board policy must be in place and support by annual budget, for the selection and purchase of materials and equipment to maintain and improve the library media program's collection, enabling it to serve the schools.

The 2002 Iowa AEA study challenged Iowa school decision-makers to better fund school library media programs.

The suggested replacement cycle for materials from the Iowa Department of Education's 1992 Plan for Progress in the Library Media Center PK-12 remains valid. At a minimum, elementary schools should replace five percent of their materials per year, middle schools and smaller high schools four percent and large high schools three percent. The ideal would be replacing 10 percent per year.

To replace five percent (300) of the books in a small elementary collection of 6,000, it would cost \$5634 using figures published in the April 2002 edition of School Library Journal. That does not include magazines, newspapers or non-print materials.

Based on evidence from sources consulted, this researcher recommends schools spend at a minimum one percent of their non-salary instructional budget to purchase materials, equipment and supplies on the school library media center. The desirable amount would be three percent. Major purchases or equipment replacements should be above or behind that amount.

Budgets for materials and equipment vary substantially from school to school. Various techniques are available for determining what the budget for the library media program should be, above and beyond the recommendations. Factors to be considered include:

- Curriculum changes demanding new additions
- Attrition attributed to weeding
- Attribution attributed to loss
- Age of the collection and equipment
- Average book and periodical prices
- Typical price of non-print media and information services
- Adequacy of current collection size
- Number of periodical subscriptions needed to support program
- Strength of area education agencies collection
- Replacement schedule for equipment
- Current demands for technology which may indicate phasing out or phasing in of specific types of equipment
- Use of collection.

Library Collections

A valuable school library media center collection is one, which meets the basic information and curriculum needs of all users. It also provides materials to satisfy the general reading, viewing, and listening needs of students.

The library media specialist must work with the teachers and administrators to develop a collection that will meet the goals and objectives of the district. The collection must provide a wide range and variety of resources to meet the educational needs, special learning needs, learning styles, and interests of the students and staff. The adequacy of the collection must be determined by how well the collection meets the needs of its users.

Today's library collections are much different than in 1992, when the Iowa Department of Education released its last Plan for Progress in the Library Media Center PK-12. While books still are the primary resources in school libraries, many other materials have become vital parts of the collection.

Computers and other new technologies have increased the ability to provide resources to students. These also result in an increased demand on the media specialist's time and budget. This researcher makes several technology-related recommendations.

Non-print material types have increased and now include DVDs, computer software, electronic databases and other Internet resources, video and audio recordings, slides, posters, charts, art prints, maps, and transparencies. Books, periodicals and newspapers now are often available electronically through web-based subscriptions. This, however, does not dramatically decrease the need for books, particularly for recreational reading and because of a book's ability to provide more scholarly and in-depth information. Learning to balance and blend traditional and new resources is a challenge for media specialists.

Currency, accuracy and quality rather than quantity are key factors for media specialists to consider when trying to meet the needs of today's diverse learners. This researcher recommends that at least 70 percent of the collection consist of materials with copyright dates of less than 10 years old, particularly in time-sensitive areas.

Based on evidence from sources consulted, following are this researcher's recommendations for library collections, including separate categories for books, periodicals, magazines, and non-print materials. Insufficient information was available to provide accurate recommendations for new technologies. Therefore, this researcher has based recommendations on similar materials and demonstrated data from the State Library of Iowa. Also taken into consideration is the fact that supplemental collections, though varying by region, are available from area education agencies. The rule of thumb is to continue to add new technologies as money becomes available.

Both minimum and desirable recommendations are presented.

Computers and other equipment

Until lately, little research was available to determine how many computers were needed in school libraries. Today, at least five states have recommendations for the number of computers that should be available for student use in the school library. The number of computer workstations needed in the media center is based on the number of classes the library can accommodate.

Based on evidence from sources consulted, this researcher recommends school libraries provide enough computers for two classes to use at any given time. The minimum recommendation is for one computer for every three students. The desirable ratio is one computer per student.

School libraries should keep a collection of equipment large enough to meet the needs of the curriculum. This should include video recorder/players, video projection systems, audio recorder/players, TV monitors, DVD players, overhead projectors, projection carts, listening centers, fax machines, scanners, digital cameras, and CD burners.

As in the past, curriculum needs drive the equipment needs of each school. At the same time, equipment for old technology is no longer needed. Individual schools will defer because of their ability to provide permanent equipment in classrooms.

Collections – Roles and Responsibilities

Roles	Responsibilities
<p>The library media center collection:</p> <ul style="list-style-type: none">• Provides for the informational needs of all users.• Meets the general reading, viewing and listening needs of students.• Provides equipment, which facilitates the use of materials, networks and services.	<p>The library media collection:</p> <ul style="list-style-type: none">• Provides adequate numbers of materials in various formats.• Provides current and accurate information and represents various points of view.• Provides adequate numbers of appropriate reading and interest levels.• Provides equitable access to all materials and equipment with privacy and confidentiality guaranteed.• Provides support materials for curriculum• Provides recent and award-winning titles of literature as well as the classics.• Provides adequate numbers of equipment that is up-to-date and in good condition.• Provides hardware for instructional technology.

Recommendations for Library Media Materials		
PRINT	Minimum	Desirable
Books, elementary	At least 6,000 volumes representing 5,000 titles or 15 books per student, whichever is greater.	At least 8,000 current volumes representing 7,000 titles or 20 volumes per student, whichever is greater
Books, middle school	At least 7,500 volumes representing 6,000 titles or 15 books per student, whichever is greater	At least 10,000 current volumes representing 8,000 titles or 20 volumes per student, whichever is greater
Books, high school	At least 9,000 volumes representing 7,500 titles or 15 books per student, whichever is greater	At least 12,000 current volumes representing 10,000 titles or 20 volumes per student, whichever is greater
Current = Defined as 70 percent of the collection with copyright dates of 10 years or less. Particular attention should be paid to time-sensitive areas (using Dewey Decimal system numbers): 320-329 -- Political science (Politics and government); 330-339 -- Economics; 360-369 -- Social problems and services; 370-379 -- Education; 380-389 -- Commerce, communications, transportation; 520-529 -- Astronomy and allied sciences; 550-559 -- Earth sciences; 560-569 -- Paleontology; Paleozoology; 570-579 -- Life sciences; 610-619 -- Medical sciences; Medicine; 620-629 -- Engineering and allied operations		
	Minimum	Desirable
Periodicals, elementary	8-12 titles	16-20 titles
Periodicals, middle schools	16 titles	32+ titles
Periodicals, high school	25 titles	45+ titles
Note: These are recreational magazines needed for browsing. These are in addition to periodicals available through full-text online databases.		
	Minimum	Desirable
Newspapers, elementary	1 title	1 local, 1 state, 1 national
Newspapers, middle school	1 local, 1 state	4 titles, including 1 local, 1 state, 1 national
Newspapers, high school	1 local, 1 state, 1 national	5 titles, including 1 local, 2 state, 2 national
NON-PRINT (VISUAL)	Minimum	Desirable
Video recordings (including videos and DVDs), elementary-x	500	1000
Video recordings (including videos and DVDs), middle school-x	750	1000
Video recordings (including videos and DVDs), high school-x	750	1500
Audio recordings, musical	500	1000

recordings and books (cassettes and CDs), all levels-x		
Other non-print, including posters, maps, charts, slides, transparencies, art prints, realia-x	Minimum of 1 per student	2 per student or 750 items, whichever is greater
<i>x-Materials available through local education agencies may be used to meet this total</i>		

Recommendations for Library Electronic Resources	
Students should have access to:	
Minimum	Desirable
An automated library catalog in the library	Library catalog available online via the World Wide Web
Internet at some computers in the library	Internet access on every computer
School home page	Regularly updated Library Web page with research links
At least one networked electronic encyclopedia	Several networked electronic encyclopedias
Word processing, spreadsheet, database and presentation programs	Access to several computer software programs, including word processing, spreadsheet, database, presentation, desktop publishing, Web page development programs
A full-text online periodical database	Two or more full-text online periodical databases
Appropriate reference databases: Elementary 1; Middle school 5; High school 6	Appropriate reference databases: Elementary 5+; Middle school 11+; High school 16+
An ICN room at the district level	An ICN room per building
	Access to desktop video conference station
	Access to CD reader/writer
	Other emerging technologies as they become available

Recommendations for Library Media Equipment					
	Minimum	<i>Desirable</i>		Minimum	Desirable
Networked computer workstations	1 per three students	1 per student	LCD/computer projector and screen	1	3
Networked printers	2 for students, 1 for staff	8 for students, 2 for staff	Opaque projector	1	2
Copiers	1	2	Electronic white board	1	1
Overhead projectors	1	2	Slide projector with remote	1	3
Televisions with cable connections	1	5	Laminator	1	1
VCRs	1	5	Portable PA system	1	3
DVD players	1	3			
			Media-video production equipment		
Telephones	1	5			
Cassette players/recorders	1	5		Minimum	Desirable
CD players	1	5	Light and sound equipment		x
CD burners	1	5	Sound mixing equipment		x
Digital cameras	1	5	Editing equipment		x
Scanners	1	5	Film scanner		x
Fax machines	1	2	Color printer		x
Color printers	1	2	Other		
Digital camcorders	1	2	Video, phone and data distribution equipment		x
E-book readers	1	5	Wireless transmitters		x
Note: Additional staff and student production equipment may be needed based on the programs offered at your school. Other equipment may be needed to meet the needs of special-needs students in your building.					

Library Media Facilities

The school library media center should be the educational center of the school. Ideally, the library should be located on one level and in a central location easily accessible to all students and teachers. An outside entrance directly into or nearby would facilitate the center's community use. The addition of technology has increased rather than decreased the amount of space needed in school library media centers compared to 10 years ago. Construction plans for new media centers should allow for further expansion.

In order to accommodate the needs of students and staff, libraries should be safe and barrier-free. Features should include adequate lighting, proper ventilation and heating, carpeting, and acoustical ceiling tiles in order to lower noise levels and for the comfort of library staff and patrons. Media centers should be air-conditioned to prevent humidity (mold and mildew) and heat damage to equipment and materials, and to allow for year-round use by students and community members.

Students and staff need sufficient space to access and use information and equipment, including computer workstations. Age-appropriate and user-friendly shelving and seating should be provided.

Media centers should include the following areas: a circulation desk area with space for automated circulation; a general reading, browsing, listening and viewing area; teaching area(s); a multimedia production area; a work room; office area; materials and equipment storage areas; and a professional area for teachers. Sufficient shelving must also be provided in the main area for both print and non-print materials. Elementary schools should also have a storytelling area. In many Iowa schools, a network control area is located in the media center, and a computer lab and an ICN classroom is adjacent to the library media center.

The media center's equipment and materials should be accessible to visually impaired and physically disabled students through accommodations such as elevators, three-foot aisles between shelving and tables, and appropriate signage and height of chairs, tables and shelving. Specialized workstations should be available to meet the needs of special education students.

Flexibility should be ensured for new technologies as they emerge. Media centers need a sufficient amount of basic electrical outlets with sufficient amperage as well as network wiring and cables for additional computers, or capacity for wireless networking.

Other basic needs include: a dedicated phone line, TV cable drops, power surge control; at least one facsimile machine (FAX), a sink with hot and cold water; and a photocopier; display areas; a book drop; a video drop; book carts or trucks; and adequate shelving and staff personal storage areas.

Descriptions of the Primary Areas of the Library Media Center

Circulation Area: The circulation desk should be located near the entrance of the library media center. The primary function of this area is student supervision and material checkout. This area will include at least one staff computer workstation for checkout of materials, copying equipment, a printer, electronic catalog stations (at a rate of one per six students based on seating capacity), an automated checkout station, displays, storage for materials to be reshelved, and shelving for new and reserved materials.

General Reading-Listening-Viewing-Browsing Area: This main area of the library media center includes shelving for all types of materials, a separate reference section, a display area, and seating and work space for individual students to interact directly with all types of materials. This may include a browsing area, listening and viewing stations, and computer workstations. Seating may include carrels and informal seating arrangements in addition to traditional tables and chairs.

Teaching Area(s): The library media center should include at least one area large enough for direct instruction of an entire class by the professional media staff member to an entire class. This should be adjacent to the main general reading area and include wiring to support the use of computer and multimedia activities. This may be located in the general reading area

Multimedia Production Area(s): This area is for school staff and students to use to create multimedia presentations. Equipment or furnishings needed include network access, multimedia computers, audio and video recording equipment, additional electrical outlets. This space should be accessible yet located so as to not disrupt other activities taking place in the media center.

Workroom: This area of the media center is for staff members and volunteers to use to process materials, make minor repairs, sort, catalog, and perform other technical services. This area should include a sink, countertops, shelving, and cabinets.

Office Area: A separate area should be provided for the professional staff to use for administrative tasks, storage of records and files, meetings and conferences with staff members for planning lessons and other collaborative efforts. A telephone and sufficient storage areas should be provided.

Conference Room: A smaller area, preferably with doors, that can be used by a small group of students. At the elementary level, this space may be devoted to storytelling.

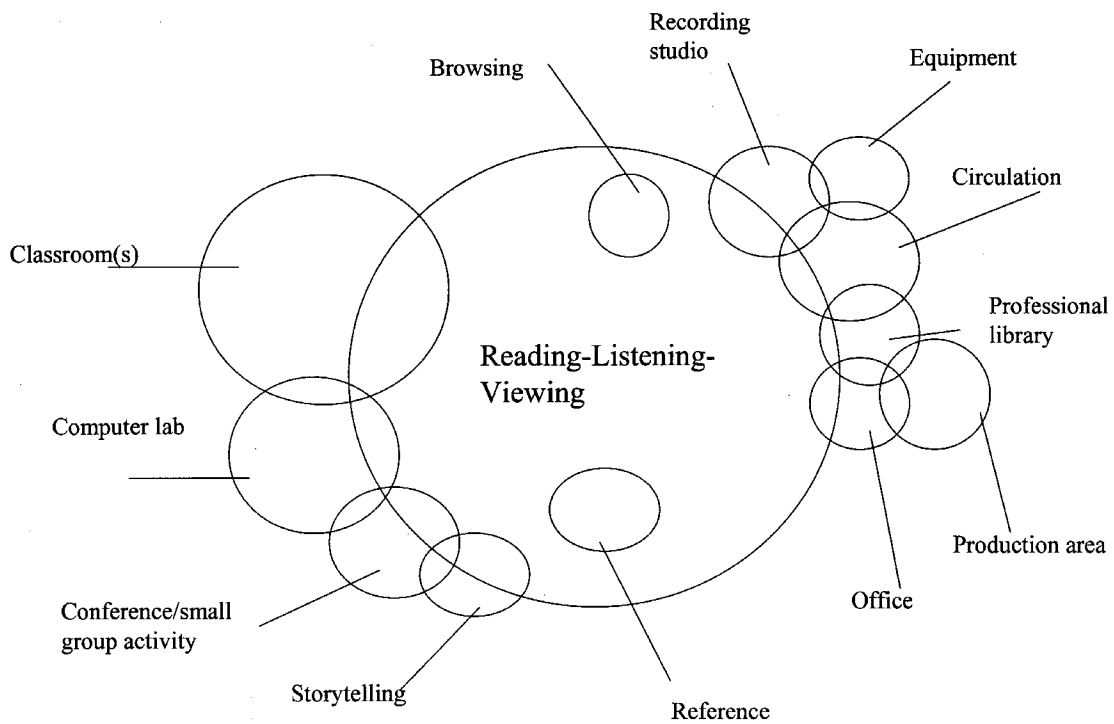
Materials and Equipment Storage Area: A secure yet accessible room should be provided for the storage and distribution of equipment and some materials such as periodical back issues, and software and audiovisual resources.

Office/Workroom/Storage: Smaller schools may combine these areas into one.

Professional Area: Space should be provided for the storage of professional materials. Whenever possible, enough space should be available for teachers to view and use these materials, and this area should include computer stations.

Functional Relationships for Library Media Centers

Functions influence the kind, size, and juxtaposition of spaces. This diagram attempts to name the needed spaces and point out the interrelation of the suite of areas. The intersections of circles with one another indicate overlapping administrative or clerical functions, which should be located adjacent to each other. The size of various circles only approximates actual size relationships.



Space Recommendations

Below are recommended space requirements for school library media centers. In general, the library should be large enough to house at least 40 students or 10 percent of the student population whichever is larger. Most guidelines call for approximately six feet per student in the main area, more for smaller schools and less for larger schools. Programs, such as video production and photography, may require additional space.

Library Media Facilities Recommendations		
	Minimum	Desirable
Student Enrollment	Square footage	Square footage
Up to 250	4000	5950
251-500	4070	7300
501-750	4440	11,100
751-1000	5840	13,000
1001-1250	6440	15,700
1251-1500	7840	17,400
1501-1750	8440	19,100
1751-2000	9840	20,800
More than 2000	10,490	Use planning sheet to calculate

The minimum requirement for a school library media center for any size school is 4000 square feet. (See chart)

A School Library Should Have	Square footage
Circulation Area	200
Seating for 40 (at 30 sq. ft per student)	1200
Shelving	500
Teaching area	600
Office	200
Workroom	300
Storage	200
Teacher resources	150
Conference room/storytelling area	150
Multimedia production area	300
Six computer work stations and printer/scanner	200
Minimum requirements	4000

Library Media Center Planning Sheet

Fill in the following chart to determine the space needs for your school.

Enrollment size _____ (E)

Seating capacity

Minimum **Desirable**
(E x 8%, minimum 40) (E x 12%)

(Put in 1a) **(Put in 1b)**

Space Needed For:

Purpose	Minimum (sq. ft.)	Desirable (sq. ft.)
1. General reading-listening-viewing-browsing area, seating: Multiply seating capacity x 30 sq ft	1a. _____	1b. _____
	X 30	X 30
	Subtotal:	Subtotal:
2. Computer workstations (Enter size of largest class here: _____ For enrollment up to 500, put figure in 2c and 2d; If enrollment 501 or greater, multiple 2a times 2 and put that figure in 2c and 2d. Multiply this figure x 40 sq ft	2c _____ / 3	2b: _____
	X 40	X 40
	Subtotal:	Subtotal:
3. Printer stations (minimum 2; desirable 4 if enrollment 500 or less; 8 if greater than 500)	2	
	X 25	X 25
	Subtotal:	Subtotal:
4. Office staff: 200 minimum plus 50 sq ft for each additional staff member. (See table with staffing recommendations for minimum and desirable number of staff members.)	200 plus	200 plus
	_____ x 50 (no. of staff members)	_____ x 50 (no. of staff members)
	Subtotal:	Subtotal:
5. Conference room: Add 1-150 sq ft room per 500 students for minimum; 1-150 sq ft room per 250 students for desirable.		
	x 500	X 500
	Subtotal:	Subtotal:
6. Teaching area: Add 1-600 sq ft classroom for every 500 students for minimum; add 1-600 sq ft classroom for every 250 for desirable)		
	X 150	X 150
	Subtotal:	Subtotal:
7. Circulation area (add amount shown for desirable)	500	E up to 500 = 700 E 501-1000 = 900 E > 1000 = 1100

8. Workroom (add amount shown for desirable)	300	E up to 500 = 400 E 501-1000 = 450 E > 1000 = 500
9. Storage (add amount shown for desirable)	200	E up to 500 = 400 E 501-1000 = 600 E > 1000 = 800
10. Teacher resources (add amount shown for desirable)	150	E up to 500 = 350 E 501-1000 = 500 E > 1000 = 750
11. Multimedia production area	300	E up to 500 = 600 E 501-1000 = 900 E > 1000 = 1200
TOTAL (Add all columns)		

Works Consulted for Plan for Progress, Revised Edition

- Alabama State Department of Education (1999). *Alabama's literacy partners: A principal's guide to an effective library media program for the 21st century*. [Electronic version] Retrieved June 28, 2002, from www.alsde.edu/general/LiteracyPartners.pdf
- American Association of School Librarians and Association for Educational Communications and Technology (1988). *Information power: Guidelines for school library media programs*. Chicago: American Library Association and the Association for Educational Communications and Technology.
- American Association of School Librarians (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association and the Association for Educational Communications and Technology.
- Erikson, R. (2001). *Designing a school library media center for the future*. Chicago: American Library Association.
- Everhart, N. (1998). *Evaluating the school library media center: analysis techniques and research practices*. Englewood, CO: Libraries Unlimited.
- Iowa Department of Education (1992). *Plan for progress in the library media center PK-12: A guide to planning for school library media programs and for district AEAMC, and other support of those programs*. Des Moines: Iowa Department of Education.
- Iowa Department of Education (2001). *The annual condition of education report*. [Electronic version] Retrieved June 29, 2002, from <http://www.state.ia.us/education/fis/pre/coer/coer01.pdf>.
- Kentucky Department of Education (2001). *Beyond proficiency: Achieving a distinguished library media program*. Frankfort, KY: Kentucky Department of Education.
- Maine Association of School Libraries Facilities Committee (1999). *Maine school library facilities handbook*. [Electronic version] Retrieved Nov. 11, 2002, from <http://www.maslibraries.org/about/facilities/detailed.html>
- Maryland State Department of Education (1998). *Facilities guidelines for library media programs*. Baltimore, MD: Division of Instruction of Staff Development.
- Maryland State Department of Education (2000). *Standards for school library media programs in Maryland*. Baltimore, MD: Maryland State Department of Education.
- Massachusetts School Library Media Association (1997). *Standards for school library media centers in the Commonwealth of Massachusetts*. [Electronic version]

Retrieved June 29, 2002, from <http://www.doe.mass.edu/mailings/1997/lmstandards.html>

Minnesota Educational Media Association (2001). *Minnesota standards for effective school library media programs*. [Electronic version] Retrieved July 2, 2002, from <http://cfl.state.mn.us/library/mnschoolstandards.pdf>

Missouri Department of Elementary and Secondary Education (2002). Standards for Missouri school library media centers. [Electronic version] Retrieved Nov. 8, 2002, from <http://dese.mo.gov/divimprove/curriculum/standards/lmcstand.htm>

New Mexico Library Association (2001). Standards for New Mexico school libraries. [Electronic version] Retrieved Nov. 16, 2002, from <http://www.nmla.org/standards.html>

Pennsylvania Department of Education (1999). Pennsylvania guidelines for school library information programs. Harrisburg, PA: Commonwealth Libraries.

North Carolina Department of Public Instruction (2000). *North Carolina Public Schools facilities guidelines*. Raleigh, NC: North Carolina Department of Public Instruction.

State Library of Iowa (2002). *Survey of School Library Media Centers in Iowa, July 2001-May 2002*. [Electronic version] Retrieved Sept. 20, 2003 from <http://www.silo.lib.ia.us/for-ia-libraries/statistics/schools/schlib2002tabulate.pdf>

Texas State Library and Archives Commission (2001). School library programs: Standard sand guidelines for Texas. [Electronic version] Retrieved Nov. 12, 2002, from <http://www.tsl.state.tx.us/ld/schoollibs/standards.html>

