

THE MASSACHUSETTS SCHOOL LIBRARY MEDIA ASSOCIATION

MODEL SCHOOL RUBRICS

Adopted by the MSLMA Board May 2002

The Massachusetts School Library Media Association has developed this school library program assessment tool to assist librarians, educators, and administrators in improving school library programs to ensure student' success as life long learner, critical thinkers and problem solvers. The recent research shows that exemplary school library programs play a significant role in student achievement. For this reason, the Executive Board is committed to improving school library media programs throughout the Commonwealth of Massachusetts.

As MSLMA begins its campaign to improve the effectiveness of school library programs, we encourage you to evaluate **your** school library program and its effect on student achievement. The Executive Board hopes to work closely with school librarians and administrators during their library program evaluation and strategic planning process. MSLMA also wants to identify exemplary school library programs that can serve as models for student achievement and success. Schools with model library programs will be encouraged to welcome visits by school librarians, administrators, parents, school committee members and legislators.

Resources used in creating this document:

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Markuson, Carolyn; Zilonis, Mary Frances and Fincke, Mary Beth. The School Library Media Center Long-Range Planning Guide.
Massachusetts Board of Library Commissioners. 1999.

Nebraska Educational Media Association. *Guide for Developing and Evaluating School Library Media Programs.*
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MSLMA SCHOOL LIBRARY PROGRAM EVALUATION

TARGET INDICATORS OF TEACHING AND LEARNING

1. Functions as integral part of the teaching and learning process to achieve the standard based outcomes of the Massachusetts Curriculum Frameworks.
2. Integrates information literacy and technology proficiency standards with curriculum content standards to enable students to become effective and efficient users of information.
3. Promotes reading for literacy and personal enjoyment.
4. Models and promotes effective collaborative teaching and addresses diverse learning abilities, styles and needs.
5. Fosters individual and collaborative inquiry.
6. Assesses student learning and achievement on a regular basis.
7. Serves as a leader in the school or district professional development committee and in writing the district professional development plan.

TARGET INDICATORS OF INFORMATION ACCESS AND DELIVERY

1. Encourages intellectual access.
2. Provides physical access.
3. Provides flexible and equitable access.
4. Provides resources that support the Massachusetts Curriculum Frameworks and meet diverse learning styles.
5. Integrates technology in the process of teaching and learning.
6. Provides a user-friendly and student-centered environment.

TARGET INDICATORS OF PROGRAM ADMINISTRATION

1. Requires full-time certified LMS and additional qualified staff for library and technology support.
2. Supports mission and goals of school and school district.
3. Communicates the mission, goals and objectives of the library media program to the administration.
4. Utilizes comprehensive and collaborative program planning.
5. Upholds legal and ethical standards in policies, procedures and practices, including a commitment to intellectual freedom.
6. Assesses effectiveness of program on a regular basis.
7. Receives sufficient funding for program implementation.
8. Communicates the mission, goals and functions of the library media program.

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: TEACHING AND LEARNING

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>1. Functions as integral part of the teaching and learning process to achieve the standards - based outcomes of the Massachusetts Curriculum Frameworks.</p>	<p><input type="checkbox"/> The library media program is isolated from the curriculum.</p> <p><input type="checkbox"/> Learning activities are centered in the classroom and are textbook based.</p>	<p><input type="checkbox"/> The library media program is integrated to a limited degree across the curriculum.</p> <p><input type="checkbox"/> Assignments are designed to allow students to pursue learning through research and use of library resources.</p>	<p><input type="checkbox"/> The library media program is integrated as an essential component across the curriculum.</p> <p><input type="checkbox"/> Some learning activities are designed collaboratively by the LMS and teachers to provide meaningful learning experiences through independent investigation using library media resources.</p>	<p><input type="checkbox"/> The library media program is an integral part of the teaching and learning process across all areas of the curriculum.</p> <p><input type="checkbox"/> Curriculum is cooperatively designed by the LMS and teachers to incorporate authentic learning tasks, essential questions and an inquiry process.</p>
<p>2. Integrates information literacy and technology proficiency standards with curriculum content standards to enable students to become effective and efficient users of information.</p>	<p><input type="checkbox"/> The LMS teaches limited "library skills" independent of any other instruction in the building or by request of the teacher.</p>	<p><input type="checkbox"/> LMS and teacher collaborate on the use of information literacy and technology standards for low-end location, access and selection skills.</p>	<p><input type="checkbox"/> Information literacy and technology skills expand beyond locating information to analysis, evaluation and synthesis.</p>	<p><input type="checkbox"/> LMS and teachers share responsibility for information and literacy skills. Students learn to make information and technology literacy skills an integral part of their work.</p>
<p>3. Promotes reading for literacy and personal enjoyment.</p>	<p><input type="checkbox"/> The library media program places no particular emphasis on reading.</p> <p><input type="checkbox"/> Students generally do not use the library for reading materials, either for academic or personal interests.</p>	<p><input type="checkbox"/> The library media program supports reading in an isolated way, offering occasional reading events.</p> <p><input type="checkbox"/> Few teachers work with LMS to integrate a reading focus with the rest of the school.</p>	<p><input type="checkbox"/> Reading is a focus of the library media program, with careful attention to integrating with classroom activities and motivating students to read on their own.</p> <p><input type="checkbox"/> Some teachers collaborate in expecting students to read for understanding and enjoyment.</p>	<p><input type="checkbox"/> The library media program promotes a schoolwide culture of reading and learning, in which all students read.</p> <p><input type="checkbox"/> The school is truly a reading community.</p>

<p>4. Models and promotes effective collaborative teaching and addresses diverse learning abilities, styles and needs.</p>	<p><input type="checkbox"/> Teaching in the library may or may not be related to classroom teaching.</p> <p><input type="checkbox"/> The LMS provides resources, but is not involved in the planning process.</p>	<p><input type="checkbox"/> The LMS and teachers occasionally coordinate their teaching so that what is taught in the LMC complements what is taught in the classroom</p> <p><input type="checkbox"/> Teaching methods generally do not take advantage of the strengths of the LMC.</p>	<p><input type="checkbox"/> The LMS and teachers frequently plan their teaching together. Some skills are taught in the LMC and others in the classroom.</p> <p><input type="checkbox"/> The LMS or teacher individually or together may prescribe the strategies, research questions or assessment methods to be used.</p>	<p><input type="checkbox"/> The LMS and classroom teacher together function as a collaborative teaching team. This model encourages mentoring, creative thinking and authentic assessment methods.</p>
<p>5. Fosters individual and collaborative inquiry.</p>	<p><input type="checkbox"/> The LMS has no opportunity to assist students in inquiry based learning.</p>	<p><input type="checkbox"/> LMS has limited opportunity to assist students in inquiry based learning</p> <p><input type="checkbox"/> Students occasionally have an opportunity to pursue learning on their own.</p>	<p><input type="checkbox"/> LMS has opportunities to assist students in their research by recommending resources within and outside the school.</p> <p><input type="checkbox"/> Students have opportunities to develop and pursue their own questions.</p>	<p><input type="checkbox"/> LMS assists students as active and independent learners.</p> <p><input type="checkbox"/> Students determine what they need to know and assume responsibility for learning it.</p>
<p>6. Assesses student learning and achievement on a regular basis.</p>	<p><input type="checkbox"/> There are no benchmarks used for assessing student progress in information literacy skills.</p>	<p><input type="checkbox"/> The student's product is assessed but not the effect of the Library Media Center's curriculum on student learning.</p> <p><input type="checkbox"/> Some information and technology benchmarks are used to assess student achievement..</p>	<p><input type="checkbox"/> The LMS and teachers collaboratively develop literacy and technology benchmarks are used across the curriculum.</p> <p><input type="checkbox"/> LMS consults with teachers about the effectiveness of library/classroom collaborative units.</p>	<p><input type="checkbox"/> The LMS and the teachers collaboratively assess student achievement according to the developed and established rubrics.</p> <p><input type="checkbox"/> Information and literacy benchmarks are collaboratively reviewed and revised.</p> <p><input type="checkbox"/> An action plan based on assessment continually strengthens the program.</p>
<p>7. Serves as a leader in the school or district professional development committee and in writing the district professional development plan.</p>	<p><input type="checkbox"/> LMS takes no responsibility for professional development.</p>	<p><input type="checkbox"/> LMS occasionally takes on responsibility for professional development.</p>	<p><input type="checkbox"/> LMS frequently participate in planning or teaching of professional development opportunities.</p>	<p><input type="checkbox"/> LMS helps plan professional development of staff in the effective use of informational and technological resources as tools in the learning process.</p>

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: INFORMATION ACCESS & DELIVERY

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>1. Encourages intellectual access.</p>	<p><input type="checkbox"/> The concept of intellectual freedom is not addressed.</p>	<p><input type="checkbox"/> The library staff demonstrates a commitment to the concept of intellectual freedom.</p>	<p><input type="checkbox"/> The program and staff support the concept of intellectual freedom and implement it through policies and practices.</p>	<p><input type="checkbox"/> The school community fully supports and implements intellectual freedom for all students.</p> <p><input type="checkbox"/> All library and school policies and practices reflect this commitment.</p>
<p>2. Provides physical access.</p>	<p><input type="checkbox"/> The space is inadequate. It does not provide for whole class instruction and/or for a variety of other learning activities to occur.</p> <p><input type="checkbox"/> The floor plan, furnishings, shelving and technology are inadequate and adhere to no standards.</p>	<p><input type="checkbox"/> The space is limited, but does provide for some simultaneous class instruction and other individual and group learning activities, both of which are compromised at times.</p> <p><input type="checkbox"/> The square footage, furnishing, shelving and seating arrangement and technology are adequate to service patrons and implement the program.</p>	<p><input type="checkbox"/> The space is adequate with designated areas for at least two groups/classes to work simultaneously in the LMC on a variety of learning activities.</p> <p><input type="checkbox"/> The arrangement and accessibility of the furniture, shelving, resources and technology is flexible enough to accommodate wide and diverse use.</p>	<p><input type="checkbox"/> The space is large enough to accommodate a variety of concurrent learning activities for groups, classes and individuals.</p> <p><input type="checkbox"/> The space lends itself to diverse use and attention has been paid to carpeting, furniture, shelving, lighting and climate control standards.</p>

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: INFORMATION ACCESS & DELIVERY (continued)

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>3. Provides flexible and equitable access.</p>	<p><input type="checkbox"/> The schedule is fixed.</p> <p><input type="checkbox"/> Teacher “duty free” or preparation time is provided via class library time.</p>	<p><input type="checkbox"/> Some flexible access is provided.</p> <p><input type="checkbox"/> This flexibility enables the LMS and teachers to collaborate on integrating information literacy skills into the curriculum.</p>	<p><input type="checkbox"/> Flexible access occurs most of the time.</p> <p><input type="checkbox"/> A flexible schedule provides time for the LMS and teacher to coordinate and collaborate on designing and teaching lessons that integrate information literacy and content.</p> <p><input type="checkbox"/> The flexible schedule is supported by the school administration and central office.</p>	<p><input type="checkbox"/> Access to the library is fully flexible and equitable.</p> <p><input type="checkbox"/> All students use the library regularly and as often as needed. Students use the library extensively on projects that the LMS and classroom teachers designed collaboratively and co-teach.</p> <p><input type="checkbox"/> The faculty, school administration and central office strongly support open and flexible access.</p>
<p>4. Provides resources that support the Curriculum Frameworks and meet diverse learning needs.</p>	<p><input type="checkbox"/> The average age of the nonfiction collection is more than ten years old. The collection does not support the Curriculum Frameworks.</p> <p><input type="checkbox"/> The collection includes very limited or no access to electronic or multi-media formats.</p>	<p><input type="checkbox"/> The collection is well weeded and has been built following the district-approved selection policy. The collection begins to support the Curriculum Frameworks.</p> <p><input type="checkbox"/> Print and non-print resources are available, however, electronic databases and the internet are available on a limited basis.</p>	<p><input type="checkbox"/> The collection, developed within the district selection guidelines, is up-to-date, supports the Curriculum Frameworks and meets most curricular, learning style and recreational needs of the students.</p> <p><input type="checkbox"/> The collection has some diversity and includes resources in a variety of formats. Inter-library loan, electronic databases and the internet are available.</p>	<p><input type="checkbox"/> The collection has these qualities: it reflects the district selection policy and the Curriculum Frameworks. It is up-to-date, well weeded and diverse and it supports the curricular, learning style and recreational needs of the students.</p> <p><input type="checkbox"/> The collection contains an appropriate balance of print, multi-media and electronic resources. On site information resources are regularly supplemented with inter-library loans, electronic databases and the Internet.</p>

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: INFORMATION ACCESS & DELIVERY (continued)

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>5. Integrates technology in the process of teaching and learning.</p>	<p><input type="checkbox"/> Availability of and access to a variety of educational technologies is limited.</p>	<p><input type="checkbox"/> There is some access to audio/video equipment, and computers.</p> <p><input type="checkbox"/> Technology is used for library management and provides access to the library's holdings via an electronic catalog and some databases.</p>	<p><input type="checkbox"/> A variety of educational technologies are available in the LMC and throughout the building.</p> <p><input type="checkbox"/> Library operations are completely automated. An electronic catalog, electronic databases and the Internet are available in the LMC.</p>	<p><input type="checkbox"/> Educational technologies and resources are current and accessible throughout the school.</p> <p><input type="checkbox"/> The library's resources and electronic databases are available via a district network or the Internet.</p>
<p>6. Provides a user-friendly and student-centered environment.</p>	<p><input type="checkbox"/> The educational community does not feel welcomed in the LMC.</p>	<p><input type="checkbox"/> The LMC staff and the LMC environment provide a welcoming atmosphere to the educational community.</p>	<p><input type="checkbox"/> The LMC space and staff provide a stimulating educational environment where users feel welcome and well served. Signs clearly identify each area of the library for ease of use.</p>	<p><input type="checkbox"/> The stimulating and supportive environment encourages the educational community to use the facility and to work productively not only during school hours, but also before and after school.</p>

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: PROGRAM ADMINISTRATION

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>1. Requires full-time certified LMS and additional qualified staff for library and technology support.</p> <p>Refer to recommended staffing ratios described in state and national standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The LMC staff consists of a paraprofessional without library media certification, who receives limited supervision from a certified LMS. <input type="checkbox"/> The services that this level of staffing provides could include collection maintenance, circulation of materials and limited teaching of information literacy skills. <input type="checkbox"/> There is no coordination between the library and technology programs/departments 	<ul style="list-style-type: none"> <input type="checkbox"/> The LMC staff consists of at least one full-time certified LMS and one full-time paraprofessional <input type="checkbox"/> The services that this level of staffing offers include professional collection development, circulation of materials, some collaborative development of units with classroom teachers and some teaching of information literacy skills to students. <input type="checkbox"/> There is limited coordination between the library and technology program/departments. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LMC staff consists of at least one full-time LMS, one full-time paraprofessional and technology support staff. <input type="checkbox"/> Services offered include regular development and maintenance of the collection, circulation of materials, development and coordination of special reading programs, preparation of bibliographies and special collections, assistance with technology, and collaboration with teachers in designing resource-based learning experiences. <input type="checkbox"/> There is moderate coordination between the library and technology program/departments. 	<ul style="list-style-type: none"> <input type="checkbox"/> An exemplary program complies with the staffing ratios described in the MSLMA standards for staffing guidelines. There is a district library media coordinator. <input type="checkbox"/> The professional staff provides additional services such as computer access, media production, special programs and community outreach. The library media program is integrated comprehensively with the school's curriculum. The depth of each student's learning is increased through the consistent teaching of advanced information literacy skills and critical thinking as integral components of all research in all subjects. <input type="checkbox"/> There is strong communication, coordination and collaboration between the library media department and the technology staff/department.
<p>2. Supports the mission and goals of school and school district.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The library media program stands on its own, with its own priorities and goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LMS is aware of the school's mission and goals and takes those into consideration in designing the library media program. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LMS serves on the decision-making committee of the school and helps to formulate school goals. The LMS designs the library media program to achieve those goals and participate actively in developing and updating the technology plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> The LMS serves on the decision-making committee of the school and helps to formulate school goals and long-range plans that complement the district's goals. The library media program is an integral part of curriculum, technology and professional development plans.

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: PROGRAM ADMINISTRATION (continued)

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>3. Communicates the mission, goals and objectives of the library media program to the administration.</p>	<p><input type="checkbox"/> The LMS does not meet regularly with any school administrator.</p> <p><input type="checkbox"/> The administration offers no support to the library media program.</p>	<p><input type="checkbox"/> The LMS meets occasionally with the school administration.</p> <p><input type="checkbox"/> The administration offers verbal support to the school community about the purpose of the library program.</p>	<p><input type="checkbox"/> The LMS meets regularly with the school administration and presents a periodic report of the status of program goals and objectives.</p> <p><input type="checkbox"/> The administration actively supports the integration of information literacy skills across the curriculum.</p>	<p><input type="checkbox"/> The LMS communicates the library programs's goals and objectives to the school and district administrators.</p> <p><input type="checkbox"/> The building administration, central office and district library administrator provides strong support. There is a district library media coordinator who guides the process of integrating information literacy skills across the curriculum.</p> <p><input type="checkbox"/> The LMS engages the school community in ongoing conversation about information literacy issues.</p>
<p>4. Utilizes comprehensive and collaborative program planning.</p>	<p><input type="checkbox"/> Planning is done on a crisis-management basis.</p>	<p><input type="checkbox"/> Planning is short-term, to meet immediate program needs.</p>	<p><input type="checkbox"/> A short-range plan for the program and resources is developed each year.</p> <p><input type="checkbox"/> A broad-based committee from the school community helps to develop the mission statement, goals and objectives for the LMC program.</p>	<p><input type="checkbox"/> A long-range, strategic plan for the program, resources and facility is developed and revisited each year.</p> <p><input type="checkbox"/> A broad-based committee from the school community has developed the mission statement goals and objectives for the LMC program. This committee actively seeks ways in which it can help the LMC more fully achieve its goals and objectives.</p>

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: PROGRAM ADMINISTRATION (continued)

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>5. Upholds legal and ethical standards in policies, procedures and practices including a commitment to intellectual freedom.</p>	<p><input type="checkbox"/> There are no written policies within the school district about issues such as copyright, intellectual freedom, confidentiality and acceptable use of information resources.</p>	<p><input type="checkbox"/> Some written policies about copyright, intellectual freedom, confidentiality and acceptable use of information resources exist; however, their implementation is irregular and the community is not generally aware of the underlying issues.</p>	<p><input type="checkbox"/> Written policies have been developed and approved for information issues such as copyright, intellectual freedom, confidentiality, and acceptable use of resources.</p> <p><input type="checkbox"/> The LMS has taken responsibility for implementing those policies, but the community both inside and outside the school has not addressed the underlying issues and has not accepted the policies as their own responsibility.</p>	<p><input type="checkbox"/> Policies addressing legal and ethical issues such as copyright, intellectual freedom, confidentiality, acceptable and responsible use of resources have been developed in collaboration with the school community and have been approved as district policy.</p> <p><input type="checkbox"/> These policies are carefully followed in procedures and practices in the library and throughout the school. District board policy includes these issues as well as procedures for implementation.</p>
<p>6. Assesses the effectiveness of the program on a regular basis.</p>	<p><input type="checkbox"/> No assessment of the library media program is conducted.</p>	<p><input type="checkbox"/> Assessment of the library media program is conducted sporadically and is based on input criteria, such as the number of materials added, circulation statistics, the number of classes taught and the number of units designed.</p>	<p><input type="checkbox"/> Assessment of the library media program is conducted by the LMS on a fairly regular basis, looking at statistics (number of resources, circulation statistics, number of classes taught), but also with some attempt to assess the quality of learning that occurred during these activities.</p> <p><input type="checkbox"/> The LMS begins to develop rubrics to assess the effectiveness of the program.</p>	<p><input type="checkbox"/> Ongoing assessment of the library media program is based on established goals and criteria for success. The effectiveness of the program is based on student achievement of both content standards and information literacy standards.</p> <p><input type="checkbox"/> The LMS develops an action plan to strengthen the program continually.</p>

RUBRICS FOR EVALUATING MODEL SCHOOL SITES: PROGRAM ADMINISTRATION (*continued*)

TARGET INDICATORS	DEFICIENT	BASIC	PROFICIENT	EXEMPLARY
<p>7. Receives sufficient funding for program implementation</p>	<p><input type="checkbox"/> Funding is minimal and allows only for replacement of lost or damaged resources.</p>	<p><input type="checkbox"/> Funding allows for the addition of some new resources.</p> <p><input type="checkbox"/> The LMS has limited input into the budgetary process.</p>	<p><input type="checkbox"/> Funding allows the program to attain its goals and objectives. Grant opportunities are sought to enhance the program.</p> <p><input type="checkbox"/> The LMS develops a budget with justifications to support the library program.</p>	<p><input type="checkbox"/> A long-range development plan for the library program, as well as funding for capital development, is incorporated into the school budget.</p> <p><input type="checkbox"/> Grants and partnerships may provide additional resources.</p>
<p>8. Communicates the mission, goals and functions of the library media program.</p>	<p><input type="checkbox"/> The staff functions as a service provider without establishing clear goals and missions.</p> <p><input type="checkbox"/> There is no communication about the library media program to the school community.</p>	<p><input type="checkbox"/> The LMS communicates the goals and objectives clearly to the school community.</p> <p><input type="checkbox"/> The LMS does not, however, go beyond communication to advocate for the effectiveness of the library media program.</p>	<p><input type="checkbox"/> The LMS often communicates the effectiveness of the library media program to the school and the community at large.</p> <p><input type="checkbox"/> When offered the opportunity, the LMS will advocate for the program to administrators and school board members.</p>	<p><input type="checkbox"/> The LMS conducts a public relations campaign to communicate the effectiveness of the library media program to the school and the community at large.</p> <p><input type="checkbox"/> The LMS seeks opportunities to Advocate for the program to administrators, parents, school board members, legislators and other decision-makers.</p>

THE MASSACHUSETTS SCHOOL LIBRARY MEDIA ASSOCIATION

MODEL SCHOOL LIBRARY PROGRAM APPLICATION

Models for Student Achievement and Success

Today's school library media program plays an integral role in educating children for the future. It is where students learn to find, analyze, evaluate, interpret and communicate information and ideas -- skills they will need as adults to live and work in an information-based society.

The Massachusetts School Library Media Association encourages schools and districts to use this assessment tool as a way to evaluate and improve school library media programs. The Association, along with the Massachusetts Board of Library Commissioners and the Massachusetts Regional Library Systems, recommends that schools evaluate their library programs and develop a long-range strategic plan.

Evaluation and planning is a process have to do with determining...

Where you want to go

Where you are now

Ways to get from "now" to "then"