

Appendix A

Sample Checklist for School Library Programs

Developed by the Canadian School Library Association

	Yes	Somewhat	No
1. Program focuses on teaching information literacy and promoting reading			
a. Research connected to a continuum of information literacy skills			
b. Integration of information literacy program across the curriculum			
c. Collaboration, between teachers, teacher-librarians, administration, parents and community members			
d. Teacher-librarian involved in assessment and reporting of student achievement			
e. Equitable access for all students to library programs			
f. Reading and literacy program development, support and implementation			
2. Staffing model includes qualified, competent and highly motivated teacher-librarians supported by technical and clerical staff			
a. Collaborative planning and teaching where subject goals and information literacy goals are met through resource based research projects.			
b. Teacher-librarian teaching technology and information literacy skills to staff and to students in research projects and on as-needs basis			
c. Collection development of a variety of resources based on provincial curriculum requirements and local interests			
d. Efficient management of human resources (clerical, technical staff, students pages, volunteers)			
e. Efficient management of equipment (loans, acquisitions and maintenance)			
f. Clerical processes (circulation, acquisitions, budgets, ordering, tracking, cataloging, shelving, reporting, data entry)			
g. Leadership (incorporation of new learning theories in resource based joint projects, teaching new technologies)			
h. Efficient management of the facility (bookings, layout, furniture, maintenance)			
i. Professional development (e.g. web based activities and opportunities)			
3. A funding model which involves inclusive and long-range planning, connected to the school goals			
a. Program budget prepared yearly by teacher-librarians, based on curricular needs and interests of all staff and programs			
b. Budget with a base plus yearly amount per student for long range planning			

c. Budget to include on-going and new school initiatives			
d. Budget to include resources, supplies, repairs, equipment, service contracts, professional development and capital expenditures			
e. Budget that identifies and prioritizes needs of the school			
f. Budget that reflects input of stakeholders			
g. Funding for special programs-author visits, reading initiatives etc			
4. Library has a wide range of appropriate learning resources which are carefully and expertly selected to meet the formal and informal needs of all learners			
a. There is a selection policy that reflects the learning needs of the school			
b. There is a balance in the variety of formats (print, video, audio, online databases, streaming video etc)			
c. There is a balance in the accessibility levels of materials			
d. Sufficient computer work stations and printers			
e. Sufficient viewing and listening equipment			
f. Sufficient number of items per students (quantitative)			
g. High correlation between resources and learning needs of the community (qualitative)			
h. The collection is current (weeded and replenished) and is in good repair			
i. Access to a central union catalog			
j. Access to virtual library resources			
k. Access to website information			
l. Procedures for access, coordination and sharing of resources			
5. Library has technologies that are current, readily accessible and supportive of the curriculum expectations			
a. Library program teaches effective and responsible use of technologies			
b. Contains sufficient workstations and software to assist students to seek, analyze, synthesize and communicate information in new and meaningful ways			
c. Access for all students and teachers throughout the school to current information resources and some databases 24/7			
d. Organization and management of basic library routines through automated systems			
6. Library facilities are safe, flexible, spacious and well designed to accommodate a variety of learning activities			
a. Has workspace for individuals, small group learning and class instruction			
b. Is designed to adapt to new emerging technologies and applications			
c. Allows for flexibility in restructuring and reconfiguring library for new and traditional functions efficiency quality of growth			
d. Is comfortable-sound lighting temperature wiring furniture			
e. Is accessible before, during and after the instructional day			

f. Is visually attractive			
g. Is safe			
7. Meaningful involvement with community partners enhances student learning within and beyond the school			
a. Regular communication with parents and community through a variety of means to reach a diverse audience			
b. Access to networks of information and sharing within the local, national and global communities			
c. Private sector participation is non-commercial and is not driving the curriculum			
d. Participation in distance learning			
8. Curricular leadership and technical support at the district level			
a. Equitable and consistent support for program development and the implementation of new technologies			
b. Centralized support for library technical systems (acquisitions, union databases cataloging, automation issues, training)			
c. Centralized support for processing of acquisitions to secure cost efficiencies either through centralized employment of staff to handle bulk processes or through centralized purchasing			
d. Centralized resource centre that augments individual school collections for maximum financial accountability			
e. Centralized participation in cost sharing initiatives			
f. Centralized support for computer technical services (virtual collections, trouble shooting, training, web page design)			

Asselin, M., Branch, J., & Oberg, D. (Eds.).(2003). *Achieving information literacy: Standards for school library programs in Canada*. Ottawa, Canada: The Canadian School Library Association and The Association for Teacher-Librarianship in Canada.