

SCHOOL LIBRARIES

IN MARYLAND

Maryland School Library Media Specialists empower learners to master competencies, access resources, and ethically and effectively use learning tools. They perform 5 key roles in preparing learners for lifelong success. The roles and the average amount of time spent performing each** are:

1. LEADER

8%

Average percent of time performing this role

- Participates as a member of the School Improvement Team (SIT)
- Facilitates learning opportunities for school staff
- Engages in a professional learning community team at the school level

2. INSTRUCTIONAL PARTNER

- Plans instructional units with teachers
- Teaches students cooperatively with teachers
- Delivers instruction collaboratively with teachers in classrooms and other school locations

10%

Average percent of time performing this role

3. INFORMATION SPECIALIST

14%

Average percent of time performing this role

- Curates, evaluates and shares quality information sources in varying formats
- Understands and models the ethical use of information, technology, and media
- Leverages emerging technologies to transform teaching and learning

4. TEACHER

- Facilitates opportunities for student-led inquiry
- Teaches students how to use digital resources
- Facilitates learning activities where students work collaboratively in groups

46%

Average percent of time performing this role

5. PROGRAM ADMINISTRATOR

13%

Average percent of time performing this role

- Maintains a relevant collection of print and digital resources that is current and authoritative
- Ensures the collection is organized, centrally managed, and robust
- Provides virtual access to resources and information outside the traditional school day

** Remaining 9% of time is spent on other duties such as bus or lunch duty, test monitoring, or study hall



2018-2019 Public School Annual Library Media Center Report

Final Findings

Maryland School Library Media Specialists (SLMS) empower learners to think critically and solve problems in a global society with creativity and innovation. Learners master competencies through a fully integrated, instructional program that stresses information and technology literacy skills. SLMS perform five key roles in preparing learners to become lifelong learners, informed decision makers, and effective users of information: Teacher, Information Specialist, Program Administrator, Instructional Partner, and Leader. Their Library Media Centers (LMC) provide access to a diverse variety of print and non-print resources and services to support this goal.

Schools reporting: 1257

Student enrollment: 850,109

Staffing (totals)

LMC with a MSDE Certified Library Media Specialist (SLMS): 1070 (*85% of schools reporting*)

LMC with a Full Time MSDE Certified Library Media Specialist: 1008 (*80% of schools reporting*)

SLMS with National Board Certification in School Library Media: 53

Teachers working toward MSDE SLMS certification: 112 (in 14 LSS)

LMC with at least part-time, paid, technical, clerical or assistants: 574 (*46% of schools reporting*)

Budget

Percentage of LMC with system-level funding: 86%

Percentage of LMC with School-based funding: 46%

(*LMC with no funding source listed: 57*)

Collection (totals)

Physical collection

Books: 13,105,908

Video materials: 217,892

Audio materials: 58,615

Equipment and other physical items: 162,472

Total physical items: 13,317,233

Digital collection

eBooks and eAudio Books: 378,494

Average Online database titles (20 provided by LSS or SAILOR): 28

Total books (physical and e): 13,484,402

(Books per student reported: 16)

Collection Age (average)

Total holdings in 500-599 section: 1130

20+ years old: 19%

11-20 years old: 48%

2-10 years old: 31%

Less than 2 years old: 2%

Technology Services and Virtual Presence (percentage of schools reporting)

LMC has a:

Virtual presence: 69%

Social media presence: 44%

Link from the school website directing users to the LMC website: 78%

Public Library Cooperation

LMC has a process in place for the exchange of materials with the public library: 50%

LMC has a collaborative partnership with the public library: 93%

Technology Management

Average number of internet accessible devices in the LMC: 26

The SLMS/staff are responsible for managing computer labs/mobile technology: 49%

Instructional Program

All classes flexibly scheduled: 31%

All classes fixed scheduled: 57%

Some classes fixed schedule, other classes flexibly scheduled: 12%

Teaching Approaches

How often do you:	Frequently	Occasionally	Never
Plan instructional units with teachers	30%	56%	14%
Teach students cooperatively with teachers	26%	44%	30%
Facilitate learning activities where students work collaboratively in groups	70%	26%	4%
Teach students how to use digital resources	80%	16%	4%
Facilitate opportunities for student-led inquiry	55%	40%	5%
Facilitate learning opportunities for school staff	20%	66%	14%

Information Literacy Skills

How often do you teach learners to:	Frequently	Occasionally	Never
Apply critical thinking skills	74%	23%	3%
Evaluate the credibility of information sources, including the internet	58%	38%	4%
Use technology to organize and share information.	68%	25%	7%
Use a variety of sources when gathering information about a topic	79%	18%	3%
Understand the ethical use of information, technology, and the media	73%	24%	3%
Discover, innovate and create expression through reading and self-directed pursuits.	68%	29%	3%
Engage in collaborative learning groups to broaden and deepen their understandings.	58%	37%	5%
Use sources in varying formats that express a variety of perspectives and viewpoints.	64%	32%	4%

Roles of the SLMS (percentage of time spent in each role)

Leader: 8%

Instructional Partner: 10%

Information Specialist: 14%

Teacher: 46%

Program Administrator: 13%

Other: 9%

Professional Environment (percentage of schools reporting)

LMC has an advisory committee: 26%

SLMS meets regularly with the principal and/or other building or district administrators outside of required staff/curriculum meetings: 64%

SLMS participates as a member of the School Improvement Team (SIT): 46%

SLMS participates as a member of a professional learning or grade level team: 70%

SLMS participates in other school committees: 84%

Average hours per week spent meeting with teachers to plan instruction/instructional units: 2

Hours per week spent actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and/or at other school locations: 17

Access to LMC (percentage of schools reporting)

Average hours per week the LMC is open to students before and after school: 3

In an average week, what percentage of:	Below 25%	26% - 50%	51% - 75%	Over 75%
STUDENTS utilize the library media center for personal or instructional purposes	8%	18%	17%	57%
STAFF utilize the library media center to locate and/or use resources for teaching and learning purposes	39%	35%	17%	9%
STAFF utilize the library media center as an instructional space	45%	29%	13%	13%

LMC closed for testing: 48%

If closed, average number of hours closed for testing purposes: 83 (high 1000; low 2)

If closed, SLMS used as a test proctor or administrator: 69%

Innovation in the LMC

LMC has a space dedicated to creating and innovating: 58%

If not, plan to create a space dedicated to creating and innovating: 49%

SLMS incorporates “innovative” activities or events into LMC program: 62%

If not, plan to incorporate “innovative” activities or events into LMC program: 53%