

# SCHOOL LIBRARIES

## in Maryland

Maryland Library Media Specialists empower learners to think critically and solve problems in a global society with creativity and innovation. They are teachers and co-teachers in their school environments. Each day they perform teaching and collaborative roles that drive student achievement and college and career success.

### TEACHING APPROACHES

**84 %**

**Teach students how to use digital resources**

In an average week, Library Media Specialists perform the following teaching and co-teaching functions frequently:

- Plan instructional units with teachers **28%**
- Teach students cooperatively with teachers **26 %**
- Facilitate learning activities where students work collaboratively in groups **69 %**
- Facilitate opportunities for student-led inquiry **59 %**
- Facilitate learning opportunities for school staff **25 %**

On average, the percentage of time a Library Media Specialist performs the role of a Teacher.

**45 %**

**10 %**

On average, the percentage of time a Library Media Specialist performs the role of an Instructional Partner.

**81 %**

**Use a variety of sources when gathering information about a topic**

### INFORMATION LITERACY SKILLS

In an average week, Library Media Specialists teach learners to perform the following information literacy skills frequently:

- Apply critical thinking skills **74 %**
- Evaluate the credibility of information sources, including the internet **66 %**
- Use technology to organize and share information. **73 %**
- Understand the ethical use of information, technology, and the media **75 %**
- Discover, innovate and create expression through reading and self-directed pursuits. **71 %**
- Engage in collaborative learning groups to broaden and deepen their understandings. **59 %**
- Use sources in varying formats that express a variety of perspectives and viewpoints. **67 %**

**17**

Average number of hours per week Library Media Specialists spend 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

# 2019-2020 Public School Annual Library Media Center Report Final Findings

Maryland Library Media Specialists (LMS) 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 digital literacy skills. School Library Media Centers (LMC) provide access to a diverse variety of print and non-print resources and services to support this goal. Library Media Specialists are teachers and co-teachers in their school environments. This year's summary infographic will explore the teaching and collaborative roles that LMS play in driving student achievement and college and career success.

*(Due to the COVID-19 pandemic and Maryland's reaction to its public health threat, not all schools that would have been expected to report were able to do so. These findings are a summary of the more than 98% of the expected schools that did respond.)*

Schools reporting: 1234

Student enrollment: 844,354

## Staffing (totals)

LMC with a MSDE Certified Library Media Specialist: 1072 *(87% of schools reporting)*

LMC with a Full Time MSDE Certified Library Media Specialist: 944 *(76% of schools reporting)*

Library Media Specialist with National Board Certification in School Library Media: 48

Teachers working toward MSDE Library Media Specialist certification: 97 (in 16 LSS)

LMC with at least part-time, paid, technical, clerical or assistants: 569 *(46% of schools reporting)*

## Budget

Percentage of LMC with system-level funding: 86%

Percentage of LMC with School-based funding: 45%

*(LMC with no funding source listed: 59)*

## Collection (totals)

Physical collection Books: 12,587,728

Video materials: 184,266

Audio materials: 48,532

Equipment and other physical items: 158,478

Total physical items: 12,979,004

## Digital collection

eBooks and eAudio Books: 546,690

Average Online database titles (20 provided by LSS or SAILOR): 27

**Total books** (physical and e): 13,182,950

***(Books per student reported: 16)***

## Collection Age (average)

Average age of the entire collection, including all materials - print and non-print - in all holdings codes.

Statewide range of total average age - 1980-2018

Average age of the non-fiction collection by Dewey range, including all materials - print and non-print - in all holdings codes for each Dewey range.

Statewide ranges for each Dewey range:

000-099	1963-2018	500-599	1970-2019
100-199	1970-2020	600-699	1970-2019
200-299	1970-2018	700-799	1970-2019
300-399	1970-2019	800-899	1970-2019
400-499	1949-2020	900-999	1970-2020

## Technology Services and Virtual Presence (percentage of schools reporting)

LMC has a:

Virtual presence: 75%

Social media presence: 50%

Link from the school website directing users to the LMC website: 79%

### Public Library Cooperation

LMC has a process in place for the exchange of materials with the public library: 59%

LMC has a collaborative partnership with the public library: 89%

### Technology Management

Average number of internet accessible devices in the LMC: 27

The LMS/staff are responsible for managing computer labs/mobile technology: 50%

## Instructional Program (percentage of schools reporting)

All classes flexibly scheduled: 30%

All classes fixed scheduled: 57%

Some classes fixed schedule, other classes flexibly scheduled: 13%

## Teaching Approaches (percentage of schools reporting)

How often do you:	Frequently	Occasionally	Never
Plan instructional units with teachers	28%	59%	13%
Teach students cooperatively with teachers	26%	48%	26%
Facilitate learning activities where students work collaboratively in groups	69%	27%	4%
Teach students how to use digital resources	84%	12%	4%
Facilitate opportunities for student-led inquiry	59%	37%	4%
Facilitate learning opportunities for school staff	25%	64%	11%

## Information Literacy Skills (percentage of schools reporting)

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	66%	30%	4%
Use technology to organize and share information.	73%	22%	5%
Use a variety of sources when gathering information about a topic	81%	16%	3%
Understand the ethical use of information, technology, and the media	75%	21%	4%
Discover, innovate and create expression through reading and self-directed pursuits.	71%	26%	3%
Engage in collaborative learning groups to broaden and deepen their understandings.	59%	35%	6%
Use sources in varying formats that express a variety of perspectives and viewpoints.	67%	30%	3%

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

Leader: 9%  
 Instructional Partner: 10%  
 Information Specialist: 14%  
 Teacher: 45%  
 Program Administrator: 13%  
 Other : 9%

## Professional Environment

LMC has an advisory committee: 29%  
 LMS meets regularly with the principal and/or other building or district administrators outside of required staff/curriculum meetings: 69%  
 LMS participates as a member of the School Improvement Team (SIT): 48%  
 LMS participates as a member of a professional learning or grade level team: 73%  
 LMS participates in other school committees: 84%

Average hours per week spent meeting with teachers to plan instruction/instructional units: 3  
 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:

## 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	9%	18%	19%	54%
STAFF utilize the library media center to locate and/or use resources for teaching and learning purposes	35%	39%	17%	9%
STAFF utilize the library media center as an instructional space	42%	29%	15%	14%

LMC closed for testing: 37%

If closed, average number of hours closed for testing purposes: 55 (high 495; low

1) If closed, SLMS used as a test proctor or administrator: 63%

## Innovation in the LMC (percentage of schools reporting)

LMC has a space dedicated to creating and innovating: 60%

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

SLMS incorporates "innovative" activities or events into LMC program: 63%

If not, plan to incorporate "innovative" activities or events into LMC program: 60%