



Appropriate Staffing for School Libraries in Maryland

Position

The Maryland Association of School Librarians (MASL) supports the position outlined in *COMAR 13A.05.04.01* in which every learner in every school, including public, independent, and charter schools, in Maryland should have a full time certified school librarian at the helm of an effective school library program throughout the entire school day.¹ School Librarian certification ensures that school libraries offer integrated, standards-based² instruction³ emphasizing information literacy skills and a centralized collection of resources and technologies available to every student, teacher, and administrator.^{4,5}

To ensure learners have equitable access to emerging technologies and standards based information literacy instruction, the following minimal staffing must be in place:

1. Every school, no matter the size, should have at least one full time Certified School Librarian.^{4,6} Schools with more than 1,200 students should have an additional full time Certified School Librarian.¹
2. Every school, no matter the size, should have support staff consisting of at least one clerical and/or technical paraprofessional who works full time in the School Library.⁴ Schools with more than 1,200 students should have an additional full time clerical and/or technical paraprofessional.¹
3. Every district, no matter the size, should have at least one Certified School Library Administrator whose job is to provide support and direction to the Certified School Librarians within the district.^{7,8} The School Library Administrator provides a connection between the district and Maryland State Department of Education (MSDE) as well as providing appropriate professional development, leadership in policies and procedures, and cohesion to the district's School Library Program.

Background

COMAR 13A.05.04.01 states "Each local school system shall establish in each school a unified school library media program for the use of all students which shall include an organized and centrally managed collection of instructional materials and technologies; Instruction emphasizing information literacy skills integrated into all content areas; appropriate materials and technologies to support the instructional programs of the local school systems; and certified school library media personnel and support staff."

“The Every Student Succeeds Act (ESSA) includes language for ‘effective school library programs’ in the provisions of Title I, Part A; Title II, Part A; Title II, Part B, Subpart 2; Title II, Part B, Subpart 2, Section 2226; and Title IV, Part A. The definition of an effective school library program provides guidance to administrators, school boards, and school librarians in implementing ESSA.”⁹

Definitions

COMAR - Code of Maryland Regulations

Library Media Specialist (Also referred to as a School Librarian or School Library Media Specialist)- an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.⁶

Effective School Library Program (Also referred to as School Library Media Program or Library Media Program)- To qualify as effective, a School Library Program must be adequately staffed with a state-certified school librarian, have up-to-date digital and print materials and technology, and provide regular professional development and collaboration between classroom teachers and school librarians.^{4,9}

Library Media Administrator (Also referred to as School Library Supervisor or School Library Media Supervisor)- a person designated by the local superintendent of schools as having responsibility for the administration and supervision of the library media program, including the supervision of the library media program in the individual schools; and development of policies, programs, budgets, and procedures for the library media services of the school system and its schools.⁶

References

1. American Association of School Librarians. (2016). *Appropriate Staffing for School Libraries*.
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2. American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago, IL: American Association of School Librarians.
3. American Association of School Librarians. (2016). *Instructional Role of the School Librarian*.
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AA_SL_Position_Statement_Instructional_Role_SL_2016-06-25.pdf.
4. COMAR 13A.05.04.01.
<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.05.04.01.htm>.
5. National Parent Teacher Association. (2003). *Libraries and Educational Material*.
<https://www.pta.org/docs/default-source/files/advocacy/position-statements/libraries-and-educational-material-ps.pdf>.

6. COMAR 13A.12.03.03.
<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.03.03.htm>.
7. American Association of School Librarians. (2012). *Position Statement on the School Library Supervisor*. <http://www.ala.org/aasl/advocacy/resources/statements/supervisor>.
8. COMAR 13A.12.04.06.
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9. American Association of School Librarians. (2016). *Definition of an Effective School Library*.
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/tools/docs/AASL_Position_Statement_Effective_SLP_2018.pdf.

Recommended Reading

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https://secure.aacu.org/AACU/PDF/GlobalCentury_ExecSum_3.pdf.
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Disclaimer

The position taken by the Maryland Association of School Librarians (MASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

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