

Task Force on State Department Inquiry

I. Context and Background

The Task Force on State Department Inquiry was created to answer a statement of concern that came before the Affiliate Assembly meeting in New Orleans, June 2006. At that time, the Vermont Educational Media Association (which has since changed its name to the Vermont School Library Association, VSLA) sponsored the concern with regional support from the New England Educational Media Association (which has since changed its name to the New England School Library Association, NESLA). The stated concern follows: “The school library media specialists in Vermont are currently without the guidance, wisdom and support of a school library media consultant at the Department of Education. Many of Vermont’s school library media specialists work in isolation and are in great need of a consultant working as a liaison with the Department of Education. A consultant working as a liaison with the Department of Education is critical for the development and continuation of effective school library media programs.” At that time the VSLA organization had taken action by having representatives from VEMA meet twice with Vermont’s Commissioner of Education to encourage the hiring of a school library media consultant. Although not opposed, the Commissioner was unable to provide necessary funding. The Vermont State Librarian was so convinced of the importance for the Vermont library community to have a consultant at the state level that she offered to pay half the salary from DOL funds. The action requested of AASL was 1) for the creation of a position paper on the role and value of state school library media consultants/coordinators, 2) a letter to be sent to each state’s Department of Education and 3) to conduct research on the effectiveness of these positions, discovering how many states maintain this position and gather job descriptions for current consultants/coordinators.

The formation of the task force was in response to the original affiliate assembly statement of concern.

The task force charge was to gather, prepare and disseminate information on how a state affiliate can advocate for positions of State Department Consultants/Coordinators and District Supervisors of Library Media Programs.

The task force function statement:

- Gather research to show the effectiveness of having State Department Consultants/Coordinators.
- Collect data (history and job descriptions) on status of positions of State Department Consultants/Coordinators.
- Gather research to show the effectiveness of having District Supervisors of Library Media Programs.

The task force minimum intended outcomes:

- Develop a position paper that defines the role and explains the value of State Department Consultants/Coordinators.
- Develop a position paper that defines the role and explains the value of District Supervisors of Library Media Programs

The task force members were appointed after the AASL Executive Committee meeting in October 2007.

II. State Department Inquiry Task Force Timeline

December 2006

- Task force members appointed: two members plus chair

January 2007

- Received from Ann M. Martin AASL Board Member at Large documents to assist with the quest for a state level supervisor for libraries as well as the task force agenda

April 2007

- Chair's first communication with task force members including list of needs

May 2007

- Received task force description
- Task force members asked to take on a list of states to research
- Task force report for annual meeting completed

June 2007

- Face-to-face meeting time and agenda set for task force in Washington DC
- Committee met in Washington June 25

October 2007

- Nancy Dickinson sent email saying she is liaison to task force
- Task force report sent to liaison Nancy

November 2007

- Task force members notified of goals & meeting time for midwinter face-to-face
- Beverley Becker, as liaison, sent request for task force report
- Task force report sent to liaison Beverley Becker
- Sent requests to all 50 state departments of education to gather research

January 2008

- Midwinter face-to-face meeting in Philadelphia –chair and one member attended meeting

- Began 2nd phase of research searching all 50 state association online pages for up-to-date contact information
- Sent requests to all 50 state association presidents to gather research

April 2008

- Sent liaison task force report

May 2008

- Task Force Report completed

III. Data Collection

As the table below shows, of the 50 State Departments of Education contacted, 38 responded to our task force requests and only 12 chose not to respond. The number of those choosing not to respond was originally a bit higher than 12 but either association presidents or other state contacts confirmed that the reason for some of the lack of response was due to the absence of the position. We might even be able to assume such is the case with several more of those states included in the “States who received a request for information but did not respond.” So the number of states with no library coordinator/consultant at the department of education level may be much higher than 16, potentially as high as 28. There are currently only 10 states with full-time library coordinators/consultants whose job description appears to be solely devoted to serving school libraries/media centers without including other responsibilities. These 10 states are California, Colorado, Florida, Hawaii, Maryland, Nevada, Oklahoma, South Carolina, Virginia and Wisconsin.

Table 1

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|---|--|
| States with half-time library coordinators/consultants (1) | AL |
| States with full-time library coordinators/consultants (10) | CA, CO, FL, HI, MD, NV, OK, SC, VA, WI |
| States with no library coordinator/consultant (16) | AZ, CT, IL, MA, MI, MN, NJ, NM, ND, OR, PA, RI, SD, VT, WV, WY |
| States who have added library support to another position’s job description within the department of education (11) | AR, ID, KA, ME, MI, NH, NY, NC, TX, UT, WA |

| | |
|--|--|
| States who received a request for information but did not respond (12) | AK, DE, GA, IN, IA, KY, LA, MO, MT, NE, OH, TN |
|--|--|

The task force conducted two stages of data gathering. Stage 1 was to contact the Department of Education in each of the 50 states and ask for the following information:

- current status of positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs
- history of positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs
- job description for positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs
- level of services provided by each Department of Education to their state’s school librarians/school library media specialists

AASL’s Program Coordinator sent me the State Department of Education contact information (For a copy of this list, please see attachments). 50 emails were sent to the listed Department of Education contacts with the notification that the email had been received and read included. For emails that bounced back as undeliverable or were not read, state websites were checked for needed contact corrections or for alternate contact information and sent again. In some cases, phone calls were necessary to get responses. A copy of the original request is included in the appendix. Stage 1 data was collected between November 2007 and March 2008.

At the All-Committee Meeting held at the midwinter meeting in Seattle, a state library consultant suggested that the task force take the information collected from the State Education Departments and ask each state school library association to look over the information sent by their Department of Education and respond to the accuracy of the information from their point of view. This additional data would allow us to ask each state for their reaction to their own state’s Department of Education description of service provided and additionally offer each state association the opportunity to describe their ideal state library media consultant.

Stage 2 data collection, therefore, began with obtaining the contact information for all 50 state association presidents from the AASL offices in Chicago. (For a copy of this list, please see attachments). The first few emails quickly revealed the list was outdated -- these organizations are much more fluid than the state departments, so each state association website was researched so as to be sure the state association president contact was as current as the information found on their state association website. A copy of the

original request to all 50 state association presidents is included in the appendix. Stage 2 data was collected between February and April 2008.

IV. Results from Data Collection

Stage 1 Data Question results:

- **The Current status of positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs.**

Of the 50 contacts made with state departments of education, only 10 responded that they have a full-time person serving as a consultant, coordinator or district supervisor of library media programs in their state. (see table 1). This means the other 40 states either have no one in this position at all (the majority) or have someone whose job description includes as add-on of library support. In most instances that new person is already overworked and has limited time, if any, to devote to library support. In addition, they may or may not be trained in the library media profession. (see appendix spreadsheet 1.)

- **The history of positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs.**

Of the 50 contacts made with state departments of education, only 4 states responded that the position of consultant, coordinator or district supervisor of library media programs has been continually funded in recent years with no major changes in terms of job responsibilities. All other states responded that these positions have never existed, been totally eliminated or have been downsized or redesigned at the expense of school library media programs. (see appendix spreadsheet 2)

- **The job description for positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs.**

Of the 50 contacts made with state departments of education, the 20 states responded with differing job descriptions yet the eight consistent words/phrases appearing most repeatedly include advocacy, consulting, information literacy standards, workshops, support, liaison, collaboration and professional development. (see appendix spreadsheet 3)

- **The level of services provided by each Department of Education to their state’s school librarians/school library media specialists.**

Of the 50 contacts made with state departments of education, the 20 states offering information concerning the level of services provided was extremely varied in their responses. Services differ greatly and the staff positions responsible for services are also quite varied. (See appendix spreadsheet 4)

Stage 2 Data Question Results

Only twelve out of fifty state association presidents responded to the task force requests for information. State association presidents seemed much more hesitant than DOE staff to share information with the task force or put their thoughts into print. Since most of the contacts were made directly through the state association web pages combined with the “read” receipt attached, we feel confident the requests were received. Looking at the 12 responses, the repeating words used to describe the ideal consultant position include advocacy, strong school library experience/background, professional development, and leadership. In answering questions about the current status of such a position, again and again the replies refer to funding cuts and the loss of the position partially or completely. (See appendix spreadsheet #6 collating state association responses)

State associations agree that their school library programs should be represented by a knowledgeable, proactive, full-time position at the DOE.

V. Value of State Department Consultant/Coordinator

- Library media centers are MORE important now, not LESS.
- Library information and 21st century skills are tied directly to student mastery of 21st Century Skills.
- A single daily newspaper today has more information in it than people in the 18th Century were exposed to in their entire lifetime. Yet, reading it and digesting the figures, data projections, and other information sets require mastery of skills focused on reading, research, and critical thinking.
- Success is dependent upon library skills that teach students and staff how to assimilate new knowledge with old, how to find information relevant to a particular need, and how to apply it to solve a problem or propose new ideas.
- Students need information literacy skills to use what they have learned. It is therefore crucial to our students that the leadership, credibility, and value be established for such goals.

Therefore, it is vital that a solid understanding of the roles and responsibilities of information leadership and technology leadership be defined in a manner that is mutually inclusive rather than one that is mutually exclusive. The only way to establish such leadership is to have a position at the Department of Education dedicated to such purposes, unless those purposes are not valued.

School librarians work in isolation, and they often need the guidance, support and wisdom that the School Library Media Consultant provided/ and would provide. Research shows that there is a positive correlation between academic achievement and schools with strong library collections, access to technology, and librarians who lead and teach. (www.lrs.org).

A Library Media Consultant is badly needed. School library media specialists may be in those positions year after year, fine-tuning them, perfecting them until they perform them splendidly, but our students just go through their education once. They don't have a second chance to "do-it-right". This position provides expert leadership and technical assistance to all library media specialists serving all teachers and all students, as well as administrators and others. The appointment of a School Library Media Consultant at the Department of Education will directly affect all children's education, and future, giving them the tools to do the best they can.

The School Library Media Consultant's job is to basically make sure those opportunities for high academic achievement through strong school libraries exist statewide. He/she provides school library media specialists with statewide leadership, technical support, and training sufficient to develop effective library programs. An extremely important component of this position that is not being filled now is in the area of intellectual freedom. When books are challenged, it is important that there is someone to turn to for consultation. Challenges happen several times a year. The consultant would go to school board meetings, offer documents in support, etc. and to help with Material Selection Policy development. The Consultant also works toward the implementation of technology and information literacy standards. (Vital Results).

VI. Qualifications for a State Department School Library Consultant/Coordinator

- Has recent experience and up-to-date credentials in the library information literacy field?
- Is knowledgeable about contemporary trends and issues in the reading material for children and young adults?
- Analyzes and applies research in literacy and learning as it relates to a state's school libraries?
- Has the ability to identify and analyze complex library information delivery problems so that student access to resources will be seamless?

VII. Impact of the Loss of a State Library Consultant/Coordinator

The impact of the loss of a DOE dedicated library specialist position on school library stakeholders raises questions as to how specific library program, recertification, licensure, instructional, and organizational needs will be addressed.

With the elimination of the DOE library consultant position, the above mentioned specific issues are added as responsibilities to someone else in the department who may be less qualified and/or already overwhelmed with prior responsibilities.

The absence of a dedicated position promoting learning in the school libraries and information literacy has a negative impact on the effectiveness of individual school library programs in meeting the vision of 21st century teaching and learning for our students in all schools. The decision to eliminate a state department school library consultant/coordinator is expected to have or already has had a negative impact on the organizational model for school divisions in the state.

Who will ultimately be responsible? These questions fall into three general categories of (1) program administration, (2) teaching and learning, and (3) information access and delivery.

Who will provide these Program Administration needs:

- Be the voice of library media specialists at the Department of Education?
- Furnish assistance to rural school divisions with little administrative knowledge or support of school library programs?
- Provide architectural guidelines for new and renovation of school libraries that reflect 21st century learning initiatives?
- Serve as the liaison to the state library representing school libraries?
- Represent school libraries at a national level?
- Disseminate information proactively to the various library stakeholders?
- Be liaison for state initiatives including state documents related to instruction such as Internet safety, library information literacy standards?
- Provide support and current statistics for print collection development? In some cases print collections need analysis and funding to attain minimum standards. The average collection size of some school libraries is as low as 4 books per child. The average age of some school collections are with copyrights of over 37 years of age.
- Assist the DOE in clarifying the technology skills role of Instructional Technology Resource Teachers v. the information skills role of the library media specialist in the school?

- Define the role of the school library media specialist as it pertains to 21st century learning skills?
- Update the state licensure requirements to align with NCLB's standards for highly qualified instructional staff?
- Monitor staffing data to identify library media specialists as an area of critical need?
- Provide input into the local and state funding discussion to address the needs of school library programs?
- Continue DOE initiatives such as a policy and procedures handbook for library media specialists?
- Verbalize school library needs with regard to legislative issues?

Who will provide these teaching and learning needs:

- Assume responsibility for ensuring that the library media program is integrated with core curriculum and 21st century skills?
- Take responsibility for library program assessment of student learning?
- Develop state library standards of learning?
- Create state library information literacy standards that are mapped to national library information literacy standards outlined in *Information Power*?
- Identify the positive impact information literacy skills have on student achievement to include benchmarks?
- Provide training and staff development as it relates to recertification and endorsement requirements?
- Construct training models on ethical guidelines that are comprehensive and address the teaching and learning needs of adult and student learners?

Who will provide these information access and delivery needs:

- Articulate school needs in discussions regarding the purchase of state-paid databases?
- Accept responsibility for the renewals of state-paid databases?
- Provide training on new technologies and information products?
- Assure equity of learning resources for all students across the state?
- Manage vendor and product issues relative to state funded resources?
- Provide technical assistance in the area of school library information delivery systems?

VIII. State Affiliate Advocacy for State Department Consultants/Coordinators

Until representation by a qualified state department school library/media consultant/coordinator is achieved, each state association is more vital than ever. While the research consistently indicates a serious need for full time state department school library media

consultants/coordinators, the research also consistently shows funding for these positions has been decreased or eliminated. The lack of funds and the current economic status indicate these positions will not be established or reinstated in the near future. It would appear much of the responsibility for program administration needs, teaching and learning needs and information access and delivery needs will have to come from the professionals in state association affiliates. Using Vermont as an example, especially since in 2006 Vermont's statement of concern initiated the push for AASL's inquiry, the Vermont School Library Association has strongly and continuously lobbied the commissioner of education for three years to reinstate the position of School Library Consultant. While the commissioner agrees with the need for this position to be reinstated, he has been unable to locate the funding. Now, the state education commissioner has announced he is leaving his position in part "because of the uncertainty about his future in the wake of a move in the Legislature aimed at eliminating the state Board of Education and elevating the education commissioner to a cabinet-level secretary." [Rutland Herald, 5/19/08) VSLA will continue its campaign to see the School Library Consultant position reinstated. Meanwhile, Vermont school librarians/media specialists will continue to turn to VSLA for support, assistance, professional development, collaboration, etc. and VSLA will do its best to respond.

Attached for Your Reference

1. Task Force Membership
2. List of State Education contacts for school library media matters from AASL offices (PDF file attached)
3. Original letter sent to all 50 DOEs (included in the appendix)
4. List of State Association contacts from AASL offices (PDF File attached)
5. Original Letter sent to all 50 State association presidents (included in the appendix)
6. Spreadsheet #1 collating responses on position status
7. Spreadsheet #2 collating responses on history of position
8. Spreadsheet #3 collating responses on job descriptions
9. Spreadsheet #4 collating responses on level of services provided
10. Spreadsheet #5 collating all responses from DOEs

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Letter Sent to all 50 State Department Contacts

November 15, 2007

Dear _____:

I am chair of a task force created by the American Association of School Librarians. Our purpose is to gather information on the status of positions of State Department Consultants/Coordinators/ District Supervisors of Library Media Programs. We will develop a position paper that defines the role and explains the value of State Department Consultants/Coordinators/District Supervisors of Library Media Programs. We are hoping to be able to offer our state affiliates information on how they can advocate for these positions.

I was given your name as a contact by the program coordinator at AASL's offices in Chicago.

My task force would appreciate any information you can share with us on the status, history, job description and level of services provided by your Department of Education to your state's school librarians/school library media specialists.

Sincerely,
Merlyn Miller, Chair
State Department Inquiry Task Force
American Association of School Librarians

Letter to all 50 State Association Presidents

Greetings _____:

I am chair of a task force created by the American Association of School Librarians. Our purpose is to gather information on the status of positions of State Department Consultants/Coordinators of Library Media Programs. The end product will be a position paper that defines the role and explains the value and effectiveness of State Department Consultants/Coordinators.

In researching this issue, I used department of education contacts for all 50 states given to me by ALA's Chicago offices. I asked contacts at each state's department of education to share the status of a consultant/coordinator of school library media programs, give a brief history and brief job description for the position along with the level of services provided. All but thirteen states have responded.

On behalf of the task force, would you please react to the response I received from your Department of Education. [Please find the response from your state below]

- 1) We would appreciate any information you might like to add to the description of services school librarians/school library media specialists receive in your state.
- 2) Please briefly describe your association's perception of what an effective state school library consultant might look like?

Thank you for your assistance!

Merlyn Miller, Chair
State Department Inquiry Task Force

American Association of School Librarians

Spreadsheet #1 collating responses on position status

| STATE | Status |
|--------------------|--|
| Alabama | One library media specialist working within Dept of Ed half-time |
| Alaska | No reply to my information request. |
| Arizona | No one in this position |
| Arkansas | Program Support Manager Arkansas Department of Education |
| California | One school library consultant at Dept of Ed, housed in the Curriculum Frameworks Office |
| Colorado | School Library Senior Consultant |
| Connecticut | Educational Technology/Learning Resources Consultant split so many ways, not able to serve school librarians. |
| Delaware | No reply to my information request. |
| Florida | Library Media Services Program Specialist Florida Department of Education |
| Georgia | No reply to my information request. |
| Hawaii | Dept of Ed School Library Services employs four specialists to support the 282 school library media specialists: one administrator, two specialists with permanent status and one with temporary status. Each assigned specific areas of responsibility. The four also work as a team on larger projects and/or state/district/complex area initiatives. |
| Idaho | Curricular Materials Coordinator/Librarian. With a shift in my job responsibilities, I am unable to provide as much support to school librarians |
| Illinois | No one in this position. Principal Technology Consultant at the Illinois State Board of Ed says she serves as a liaison and refers folks to the state library. |

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| Indiana | No reply to my information request. |
| Iowa | No reply to my information request. |
| Kansas | Information Management Education Program Consultant |
| Kentucky | No reply to my information request. |
| Louisiana | No reply to my information request. |
| Maine | School Library/Technology Planning Coordinator, State E-rate Coordinator |
| Maryland | Currently the School Library Media Office resides in the Division of Instruction/Instructional Technology (IT) & School Library Media Program (SLM). |
| Massachusetts | No consultant. |
| Michigan | There is no Educational Consultant whose job is specifically to assist School Media Specialists. |
| Minnesota | Do not have a designated state agency consultant for media centers |
| Mississippi | Visual and Performing Arts and Library Media Specialist at the Mississippi Department of Education in the Office of Curriculum and Instruction. (Part-time position) |
| Missouri | No reply to my information request. |
| Montana | No reply to my information request. |
| Nebraska | No reply to my information request. |
| Nevada | Education Consultant for Library - Learning Resources Nevada Department of Education |
| New Hampshire | State Director of Educational Technology/Title IID Coordinator |
| New Jersey | New Jersey Dept of Ed and its Office of Academic Standards had a school library media consultant position. However, this position was eliminated. Currently the Language Arts Literacy Coordinator in the Office of Academic Standards serves as the liaison between the New Jersey Assoc of School Librarians and the New Jersey Dept of Ed. |

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| New Mexico | Ed. Dept response that library media programs are strongly supported by a statewide library task force to purchase materials but no consultant. |
| New York | In process of hiring two people to work in the Office of Curriculum and Instruction. |
| North Carolina | We are fortunate in NC to have maintained legislatively funded positions for school library media coordinators in our schools. While I am based in the North Carolina Department of Public Instruction in Raleigh, I typically spend 2-3 days each week traveling throughout the state to provide my services. |
| North Dakota | North Dakota does not have a state position for library coordinator/consultant/director. I don't believe that we ever have had such a position. We're a small state facing declining school enrollments. |
| Ohio | No reply to my information request. |
| Oklahoma | Director of Library Media and Instructional TV at the Oklahoma State Department of Education. Section consists of 3 full time employees: Director, Coordinator, and an Administrative Assistant. The Director and Coordinator are required to hold a valid Okla teaching certificate and a master's degree in Library. |
| Oregon (Confusing info from Dept of Ed & State Library) | Currently no Dept of Ed liaison working with school librarians. State library hires a coordinator (half time) to interface with school librarians and the Oregon Association of School Libraries. School Library Consultant working ½ time for Oregon State Library. |
| Pennsylvania | Position eliminated. |
| Rhode Island | Do not have a library consultant. |
| South Carolina | One full-time school library consultant within dept of ed |
| South Dakota | In South Dakota, we do not currently have a state level School Library Media Coordinator. |
| Tennessee | No reply to my information request. |
| Texas | |
| Utah | Currently the Library Media Specialist at the Utah State Office of Education (USOE) is a 0.15 FTE position |

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| Vermont | No consultant. No funds available according to state's commissioner of ed. |
| Virginia | Dept of Ed's Office of Educational Technology assigns three specialists to school libraries. |
| Washington | Director, Title I/LAP/Title V/CPR Serving school library needs is one of many responsibilities for this position. Do not have a titled position for library consultant. |
| West Virginia | Instructional Technology Coordinator does not really assist school librarians. |
| Wisconsin | Currently has one Education Consultant / School Library Media Consultant. As of Oct. 21 was made full time (instead of part-time) consultant for content area of library media and technology. |
| Wyoming | Does not have a state level position that assists these types of programs at the school district level |

Spreadsheet #2 collating responses on history of position

| STATE | History |
|--------------------|---|
| Alabama | Position has existed at least since 1970. |
| Alaska | No reply to my information request. |
| Arizona | During at least the 1970's, possibly also the 1960's, Mary Choncoff acted as School Library Media Consultant to school librarians around the state. I do not think she held the title officially. In 1986 the department reorganized and consolidated its curriculum specialists, including creating an official School Library Media Consultant position. This consultant was a liaison to the schools, interacted with the Teacher Certification section to revise the qualifications for school librarians, and created a set of Library Skills Standards as part of a curriculum review authorized by the state legislature. In 1990, the curriculum standards were again revised by curriculum specialists and committees of Arizona educators, and the Library Skills Standards were rolled into various other curriculums, instead of being a separate Standard. Any interaction with school librarians was made part of the Library Director's duties. In 2005, again due to administrative changes, the department library was closed. |
| Arkansas | Program Support Manager still includes the duties of Library Media Services but also includes coordinating the Robert C. Byrd Honors Scholarship Program, assisting with the Assessment Program, writing curriculum related documents like content specific frameworks and assisting with the Textbook program. |
| California | Briefly there were two school library consultants, but now only one. Position created in 1997 with a LSTA grant through the State Library (separate agency). There had been no such position for about 20 years. |
| Colorado | Position has existed at least 12 years. Since the State Library is part of the Colorado Department of Education, services are provided to the school librarians by the State Library. |
| Connecticut | If no federal \$ for this position, there is also no state funding and position eliminated until funding returns. Right now accredited schools not required to even have a room designated as a library much less a certified librarian. |
| Delaware | No reply to my information request. |
| Florida | |
| Georgia | No reply to my information request. |

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| Hawaii | |
| Idaho | <p>I have worked at the State Department of Education since August of 2002. Originally hired as the "Curriculum & Technology Center Librarian" managing the state textbook library and a support person for school librarians.</p> <p>Change in job responsibilities summer of 2005, currently the Curricular Materials Coordinator/Librarian in charge of Idaho's textbook adoption process. I continue to support school librarians as time permits and as needs arise.</p> |
| Illinois | |
| Indiana | No reply to my information request. |
| Iowa | No reply to my information request. |
| Kansas | starting Oct. 21, 2007, I was to be designated full time – 100% as the representative for LMSs in Kansas |
| Kentucky | No reply to my information request. |
| Louisiana | No reply to my information request. |
| Maine | Received no other information. |
| Maryland | <p>The IT and SLM programs were merged several years ago. Both had individual Branch Chiefs and following a retirement and a job change, both are now under a single Director, Jayne Moore. Under Jayne, we have two Program Specialists, one for IT and one for SLM. In addition, we also run the Maryland Virtual Learning Opportunities Program (MVLO) which develops and provides support for online learning across the state. There are currently three specialists in that office, one of which is designated to professional development. Out of the five program specialists in our combined office, two of us have school library media certification in addition to our Director, Jayne Moore.</p> <p>At one time (within the last ten years) the School Library Media Office was part of the Division of Library Development and Services (Public Libraries - a Branch of MSDE). I am not sure at what point the office was moved to the Division of Instruction but it is my understanding that there were several Program Specialists for Library Media at the time as opposed to a single one now. We still have a strong relationship with Public Libraries and have worked on multiple projects with them over the three years that I have been here. This relationship helped us to be able to direct LSTA funds to school & public library partnerships.</p> |

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| Massachusetts | |
| Michigan | There is no one here who can recall if and when we ever had a Educational Media Consultant. |
| Minnesota | State librarian works with Educational Media Organization to ensure collaboration. Also works with regional libraries to create linkages between public and school libraries. One of the departmental staff in the school improvement division works with the school technology programs. This includes e-rate issues. Any/all additional development will be dependent on ability to hire targeted staff in the future. |
| Mississippi | |
| Missouri | No reply to my information request. |
| Montana | No reply to my information request. |
| Nebraska | No reply to my information request. |
| Nevada | Fully funded from the State of Nevada's General Fund. This position was created by a state legislative action passed in 1987. The position is in its 20th year of operation. |
| New Hampshire | |
| New Jersey | |
| New Mexico | |
| New York | NYS Education Department includes the Bureau of School Library Media Programs, an office which had existed for almost 100 years. In 1985 there was a staff of four and the job was leadership, curriculum, oversight, and regulation enforcement for school libraries and development of the new regional School Library Systems. In 1992 all the subject bureaus were abolished in a massive reorganization and the staff was separately assigned to various field teams, but still had school library responsibilities. Eventually dwindled to two persons after 1995 who shared responsibilities for school libraries, though on separate "teams". The focus became low performing schools and their improvement. Biggest thrust was a Library Media Program Improvement Initiative for lowest 100 schools, the majority of which were in NY City. Held workshops, technical assistance, visited schools, and provided small grants for improvement. Developed an evaluation |

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| | <p>rubric to self evaluate the schools, which has been updated and is still used. Served on the Board of the NYLA school section SLMS, plus always presented workshops at the fall NYLA conference and SLMS spring conference. From about 2002 reading and standards activities meant less and less time devoted to school libraries. At the same time due to a management change more "paperwork" and grant duties. During this period the two positions were only involved with school libraries part-time. One person retired in May 2006, and in May 2007 Interviews have been conducted and soon two replacements will be in place in the office of Curriculum and Instruction.</p> |
| North Carolina | <p>Two years ago, I was given the responsibility to support school library media programs, and the scope of my work is described in the job description. Information and resources related to IMPACT: Guidelines for North Carolina Media and Technology Programs can be found at: http://www.ncwiseowl.org/Impact/DEFAULT.HTM</p> |
| North Dakota | |
| Ohio | <p>No reply to my information request.</p> |
| Oklahoma | <p>During the 80's and 90's, the OSDE had a competitive library media improvement grant. At that time, there were as many as 6 library media coordinators at the OSDE to help monitor the progress of the grants.</p> |
| Oregon (Confusing info from Dept of Ed & State Library) | <p>Position dropped 15 years ago in Dept of Ed and no plans to hire within Dept of Ed.</p> |
| Pennsylvania | |
| Rhode Island | |
| South Carolina | <p>Position has been filled continually since its inception in the 1940's. Originally position was in the Office of Curriculum, then moved to Office of Technology in early 1990's, then in summer 2007 moved to newly created Division of Standards and Learning and new Office of Instructional Promising Practices. This office includes</p> |

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| | the state consultant for school library media services , the state’s literacy coaches and the state’s math and science coaches. |
| South Dakota | We have proposed changing two of our current technician level positions into professional level positions that would then be School Library Media Coordinators. We hope to be able to move forward with the creation of these positions within the next three months and to have staff on board before Fall, 2008. The State Library Board has placed a high priority on getting these positions funded and staffed. As is true in many other parts of the country, the state of SD does not require certified school library media coordinators and many of the excellent school folks are now retiring or being moved over into classroom teacher jobs. Non-certified (frequently non-educators) people are being hired to staff the school libraries. |
| Tennessee | No reply to my information request. |
| Texas | Since the formation of the Texas Education Agency in the late 1940’s, records show that there have been dedicated library personnel at the Agency. With budget shortfalls in 2003, dedicated staff positions were not funded. Since that time, there has not been a dedicated library staff person at TEA whose sole responsibility is to oversee school libraries. Instead, the Senior Director for Instructional Materials and Educational Technology; the Technology Applications Director, and Curriculum Directors at TEA support the needs of school libraries. |
| Utah | From 1991-2003 it was a full-time assignment. I am sad to report that my role as USOE Library Media Specialist has changed dramatically. When I was hired in fall 1999 we were in the middle of developing a K-6 Library Media Core Curriculum. This was followed by trainings to implement the Core with lesson plans, posters and bookmarks. In 2002 a document, "Standards - Utah School Library Media Programs" was revised, published and distributed to all schools/districts in early 2003. Due to budget shortfalls the library media position was to be eliminated beginning with FY2004 (beginning July 1, 2003). By the time it was announced that the USOE position would be eliminated the major projects had been completed. At this time as the Library Media Specialist I was offered a new assignment at USOE. By accepting the new assignment the Library Media position was retained but greatly reduced. My assignment is now 15% Library Media and 85% School Accreditation. As a result of the realignment the Library Media role has been drastically curtailed. |
| Vermont | |

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| Virginia | |
| Washington | At one point, the state had three staff that worked on library support. That was over 12 years ago. Now, it is a very small portion of my time. |
| West Virginia | |
| Wisconsin | The Wisconsin Department of Public Instruction has long had a school library media consultant on the Instructional Media and Technology Team (IMTT) of the Division for Libraries, Technology and Community Learning (DLTCL) 1970s-2001, then position was vacant due to funding issues until October 2004 |
| Wyoming | State does provide Wyoming school districts librarian and library media technician resources via our “funding model”. Elementary schools are resourced a librarian position at the rate of 1 full-time equivalent (FTE) position for every 288. Middle and high schools are resourced librarians at the rate of 1 FTE position for every 630 Students. In addition to the librarian resources at the middle and high schools, they are resourced library media technicians at the rate of 1 FTE position for every 315 students |

Spreadsheet #3 collating responses on job descriptions

| STATE | Job Description |
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| Alabama | <ol style="list-style-type: none"> 1. Provide professional development opportunities for all K-12 library media specialists, supervisors and administrators <ul style="list-style-type: none"> First Fridays (Video conference and computer (web based) presentations) Hands-on workshops in the school systems Alabama Virtual Library presentations Regional workshops Visits to public school libraries for consultations 2. Work with state department initiatives and the library media specialists' role in those initiatives I.e. Alabama Reading Initiative, Alabama Math Science and Technology Initiative, Accountability Round Table, etc. 3. Serve on the Alabama Virtual Library Council. This is a virtual library for all citizens in the State of Alabama. Five different agencies work together to select and license databases. I am currently the Chairperson of this council. 4. Am currently working with a committee to revise the Alabama Library Media Guide, <u>Literacy Partners</u>. This revision should be approved by May 07. 5. Have recently set up a new library media webpage for the state. 6. Moderate a state library media listserve. (ALMS, Alabama Library Media Specialists) 7. Provide assistance for school system accountability for accreditation, Alabama Code, Library Media Learning Standards 8. Work with agencies outside of the Alabama Department of Education (Montgomery Museum of Art, Alabama Public Library Service, Alabama Public Television |
| Alaska | No reply to my information request. |
| Arizona | |
| Arkansas | <p>Examples of Representative Job Responsibilities:</p> <ol style="list-style-type: none"> 1. Assists in developing and disseminating curriculum documents, library guidelines, etc. |

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| | <ol style="list-style-type: none"> 2. Conducts workshops and in-service training on curriculum issues and on library media services. 3. Provides technical assistance to schools in curriculum, technology, library media services, etc. 4. Answers questions about assessment, library media services, Byrd Scholarships, etc. 5. Coordinates and maintains records for a federal scholarship program. 6. Serves on team committees. 7. Prepares materials for presentation, workshops, in-service, etc. 8. Creates reports from technical visits to recommend changes to programs and facilities. 9. Performs other duties and special projects as assigned by the Associate Director K-12 Curriculum and Support. |
| California | <ul style="list-style-type: none"> • Provide statewide school library leadership to schools and districts. • Manage funding programs for school libraries. • Leadership team member for Recommended Literature project. • Initiate and maintain CDE Online School Library Survey. • Work with Commission on Teacher Credentialing to update competencies, regulations. • Work across the Department to integrate the role of the school library into publications, projects, and legislation. • Liaison to the CA School Library Assoc. from the CDE. |
| Colorado | <p>The school library consulting program provides a portion of the funding for the school library development and K-12 education-related initiatives at the state library. The consultant serves all school libraries statewide, and participates on various Colorado Department of Education (CDE) committees related to student achievement, assessment testing, and licensure improvements for teacher librarians.</p> <p>The school library program consultant: 1) works with school libraries in the areas of information literacy instruction; 2) provides advocacy for libraries and school librarians; 3) initiates project development and library development, including collection development and standards-based instruction support; 4) works in cooperation with other state consortia (Colorado Library Consortium [CLiC]) and other library and education-based organizations locally and nationally in implementing consultative services; 5) offers consulting opportunities for schools and districts in developing and implementing statewide information literacy and educational technology plans; 6) provides direct instruction and workshops on applying information literacy standards to libraries to help improve student learning and meet standards. 7) works with staff within the Department of Education to involve</p> |

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| | libraries in education and standards-based learning events; 8) provides resources and information to libraries serving underserved clients; and 9) assists in improving libraries, technology, and services. |
| Connecticut | |
| Delaware | No reply to my information request. |
| Florida | <ol style="list-style-type: none"> 1. Provide information and services to schools and district offices as requested to improve library media services. 2. Maintain and monitor the SUNLINK Uniform Library Database Grant. 3. Administer the Sunshine State Young Reader's Award program. 4. Encourage and support interlibrary, interagency, and intercurricular cooperation. 5. Work collaboratively with colleagues to improve the quality of the library media instructional program. 6. Continue personal professional development activities. |
| Georgia | No reply to my information request. |
| Hawaii | <p>Administrator: Copyright, student & adult video release, ePortfolio, E-school conference, Island movie contest, Prof Dev, Computer Application Training.</p> <p>Specialists: library mgmt systems, internet safety, library facilities, curriculum mapping database, Hi content & performance standards toolkit, instructional materials review, prof dev, electronic databases.</p> |
| Idaho | <p>I email school librarians/library aides... job related, accreditation changes, or other information from the state level.</p> <p>Involved with Teacher Certification division on Library Media Specialist Endorsement requirements. (served on panel in 2007 to revise)</p> <p>Active member of Idaho Library Association, working with our Ed Media Division Chair</p> <p>Maintain a school librarian's website</p> <p>Lead a committee in the revision of our "School Library Information Manual" (2005)</p> <p>Work with the Idaho Commission for Libraries in support of School Libraries</p> |
| Illinois | |
| Indiana | No reply to my information request. |
| Iowa | No reply to my information request. |

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| Kansas | <ul style="list-style-type: none"> • Provide online professional development for school librarians somewhat using the OPAL model. • Reorganizing the Library Media and Technology homepage • Continuing research on the school library • Act as liaison to the defunct KLN B replacement—State Library Commission |
| Kentucky | No reply to my information request. |
| Louisiana | No reply to my information request. |
| Maine | |
| Maryland | <p>The School Library Media Office provides leadership, coordination, and support services in the implementation of the <i>Standards for School Library Media Programs in Maryland</i> and the integration of information literacy skills throughout content areas using the <i>School Library Media Voluntary State Curriculum</i>. An effective school library media program requires certified library media specialists and adequate support staff with appropriate skills both supported by COMAR (Code of Maryland Regulations) which outlines what school library media programs in Maryland should look like and how school library media specialists will be certified. The library media specialist is an essential partner in providing instruction and services that support the total education program of the school. <i>Information Power: Building Partnerships for Learning</i> (ALA, AASL, AECT, 1998) defines the roles and responsibilities of the school library media specialist which are captured in the <i>Standards for School Library Media Programs in Maryland</i>.</p> |
| Massachusetts | |
| Michigan | |
| Minnesota | |
| Mississippi | <p>Education Specialist, Senior Duties:</p> <ul style="list-style-type: none"> • Provides leadership in developing guides for librarians • Provides technical assistance to school librarians • Engages and provides professional development activities related to library media • Collaborates with other educational entities in supporting library media initiatives • Serves as the MDE's liaison with professional organizations and support groups to promote library media in the state |

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| | <ul style="list-style-type: none"> • Conducts library media audits |
| Missouri | No reply to my information request. |
| Montana | No reply to my information request. |
| Nebraska | No reply to my information request. |
| Nevada | <p>Fostering school librarian education within Nevada's institutions under Nevada's system of public higher education including the University of Nevada at Reno and the University of Nevada Las Vegas at both the undergraduate and graduate levels. Analysis of school librarian licensure endorsement qualifications and teacher license requirements for possible potential employment in Nevada public schools. Advocating for quality continuing education opportunities that carry accepted units towards relicensure and school librarian endorsement renewals. Consulting on Nevada's State Board of Education adopted K - 12 Information Literacy Standards to Nevada public school districts. Serve as a resource to the Nevada State Legislature via the Legislative Counsel Bureau on matters of importance to public education associated with school librarianship and public school library programs and services including issues involving censorship. Managing, disbursing, accounting, and overseeing Nevada's State Grant Funds for School Library Books to Nevada Public School Districts in excess of one million dollars over the biennium to strengthen public school library collections. Supporting programs and organization efforts leading to improving public school student achievement including Nevada Reading Week, the Nevada Young Reader's Awards, State Commission to Establish Academic Standards, State Council on Educational Excellence and the State Board of Education to name some of the more influential entities and undertakings. Serve as a liaison to the State Commission on Educational Technology and funds utilized for the procurement of statewide licenses for accessing online databases by public school students, public school teachers, administrators, parents and care givers along with the residents of the state of Nevada. Similar service supports as delegated by the Nevada Department of Education to the State Council on Libraries and Literacy having oversight on LSTA, the federal Library Services and Technology Act regrant program in Nevada. Participate in the Nevada Library Directors meetings to facilitate multi-type library cooperative efforts to include Nevada public school libraries. Manage, monitor compliance and facilitate the State Textbooks Adoption Program as required under the Nevada Revised Statutes for Nevada's public school districts. Conduct and complete on-site field work assignments statewide on a continuing basis to Nevada's public school districts.</p> |
| New | Cover dual roles as library media liaison and also educational technology liaison. I manage the federal NCLB Title |

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| Hampshire | IID program and most other educational technology matters for NH, such as E-Rate, technology planning, etc. Together with a colleague who coordinates our eLearning for Educators program, we are an office of two in the Office of Educational Technology. Not a certified LMS. |
| New Jersey | |
| New Mexico | |
| New York | <ul style="list-style-type: none"> ▪ Participate in school reviews as necessary, including Registration Review, Title I, N&D, CSR, collaborative technical assistance, and school library reviews. ▪ Develop and administer a revised School Library Media Program Improvement Initiative for SURR schools – including grants, technical assistance, and workshops (dependent on funding). ▪ Provide technical assistance (onsite, phone, email) and workshops on school library improvement and literacy for schools in need of improvement as requested by field service teams. ▪ Ensure that school library programs are part of all EMSC review instruments for compliance and school improvement. ▪ Participate in the High School Taskforce ensuring the inclusion and contributions of cultural institutions and resources. Collaborate within EMSC for interpretation of the CR regulation and implementation of the checklist. ▪ Provide information to the field on the implementation of the checklist and implications and interpretation of the regulation. ▪ Develop supporting material to implement the checklist with the School Library Media Advisory Committee. Collaborate with OCE as a member of the Advocacy Team for New Century Libraries. ▪ Work with the State Aid Workgroup to increase School Library Material Aid to \$10 per pupil. ▪ Provide technical assistance on the DOE Improving Literacy Through School Libraries grant and advise on raising the appropriation from \$19.8 million to \$100 million, resulting in more equitable access to funds and administration by state-level education agencies. ▪ Analyze BEDS data and produce reports to inform legislative and school-based decision-making. Review and |

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| | <p>approve assigned Consolidated Applications and their amendments.</p> <ul style="list-style-type: none"> ▪ Participate in school-based monitoring as needed. ▪ Collaborate in designing grant applications and review instruments for CSR, N&D, and Title I. ▪ Provide technical assistance for the NCLB grant: Improving Literacy Through School Libraries. |
| North Carolina | <p>* Consulting and Staff Development Responsibilities - 75%</p> <p>* Evaluation of Instructional Technology Resources - 20%</p> <p>Educational Research - 5%</p> |
| North Dakota | |
| Ohio | No reply to my information request. |
| Oklahoma | |
| Oregon (Confusing info from Dept of Ed & State Library) | <ul style="list-style-type: none"> ▪ |
| Pennsylvania | |
| Rhode Island | |
| South Carolina | <ol style="list-style-type: none"> 1. Provide leadership, coordination, and assistance in the support and evaluation of school library media programs. Coordinate statewide initiatives and determine needs and future trends for these programs. 2. Maintain close communications with library media specialists statewide. Answer correspondence, write reports, submit budget requests, manage fiscal resources, and develop publications, guidelines, programs, and projects relating to school library media programs. 3. Serve as a liaison with other offices within the State Department of Education, other state agencies, community organizations, colleges and universities for support of instructional technology and school library media |

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| | <p>programs.</p> <p>4. Develop and implement plans for video productions and teleconferences for LMS programs using the facilities of SCETV and resources of ITV.</p> |
| South Dakota | |
| Tennessee | No reply to my information request. |
| Texas | <p>Staff responsible for school libraries supports the work of school librarians/library media specialists in Texas schools. Their goal for Texas public school libraries is to:</p> <ol style="list-style-type: none"> 1. Build the capacity of Texas school library programs to support learning, especially in the core curriculum areas 2. Enable students to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state, nation and world. |
| Utah | <p>Outline of the performance requirements for the USOE Library Media assignment.</p> <ul style="list-style-type: none"> • Field inquiries requirements for library media endorsement, etc. Process and evaluate applications for library media endorsements. • Maintain a schedule of activities for library media training, consultation, program development, etc. Make presentations at various gatherings and provide assistance in varied situations on all aspects of library media. Participate in the design and implementation of inservice training for media aides (paraprofessional) in library operations and procedures, etc. in cooperation with UELMA and ULMS. Assist as needed or requested with LSTA training grant awarded to ULMS. Design and/or provide staff development and direct assistance to library media personnel, school administrators, etc. regarding library media programs and curricula when requested. • Communicate regularly with the public school library media community through UEN library media listserv, newsletters, library media home page, etc., regarding professional development, national and local legislation affecting library media, etc. Maintain various directories of school library media personnel for information and |

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| | <p>communication purposes.</p> <ul style="list-style-type: none"> • Serve on advisory boards, often as liaison for USOE, for selected organizations or committees: Library Services and Technology Act (LSTA) Advisory Council; PIONEER advisory board; Utah Educational Media Association (UELMA); Utah Library Association (ULA); Utah Library Advocacy Network (ULAN); Utah Library Media Supervisors (ULMS); etc. as requested or assigned. • Provide direction and input on the maintenance for library media homepage as part of the USOE website to provide information, announcements and curriculum help for all interested parties. |
| Vermont | |
| Virginia | The virtual professional development opportunities will begin in February 2008 and continue throughout the year. They will include videoconferences, Webinars, Wikis, and online courses developed by national sources and the Department. Individual and onsite consultations will be offered as requested. |
| Washington | To support state public school libraries by working with the state teacher librarian organization and the state library. I work on endorsements, legislation and administrative codes as needed. I represent the agency as a non-voting member of WLMA. |
| West Virginia | My primary role at the WVDE is E-rate. |
| Wisconsin | <p>The primary components of my position description are:</p> <ul style="list-style-type: none"> provide leadership, technical assistance and consultation to PK-12 schools, school districts, CESAs (regional cooperative educational service agencies) and Institutions of Higher Education in all aspects of school library media technology programs; develop recommended standards and evaluation tools for school library media specialists and district leaders in planning and evaluating the district program; provide technical assistance on library media issues and policies; develop, facilitate, and provide staff development presentations and workshops through professional conferences and other events that focus on library media programs and issues; assist in the development of standards for preparation programs and reviews; inform appropriate persons of certification regulations and their implications through articles, presentations, publications, consultations, and responses to inquiries; develop, administer, collect and analyze building and |

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| | district level surveys relative to library media technology programs and services; collect library media technology data; interpret regulations, procedures, and programs related to funding and accounting for school library media programs and monitor compliance. |
| Wyoming | |

Spreadsheet #4 collating responses on level of services provided

| STATE | Services |
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| Alabama | I am currently an active consultant and advocate for the K-12 library media specialists in Alabama. I also serve as a technology coordinator for a region of the state - this includes 17 systems that I provide assistance in writing technology plans and technology budgets. I also provide technology professional development! |
| Alaska | No reply to my information request. |
| Arizona | |
| Arkansas | My job description has become much more general and does not include specifics about library related work but my boss still expects me to cover the duties above as well as the other work that I am included in due to being part of a curriculum team. A state Library Media Framework was written this year by a committee of librarians. This will hopefully be approved in December at the State Board Meeting. In the Spring, I will provide training for librarians on how to use the frameworks at the local school district level. |
| California | Level of service removed from actual practice. Available to answer questions and steer people toward resources to assist at local level, but can't fill gap in school library staffing. Always looking for opportunities to influence administrators, board members, and teachers. |
| Colorado | |
| Connecticut | |
| Delaware | No reply to my information request. |
| Florida | The mission of the Florida Department of Education Library Media Services is to collaborate with all stakeholders to assist schools in providing a quality education for all students and to provide guidance in delivering excellent library media programs. Specifically, through library media programs, students will become active and creative locators, evaluators, and users of information. With these skills, as well as knowledge of the information search process, students will become skillful consumers and producers of information: a foundation that will enable students to become lifelong learners in a dynamic and ever-changing world. |

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| Georgia | No reply to my information request. |
| Hawaii | Responds to queries, problems, and questions via e-mail or phone from librarians, administrators, teachers and the public. Meets with librarians at complex area meetings to support/guide in local projects. Plans and implements two district meetings a year for the 8 districts in the state. Provides Prof Dev courses, workshops, conferences for statewide participation. |
| Idaho | |
| Illinois | |
| Indiana | No reply to my information request. |
| Iowa | No reply to my information request. |
| Kansas | |
| Kentucky | No reply to my information request. |
| Louisiana | No reply to my information request. |
| Maine | |
| Maryland | |
| Massachusetts | Dept of Ed provides online support to all teachers, including school library teachers. |
| Michigan | The Educational Technology Manager overlaps with the responsibilities a consultant might have who would be assigned to work with librarians and media specialists. We also do not have a foreign language consultant while we are going to be requiring all students to have at least two years of a foreign language. The Michigan Department of Education is funded primarily with Federal dollars. If a grant were to be awarded that would include the specialized services of a library media consultant then we would certainly take advantage of the opportunity to hire someone. |
| Minnesota | |
| Mississippi | Provides "Library Media Monitoring" |
| Missouri | No reply to my information request. |
| Montana | No reply to my information request. |
| Nebraska | No reply to my information request. |
| Nevada | Providing library-learning resource educational consultant services to Nevada's seventeen public school |

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| | districts ongoing since inception. |
| New Hampshire | <p>Occasionally attends meetings of our State Library committees, although not too often as well as NHEMA organization's board meetings. Last year, collaborated to conduct our first survey of LMS, which was a survey similar to the Colorado survey.</p> <p>A few years ago we updated our LMS certification standards and I was the convener of that committee, then helped take the standards through our official rule making process to get the revision on the books.</p> |
| New Jersey | Provide navigational services through the Department of Education and professional development on the relationship between the Information Literacy Standards and the Language Arts Literacy Standards for School Library Media Specialists. |
| New Mexico | |
| New York | Provide leadership in the strengthening of school library media programs, facilities and standards to improve student outcomes and achievement. Provide expertise and consultation for the improvement of school library programs in NYC and other initiatives as needed and required by the Associate Commissioner. Participate in school improvement activities for SURR schools, schools in high need districts, and schools in need of improvement. Implement the school library media checklist and regulations in the middle school initiative. Collaborate and initiate school library legislation to improve student achievement and to improve school libraries. Participate in the responsibilities of the Title I office to drive optimum services and oversight for implementing No Child Left Behind funds. |
| North Carolina | The primary purpose of the position in the Resources Development and Evaluation section is to support the State Board of Education's focus on 21 st Century Skills by identifying high quality instructional technology resources, and by providing consulting services and professional development related to the highly specialized area of school library media programs throughout the state. The person in this position works directly with RESA directors, system- and building-level staff in the LEAs, including media and technology directors, principals, school library media coordinators, technology facilitators, teachers, DPI consultants, and faculty in institutions of |

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| | <p>higher education. Consulting services are provided onsite as well as via phone and e-mail. Professional development is provided at the regional level, in the LEAs at the system and building level, and at state-level professional conferences. The consultant in this position evaluates school library media programs at the request of LEA and building-level administrators. Evaluations and suggestions for improvement are based on the Instructional Technology Division's document, <i>IMPACT: Guidelines for North Carolina Media and Technology Programs</i> and on national standards. The position also includes responsibilities related to the identification of high quality technology resources (software and subscription Web sites) to support the NC Standard Course of Study. Resources are requested from producers and vendors and distributed to trained NC educators for review. Written evaluative annotations created by reviewers are edited for publication in <i>InfoTech: The Advisory Lists</i> which is printed and distributed bimonthly to all public schools throughout the state. The information also is available through the Web site <i>EvaluTech</i> which, in addition to North Carolina educators, serves a sixteen state consortium through a cooperative agreement with the Southern Regional Education Board.</p> |
| North Dakota | |
| Ohio | No reply to my information request. |
| Oklahoma | Communicate and consult with school media specialists across the state. Oklahoma library media specialists know that I am available to help with problems and encourage when needed. I am very visible and accessible across the state. |
| Oregon (Confusing info from Dept of Ed & State Library) | School Library Services is one of the consulting programs of Library Development Services at the Oregon State Library. The School Library Consultant provides consulting assistance to school libraries in Oregon. These services include the annual Quality Education Model analysis, support and training for the Oregon School Library Information Services Project (OSLIS) at http://www.oslis.org and sharing library development information with Oregon schools. |
| Pennsylvania | |
| Rhode Island | |
| South Carolina | <ul style="list-style-type: none"> -On-site evaluation of the library media program, facility, and/or library professional. -On-site assistance to provide regular and continuing professional development for the library media |

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| | <p>specialists. I have often conducted staff development sessions for the administrators as part of this on-site assistance. In providing this on-site assistance I meet monthly with the library media specialists and we work on such things as data collection, analyzing the library resource collection, curriculum development, unpacking the content standards to identify places where the library fits into the content standards, budget planning, and advocacy.</p> <ul style="list-style-type: none"> -Faculty workshops on copyright, curriculum mapping, collaboration with the library media specialist. -Open-door policy to ensure I am accessible to any library media specialist, district library supervisor, or administrator who may have a question or request assistance. |
| South Dakota | |
| Tennessee | No reply to my information request. |
| Texas | <p>Level of Services Provided by Texas Education Agency to School Librarians/School Library Media Specialists</p> <p>Agency staff assists school libraries by providing leadership and resources to help meet the educational needs of all students. Some examples include: overseeing the process for school library certification, reviewing federal school library grants; promoting the state’s School Library Standards; providing answers to library questions from the field; and sharing curriculum, library, and technology updates at statewide agency videoconferencing sessions and at state library conferences and meetings. In addition, the Texas Education Agency has specific roles in assisting and implementing programs in school libraries through legislative requirements. Some of these requirements relate to school library facilities, school library standards, and online research and information resources for K-12 public schools. Developing and implementing school library standards as well as providing for online research and information resources to K-12 public schools have been done in partnership with the State Library and Archives Commission. Information for school librarians is provided via our division website at http://www.tea.state.tx.us/imet/libraries/index.html</p> |
| Utah | |

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| Vermont | |
| Virginia | Two specialists, both former school librarians, develop and present virtual professional development in media, new technologies, and collaboration for school librarians and media specialists. One specialist provides virtual prof dev in standards-based online instructional resources and lessons for school library teachers. |
| Washington | Level of service is hard to define – we have information on our website, I respond to all library inquiries and have financially supported activities that involve teacher librarians in the development of state classroom based assessments. |
| West Virginia | |
| Wisconsin | Consultants provide answers and assistance on a variety of topics, including designing school library media centers; automating library media services center operations; evaluating and planning library media (including instructional technology) services; addressing intellectual freedom concerns, including dealing with challenges to library materials; integrating library, information and computer skills into the curriculum; and developing/reviewing policies, such as copyright and selection of materials. Focus primarily on certification and licensing, funding, school library (information) and technology plans, curriculum and professional development resources, and advocacy and legislation. |
| Wyoming | |

Spreadsheet #5 Collating All Responses from DOEs

| STATE | Status | History | Job Description | Services |
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| Alabama | One library media specialist working within Dept of Ed half-time | Position has existed at least since 1970. | <p>1. Provide professional development opportunities for all K-12 library media specialists, supervisors and administrators</p> <ul style="list-style-type: none"> First Fridays (Video conference and computer (web based) presentations) Hands-on workshops in the school systems Alabama Virtual Library presentations Regional workshops Visits to public school libraries for consultations <p>2. Work with state department initiatives and the library media specialists' role in those initiatives I.e. Alabama Reading Initiative, Alabama Math Science and Technology Initiative, Accountability Round Table, etc.</p> <p>3. Serve on the Alabama Virtual Library Council. This is a virtual library for all citizens in the State of Alabama. Five different agencies work together to select and license databases. I am currently the Chairperson of this council.</p> | I am currently an active consultant and advocate for the K-12 library media specialists in Alabama. I also serve as a technology coordinator for a region of the state - this includes 17 systems that I provide assistance in writing technology plans and technology budgets. I also provide technology professional development! |

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| | | | <p>4. Am currently working with a committee to revise the Alabama Library Media Guide, <u>Literacy Partners</u>. This revision should be approved by May 07.</p> <p>5. Have recently set up a new library media webpage for the state.</p> <p>6. Moderate a state library media listserve. (ALMS, Alabama Library Media Specialists)</p> <p>7. Provide assistance for school system accountability for accreditation, Alabama Code, Library Media Learning Standards</p> <p>8. Work with agencies outside of the Alabama Department of Education (Montgomery Museum of Art, Alabama Public Library Service, Alabama Public Television</p> | |
| Alaska | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Arizona | No one in this position | During at least the 1970's, possibly also the 1960's, Mary Choncoff acted as School Library Media Consultant to school | | |

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| | | <p>librarians around the state. I do not think she held the title officially. In 1986 the department reorganized and consolidated its curriculum specialists, including creating an official School Library Media Consultant position. This consultant was a liaison to the schools, interacted with the Teacher Certification section to revise the qualifications for school librarians, and created a set of Library Skills Standards as part of a curriculum review authorized by the state legislature. In 1990, the curriculum standards were again revised by curriculum specialists and committees of Arizona</p> | | |
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| | | educators, and the Library Skills Standards were rolled into various other curriculums, instead of being a separate Standard. Any interaction with school librarians was made part of the Library Director's duties. In 2005, again due to administrative changes, the department library was closed. | | |
| Arkansas | Program Support Manager Arkansas Department of Education | Program Support Manager still includes the duties of Library Media Services but also includes coordinating the Robert C. Byrd Honors Scholarship Program, assisting with the Assessment Program, writing curriculum related documents like content specific | Examples of Representative Job Responsibilities: 1. Assists in developing and disseminating curriculum documents, library guidelines, etc. 2. Conducts workshops and in-service training on curriculum issues and on library media services. 3. Provides technical assistance to schools in curriculum, technology, library media services, etc. 4. Answers questions about assessment, library media services, | My job description has become much more general and does not include specifics about library related work but my boss still expects me to cover the duties above as well as the other work that I am included in due to being part of a curriculum team. A state Library Media Framework was written this year by a committee of librarians. This will hopefully be approved in December at the State Board Meeting. In the Spring, I will |

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| | | frameworks and assisting with the Textbook program. | <p>Byrd Scholarships, etc.</p> <p>5. Coordinates and maintains records for a federal scholarship program.</p> <p>6. Serves on team committees.</p> <p>7. Prepares materials for presentation, workshops, in-service, etc.</p> <p>8. Creates reports from technical visits to recommend changes to programs and facilities.</p> <p>9. Performs other duties and special projects as assigned by the Associate Director K-12 Curriculum and Support.</p> | provide training for librarians on how to use the frameworks at the local school district level. |
| California | One school library consultant at Dept of Ed, housed in the Curriculum Frameworks Office | Briefly there were two school library consultants, but now only one. Position created in 1997 with a LSTA grant through the State Library (separate agency). There had been no such position for about 20 years. | <ul style="list-style-type: none"> • Provide statewide school library leadership to schools and districts. • Manage funding programs for school libraries. • Leadership team member for Recommended Literature project. • Initiate and maintain CDE Online School Library Survey. • Work with Commission on Teacher Credentialing to update competencies, regulations. | Level of service removed from actual practice. Available to answer questions and steer people toward resources to assist at local level, but can't fill gap in school library staffing. Always looking for opportunities to influence administrators, board members, and teachers. |

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| | | | <ul style="list-style-type: none"> • Work across the Department to integrate the role of the school library into publications, projects, and legislation. • Liaison to the CA School Library Assoc. from the CDE. | |
| Colorado | School Library Senior Consultant | Position has existed at least 12 years. Since the State Library is part of the Colorado Department of Education, services are provided to the school librarians by the State Library. | <p>The school library consulting program provides a portion of the funding for the school library development and K-12 education-related initiatives at the state library. The consultant serves all school libraries statewide, and participates on various Colorado Department of Education (CDE) committees related to student achievement, assessment testing, and licensure improvements for teacher librarians.</p> <p>The school library program consultant: 1) works with school libraries in the areas of information literacy instruction; 2) provides advocacy for libraries and school librarians; 3) initiates project development and library</p> | |

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| | | | <p>development, including collection development and standards-based instruction support; 4) works in cooperation with other state consortia (Colorado Library Consortium [CLiC]) and other library and education-based organizations locally and nationally in implementing consultative services; 5) offers consulting opportunities for schools and districts in developing and implementing statewide information literacy and educational technology plans; 6) provides direct instruction and workshops on applying information literacy standards to libraries to help improve student learning and meet standards. 7) works with staff within the Department of Education to involve libraries in education and standards-based learning events; 8) provides resources and information to libraries serving underserved clients; and 9) assists in improving libraries, technology, and services.</p> | |
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| Connecticut | Educational Technology/Learning Resources Consultant split so many ways, not able to serve school librarians. | If no federal \$ for this position, there is also no state funding and position eliminated until funding returns. Right now accredited schools not required to even have a room designated as a library much less a certified librarian. | | |
| Delaware | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Florida | Library Media Services Program Specialist Florida Department of Education | | <ol style="list-style-type: none"> 1. Provide information and services to schools and district offices as requested to improve library media services. 2. Maintain and monitor the SUNLINK Uniform Library Database Grant. 3. Administer the Sunshine State Young Reader's Award program. 4. Encourage and support interlibrary, interagency, and intercurricular cooperation. 5. Work collaboratively with colleagues to improve the quality of the library media instructional program. 6. Continue personal professional | The mission of the Florida Department of Education Library Media Services is to collaborate with all stakeholders to assist schools in providing a quality education for all students and to provide guidance in delivering excellent library media programs. Specifically, through library media programs, students will become active and creative locators, evaluators, and users of information. With these skills, as well as a knowledge of the information search process, students will become skillful consumers and producers of |

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| | | | development activities. | information: a foundation that will enable students to become lifelong learners in a dynamic and ever-changing world. |
| Georgia | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Hawaii | Dept of Ed School Library Services employs four specialists to support the 282 school library media specialists: one administrator, two specialists with permanent status and one with temporary status. Each assigned specific areas of responsibility. The four also work as a team on larger projects and/or state/district/complex area initiatives. | | Administrator: Copyright, student & adult video release, ePortfolio, E-school conference, Island movie contest, Prof Dev, Computer Application Training. Specialists: library mgmt systems, internet safety, library facilities, curriculum mapping database, Hi content & performance standards toolkit, instructional materials review, prof dev, electronic databases. | Responds to queries, problems, questions via e-mail or phone from librarians, administrators, teachers and the public. Meets with librarians at complex area meetings to support/guide in local projects. Plans and implements two district meetings a year for the 8 districts in the state. Provides Prof Dev courses, workshops, conferences for statewide participation. |
| Idaho | Curricular Materials Coordinator/Librarian. With a shift in my job responsibilities, I am | I have worked at the State Department of Education since August of 2002. Originally hired as the | I email school librarians/library aides... job related, accreditation changes, or other information from the state level. Involved with Teacher Certification | |

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| | <p>unable to provide as much support to school librarians.</p> | <p>"Curriculum & Technology Center Librarian" managing the state textbook library and a support person for school librarians.</p> <p>Change in job responsibilities summer of 2005, currently the Curricular Materials Coordinator/Librarian in charge of Idaho's textbook adoption process. I continue to support school librarians as time permits and as needs arise.</p> | <p>division on Library Media Specialist Endorsement requirements. (served on panel in 2007 to revise)</p> <p>Active member of Idaho Library Association, working with our Ed Media Division Chair</p> <p>Maintain a school librarian's website</p> <p>Lead a committee in the revision of our "School Library Information Manual" (2005)</p> <p>Work with the Idaho Commission for Libraries in support of School Libraries</p> | |
| Illinois | <p>No one in this position. Principal Technology Consultant at the Illinois State Board of Ed says she serves as a liaison and refers folks to the state library.</p> | | | |

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| Indiana | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Iowa | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Kansas | Information Management Education Program Consultant | starting Oct. 21, 2007, I was to be designated full time – 100% as the representative for LMSs in Kansas | <ul style="list-style-type: none"> • Provide online professional development for school librarians somewhat using the OPAL model. • Reorganizing the Library Media and Technology homepage • Continuing research on the school library • Act as liaison to the defunct KLNB replacement—State Library Commission | |
| Kentucky | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Louisiana | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Maine | School Library/Technology Planning Coordinator, State E-rate Coordinator | Received no other information. | | |
| Maryland | Currently the School Library Media Office resides in the | The IT and SLM programs were merged several years | The School Library Media Office provides leadership, coordination, and support services in the | |

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| | <p>Division of Instruction/Instructional Technology (IT) & School Library Media Program (SLM).</p> | <p>ago. Both had individual Branch Chiefs and following a retirement and a job change, both are now under a single Director, Jayne Moore. Under Jayne, we have two Program Specialists, one for IT and one for SLM. In addition, we also run the Maryland Virtual Learning Opportunities Program (MVLO) which develops and provides support for online learning across the state. There are currently three specialists in that office, one of which is designated to professional development. Out of the five program specialists in our combined office, two of us have school</p> | <p>implementation of the <i>Standards for School Library Media Programs in Maryland</i> and the integration of information literacy skills throughout content areas using the <i>School Library Media Voluntary State Curriculum</i>. An effective school library media program requires certified library media specialists and adequate support staff with appropriate skills both supported by COMAR (Code of Maryland Regulations) which outlines what school library media programs in Maryland should look like and how school library media specialists will be certified. The library media specialist is an essential partner in providing instruction and services that support the total education program of the school. <i>Information Power: Building Partnerships for Learning</i> (ALA, AASL, AECT, 1998) defines the roles and responsibilities of the school library media specialist which are captured in the <i>Standards for School Library Media Programs in Maryland</i>.</p> | |
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| | | <p>library media certification in addition to our Director, Jayne Moore.</p> <p>At one time (within the last ten years) the School Library Media Office was part of the Division of Library Development and Services (Public Libraries - a Branch of MSDE). I am not sure at what point the office was moved to the Division of Instruction but it is my understanding that there were several Program Specialists for Library Media at the time as opposed to a single one now. We still have a strong relationship with Public Libraries and have worked on multiple projects with them over the three</p> | | |
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| | | years that I have been here. This relationship helped us to be able to direct LSTA funds to school & public library partnerships. | | |
| Massachusetts | No consultant. | | | Dept of Ed provides online support to all teachers, including school library teachers. |
| Michigan | There is no Educational Consultant whose job is specifically to assist School Media Specialists. | There is no one here who can recall if and when we ever had a Educational Media Consultant. | | The Educational Technology Manager overlaps with the responsibilities a consultant might have who would be assigned to work with librarians and media specialists. We also do not have a foreign language consultant while we are going to be requiring all students to have at least two years of a foreign language. The Michigan Department of Education is funded primarily with Federal dollars. If a grant were to be awarded that would include the specialized services of a library media consultant then we would certainly take advantage of the opportunity to hire someone. |

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| Minnesota | Do not have a designated state agency consultant for media centers | State librarian works with Educational Media Organization to ensure collaboration. Also works with regional libraries to create linkages between public and school libraries. One of the departmental staff in the school improvement division works with the school technology programs. This includes e-rate issues. Any/all additional development will be dependent on ability to hire targeted staff in the future. | | |
| Mississippi | Visual and Performing Arts and Library Media Specialist at the Mississippi Department of Education in the Office of Curriculum | | Education Specialist, Senior Duties: <ul style="list-style-type: none"> • Provides leadership in developing guides for librarians • Provides technical assistance to school librarians | Provides “Library Media Monitoring” |

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| | and Instruction. (Part-time position) | | <ul style="list-style-type: none"> • Engages and provides professional development activities related to library media • Collaborates with other educational entities in supporting library media initiatives • Serves as the MDE's liaison with professional organizations and support groups to promote library media in the state • Conducts library media audits | |
| Missouri | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Montana | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Nebraska | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Nevada | Education Consultant for Library - Learning Resources Nevada Department of Education | Fully funded from the State of Nevada's General Fund. This position was created by a state legislative action passed in 1987. The position is in its | Fostering school librarian education within Nevada's institutions under Nevada's system of public higher education including the University of Nevada at Reno and the University of Nevada Las Vegas at both the | Providing library-learning resource educational consultant services to Nevada's seventeen public school districts ongoing since inception. |

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| | | 20th year of operation. | <p>undergraduate and graduate levels. Analysis of school librarian licensure endorsement qualifications and teacher license requirements for possible potential employment in Nevada public schools. Advocating for quality continuing education opportunities that carry accepted units towards relicensure and school librarian endorsement renewals. Consulting on Nevada's State Board of Education adopted K - 12 Information Literacy Standards to Nevada public school districts. Serve as a resource to the Nevada State Legislature via the Legislative Counsel Bureau on matters of importance to public education associated with school librarianship and public school library programs and services including issues involving censorship. Managing, disbursing, accounting, and overseeing Nevada's State Grant Funds for School Library Books to Nevada Public School Districts in excess of one million dollars over the biennium to strengthen public</p> | |
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| | | | <p>school library collections. Supporting programs and organization efforts leading to improving public school student achievement including Nevada Reading Week, the Nevada Young Reader's Awards, State Commission to Establish Academic Standards, State Council on Educational Excellence and the State Board of Education to name some of the more influential entities and undertakings. Serve as a liaison to the State Commission on Educational Technology and funds utilized for the procurement of statewide licenses for accessing online databases by public school students, public school teachers, administrators, parents and care givers along with the residents of the state of Nevada. Similar service supports as delegated by the Nevada Department of Education to the State Council on Libraries and Literacy having oversight on LSTA, the federal Library Services and Technology Act regrant program in Nevada. Participate in the Nevada Library Directors</p> | |
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| | | | meetings to facilitate multi-type library cooperative efforts to include Nevada public school libraries. Manage, monitor compliance and facilitate the State Textbooks Adoption Program as required under the Nevada Revised Statutes for Nevada's public school districts. Conduct and complete on-site field work assignments statewide on a continuing basis to Nevada's public school districts. | |
| New Hampshire | State Director of Educational Technology/Title IID Coordinator | | Cover dual roles as library media liaison and also educational technology liaison. I manage the federal NCLB Title IID program and most other educational technology matters for NH, such as E-Rate, technology planning, etc. Together with a colleague who coordinates our eLearning for Educators program, we are an office of two in the Office of Educational Technology. Not a certified LMS. | Occasionally attends meetings of our State Library committees, although not too often as well as NHEMA organization's board meetings. Last year, collaborated to conduct our first survey of LMS, which was a survey similar to the Colorado survey. A few years ago we updated our LMS certification standards and I was the convener of that committee, then helped take the standards through our official rule making process to get the |

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| | | | | revision on the books. |
| New Jersey | <p>New Jersey Dept of Ed and its Office of Academic Standards had a school library media consultant position. However, this position was eliminated.</p> <p>Currently the Language Arts Literacy Coordinator in the Office of Academic Standards serves as the liaison between the New Jersey Assoc of School Librarians and the New Jersey Dept of Ed.</p> | | | <p>Provide navigational services through the Department of Education and professional development on the relationship between the Information Literacy Standards and the Language Arts Literacy Standards for School Library Media Specialists.</p> |
| New Mexico | Ed. Dept response that library media programs are | | | |

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| | strongly supported by a statewide library task force to purchase materials but no consultant. | | | |
| New York | In process of hiring two people to work in the Office of Curriculum and Instruction. | NYS Education Department includes the Bureau of School Library Media Programs, an office which had existed for almost 100 years. In 1985 there was a staff of four and the job was leadership, curriculum, oversight, and regulation enforcement for school libraries and development of the new regional School Library Systems. In 1992 all the subject bureaus were abolished in a massive reorganization and | <ul style="list-style-type: none"> ▪ Participate in school reviews as necessary, including Registration Review, Title I, N&D, CSR, collaborative technical assistance, and school library reviews. ▪ Develop and administer a revised School Library Media Program Improvement Initiative for SURR schools – including grants, technical assistance, and workshops (dependent on funding). ▪ Provide technical assistance (onsite, phone, email) and workshops on school library improvement and literacy for schools in need of improvement as requested by field service teams. ▪ Ensure that school library programs are part of all EMSC review instruments for compliance and school | Provide leadership in the strengthening of school library media programs, facilities and standards to improve student outcomes and achievement. Provide expertise and consultation for the improvement of school library programs in NYC and other initiatives as needed and required by the Associate Commissioner. Participate in school improvement activities for SURR schools, schools in high need districts, and schools in need of improvement. Implement the school library media checklist and regulations in the middle school initiative. Collaborate and initiate school library legislation to improve student achievement and to improve school libraries. Participate in the responsibilities of the Title I office to drive optimum services and oversight |

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| | | <p>the staff was separately assigned to various field teams, but still had school library responsibilities. Eventually dwindled to two persons after 1995 who shared responsibilities for school libraries, though on separate "teams". The focus became low performing schools and their improvement. Biggest thrust was a Library Media Program Improvement Initiative for lowest 100 schools, the majority of which were in NY City. Held workshops, technical assistance,</p> | <p>improvement.</p> <ul style="list-style-type: none"> ▪ Participate in the High School Taskforce ensuring the inclusion and contributions of cultural institutions and resources. Collaborate within EMSC for interpretation of the CR regulation and implementation of the checklist. ▪ Provide information to the field on the implementation of the checklist and implications and interpretation of the regulation. ▪ Develop supporting material to implement the checklist with the School Library Media Advisory Committee. Collaborate with OCE as a member of the Advocacy Team for New Century Libraries. ▪ Work with the State Aid Workgroup to increase School Library Material Aid to \$10 per pupil. ▪ Provide technical assistance on the DOE Improving Literacy Through School Libraries grant and advise on raising the appropriation from \$19.8 million | <p>for implementing No Child Left Behind funds.</p> |
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| | | <p>visited schools, and provided small grants for improvement. Developed an evaluation rubric to self evaluate the schools, which has been updated and is still used. Served on the Board of the NYLA school section SLMS, plus always presented workshops at the fall NYLA conference and SLMS spring conference. From about 2002 reading and standards activities meant less and less time devoted to school libraries. At the same time due to a management change more "paperwork" and grant duties. During this period the</p> | <p>to \$100 million, resulting in more equitable access to funds and administration by state-level education agencies.</p> <ul style="list-style-type: none"> ▪ Analyze BEDS data and produce reports to inform legislative and school-based decision-making. Review and approve assigned Consolidated Applications and their amendments. ▪ Participate in school-based monitoring as needed. ▪ Collaborate in designing grant applications and review instruments for CSR, N&D, and Title I. ▪ Provide technical assistance for the NCLB grant: Improving Literacy Through School Libraries. | |
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| | | two positions were only involved with school libraries part-time. One person retired in May 2006 in May 2007 Interviews have been conducted and soon two replacements will be in place in the office of Curriculum and Instruction. | | |
| North Carolina | We are fortunate in NC to have maintained legislatively funded positions for school library media coordinators in our schools. While I am based in the North Carolina Department of Public Instruction in Raleigh, I typically spend 2-3 days each week traveling | Two years ago, I was given the responsibility to support school library media programs, and the scope of my work is described in the job description. Information and resources related to IMPACT: Guidelines for North Carolina Media and Technology Programs | * Consulting and Staff Development Responsibilities - 75% * Evaluation of Instructional Technology Resources - 20% Educational Research - 5% | The primary purpose of the position in the Resources Development and Evaluation section is to support the State Board of Education's focus on 21 st Century Skills by identifying high quality instructional technology resources, and by providing consulting services and professional development related to the highly specialized area of school library media programs throughout the state. The person |

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| | <p>throughout the state to provide my services.</p> | <p>can be found at: http://www.ncwiseowl.org/Impact/DEFAULT.HTM</p> | | <p>in this position works directly with RESA directors, system- and building-level staff in the LEAs, including media and technology directors, principals, school library media coordinators, technology facilitators, teachers, DPI consultants, and faculty in institutions of higher education. Consulting services are provided onsite as well as via phone and e-mail. Professional development is provided at the regional level, in the LEAs at the system and building level, and at state-level professional conferences. The consultant in this position evaluates school library media programs at the request of LEA and building-level administrators. Evaluations and suggestions for improvement are based on the Instructional Technology Division's document, <i>IMPACT: Guidelines for North Carolina Media and Technology Programs</i> and on national standards. The position also includes</p> |
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| | | | | responsibilities related to the identification of high quality technology resources (software and subscription Web sites) to support the NC Standard Course of Study. Resources are requested from producers and vendors and distributed to trained NC educators for review. Written evaluative annotations created by reviewers are edited for publication in <i>InfoTech: The Advisory Lists</i> which is printed and distributed bimonthly to all public schools throughout the state. The information also is available through the Web site <i>EvaluTech</i> which, in addition to North Carolina educators, serves a sixteen state consortium through a cooperative agreement with the Southern Regional Education Board. |
| North Dakota | North Dakota does not have a state position for library | | | |

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| | <p>coordinator/consultant/director. I don't believe that we ever have had such a position. We're a small state facing declining school enrollments.</p> | | | |
| Ohio | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Oklahoma | <p>Director of Library Media and Instructional TV at the Oklahoma State Department of Education. Section consists of 3 full time employees: Director, Coordinator, and an Administrative Assistant. The Director and Coordinator are required to hold a valid Okla teaching certificate and a master's degree in Library.</p> | <p>During the 80's and 90's, the OSDE had a competitive library media improvement grant. At that time, there were as many as 6 library media coordinators at the OSDE to help monitor the progress of the grants.</p> | | <p>communicate and consult with school media specialists across the state Oklahoma library media specialists know that I am available to help with problems and encourage when needed. I am very visible and accessible across the state.</p> |

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| Oregon (Confusing info from Dept of Ed & State Library) | Currently no Dept of Ed liaison working with school librarians. State library hires a coordinator (half time) to interface with school librarians and the Oregon Association of School Libraries. School Library Consultant working ½ time for Oregon State Library. | Position dropped 15 years ago in Dept of Ed and no plans to hire within Dept of Ed. | ■ | School Library Services is one of the consulting programs of Library Development Services at the Oregon State Library. The School Library Consultant provides consulting assistance to school libraries in Oregon. These services include the annual Quality Education Model analysis, support and training for the Oregon School Library Information Services Project (OSLIS) at http://www.oslis.org and sharing library development information with Oregon schools. |
| Pennsylvania | Position eliminated. | | | |
| Rhode Island | Do not have a library consultant. | | | |
| South Carolina | One full-time school library consultant within dept of ed | Position has been filled continually since its inception in the 1940's. Originally position was in the Office of Curriculum, then moved to Office of Technology in early 1990's, then in | <ol style="list-style-type: none"> 1. Provide leadership, coordination, and assistance in the support and evaluation of school library media programs. Coordinate statewide initiatives and determine needs and future trends for these programs. 2. Maintain close communications with library media specialists | <ul style="list-style-type: none"> -On-site evaluation of the library media program, facility, and/or library professional. -On-site assistance to provide regular and continuing professional development for the library media specialists. OI have often conducted staff development sessions for the |

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| | | <p>summer 2007 moved to newly created Division of Standards and Learning and new Office of Instructional Promising Practices. This office includes the state consultant for school library media services , the state’s literacy coaches and the state’s math and science coaches.</p> | <p>statewide. Answer correspondence, write reports, submit budget requests, manage fiscal resources, and develop publications, guidelines, programs, and projects relating to school library media programs.</p> <p>3. Serve as a liaison with other offices within the State Department of Education, other state agencies, community organizations, colleges and universities for support of instructional technology and school library media programs.</p> <p>4. Develop and implement plans for video productions and teleconferences for LMS programs using the facilities of SCETV and resources of ITV.</p> | <p>administrators as part of this on-site assistance. In providing this on-site assistance I meet monthly with the library media specialists and we work on such things as data collection, analyzing the library resource collection, curriculum development, unpacking the content standards to identify places where the library fits into the content standards, budget planning, and advocacy.</p> <p>-Faculty workshops on copyright, curriculum mapping, collaboration with the library media specialist.</p> <p>-Open-door policy to ensure I am accessible to any library media specialist, district library supervisor, or administrator who may have a question or request assistance.</p> |
| South Dakota | In South Dakota, we do not currently have a state level School Library Media Coordinator. | We have proposed changing two of our current technician level positions into professional level positions that would | | |

then be School Library Media Coordinators. We hope to be able to move forward with the creation of these positions within the next three months and to have staff on board before Fall, 2008. The State Library Board has placed a high priority on getting these positions funded and staffed. As is true in many other parts of the country, the state of SD does not require certified school library media coordinators and many of the excellent school folks are now retiring or being moved over into classroom teacher jobs. Non-certified (frequently non-educators) people are being hired to staff the school libraries.

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| Tennessee | No reply to my information request. | No reply to my information request. | No reply to my information request. | No reply to my information request. |
| Texas | | <p>Since the formation of the Texas Education Agency in the late 1940's, records show that there have been dedicated library personnel at the Agency. With budget shortfalls in 2003, dedicated staff positions were not funded. Since that time, there has not been a dedicated library staff person at TEA whose sole responsibility is to oversee school libraries. Instead, the Senior Director for Instructional Materials and Educational Technology; the Technology Applications Director, and Curriculum Directors at TEA support the needs of</p> | <p>Staff responsible for school libraries supports the work of school librarians/library media specialists in Texas schools. Their goal for Texas public school libraries is to:</p> <ol style="list-style-type: none"> 1. Build the capacity of Texas school library programs to support learning, especially in the core curriculum areas 2. Enable students to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state, nation and world. | <p>Level of Services Provided by Texas Education Agency to School Librarians/School Library Media Specialists</p> <p>As shared above, agency staff assists school libraries by providing leadership and resources to help meet the educational needs of all students. Some examples include: overseeing the process for school library certification, reviewing federal school library grants; promoting the state's School Library Standards; providing answers to library questions from the field; and sharing curriculum, library, and technology updates at statewide agency videoconferencing sessions and at state library conferences and meetings. In addition, the Texas Education Agency has specific</p> |

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| | | school libraries. | | <p>roles in assisting and implementing programs in school libraries through legislative requirements. Some of these requirements relate to school library facilities, school library standards, and online research and information resources for K-12 public schools. Developing and implementing school library standards as well as providing for online research and information resources to K-12 public schools have been done in partnership with the State Library and Archives Commission. Information for school librarians is provided via our division website at http://www.tea.state.tx.us/imet/libraries/index.html</p> |
| Utah | Currently the Library Media Specialist at the Utah State Office of Education (USOE) | From 1991-2003 it was a full-time assignment. I am sad to report that my role | <p>Outline of the performance requirements for the USOE Library Media assignment.</p> <ul style="list-style-type: none"> • Field inquiries requirements for | |

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| | <p>is a 0.15 FTE position</p> | <p>as USOE Library Media Specialist has changed dramatically. When I was hired in fall 1999 we were in the middle of developing a K-6 Library Media Core Curriculum. This was followed by trainings to implement the Core with lesson plans, posters and bookmarks. In 2002 a document, "Standards - Utah School Library Media Programs" was revised, published and distributed to all schools/districts in early 2003. Due to budget shorfalls the library media position was to be eliminated beginning with FY2004 (beginning July 1, 2003). By the time it was announced that the USOE position would be</p> | <p>library media endorsement, etc. Process and evaluate applications for library media endorsements.</p> <ul style="list-style-type: none"> • Maintain a schedule of activities for library media training, consultation, program development, etc. Make presentations at various gatherings and provide assistance in varied situations on all aspects of library media. Participate in the design and implementation of inservice training for media aides (paraprofessional) in library operations and procedures, etc. in cooperation with UELMA and ULMS. Assist as needed or requested with LSTA training grant awarded to ULMS. Design and/or provide staff development and direct assistance to library media personnel, school administrators, etc. regarding library media programs and curricula when requested. • Communicate regularly with the public school library media community through UEN library media listserv, newsletters, library media home page, etc., regarding | |
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| | | <p>eliminated the major projects had been completed. At this time as the Library Media Specialist I was offered a new assignment at USOE. By accepting the new assignment the Library Media position was retained but greatly reduced. My assignment is now 15% Library Media and 85% School Accreditation. As a result of the realignment the Library Media role has been drastically curtailed.</p> | <p>professional development, national and local legislation affecting library media, etc. Maintain various directories of school library media personnel for information and communication purposes.</p> <ul style="list-style-type: none"> • Serve on advisory boards, often as liaison for USOE, for selected organizations or committees: Library Services and Technology Act (LSTA) Advisory Council; PIONEER advisory board; Utah Educational Media Association (UELMA); Utah Library Association (ULA); Utah Library Advocacy Network (ULAN); Utah Library Media Supervisors (ULMS); etc. as requested or assigned. • Provide direction and input on the maintenance for library media homepage as part of the USOE website to provide information, announcements and curriculum help for all interested parties. | |
| Vermont | <p>No consultant. No funds available according to state's commissioner of ed.</p> | | | |

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| Virginia | Dept of Ed's Office of Educational Technology assigns three specialists to school libraries. | | The virtual professional development opportunities will begin in February 2008 and continue throughout the year. They will include videoconferences, Webinars, Wikis, and online courses developed by national sources and the Department. Individual and onsite consultations will be offered as requested. | Two specialists, both former school librarians, develop and present virtual professional development in media, new technologies, and collaboration for school librarians and media specialists. One specialist provides virtual prof dev in standards-based online instructional resources and lessons for school library teachers. |
| Washin gton | Director, Title I/LAP/Title V/CPR Serving school library needs is one of many responsibilities for this position. Do not have a titled position for library consultant. | At one point, the state had three staff that worked on library support. That was over 12 years ago. Now, it is a very small portion of my time. | To support state public school libraries by working with the state teacher librarian organization and the state library. I work on endorsements, legislation and administrative codes as needed. I represent the agency as a non-voting member of WLMA. | Level of service is hard to define – we have information on our website, I respond to all library inquiries and have financially supported activities that involve teacher librarians in the development of state classroom based assessments. |
| West Virginia | Instructional Technology Coordinator, does not really assist school librarians. | | My primary role at the WVDE is E-rate. | |
| Wiscons | Current has one | The Wisconsin | The primary components of my | Consultants provide answers and |

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| <p>in</p> | <p>Education Consultant / School Library Media Consultant. As of Oct. 21 was made full time (instead of part-time) consultant for content area of library media and technology.</p> | <p>Department of Public Instruction has long had a school library media consultant on the Instructional Media and Technology Team (IMTT) of the Division for Libraries, Technology and Community Learning (DLTCL) 1970s-2001, then position was vacant due to funding issues until October 2004</p> | <p>position description are: provide leadership, technical assistance and consultation to PK-12 schools, school districts, CESAs (regional cooperative educational service agencies) and Institutions of Higher Education in all aspects of school library media technology programs; develop recommended standards and evaluation tools for school library media specialists and district leaders in planning and evaluating the district program; provide technical assistance on library media issues and policies; develop, facilitate, and provide staff development presentations and workshops through professional conferences and other events that focus on library media programs and issues; assist in the development of standards for preparation programs and reviews; inform appropriate persons of certification regulations and their implications through articles, presentations, publications, consultations, and responses to</p> | <p>assistance on a variety of topics, including designing school library media centers; automating library media services center operations; evaluating and planning library media (including instructional technology) services; addressing intellectual freedom concerns, including dealing with challenges to library materials; integrating library, information and computer skills into the curriculum; and developing/reviewing policies, such as copyright and selection of materials. Focus primarily on certification and licensing, funding, school library (information) and technology plans, curriculum and professional development resources, and advocacy and legislation.</p> |
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| | | | <p>inquiries; develop, administer, collect and analyze building and district level surveys relative to library media technology programs and services;</p> <p>collect library media technology data; interpret regulations, procedures, and programs related to funding and accounting for school library media programs and monitor compliance.</p> | |
| Wyoming | Does not have a state level position that assists these types of programs at the school district level | State does provide Wyoming school districts librarian and library media technician resources via our “funding model”. Elementary schools are resourced a librarian position at the rate of 1 full-time equivalent (FTE) position for every 288. Middle and high schools are resourced librarians at the rate of 1 FTE position for every 630 Students. In addition to the | | |

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| | | librarian resources at the middle and high schools, they are resourced library media technicians at the rate of 1 FTE position for every 315 students | | |
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Spreadsheet #6 Collating State Association Responses

| STATE | NEEDS | Currently... |
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| Alabama | Someone who is not afraid to tackle issues on the state level that affect school libraries in Alabama Strong voice | |
| Connecticut | I imagine an effective state library consultant would advocate for local Boards of Education to support effective library programs. The consultant would advocate for the vision expressed in our CASL mission: | The state hired Art Skerker who does the best he can liaisoning between CECA--Computer Educators of Connecticut Association and CASL--Connecticut Association of School Librarians. He attends the board meetings of both organizations which happen to both meet on the first Wednesday of the month. Art answers questions about certification and he presents at the annual CASL conference on the State of the State. |
| Massachusetts | Someone who is trained, certified or has strong experience in a modern school library program. Someone who is visionary about the future of school libraries and clearly someone who understands the value and importance of good school library programs with certified staffing and their impact on student achievement | There is no one at our DOE advocating for or planning for school libraries which is interesting because we are a P21 state. We are working through legislative initiatives to have the words "school libraries" included in our Ch70 Ed Reform laws here. We are not asking for funds but our goal is to have the words included in the law and ask DOE to hire someone to make a long range plan for school libraries here in the Commonwealth that will support student's ICT skills required of P21. |
| Montana | | The 2007 Montana Legislature appropriated \$1.8 million to the Office of Public Instruction (OPI) to provide technical assistance to K-12 schools in curricular areas such as communication arts, mathematics, science, early |

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| | | childhood education, school library media and middle school/at-risk programs |
| Nebraska | <p>Vision for the consultant position was as follows: The consultant would work closely with other content area consultants at NDE to ensure that information literacy standards and technology competencies align to state standards and are integrated throughout the curriculum. The consultant would also work with the Nebraska Library Commission to ensure that there is congruency in their efforts to serve all librarians in the state. The consultant would also 1) provide leadership to schools, ESUs, institutions of higher education, community libraries, and professional organizations; 2) create and facilitate professional development and the materials and technology needed to support the training; 3) promote information literacy skills and the research process; 4) encourage equal access to resources; 5) facilitate communication</p> | <p>There has not been a library media program consultant at the Nebraska Dept. of Education for many years. Our association has advocated for such a position, and the state Board of Education has endorsed the concept of creating such a position. However, they have been unable/unwilling to fund this. NDE and the Nebraska Library Commission collaborated with our association in the writing of an IMLS grant in hopes that this position could be grant-funded, however the grant was not awarded. About a year ago, NDE posted a technology position which was to require a library media endorsement. Our association was given input in the writing of the job description. Unfortunately, this position along with several others were frozen due to budget concerns. At the present time, we do not know if or when this position might be reopened and filled. In the meantime, our association has appointed a liaison position to NDE. We have been consulted and included on several initiatives, and we currently have several members serving on the committee to revise the reading/language arts state standards and embed information literacy and technology standards within those standards.</p> |

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| | statewide for the purpose of informing, educating, and uniting professional librarians. | |
| New Hampshire | <p>I can see the position being important to (but by no means limited to):</p> <ol style="list-style-type: none"> 1. Advocacy 2. Assuring that schools meet (or go beyond) the minimum standards. 3. Developing rubrics to evaluate programming/facilities and assistance with improvement plans. 4. Assistance with implementing the new AASL Standards for the 21st Century Learner | <p>Cathy Higgins’ description of her position is quite accurate. She is always willing to work with us on projects whenever possible, she attends our Board Meetings and conferences faithfully and is quite aware of the issues at hand. She does not have a background in librarianship but has come a long way in understanding and appreciating the value of school librarians to student achievement. Cathy is however, only one person wearing many hats (several years ago, there were two positions and before that we actually had a dedicated library liaison at the state – I could get you more information on the history if you find you need it.)</p> <p>This budget season NH continues to see book budgets and positions being cut. We also continue to have many schools without certified librarians on staff. Our standards do say that that each school is required to have the “services of a certified library media specialist” and that middle and high schools are required to have a library media specialist. http://www.ed.state.nh.us/education/laws/Ed306.htm</p> |
| New York | | <p>New York - There are two positions of Associates in School Library Services, in the Office of P-16 Education, Curriculum, Instruction and Instructional Technology (CI&IT), New York State Department of Education. The Office of CI&IT provides statewide leadership in relation to the New York State (NYS) learning standards and core curriculum.</p> <p>This is primarily through the provision of technical assistance, content expertise, and the administration of a variety of federal and State grant programs supporting student achievement. These positions of Associates in</p> |

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| | | <p>School Library Services require Master’s degree and specialization in library science, possession of a New York State school librarian certificate, and five years of school library experience.</p> <p>The specific duties include:</p> <ul style="list-style-type: none"> ● Develop and ensure the production of Web based curriculum guidance materials and resources for building leadership capacity in the implementation of NYS learning standards, with a particular focus in School Library Services; ● Provide leadership, consultation and expertise in the strengthening of school library media programs, facilities and standards to improve student achievement; ● Conduct and arrange for professional development activities intended to build capacity of others within the Education Department and with stakeholders outside of the Department; ● Prepare and ensure the distribution of updated, timely information regarding curriculum guidance, instructional materials, regulation, policy and other information to the school community; ● Respond to requests for assistance through email, conference calls, video conferencing, and through senior management requests within the Department of Education; ● Contribute to the development, maintenance and review of major policy and programs. |
| Pennsylvania | An effective state school library consultant would look like what we had - a division at the state level that has a chief and has a staff that: partners with the state | The reason that you have not heard from Pennsylvania is because that position has been eliminated here in our state. |

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| | <p>school library association; provides leadership at the state level for school libraries; provides cutting edge staff development for school libraries; takes a leadership position on the national level; helps put libraries at the forefront in schools across the state. This is what Pennsylvania had and we sorely miss now that it is gone.</p> | |
| <p>South Dakota</p> | <p>The association's perception of what the consultant's job might be is simply to help school librarians with whatever needs they have from technology to training to the simplest of day to day tasks. The person selected must have a library education and school library experience. The school's perception of things is very different from that of a public librarian. This person should be willing to help raise awareness, certification, and standards for the school</p> | <p>Although, I feel South Dakota's statement is a favorable one, I don't have the feeling that is what is going to happen. The State Library is very supportive of having a School Library Media Coordinator on their staff, but the funding is not there.</p> |

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| | <p>libraries. Hopefully, such a person will also be validated by the State Education Department. The consultant should be located at the State Library, but included with the education department's goals. Unless the education department is willing to support the school library staff member, that person will get nowhere.</p> | |
| <p>Texas</p> | <p>This library media specialist would be an expert who could offer assistance, support, and guidance to librarians or principals seeking help or information in any area of school librarianship, especially in the following:</p> <ul style="list-style-type: none"> * Advocate for campus library facility standards, * Advocate for funded resources, * Advocate for the librarian to be a mandated position on every school campus | <p>The State of Texas has accurately described the services school librarians/school library media specialists receive in Texas. While we are disappointed that we do not have our own library specialist representing us, we feel that the State is taking care of our needs and that the Senior Director for Instructional Materials and Educational Technology is represents and advocates for us.</p> |

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| | <ul style="list-style-type: none"> * Advocate for school libraries to have library paraprofessionals * Advocate for funding for technology: software and hardware, * Provide professional development or coordinate what is offered at each of the ESC's, * Advocate for school librarians to be listed in the State statutes as recipients along with teachers who participate in state funded programs such as mentoring programs and incentive pay, * Ensure school librarians have the same comparable on-the-job experience credit on salary scales for working in other library venues (i.e., working as a children's librarian in a public library) * Advocate for the campus librarian to be seen as a member of the campus leadership team along with the principal, assistant principals, counselors, and grade level or team leaders. | |
| West Virginia | | It is true that West Virginia does not have a full time Library contact in the |

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| | | <p>State Department of Education. Julia Bennicosa is the person we are told to contact with any problems, but her main job is the E rate position. She is very busy with that but tries occasionally to correspond with us. Consequently, our state librarians feel adrift. Also, we have no current job description, and no library manual. Amy Hughes, a professor at Fairmont State, and some of her students have started a blog to gather information from state librarians in order to compile a Librarian's manual. I have been doing some research and have found some other state manuals I think would also work for us.</p> <p>I have been an elementary librarian for over 10 years and think this is a troubling time for us, although also very exciting. Our state has initiated a program that will make librarians Technology Integration Specialists. I know our job is evolving, but am not sure this is the way to go. I am the computer specialist for our school and do collaboration with teachers on technology issues, but feel motivating students to read is my primary purpose.</p> <p>I am working on my Doctorate in Educational Leadership with School Library Media as my area of interest. I am planning a dissertation to address the needs of school librarians/condition of school libraries in our state.</p> |
| Wisconsin | | <p>We (WEMTA) lobbied a great deal to get the position filled after the budget cuts and were successful. She works very hard on behalf of library and technology in our state and has a nonvoting position on our Board</p> |