

Facts about Maryland's School Library Media Programs 2014-2015

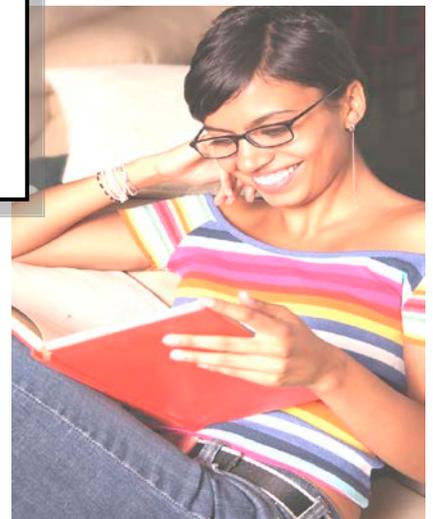


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INTRODUCTION

This collection of statistical data on school library media programs is designed to assist local education agencies in examining their library media collections, staff, and services according to the recommendations in *Standards for School Library Media Programs in Maryland*.

The data for this document was obtained from the online Public School Annual Library Media Center Reports.

Copies of the report forms are included for informational purposes in the appendix.

Data in this report were compiled and prepared by Jay Bansbach, Specialist and Kim Bellinger, Management Associate - Office of Instructional Technology and School Library Media, MSDE.



MARYLAND SCHOOL LIBRARY MEDIA PROGRAM 2014-15 Annual Report Executive Summary

"In today's digital world, the school library has evolved from a place to merely check out books to one that offers opportunities for collaboration, project-based learning, and online access"

~ Bob Wise, President – Alliance for Excellent Education and former Governor of West Virginia (2014)

"As part of a school team consisting of administrators, teachers, parents, and students, school librarians have a critical role to play in the successful implementation of the new standards. School librarians are uniquely positioned to influence and implement many of the school-wide goals and initiatives to ensure that all students are college and career ready because they work across grade levels and across the disciplines. "

~ Implementing the Common Core State Standards: the Role of the School Librarian, Achieve & the American Association of School Librarians (2013)

"School libraries are the great equalizer. Contrary to public opinion, not every kid in America has access to the Internet."

~ Carol Daniels, School Principal – London ES, Ohio (2011)

Through an information and technology literacy skills instructional program that is integrated into the curriculum, library media specialists help students to become lifelong learners, informed decision-makers, and effective users of information. Maryland school library media programs provide access to a variety of resources and services to support this goal.

Staffing

- ◆ There are 874,514 students in Maryland's 1,447 schools. Statewide 1,310 library media centers have submitted data for the 2014-15 Public School Annual Library Media Center report with 1,139 having certified library media specialists (including full and part time), 84.5 library media centers having non-certified library media specialists, and 84 working towards State certification in School Library Media. Currently 66 school library media specialists have achieved National Board Certification and are working in 14 of our 24 schools systems.
- ◆ Of the 1,310 library media centers reporting, 76.8% met the professional staffing guidelines as defined in *Standards for School Library Media Programs in Maryland*, reflecting an average of 76.3% over a five year period. The total number of certified library media specialists decreased

statewide from 1,153 (2013-14) to 1,139 (2014-15). The Maryland Teacher Staffing Report (MSDE, 2014 – 2016) continues to reflect a shortage of library media specialists hired in the state (Recommendation 4). School Systems report the inability to fill current position openings due to a lack of a candidate pool (ex. Baltimore City, St. Mary’s County).

Collections

- ◆ A total 456 (34.8%) of reporting school library media centers have collections that met guidelines as outlined in *Standards for School Library Media Programs in Maryland*, with most of those schools being at the elementary level. Middle and high schools have shifted significant resources to the purchase of electronic resources including databases, e-books, and streaming video. Quality collections are critical in supporting student learning standards reflected in the *Maryland College and Career-Ready Standards* (incorporating the *Maryland Common Core State Standards Frameworks*, *Maryland State STEM Standards of Practice Framework*, and the *State Curriculum*).
- ◆ During the 1998 session of the General Assembly, the Maryland Legislature appropriated State funds to improve the currency of library materials. Between 1999 and 2003, approximately \$7 million dollars in State funds were provided to update collections through the *Maryland School Library Enhancement Program (SLEP)*, local school systems report that the quality of their collections improved as a result of this funding, that ended in 2002-2003.
 - We have continued to collect this valuable data on collection currency with past assessments that have included non-fiction Science collections (500s), Technology (Applied Sciences) collections (600s), and History, Geography, and Biography collections (900s). In each case, through effective weeding and collection development strategies statewide, we observed a significant decrease in the number of items that were ten years old or older.
 - The emphasis for 2014-2015 was on the non-fiction Technology (Applied Sciences) collections (600s). Schools report that 58% or more of their collections in this area are 10 years old or older. Collections in the Dewey Category - 600s (Technology/Applied Sciences) are critical to supporting the *Maryland College and Career-Ready Standards*.

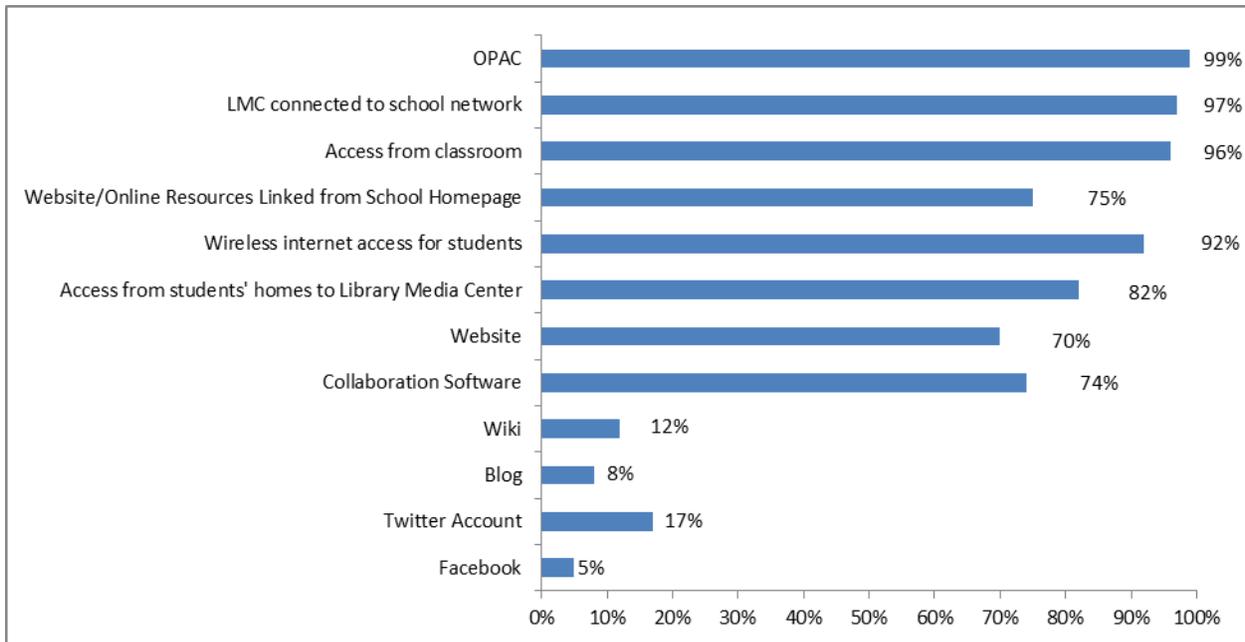
Date range	2014-15 (average)
Pre-1994	16%
1994-2003	42%
2004-2013	39%
2014+	3%

Technology Use

- ◆ In 2014-15 Library Media Centers (LMC) statewide reported (see Chart 1): (1) 99% had an automated online public access catalog; (2) 97% of the LMC school libraries are connected to the school network; (3) 96% had access to the public catalog from the classroom; (4) 75% have website and online resources linked to the schools’ homepage; (5) 92% have wireless Internet access for students; (6) 82% provided access from students’ homes to the LMC; (7) 70% have a

website; (8) 74% use collaboration software; (9) 12% have a Wiki; (10) 8% have a blog; (11) 17% have a twitter account; and (12) 5% have a Facebook presence. Significant increases have occurred with the number of school libraries now having wireless Internet access for students - jumping from 75% (2013-14) to 92% (2014-15), and the number using Collaboration software - jumping from 38% (2013-14) to 74% (2014-15).

Chart 1
Use of Web Technology Services, 2014-15



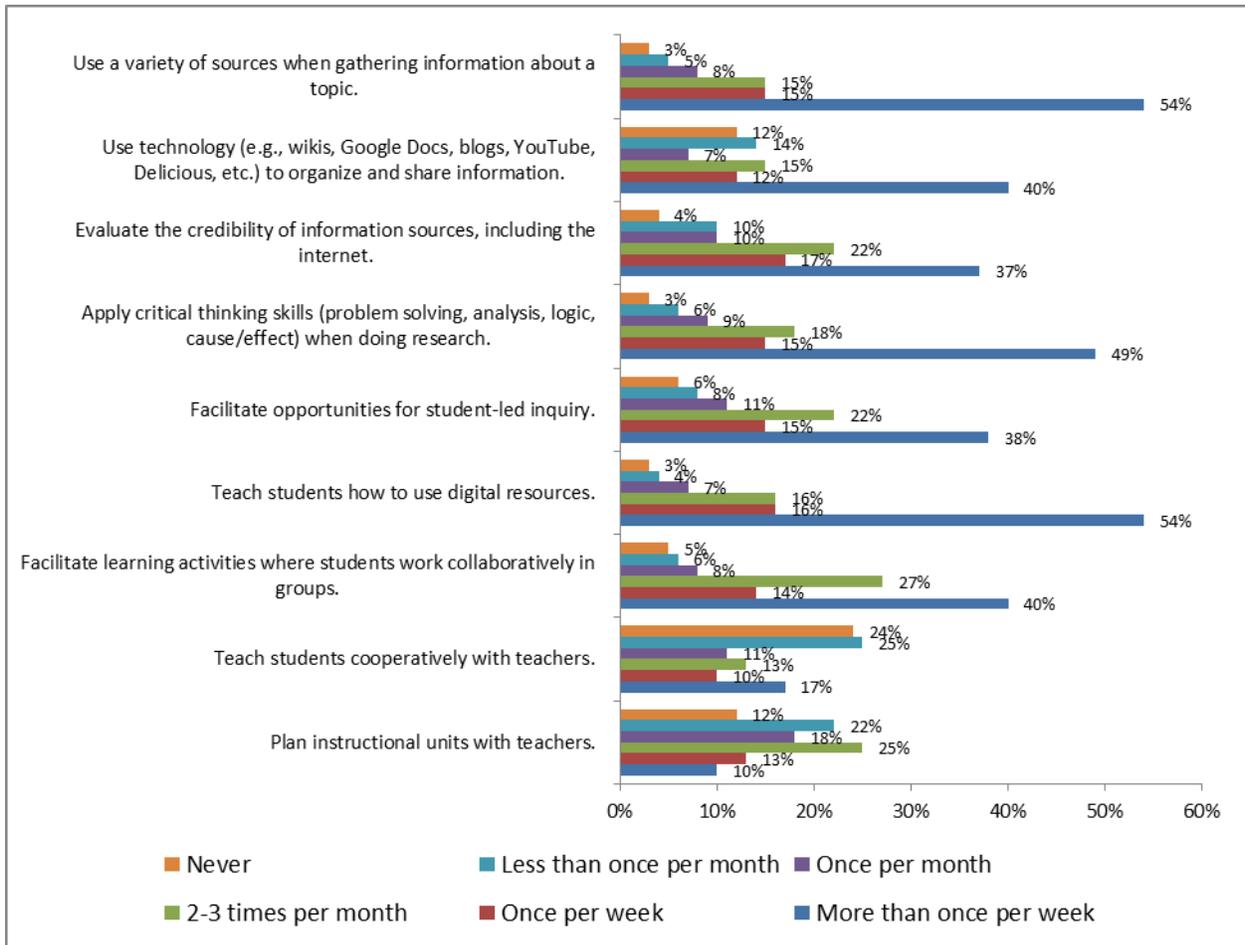
- ◆ 100% of the library media centers (LMCs) report that they have access to online information databases. The MDK12 Digital Library, a purchasing consortium made up of all 24 school systems and a number of non-publics in the state of Maryland, has made the purchase of digital resources affordable for even our smallest districts. For 2014-15, districts purchased access to 6 (six) databases through SIRS/ProQuest, as part of a master agreement. Maryland Senate Bill 235 (2009) was passed and signed into law by the Governor, institutionalizing the program that has resulted in school systems saving over \$1.5+ million since its inception as a federal Title II D funded project in FY03. In addition, all schools statewide have access to EBSCO Science and History Reference Center, EBSCO MasterFile Premier, Primary Search (Searchasaurus), Middle Search Plus, MAS Ultra, Business Source Premier and to the EBSCO Automotive Repair Reference Center through an agreement with the State Library Resource Center and SAILOR that runs through the 2015-16 school year.

Instruction

- ◆ The school library media center program is an instructional program that guides students to become independent learners. The library media specialist provides direct instruction to students and collaborates with content area teachers to provide authentic learning experiences that develop information and digital literacy, communication, and technology skills. Maryland

library media specialists indicate that they spend the following percentage of their time engaged in the teaching process as identified in the key indicators below (Chart 2):

Chart 2
Teaching Strategies, 2014-15



- ◆ Library media specialists in 56% of library media centers deliver instruction in regularly scheduled classes. In 28% of library media centers, library media specialists teach flexible scheduled classes and in 16% of the schools the instructional program is both fixed and flexible. When classes are regularly scheduled in the library media center, there are fewer opportunities for students and teachers to use the library and its services on an “as needed” basis.
- ◆ During a typical week, library media specialists spend an average of 18.65 hours actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and at other school locations. On average, library media specialists spend 1.69 hours per week meeting with teachers to plan instruction/instructional units.

- ◆ On average, school library media centers statewide report being open 4.07 additional hours per day before and after school to provide services to their students.

Role and Professional Environment

- ◆ *Empowering Learners: Guidelines for School Library Programs (2009)*, the national school library media guidelines, defines the five roles of the library media specialist as: Leader, Teacher, Instructional Partner, Information Specialist and Program Administrator. Maryland library media specialists collectively indicate that they spend the following percentage of their time in each role:
 - **Leader*** – leads the way in building the 21st-century skills of information literacy and technology skills central to learning throughout the school environment. Library media specialists’ report that on average **7%** of their time is spent in the role of leader.
 - **Teacher** – provides direct instruction to students. Library media specialists’ report that on average **42%** of their time is spent in the role of teacher.
 - **Instructional Partner** – collaborates with teachers to deliver instruction across the curriculum. Library media specialists’ report that on average **9%** of their time is spent in the role of an instructional partner.
 - **Information Specialist** – provides leadership and expertise in acquiring and evaluating information resources in all formats for students and teachers. Library media specialists’ report that on average **12%** of their time is spent in the role of an information specialist.
 - **Program Administrator** – manages all aspects of the library media program. Library media specialists’ report that on average **11%** of their time is spent in the role of a program administrator.

An additional percentage of the Library Media Specialist’s time is split between the role of technology support (**10%**) and other school duties (**9%**).

*Role of “Leader” is defined in the American Association of School Librarians (AASL) national guidelines - *Empowering Learners: Guidelines for School Library Programs* and was reported for the first time in the 2010-11 data reporting.

Link to Maryland Teacher Technology Standards:

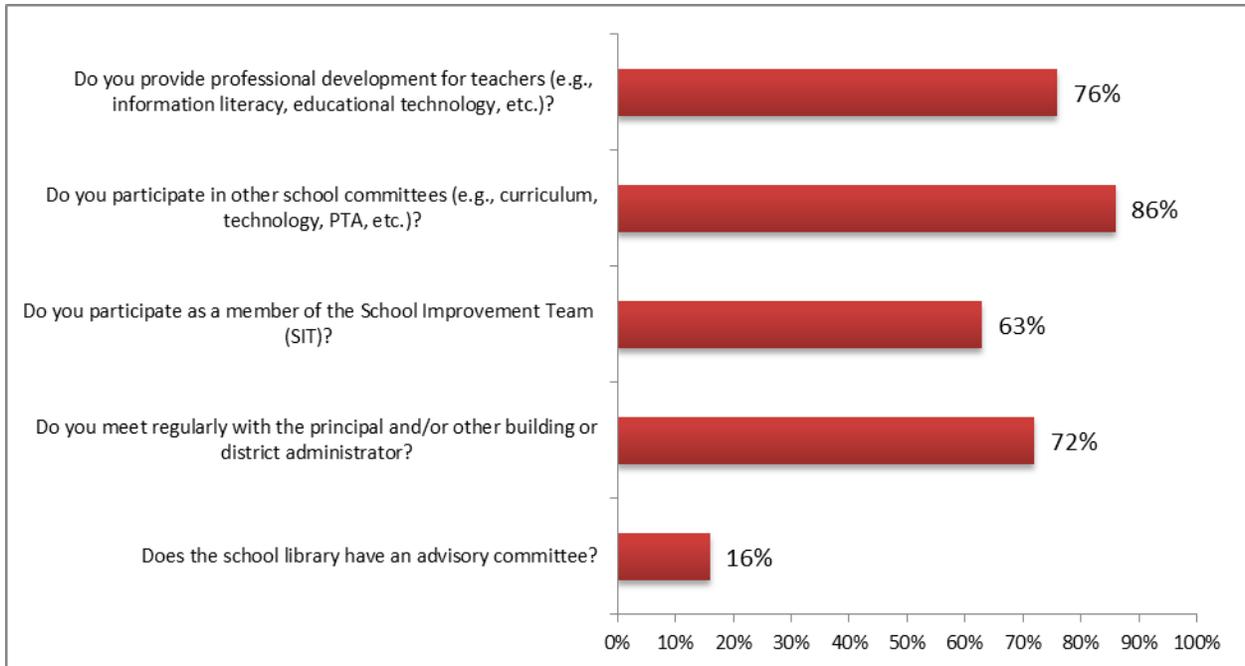
<http://www.marylandpublicschools.org/msde/programs/technology/techstds/teacherstandards.htm>

Standards for School Library Media Programs in Maryland

<http://marylandpublicschools.org/NR/rdonlyres/EC67FB12-FE6B-464A-A2AD-D0C6307773E3/13092/SLMStandards.pdf>

- ◆ To be successful in a 21st century school environment, now more than ever library media specialists need to provide leadership in technology integration, literacy, curriculum, advocacy, intellectual freedom, collaborative instruction, and more. Library media specialists must be seen as leaders who participate as active members of the school to ensure a school library program that will enhance and encourage student achievement (Chart 3).

Chart 3
Professional Environment, 2014-15



**Public School Library Media Report
2014-15**

Staff Totals by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Staff Totals by LEA, 2014-15**

LEA	Number w/State Library Media Certification	Number National Board Certified (Specialists A and B)	Number Working on Certification	Number w/o State Certification	Number of Paid Technical/Clerical/Aides
Allegany (N=21)	20	0	1	0	0
Anne Arundel (N=119)	115.6	10	9	4.4	75.3
Baltimore City (N=124)	75.7	2	12	8	11.3
Baltimore County (N=163)	141.6	5	16	9.8	22.3
Calvert (N=23)	23	2	0	0	11.1
Caroline (N=9)	9	1	0	0	0
Carroll (N=40)	42.2	1	0	0	22
Cecil (N=27)	20.2	8	5	2	3.5
Charles (N=37)	32	0	0	4	34.9
Dorchester (N=11)	11	0	0	0	0
Frederick (N=65)	61	1	0	0	9.8
Garrett (N=12)	3	1	1	2.2	6

LEA	Number w/State Library Media Certification	Number National Board Certified (Specialists A and B)	Number Working on Certification	Number w/o State Certification	Number of Paid Technical/Clerical/Aides
Harford (N= 56)	53.2	1	7	6.6	48.5
Howard (N=75)	98	8	1	1	73
Kent (N=7)	2	0	0	5	0
Montgomery (N=200)	191.2	15	6	8	187.8
Prince George's (N=186)	139.4	6	16	17.5	6
Queen Anne's (N=14)	9	0	1	1	3
St. Mary's (N=25)	22.4	0	4	2	17.6
Somerset (N=7)	3	0	2	1	0
Talbot (N=8)	6	0	1	2	2
Washington (N=45)	37.5	3	0	2	0
Wicomico (N=24)	12	0	2	7	12
Worcester (N=12)	11	0	0	1	6.3
Total: Maryland (N=1,310)	1,139	64	84	84.5	552.4

Collection Totals by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Collection Totals by LEA, 2014-15**

LEA	Books	Periodicals	Video Materials	Audio Materials	Other	Total	e-books	VOD/ Streaming	Online Database Titles
Allegheny (N=21)	221,286	147	3,990	940	774	227,137	159	14	224
Anne Arundel (N=119)	1,465,400	3,410	27,179	1,878	9,422	1,507,289	32,796	119	6,208
Baltimore City (N=124)	884,631	323	6,007	2,636	298	893,895	1,398	52	1,458
Baltimore County (N=163)	1,829,833	939	4,193	4,280	3,121	1,842,366	27,597	550,520	3,561
Calvert (N=23)	292,664	260	9,884	996	2,050	305,854	4,926	18	555
Caroline (N=9)	100,107	88	2,134	233	630	103,192	0	0	177
Carroll (N=40)	478,373	828	14,023	4,114	2,172	499,510	6,898	0	1,136
Cecil (N=27)	283,780	93	5,499	481	798	290,651	4,454	6	763

LEA	Books	Periodicals	Video Materials	Audio Materials	Other	Total	e-books	VOD/ Streaming	Online Database Titles
Charles (N=37)	449,800	331	13,767	1,379	3,981	469,258	8,929	1	1,030
Dorchester (N=11)	106,804	141	2,962	46	491	110,444	147	1	114
Frederick (N=65)	855,244	760	26,498	4,720	6,007	893,229	10,619	1	1,451
Garrett (N=12)	108,876	65	1,716	305	51	111,013	586	3	120
Harford (N= 56)	571,588	1,236	19,186	2,232	1,327	595,569	1,694	57	1,380
Howard (N=75)	1,090,570	657	55,919	5,173	5,766	1,158,085	8,976	2	1,283
Kent (N=7)	58,306	61	2,153	142	22	60,684	303	0	82
Montgomery (N=200)	2,704,011	2,066	93,700	22,481	73,041	2,895,299	10,530	0	8,117
Prince George's (N=186)	1,800,690	280	52,641	12,055	2,441	1,868,107	16,107	301	2,929
Queen Anne's (N=14)	173,434	187	8,889	1,096	2,006	185,612	8,593	11	160

LEA	Books	Periodicals	Video Materials	Audio Materials	Other	Total	e-books	VOD/ Streaming	Online Database Titles
St. Mary's (N=25)	388,244	110	14,659	2,058	30,952	436,023	2,179	5	390
Somerset (N=7)	67,491	36	1,391	163	0	69,081	6	1	74
Talbot (N=8)	94,668	28	2,081	104	300	97,181	0	0	93
Washington (N=45)	400,358	293	1,735	296	1,025	403,707	2,370	0	1,114
Wicomico (N=24)	271,495	172	10,401	1,432	2,609	286,109	2,264	6	476
Worcester (N=12)	131,021	53	5,347	596	839	137,856	396	3	177
Total: Maryland (N=1,310)	14,828,674	12,564	385,954	69,836	150,123	15,447,151	151,927	551,121	33,072

Copyright Sensitive Dewey Area (600-699) by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Copyright Sensitive Dewey Area (600-699) by LEA, 2014-15**

LEA	Total No. of Holdings	% of items Pre-1994	% of items 1994-2003	% of items 2004-2013	% of items 2014+
Allegany (N=21)	15,129	14.5%	32.0%	50.6%	3.0%
Anne Arundel (N=119)	94,768	9.3%	34.8%	51.5%	4.3%
Baltimore City (N=124)	59,554	31.9%	39.6%	21.4%	2.2%
Baltimore County (N=163)	105,073	8.5%	57.0%	33.5%	1.3%
Calvert (N=23)	13,405	31.2%	41.5%	27.1%	1.0%
Caroline (N=9)	6,187	17.2%	42.8%	39.7%	0.2%
Carroll (N=40)	32,345	3.6%	36.6%	58.1%	1.8%
Cecil (N=27)	17,799	17.2%	41.4%	35.0%	5.6%
Charles (N=37)	28,692	16.7%	40.8%	39.2%	3.3%
Dorchester (N=11)	5,776	27.2%	41.4%	30.7%	0.7%
Frederick (N=65)	61,514	10.3%	44.0%	44.0%	1.8%
Garrett (N=12)	20,371	32.9%	51.8%	14.7%	0.6%
Harford (N= 56)	35,396	1.3%	24.2%	69.9%	4.5%

LEA	Total No. of Holdings	% of items Pre-1994	% of items 1994-2003	% of items 2004-2013	% of items 2014+
Howard (N=75)	63,300	18.6%	38.7%	40.7%	2.1%
Kent (N=7)	2,209	1.7%	75.4%	22.9%	0.0%
Montgomery (N=200)	146,478	11.0%	44.2%	42.7%	2.2%
Prince George's (N=186)	146,472	10.3%	31.7%	53.3%	4.7%
Queen Anne's (N=14)	11,313	19.9%	45.4%	33.7%	1.0%
St. Mary's (N=25)	21,807	17.6%	45.4%	35.1%	1.8%
Somerset (N=7)	3,292	11.9%	37.9%	44.0%	6.3%
Talbot (N=8)	5,419	9.5%	41.8%	45.5%	3.3%
Washington (N=45)	26,284	15.8%	42.5%	39.7%	2.0%
Wicomico (N=24)	14,216	21.2%	39.5%	33.6%	5.5%
Worcester (N=12)	7,518	25.0%	40.8%	32.4%	1.9%
Total: Maryland (N=1,310)	944,317	16%	42%	39%	3%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

Technology Services by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Technology Services by LEA, 2014-15**

LEA	Automated Online Public Access Catalog (OPAC or PAC)	Website	Twitter Account	Facebook	Blog	Wiki	Collaboration Software	Wireless Internet Access for Students	Link from School Homepage to Library Website/ Online Resources	LMC Connected to School Network	Access to OPAC from Classroom	Access from Student's Home to LMC
Allegany (N=21)	100%	43%	0%	5%	0%	5%	100%	100%	57%	100%	100%	100%
Anne Arundel (N=119)	100%	53%	29%	5%	5%	4%	91%	87%	61%	100%	100%	100%
Baltimore City (N=124)	99%	37%	6%	8%	6%	6%	44%	57%	22%	65%	57%	52%
Baltimore County (N=163)	100%	45%	50%	10%	4%	63%	96%	95%	60%	99%	99%	100%
Calvert (N=23)	100%	83%	22%	0%	26%	35%	87%	91%	87%	96%	96%	9%
Caroline (N=9)	100%	89%	11%	0%	11%	11%	22%	89%	78%	100%	100%	100%
Carroll (N=40)	100%	95%	3%	0%	28%	10%	100%	100%	100%	100%	100%	100%
Cecil (N=27)	100%	63%	0%	0%	4%	37%	96%	96%	52%	96%	100%	96%

LEA	Automated Online Public Access Catalog (OPAC or PAC)	Website	Twitter Account	Facebook	Blog	Wiki	Collaboration Software	Wireless Internet Access for Students	Link from School Homepage to Library Website/ Online Resources	LMC Connected to School Network	Access to OPAC from Classroom	Access from Student's Home to LMC
Charles (N=37)	100%	95%	11%	0%	8%	3%	100%	68%	97%	97%	100%	100%
Dorchester (N=11)	100%	91%	0%	9%	0%	27%	27%	100%	91%	100%	82%	91%
Frederick (N=65)	100%	100%	49%	5%	18%	6%	98%	100%	98%	100%	98%	100%
Garrett (N=12)	100%	33%	8%	8%	8%	8%	50%	100%	92%	100%	100%	100%
Harford (N= 56)	100%	79%	18%	2%	11%	11%	91%	68%	75%	98%	98%	0%
Howard (N=75)	99%	89%	32%	8%	15%	24%	100%	99%	95%	100%	100%	100%
Kent (N=7)	100%	0%	14%	0%	14%	0%	100%	100%	0%	100%	100%	100%
Montgomery (N=200)	100%	97%	26%	2%	3%	2%	100%	100%	98%	99%	99%	97%
Prince George's (N=186)	98%	51%	10%	5%	4%	8%	86%	96%	67%	98%	96%	94%

LEA	Automated Online Public Access Catalog (OPAC or PAC)	Website	Twitter Account	Facebook	Blog	Wiki	Collaboration Software	Wireless Internet Access for Students	Link from School Homepage to Library Website/ Online Resources	LMC Connected to School Network	Access to OPAC from Classroom	Access from Student's Home to LMC
Queen Anne's (N=14)	100%	93%	14%	0%	0%	0%	6%	100%	86%	93%	100%	86%
St. Mary's (N=25)	100%	100%	36%	4%	12%	4%	100%	96%	100%	100%	100%	100%
Somerset (N=7)	86%	86%	0%	14%	0%	0%	29%	71%	86%	100%	86%	0%
Talbot (N=8)	100%	0%	13%	0%	0%	0%	50%	100%	50%	100%	100%	88%
Washington (N=45)	100%	96%	22%	38%	13%	4%	100%	100%	78%	100%	100%	100%
Wicomico (N=24)	100%	58%	0%	0%	8%	21%	67%	92%	58%	100%	100%	50%
Worcester (N=12)	100%	100%	25%	8%	0%	0%	42%	92%	100%	92%	92%	100%
Total: Maryland (N=1,310)	99%	70%	17%	5%	8%	12%	74%	92%	75%	97%	96%	82%

Computers and Computer Lab by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Computers and Computer Lab by LEA, 2014-15**

LEA	Number of Internet Accessible Computers in LMC	Computer Lab Managed by LMC Staff (Percent checked Yes)
Alleghany (N=21)	286	86%
Anne Arundel (N=119)	2,890	19%
Baltimore City (N=124)	1,377	17%
Baltimore County (N=163)	3,412	40%
Calvert (N=23)	643	52%
Caroline (N=9)	379	44%
Carroll (N=40)	1,299	60%
Cecil (N=27)	541	44%
Charles (N=37)	701	46%
Dorchester (N=11)	254	100%
Frederick (N=65)	1,765	31%
Garrett (N=12)	243	58%
Harford (N= 56)	1,359	41%
Howard (N=75)	1,452	87%
Kent (N=7)	135	0%
Montgomery (N=200)	4,574	48%
Prince George's (N=186)	2,547	26%
Queen Anne's (N=14)	237	21%
St. Mary's (N=25)	727	92%

LEA	Number of Internet Accessible Computers in LMC	Computer Lab Managed by LMC Staff (Percent checked Yes)
Somerset (N=7)	127	14%
Talbot (N=8)	153	25%
Washington (N=45)	855	73%
Wicomico (N=24)	560	38%
Worcester (N=12)	249	42%
Total: Maryland (N=1,310)	26,765	46%

Instruction and Scheduling by LEA, 2014-15

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT: Instruction and Scheduling by LEA, 2014-15

LEA	All Classes Flexibly Scheduled	All Classes Fixed Scheduled	Some Classes Fixed Scheduled, Other Classes Flexibly Scheduled
Allegany (N=21)	19%	62%	19%
Anne Arundel (N=119)	28%	70%	2%
Baltimore City (N=124)	39%	46%	15%
Baltimore County (N=163)	32%	67%	1%
Calvert (N=23)	34%	57%	9%
Caroline (N=9)	12%	44%	44%
Carroll (N=40)	40%	55%	5%
Cecil (N=27)	48%	52%	0%
Charles (N=37)	30%	40%	30%
Dorchester (N=11)	27%	64%	9%
Frederick (N=65)	41%	48%	11%
Garrett (N=12)	17%	50%	33%
Harford (N= 56)	32%	61%	7%
Howard (N=75)	42%	51%	7%
Kent (N=7)	0%	71%	29%
Montgomery (N=200)	38%	30%	32%
Prince George's (N=186)	28%	61%	11%

LEA	All Classes Flexibly Scheduled	All Classes Fixed Scheduled	Some Classes Fixed Scheduled, Other Classes Flexibly Scheduled
Queen Anne's (N=14)	29%	50%	21%
St. Mary's (N=25)	16%	68%	16%
Somerset (N=7)	14%	72%	14%
Talbot (N=8)	24%	63%	13%
Washington (N=45)	31%	51%	18%
Wicomico (N=24)	25%	62%	13%
Worcester (N=12)	33%	42%	25%
Total: Maryland (N=1,310)	28%	56%	16%

Teaching Strategies by LEA, 2014-15

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:

Teaching Strategies by LEA, 2014-15

How often do you engage in the following teaching activity?

Plan instructional units with teachers.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	5%	38%	33%	0%	24%	0%
Anne Arundel (N=119)	8%	19%	26%	24%	20%	3%
Baltimore City (N=124)	13%	10%	15%	8%	18%	36%
Baltimore County (N=163)	15%	12%	20%	28%	20%	5%
Calvert (N=23)	13%	9%	17%	13%	22%	26%
Caroline (N=9)	22%	22%	34%	11%	11%	0%
Carroll (N=40)	13%	10%	53%	20%	5%	0%
Cecil (N=27)	11%	4%	36%	15%	30%	4%
Charles (N=37)	7%	3%	27%	30%	30%	3%
Dorchester (N=11)	9%	0%	36%	9%	36%	9%
Frederick (N=65)	26%	11%	25%	14%	17%	7%
Garrett (N=12)	0%	42%	17%	8%	25%	8%
Harford (N= 56)	20%	14%	21%	13%	23%	9%
Howard (N=75)	9%	25%	35%	21%	9%	1%
Kent (N=7)	0%	0%	29%	0%	42%	29%
Montgomery (N=200)	24%	13%	32%	18%	13%	0%
Prince George's (N=186)	8%	13%	25%	16%	19%	19%
Queen Anne's (N=14)	0%	7%	7%	14%	36%	36%
St. Mary's (N=25)	12%	28%	32%	12%	16%	0%
Somerset (N=7)	0%	14%	0%	43%	14%	29%
Talbot (N=8)	0%	0%	0%	38%	38%	24%
Washington (N=45)	13%	5%	24%	22%	27%	9%
Wicomico (N=24)	0%	13%	28%	21%	25%	13%
Worcester (N=12)	8%	8%	34%	25%	17%	8%
Total: Maryland (N=1,310)	10%	13%	25%	18%	22%	12%

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2014-15
How often do you engage in the following teaching activity?
Teach students cooperatively with teachers.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	24%	10%	10%	5%	46%	5%
Anne Arundel (N=119)	17%	7%	7%	5%	30%	34%
Baltimore City (N=124)	13%	6%	10%	9%	16%	46%
Baltimore County (N=163)	19%	8%	10%	11%	26%	26%
Calvert (N=23)	22%	9%	17%	9%	17%	26%
Caroline (N=9)	22%	11%	22%	34%	11%	0%
Carroll (N=40)	25%	15%	15%	10%	33%	2%
Cecil (N=27)	19%	11%	11%	4%	40%	15%
Charles (N=37)	16%	2%	19%	14%	30%	19%
Dorchester (N=11)	9%	0%	0%	18%	9%	64%
Frederick (N=65)	32%	8%	22%	6%	15%	17%
Garrett (N=12)	17%	42%	17%	17%	7%	0%
Harford (N= 56)	28%	13%	2%	9%	23%	25%
Howard (N=75)	25%	11%	22%	9%	22%	11%
Kent (N=7)	29%	14%	0%	0%	14%	43%
Montgomery (N=200)	42%	8%	15%	10%	12%	13%
Prince George's (N=186)	10%	12%	18%	10%	19%	31%
Queen Anne's (N=14)	0%	21%	0%	7%	29%	43%
St. Mary's (N=25)	16%	12%	12%	20%	24%	16%
Somerset (N=7)	0%	0%	14%	0%	57%	29%
Talbot (N=8)	0%	0%	13%	13%	24%	50%
Washington (N=45)	22%	4%	16%	14%	20%	24%
Wicomico (N=24)	8%	4%	13%	13%	42%	20%
Worcester (N=12)	8%	17%	25%	17%	25%	8%
Total: Maryland (N=1,310)	17%	10%	13%	11%	25%	24%

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2014-15**

*How often do you engage in the following teaching activity?
Facilitate learning activities where students work collaboratively in groups.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	48%	0%	24%	18%	10%	0%
Anne Arundel (N=119)	51%	13%	23%	6%	6%	1%
Baltimore City (N=124)	39%	7%	16%	7%	8%	23%
Baltimore County (N=163)	59%	14%	21%	3%	2%	1%
Calvert (N=23)	40%	26%	17%	17%	0%	0%
Caroline (N=9)	44%	12%	44%	0%	0%	0%
Carroll (N=40)	42%	18%	34%	3%	3%	0%
Cecil (N=27)	52%	15%	30%	3%	0%	0%
Charles (N=37)	19%	24%	35%	11%	8%	3%
Dorchester (N=11)	45%	0%	37%	9%	9%	0%
Frederick (N=65)	55%	8%	20%	5%	7%	5%
Garrett (N=12)	8%	34%	34%	8%	8%	8%
Harford (N= 56)	62%	9%	20%	9%	0%	0%
Howard (N=75)	45%	16%	25%	11%	3%	0%
Kent (N=7)	43%	43%	14%	0%	0%	0%
Montgomery (N=200)	54%	10%	22%	8%	5%	1%
Prince George's (N=186)	25%	15%	22%	12%	11%	15%
Queen Anne's (N=14)	50%	8%	21%	0%	0%	21%
St. Mary's (N=25)	32%	12%	40%	16%	0%	0%
Somerset (N=7)	29%	14%	29%	0%	14%	14%
Talbot (N=8)	25%	0%	37%	25%	0%	13%
Washington (N=45)	33%	20%	27%	7%	11%	2%
Wicomico (N=24)	33%	0%	25%	13%	21%	8%
Worcester (N=12)	25%	25%	34%	8%	8%	0%
Total: Maryland (N=1,310)	40%	14%	27%	8%	6%	5%

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2014-15
How often do you engage in the following teaching activity?
Teach students how to use digital resources.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	67%	13%	10%	5%	5%	0%
Anne Arundel (N=119)	62%	13%	17%	3%	2%	3%
Baltimore City (N=124)	27%	9%	17%	6%	10%	31%
Baltimore County (N=163)	69%	8%	16%	4%	2%	1%
Calvert (N=23)	52%	26%	22%	0%	0%	0%
Caroline (N=9)	56%	44%	0%	0%	0%	0%
Carroll (N=40)	70%	15%	10%	5%	0%	0%
Cecil (N=27)	48%	30%	15%	7%	0%	0%
Charles (N=37)	45%	16%	22%	11%	3%	3%
Dorchester (N=11)	64%	18%	9%	9%	0%	0%
Frederick (N=65)	78%	9%	6%	2%	0%	5%
Garrett (N=12)	33%	33%	9%	25%	0%	0%
Harford (N= 56)	71%	14%	4%	9%	2%	0%
Howard (N=75)	60%	15%	15%	7%	3%	0%
Kent (N=7)	57%	0%	29%	14%	0%	0%
Montgomery (N=200)	70%	9%	11%	4%	5%	1%
Prince George's (N=186)	26%	15%	19%	12%	13%	15%
Queen Anne's (N=14)	44%	14%	0%	21%	14%	7%
St. Mary's (N=25)	56%	24%	20%	0%	0%	0%
Somerset (N=7)	14%	29%	29%	0%	14%	14%
Talbot (N=8)	63%	0%	25%	0%	12%	0%
Washington (N=45)	56%	18%	18%	2%	4%	2%
Wicomico (N=24)	42%	13%	32%	13%	0%	0%
Worcester (N=12)	58%	0%	42%	0%	0%	0%
Total: Maryland (N=1,310)	54%	16%	16%	7%	4%	3%

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2014-15
How often do you engage in the following teaching activity?
Facilitate opportunities for student-led inquiry.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	38%	24%	14%	14%	10%	0%
Anne Arundel (N=119)	48%	15%	19%	8%	5%	5%
Baltimore City (N=124)	37%	9%	11%	9%	7%	27%
Baltimore County (N=163)	51%	15%	18%	8%	7%	1%
Calvert (N=23)	30%	17%	39%	14%	0%	0%
Caroline (N=9)	22%	22%	56%	0%	0%	0%
Carroll (N=40)	50%	10%	23%	10%	7%	0%
Cecil (N=27)	48%	7%	30%	11%	4%	0%
Charles (N=37)	22%	14%	32%	16%	8%	8%
Dorchester (N=11)	64%	0%	27%	9%	0%	0%
Frederick (N=65)	49%	22%	17%	3%	3%	6%
Garrett (N=12)	8%	34%	8%	8%	0%	42%
Harford (N= 56)	48%	7%	21%	13%	11%	0%
Howard (N=75)	47%	18%	16%	3%	16%	0%
Kent (N=7)	43%	0%	14%	29%	14%	0%
Montgomery (N=200)	54%	11%	15%	8%	9%	3%
Prince George's (N=186)	24%	15%	22%	9%	15%	15%
Queen Anne's (N=14)	37%	7%	14%	14%	7%	21%
St. Mary's (N=25)	44%	4%	40%	8%	4%	0%
Somerset (N=7)	30%	14%	14%	14%	14%	14%
Talbot (N=8)	13%	12%	25%	25%	25%	0%
Washington (N=45)	31%	24%	29%	7%	7%	2%
Wicomico (N=24)	25%	21%	4%	29%	8%	13%
Worcester (N=12)	42%	34%	8%	8%	8%	0%
Total: Maryland (N=1,310)	38%	15%	22%	11%	8%	6%

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:

Teaching Strategies by LEA, 2014-15

How often do you help students with the following activities?

Apply critical thinking skills (problem solving, analysis, logic, cause/effect) when doing research.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	71%	10%	5%	14%	0%	0%
Anne Arundel (N=119)	56%	16%	17%	5%	3%	3%
Baltimore City (N=124)	40%	8%	16%	6%	5%	25%
Baltimore County (N=163)	67%	12%	12%	5%	3%	1%
Calvert (N=23)	48%	17%	26%	9%	0%	0%
Caroline (N=9)	33%	33%	22%	0%	12%	0%
Carroll (N=40)	50%	20%	25%	5%	0%	0%
Cecil (N=27)	67%	10%	15%	4%	4%	0%
Charles (N=37)	22%	35%	30%	0%	8%	5%
Dorchester (N=11)	64%	18%	0%	18%	0%	0%
Frederick (N=65)	63%	11%	11%	6%	3%	6%
Garrett (N=12)	17%	17%	25%	8%	25%	8%
Harford (N=56)	66%	12%	9%	9%	4%	0%
Howard (N=75)	56%	21%	15%	4%	4%	0%
Kent (N=7)	43%	14%	29%	14%	0%	0%
Montgomery (N=200)	69%	8%	13%	7%	2%	1%
Prince George's (N=186)	33%	14%	22%	9%	11%	11%
Queen Anne's (N=14)	50%	0%	22%	7%	14%	7%
St. Mary's (N=25)	52%	16%	24%	8%	0%	0%
Somerset (N=7)	29%	14%	29%	14%	0%	14%
Talbot (N=8)	50%	0%	13%	24%	13%	0%
Washington (N=45)	38%	29%	16%	9%	6%	2%
Wicomico (N=24)	38%	0%	25%	29%	8%	0%
Worcester (N=12)	51%	25%	8%	8%	8%	0%
Total: Maryland (N=1,310)	49%	15%	18%	9%	6%	3%

**Public School System Level Library Media Report:
Teaching Strategies by LEA, 2014-15**
*How often do you help students with the following activities?
Evaluate the credibility of information sources, including the
internet.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	48%	10%	24%	13%	5%	0%
Anne Arundel (N=119)	30%	16%	29%	7%	15%	3%
Baltimore City (N=124)	27%	14%	15%	10%	7%	27%
Baltimore County (N=163)	48%	20%	15%	10%	6%	1%
Calvert (N=23)	43%	19%	30%	4%	4%	0%
Caroline (N=9)	33%	23%	33%	11%	0%	0%
Carroll (N=40)	53%	11%	25%	8%	3%	0%
Cecil (N=27)	40%	26%	26%	4%	4%	0%
Charles (N=37)	24%	22%	33%	11%	5%	5%
Dorchester (N=11)	55%	18%	9%	9%	9%	0%
Frederick (N=65)	40%	12%	23%	17%	3%	5%
Garrett (N=12)	17%	25%	0%	17%	33%	8%
Harford (N= 56)	50%	13%	20%	6%	11%	0%
Howard (N=75)	37%	24%	25%	9%	4%	1%
Kent (N=7)	43%	0%	14%	14%	29%	0%
Montgomery (N=200)	46%	15%	20%	11%	7%	1%
Prince George's (N=186)	24%	15%	23%	9%	14%	15%
Queen Anne's (N=14)	36%	7%	29%	0%	21%	7%
St. Mary's (N=25)	44%	12%	28%	16%	0%	0%
Somerset (N=7)	14%	29%	29%	0%	14%	14%
Talbot (N=8)	50%	13%	0%	24%	13%	0%
Washington (N=45)	22%	27%	29%	13%	7%	2%
Wicomico (N=24)	25%	13%	25%	7%	17%	13%
Worcester (N=12)	41%	17%	17%	8%	17%	0%
Total: Maryland (N=1,310)	37%	17%	22%	10%	10%	4%

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:

Teaching Strategies by LEA, 2014-15

How often do you help students with the following activities?

Use technology (e.g., wikis, Google Docs, blogs, YouTube, Delicious, etc.) to organize and share information.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	52%	5%	5%	10%	10%	18%
Anne Arundel (N=119)	25%	12%	17%	8%	16%	22%
Baltimore City (N=124)	25%	7%	11%	8%	9%	40%
Baltimore County (N=163)	54%	8%	15%	6%	13%	4%
Calvert (N=23)	34%	22%	13%	13%	9%	9%
Caroline (N=9)	11%	22%	22%	0%	34%	11%
Carroll (N=40)	33%	15%	7%	20%	15%	10%
Cecil (N=27)	45%	22%	22%	11%	0%	0%
Charles (N=37)	27%	8%	24%	16%	6%	19%
Dorchester (N=11)	36%	19%	0%	9%	27%	9%
Frederick (N=65)	72%	9%	9%	2%	2%	6%
Garrett (N=12)	34%	8%	8%	8%	34%	8%
Harford (N= 56)	50%	7%	18%	5%	9%	11%
Howard (N=75)	60%	16%	12%	5%	4%	3%
Kent (N=7)	29%	29%	13%	0%	29%	0%
Montgomery (N=200)	61%	15%	11%	8%	3%	2%
Prince George's (N=186)	25%	15%	21%	5%	16%	18%
Queen Anne's (N=14)	50%	14%	8%	0%	14%	14%
St. Mary's (N=25)	56%	4%	16%	8%	8%	8%
Somerset (N=7)	14%	14%	14%	14%	14%	30%
Talbot (N=8)	63%	0%	0%	0%	13%	24%
Washington (N=45)	42%	7%	18%	11%	18%	4%
Wicomico (N=24)	25%	8%	33%	5%	21%	8%
Worcester (N=12)	25%	17%	33%	8%	17%	0%
Total: Maryland (N=1,310)	40%	12%	15%	7%	14%	12%

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:

Teaching Strategies by LEA, 2014-15

How often do you help students with the following activities?

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

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	62%	14%	10%	10%	4%	0%
Anne Arundel (N=119)	67%	14%	13%	2%	1%	3%
Baltimore City (N=124)	44%	7%	15%	4%	6%	24%
Baltimore County (N=163)	68%	10%	15%	5%	1%	1%
Calvert (N=23)	53%	30%	13%	0%	4%	0%
Caroline (N=9)	45%	11%	33%	11%	0%	0%
Carroll (N=40)	55%	22%	18%	5%	0%	0%
Cecil (N=27)	78%	7%	11%	4%	0%	0%
Charles (N=37)	38%	30%	14%	11%	5%	2%
Dorchester (N=11)	64%	18%	0%	18%	0%	0%
Frederick (N=65)	72%	9%	11%	3%	0%	5%
Garrett (N=12)	25%	17%	8%	17%	25%	8%
Harford (N= 56)	71%	15%	9%	5%	0%	0%
Howard (N=75)	57%	19%	16%	7%	1%	0%
Kent (N=7)	29%	29%	29%	0%	13%	0%
Montgomery (N=200)	74%	10%	10%	4%	1%	1%
Prince George's (N=186)	38%	15%	16%	8%	11%	12%
Queen Anne's (N=14)	57%	0%	14%	8%	21%	0%
St. Mary's (N=25)	56%	12%	28%	4%	0%	0%
Somerset (N=7)	29%	29%	29%	0%	0%	13%
Talbot (N=8)	62%	0%	12%	13%	13%	0%
Washington (N=45)	47%	18%	24%	7%	2%	2%
Wicomico (N=24)	45%	13%	21%	8%	13%	0%
Worcester (N=12)	50%	17%	0%	25%	8%	0%
Total: Maryland (N=1,310)	54%	15%	15%	8%	5%	3%

Average Hours of Operation of Media Center - Before and After School per LEA, 2014-15

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT: Average Hours of Operation of Media Center Before and After School per LEA, 2014-15

LEA	Average Hours of Operation Before and After School
Allegany (N=21)	3.1
Anne Arundel (N=119)	4.6
Baltimore City (N=124)	7.6
Baltimore County (N=163)	4.1
Calvert (N=23)	2.6
Caroline (N=9)	7.1
Carroll (N=40)	4.5
Cecil (N=27)	2.8
Charles (N=37)	3.1
Dorchester (N=11)	4.6
Frederick (N=65)	3.4
Garrett (N=12)	2.7
Harford (N= 56)	4.1
Howard (N=75)	5.2
Kent (N=7)	1.0
Montgomery (N=200)	5.0
Prince George's (N=186)	4.4
Queen Anne's (N=14)	2.8
St. Mary's (N=25)	4.1
Somerset (N=7)	5.4
Talbot (N=8)	5.1
Washington (N=45)	3.2
Wicomico (N=24)	2.6
Worcester (N=12)	4.5
Total: Maryland (N=1,310)	4.07

Library Media Specialist Roles by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Library Media Specialist Roles by LEA, 2014-15**

LEA	% Leader*	% Instructional Partner	% Information Specialist	% Teacher	% Program Administrator	% Technology support	% Other (bus or lunch, test monitoring, study hall)
Allegany (N=21)	4.20%	9.00%	10.40%	46.40%	13.50%	9.60%	6.90%
Anne Arundel (N=119)	6.60%	10.00%	13.50%	45.00%	13.10%	6.90%	5.00%
Baltimore City (N=124)	5.30%	6.90%	10.60%	35.10%	7.30%	4.80%	30.00%
Baltimore County (N=163)	6.30%	8.50%	11.30%	49.10%	8.90%	8.70%	7.30%
Calvert (N=23)	5.70%	9.40%	11.20%	47.60%	7.30%	11.70%	7.40%
Caroline (N=9)	8.40%	11.00%	13.10%	41.30%	8.70%	9.80%	7.80%
Carroll (N=40)	8.30%	11.90%	13.80%	34.00%	17.00%	12.60%	2.40%

LEA	% Leader*	% Instructional Partner	% Information Specialist	% Teacher	% Program Administrator	% Technology support	% Other (bus or lunch, test monitoring, study hall)
Cecil (N=27)	6.10%	10.20%	11.10%	47.60%	12.20%	7.60%	5.40%
Charles (N=37)	9.00%	9.10%	12.40%	34.80%	12.80%	8.50%	13.40%
Dorchester (N=11)	7.50%	7.00%	10.10%	50.90%	8.20%	7.40%	9.00%
Frederick (N=65)	6.60%	11.10%	11.10%	41.60%	11.40%	10.90%	5.70%
Garrett (N=12)	16.50%	15.20%	12.90%	25.40%	6.60%	9.50%	13.90%
Harford (N= 56)	5.40%	8.00%	8.80%	55.30%	11.70%	5.20%	5.50%
Howard (N=75)	7.10%	10.80%	10.90%	39.40%	10.80%	16.30%	4.80%
Kent (N=7)	2.00%	5.40%	13.10%	41.40%	15.10%	3.90%	19.00%
Montgomery (N=200)	7.10%	11.80%	12.00%	41.90%	13.00%	10.00%	3.90%

LEA	% Leader*	% Instructional Partner	% Information Specialist	% Teacher	% Program Administrator	% Technology support	% Other (bus or lunch, test monitoring, study hall)
Prince George's (N=186)	6.60%	9.00%	15.60%	34.00%	9.60%	7.90%	17.80%
Queen Anne's (N=14)	4.30%	4.30%	13.50%	41.10%	8.60%	21.10%	7.10%
St. Mary's (N=25)	5.30%	8.40%	10.50%	41.30%	12.60%	16.10%	5.80%
Somerset (N=7)	7.90%	6.40%	8.60%	45.00%	6.40%	11.40%	14.30%
Talbot (N=8)	2.00%	4.90%	15.60%	49.60%	13.30%	4.80%	9.90%
Washington (N=45)	4.90%	5.70%	10.50%	44.00%	8.00%	19.60%	5.00%
Wicomico (N=24)	10.20%	7.90%	16.10%	39.20%	11.90%	8.00%	6.80%
Worcester (N=12)	6.30%	8.60%	14.90%	41.30%	15.30%	7.00%	6.60%
Total: Maryland (N=1,310)	6.65%	8.77%	12.15%	42.18%	10.97%	9.97%	9.20%

Some numbers may not add up to 100% due to rounding, zero, and/or missing data.

* Role of “Leader” is defined in the new American Association of School Librarians (AASL) national guidelines - *Empowering Learners: Guidelines for School Library Programs* and is reported for the first time in the 2010-11 data reporting.

Professional Environment by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Professional Environment by LEA, 2014-15**

LEA	Does the school library have an advisory committee?	Do you meet regularly with the principal and/or other building or district administrators?	Do you participate as a member of the School Improvement Team (SIT)?	Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	Do you provide professional development for teachers (e.g., information literacy, educational technology, etc.)?
Allegany (N=21)	10%	90%	76%	86%	81%
Anne Arundel (N=119)	9%	78%	79%	92%	87%
Baltimore City (N=124)	14%	52%	34%	56%	39%
Baltimore County (N=163)	7%	79%	70%	93%	89%
Calvert (N=23)	4%	78%	52%	87%	87%
Caroline (N=9)	0%	78%	78%	100%	89%
Carroll (N=40)	10%	85%	80%	93%	100%
Cecil (N=27)	4%	59%	78%	96%	85%
Charles (N=37)	14%	84%	59%	84%	68%
Dorchester (N=11)	18%	55%	73%	91%	73%

LEA	Does the school library have an advisory committee?	Do you meet regularly with the principal and/or other building or district administrators?	Do you participate as a member of the School Improvement Team (SIT)?	Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	Do you provide professional development for teachers (e.g., information literacy, educational technology, etc.)?
Frederick (N=65)	8%	65%	57%	88%	86%
Garrett (N=12)	75%	50%	42%	50%	50%
Harford (N= 56)	100%	63%	59%	88%	71%
Howard (N=75)	19%	75%	72%	93%	92%
Kent (N=7)	0%	71%	14%	71%	29%
Montgomery (N=200)	7%	71%	80%	86%	81%
Prince George's (N=186)	15%	53%	41%	65%	62%
Queen Anne's (N=14)	21%	50%	57%	86%	50%
St. Mary's (N=25)	12%	88%	80%	88%	96%
Somerset (N=7)	14%	86%	86%	100%	86%
Talbot (N=8)	0%	75%	38%	88%	63%
Washington (N=45)	4%	80%	76%	87%	89%

LEA	Does the school library have an advisory committee?	Do you meet regularly with the principal and/or other building or district administrators?	Do you participate as a member of the School Improvement Team (SIT)?	Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	Do you provide professional development for teachers (e.g., information literacy, educational technology, etc.)?
Wicomico (N=24)	8%	75%	50%	92%	67%
Worcester (N=12)	8%	92%	75%	92%	92%
Total: Maryland (N=1,310)	16%	72%	63%	86%	76%

Average Number of Hours Spent per Week in Meeting with Teachers and Delivering Instruction by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Average Number of Hours Spent per Week in Meeting with Teachers and Delivering Instruction by LEA, 2014-15**

LEA	Number of Hours spent meeting with teachers (average)	Number of hours spent delivering instruction (average)
Allegany (N=21)	1.8	17.8
Anne Arundel (N=119)	1.8	16.3
Baltimore City (N=124)	1.3	14.1
Baltimore County (N=163)	1.9	28.6
Calvert (N=23)	1.8	24.0
Caroline (N=9)	2.2	20.4
Carroll (N=40)	2.2	14.7
Cecil (N=27)	2.1	15.1
Charles (N=37)	1.6	16.1
Dorchester (N=11)	0.9	19.8
Frederick (N=65)	2.0	16.7
Garrett (N=12)	1.3	19.5
Harford (N= 56)	1.7	20.7
Howard (N=75)	2.8	17.8
Kent (N=7)	1.4	13.1
Montgomery (N=200)	2.5	18.8
Prince George's (N=186)	2.2	13.8
Queen Anne's (N=14)	0.5	13.5

LEA	Number of Hours spent meeting with teachers (average)	Number of hours spent delivering instruction (average)
St. Mary's (N=25)	2.3	18.2
Somerset (N=7)	1.9	37.6
Talbot (N=8)	0.6	19.3
Washington (N=45)	1.2	17.7
Wicomico (N=24)	1.4	16.6
Worcester (N=12)	1.2	17.4
Total: Maryland (N=1,310)	1.69	18.65

Utilization and Access of Media Center for Students and Staff by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Utilization and Access of Media Center for Students and Staff by LEA, 2014-15**

LEA	Weekly Student Utilization of Media Center				Weekly Staff Utilization Of Media Center			
	Percent	<25%	25-50%	51-75%	>75%	<25%	26-50%	51-75%
Allegany (N=21)	0%	10%	19%	71%	24%	42%	24%	10%
Anne Arundel (N=119)	1%	13%	10%	76%	25%	33%	24%	18%
Baltimore City (N=124)	27%	23%	15%	35%	69%	17%	9%	5%
Baltimore County (N=163)	3%	16%	10%	71%	36%	40%	18%	6%
Calvert (N=23)	0%	22%	13%	65%	30%	44%	17%	9%
Caroline (N=9)	0%	33%	0%	67%	11%	44%	34%	11%
Carroll (N=40)	0%	18%	27%	55%	10%	43%	25%	22%
Cecil (N=27)	4%	22%	15%	59%	30%	48%	22%	0%
Charles (N=37)	11%	16%	11%	62%	27%	35%	19%	19%
Dorchester (N=11)	9%	9%	18%	64%	64%	18%	0%	18%
Frederick (N=65)	3%	23%	15%	59%	17%	43%	32%	8%
Garrett (N=12)	0%	0%	25%	75%	25%	33%	9%	33%

LEA	Weekly Student Utilization of Media Center				Weekly Staff Utilization Of Media Center			
	Percent	<25%	25-50%	51-75%	>75%	<25%	26-50%	51-75%
Harford (N=56)	0%	13%	16%	71%	30%	29%	32%	9%
Howard (N=75)	0%	15%	26%	59%	5%	36%	35%	24%
Kent (N=7)	0%	0%	43%	57%	29%	57%	14%	0%
Montgomery (N=200)	2%	17%	23%	58%	25%	36%	20%	19%
Prince George's (N=186)	18%	22%	25%	35%	51%	30%	13%	6%
Queen Anne's (N=14)	22%	14%	0%	64%	29%	57%	14%	0%
St. Mary's (N=25)	4%	8%	12%	76%	12%	24%	44%	20%
Somerset (N=7)	14%	0%	14%	72%	29%	71%	0%	0%
Talbot (N=8)	12%	25%	0%	63%	50%	12%	0%	38%
Washington (N=45)	7%	13%	13%	67%	49%	24%	20%	7%
Wicomico (N=24)	0%	16%	21%	63%	21%	42%	16%	21%
Worcester (N=12)	0%	0%	33%	67%	0%	42%	42%	16%
Total: Maryland (N=1,310)	6%	14%	17%	63%	29%	38%	20%	13%

**PUBLIC SCHOOL LIBRARY MEDIA REPORT: CENTRAL SERVICES BY
LOCAL EDUCATION AGENCY (LEA), 2014-15**

Central Office Support by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Central Office Support by LEA, 2014-15**

LEA	Video Library	TV/Video Production	Production (other than television)	Professional Library	Review/Maintenance	Technical Services/Processing
Allegany	Yes	No	No	No	No	No
Anne Arundel	No	No	No	No	Yes	Yes
Baltimore City	No	No	No	No	Yes	No
Baltimore County	Yes	No	No	No	Yes	Yes
Calvert	No	Yes	No	No	Yes	Yes
Caroline	No	No	No	No	No	No
Carroll	No	No	No	No	No	No
Cecil	No	No	No	No	YES	No
Charles	No	No	Yes	Yes	Yes	Yes
Dorchester	No	No	No	Yes	No	No
Frederick	Yes	No	No	Yes	No	No

LEA	Video Library	TV/Video Production	Production (other than television)	Professional Library	Review/Maintenance	Technical Services/Processing
Garrett	No	No	No	No	Yes	Yes
Harford	Yes	No	Yes	Yes	Yes	Yes
Howard	Yes	No	No	Yes	No	Yes
Kent	No	No	No	No	Yes	Yes
Montgomery	Yes	Yes	No	Yes	Yes	Yes
Prince George's	Yes	No	No	Yes	Yes	No
Queen Anne's	No	No	No	No	No	No
St. Mary's	No	Yes	No	No	No	Yes
Somerset	No	No	No	No	No	No
Talbot	No	No	No	No	Yes	Yes
Washington	Yes	No	No	Yes	Yes	Yes
Wicomico	No	No	No	Yes	Yes	No
Worcester	No	No	No	No	No	No
Total: Maryland (N=24)	8	3	2	9	14	12

Staffing by LEA: 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Staffing by LEA, 2014-15**

LEA	Does Library Media Administrator have State Certification?	Does L/M Administrator have other responsibilities	If Yes, how much FTE is assigned to L/M responsibilities?
Allegany	Yes	Yes	0.40
Anne Arundel	Yes	No	1.00
Baltimore City	Yes	No	1.00
Baltimore County	Yes	Yes	0.60
Calvert	Yes	Yes	0.60
Caroline	No	Yes	0.20
Carroll	Yes	No	1.00
Cecil	No	Yes	0.40
Charles	Yes	No	1.00
Dorchester	Yes	Yes	0.20
Frederick	Yes	No	1.00
Garrett	No	Yes	0.20
Harford	Yes	No	1.00
Howard	Yes	No	1.00
Kent	Yes	Yes	0.40
Montgomery	Yes	No	1.00
Prince George's	Yes	No	1.00
Queen Anne's	No	Yes	1.00
St. Mary's	Yes	Yes	0.20

LEA	Does Library Media Administrator have State Certification?	Does L/M Administrator have other responsibilities	If Yes, how much FTE is assigned to L/M responsibilities?
Somerset	No	Yes	0.20
Talbot	No	Yes	0.20
Washington	Yes	No	1.00
Wicomico	No	Yes	0.40
Worcester	No	Yes	0.20
Total: Maryland (N=24)	16	14	15.20

Collection Totals by LEA: 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Collection Totals by LEA, 2014-15**

LEA	Books	Periodicals	Video Tapes/DVDs	Other Materials	Online Database Titles	Total	e-books	Purchase e-books and push out titles from central office server?	Provide schools with Video-on-demand or streaming video collections
Allegany	0	6	4,052	0	15	4,073	0	No	Yes
Anne Arundel	0	0	0	0	0	0	0	No	Yes
Baltimore City	0	0	0	0	15	15	0	No	Yes
Baltimore County	0	0	0	0	26	26	0	No	Yes
Calvert	0	0	0	0	24	24	0	No	Yes
Caroline	0	0	0	0	6	6	0	No	No
Carroll	0	0	0	0	0	0	0	No	No
Cecil	0	0	0	0	35	35	0	No	No
Charles	81	7	4	21	44	157	83	Other*	Yes
Dorchester	8,546	14	5	0	14	8,579	0	No	No

LEA	Books	Periodicals	Video Tapes/DVDs	Other Materials	Online Database Titles	Total	e-books	Purchase e-books and push out titles from central office server?	Provide schools with Video-on-demand or streaming video collections
Frederick	4,700	3,681	1,060	1,420	30	10,891	1,485	Yes	Yes
Garrett	0	1	0	2	15	18	0	No	Yes
Harford	999	50	2,710	27	32	3,818	112	Yes	Yes
Howard	0	10	2,260	17	25	2,312	163	No	No
Kent	0	0	0	0	17	17	0	No	Yes
Montgomery	11,740	12	1	0	19	11,772	35	No	Yes
Prince George's	6,735	0	803	181	17	7,736	53	No	Yes
Queen Anne's	0	0	0	0	1,234	1,234	0	No	No
St. Mary's	0	3	0	0	19	22	0	No	Yes
Somerset	0	0	0	0	14	14	0	No	Yes
Talbot	0	0	0	0	14	14	0	No	No
Washington	453	0	0	0	28	481	571	Yes	Yes
Wicomico	0	0	0	0	16	16	0	No	Yes

LEA	Books	Periodicals	Video Tapes/DVDs	Other Materials	Online Database Titles	Total	e-books	Purchase e-books and push out titles from central office server?	Provide schools with Video-on-demand or streaming video collections
Worcester	0	0	0	0	0	0	0	No	No
Total: Maryland (N=24)	33,254	3,784	10,895	1,668	1,659	51,260	2,502	3	16

*Response indicates that e-books are purchased at the school and district levels and are made available to students and staff via Destiny or the vendor's platform.

Technology Services by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Technology Services by LEA, 2014-15**

LEA	Circulation System	Electronic catalog (OPAC or PAC)	Professional Library Connected to School Wide Network	Access from Teachers' homes to PL	Remote Access to databases provided by the PL?
Allegany	Yes	Yes	Yes	Yes	Yes
Anne Arundel	Yes	Yes	No	No	No
Baltimore City	Yes	Yes	No	No	Yes
Baltimore County	No	No	No	No	No
Calvert	Yes	Yes	Yes	No	Yes
Caroline	No	No	No	No	No
Carroll	No	No	No	No	No
Cecil	No	No	No	No	No
Charles	Yes	Yes	Yes	Yes	Yes
Dorchester	No	No	No	No	No
Frederick	Yes	Yes	Yes	Yes	Yes
Garrett	Yes	Yes	No	No	No
Harford	Yes	Yes	Yes	Yes	Yes
Howard	Yes	Yes	Yes	Yes	Yes
Kent	Yes	Yes	No	No	Yes
Montgomery	Yes	Yes	Yes	Yes	Yes
Prince George's	Yes	Yes	Yes	Yes	Yes
Queen Anne's	No	No	No	No	No

LEA	Circulation System	Electronic catalog (OPAC or PAC)	Professional Library Connected to School Wide Network	Access from Teachers' homes to PL	Remote Access to databases provided by the PL?
St. Mary's	Yes	Yes	Yes	Yes	Yes
Somerset	No	No	No	No	No
Talbot	No	No	No	No	No
Washington	Yes	Yes	Yes	Yes	Yes
Wicomico	No	No	No	No	Yes
Worcester	No	No	No	No	No
Total: Maryland (N=24)	14	14	10	9	13

Computers and Computer Lab by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Computers and Computer Lab by LEA, 2014-15**

LEA	Number of Internet Accessible Computers in C/PL	Computer Lab Managed by C/PL Staff
Allegany	8	Yes
Anne Arundel	44	Yes
Baltimore City	2	No
Baltimore County	0	No
Calvert	25	Yes
Caroline	0	No
Carroll	0	No
Cecil	0	No
Charles	1	No
Dorchester	0	No
Frederick	1	No
Garrett	0	No
Harford	7	No
Howard	8	No
Kent	0	No
Montgomery	40	No
Prince George's	16	No
Queen Anne's	0	No

LEA	Number of Internet Accessible Computers in C/PL	Computer Lab Managed by C/PL Staff
St. Mary's	30	No
Somerset	0	No
Talbot	0	No
Washington	0	No
Wicomico	0	Yes
Worcester	0	No
Total: Maryland (N=24)	182	4

Program Standards Documentation by LEA, 2014-15

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Program Standards Documentation by LEA, 2014-15**

LEA	Current Implementation Plan	Collection Development Plan (with selection and removal policies/procedures)	Curriculum and Instruction Documents for Teaching Information Literacy (reading, research, and critical thinking skills)	Handbook/manual of Operational Procedures
Allegany	Yes	Yes	No	Yes
Anne Arundel	No	Yes	Yes	Yes
Baltimore City	Yes	Yes	Yes	Yes
Baltimore County	Yes	Yes	Yes	Yes
Calvert	Yes	Yes	Yes	No
Caroline	No	Yes	Yes	Yes
Carroll	No	Yes	Yes	Yes
Cecil	Yes	Yes	Yes	Yes
Charles	No	Yes	Yes	Yes
Dorchester	Yes	Yes	No	Yes
Frederick	No	No	Yes	Yes
Garrett	Yes	Yes	Yes	Yes
Harford	Yes	Yes	No	Yes
Howard	Yes	Yes	Yes	Yes
Kent	No	No	No	No
Montgomery	Yes	No	Yes	Yes

LEA	Current Implementation Plan	Collection Development Plan (with selection and removal policies/procedures)	Curriculum and Instruction Documents for Teaching Information Literacy (reading, research, and critical thinking skills)	Handbook/manual of Operational Procedures
Prince George's	Yes	Yes	Yes	Yes
Queen Anne's	No	Yes	No	Yes
St. Mary's	Yes	Yes	Yes	Yes
Somerset	No	Yes	No	No
Talbot	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes
Wicomico	Yes	Yes	Yes	Yes
Worcester	Yes	Yes	Yes	Yes
Total: Maryland (N=24)	16	21	18	21

APPENDICES

2014-2015 MSDE Public School Annual Library Media Center Report

Welcome to the Maryland State Department of Education's Public School Annual Library Media Center Report. The data collected from this report will be of assistance to your school system in examining its school library media program according to the guidelines outlined in **Standards for School Library Media Programs in Maryland**. The data will also assist the State in collecting and communicating information about the School Library Media Programs in Maryland.

What is new this year? Please note a change to the Dewey area this year that is being weeded. You will be reporting on the 600s - (Technology). Also note additional questions in the following areas: the Library's Virtual Presence, and the school librarian's Professional Environment and Teaching Approaches. Following submission of data from all schools in your district, your library media administrator for your system will be asked to verify your data and then a sign-off will be required by your School Superintendent. Please be as accurate as possible when reporting your data and **make sure you read any local directions provided**.

If you need assistance, please contact Jay Bansbach, Specialist, School Library Media Program, at carl.bansbach@maryland.gov

**Public School Annual Library Media Center Report
School Year 2014-2015
Maryland State Department of Education
Division of Curriculum & Assessment
Office of Instructional Technology and School Library Media**

SECTION I - School Information

Please complete the following.

1) **School Name** _____

2) **School ID Number** _____

This must be a four digit number; use leading zeroes where applicable.

3) **School System**

- | | |
|--|--|
| <input type="checkbox"/> Allegany (01) | <input type="checkbox"/> Howard (13) |
| <input type="checkbox"/> Anne Arundel (02) | <input type="checkbox"/> Kent (14) |
| <input type="checkbox"/> Baltimore County (03) | <input type="checkbox"/> Montgomery (15) |

<input type="checkbox"/> Calvert (04)	<input type="checkbox"/> Prince George's (16)
<input type="checkbox"/> Caroline (05)	<input type="checkbox"/> Queen Anne's (17)
<input type="checkbox"/> Carroll (06)	<input type="checkbox"/> St. Mary's (18)
<input type="checkbox"/> Cecil (07)	<input type="checkbox"/> Somerset (19)
<input type="checkbox"/> Charles (08)	<input type="checkbox"/> Talbot (20)
<input type="checkbox"/> Dorchester (09)	<input type="checkbox"/> Washington (21)
<input type="checkbox"/> Frederick (10)	<input type="checkbox"/> Wicomico (22)
<input type="checkbox"/> Garrett (11)	<input type="checkbox"/> Worcester (23)
<input type="checkbox"/> Harford (12)	<input type="checkbox"/> Baltimore City (30)

4) School Level for Building

Elementary Middle/Jr. High High School Combined

5) Grades in the School Building

<input type="checkbox"/> PreK	<input type="checkbox"/> 6
<input type="checkbox"/> K	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 8
<input type="checkbox"/> 2	<input type="checkbox"/> 9
<input type="checkbox"/> 3	<input type="checkbox"/> 10
<input type="checkbox"/> 4	<input type="checkbox"/> 11
<input type="checkbox"/> 5	<input type="checkbox"/> 12

6) Student Enrollment:

(Use your September 30, 2014 enrollment count; if you have no official enrollment count enter zero)

Do not enter a comma, e.g., 1234 not 1,234.

7) Please identify the person completing the School Library Media Report (choose one and enter your name in the box below).

- MSDE Certified Library Media Specialist
- MSDE Certified Teacher working toward MSDE Library Media Specialist Certification
- Paraprofessional, Library Media Assistant
- Other

Enter your name here -- if you selected "Other" please include both your name and title.

SECTION II - Staffing

Enter in the appropriate spaces below the number of library media staff (excluding volunteers). To report full-time equivalent or part-time staff, count .2 for each full day of service in a 5 day week.

Staff is any personnel assigned to work in the Library Media Center (excluding volunteers). Note that the information requested is the number of professional personnel with or without State library media certification and the number of all paid technical, clerical or assistant staff.

Certification

8) Certified - Number with State Library Media Certification (please use a "0" if none). _____

9) National Board Certified

Has the Library Media Specialist achieved National Board Certification?

Title	Yes	No
Library Media Specialist A	<input type="checkbox"/>	<input type="checkbox"/>
Library Media Specialist B	<input type="checkbox"/>	<input type="checkbox"/>

10) Seeking State Certification - Number working towards State Library Media Certification (please use a "0" if none). _____

11) Non-certified - Number without State Library Media Certification (please use a "0" if none). _____

12) Support - Number of paid technical, clerical or assistants (please use a "0" if none). _____

SECTION III - Budget (All Sources of Funding to the individual school.)

13) Total budget for the Library Media Center.

Report in whole dollars only. Do not enter a \$ sign or comma, e.g., 1234 not \$1,234. _____

SECTION IV - Collection

This includes the total holdings of materials in the Library Media Center (LMC) purchased with all sources of funding as inventoried and counted in your respective catalog system. (This would include all holdings purchased with all funds, i.e., local/central office, State and federal funds, PTA gifts, and donations.)

Count items as circulated. (Example: a five-tape audio book checked out as a set is one item, not five.)

Library Media Center Materials

14) Books (exclude bound volumes of periodicals)

Do not enter a comma, e.g., 1234 not 1,234.

15) Periodicals (Number of Print Subscriptions) - Count only print periodical subscriptions purchased during this current reporting year.

Do not enter a comma, e.g., 1234 not 1,234.

16) Video Materials (VHS cassettes, DVDs)

Do not enter a comma, e.g., 1234 not 1,234.

17) Audio materials (audio books, music on tape, CDs)

Do not enter a comma, e.g., 1234 not 1,234.

18) Other Materials - Examples of "Other Materials" include kits, computer software, realia, etc.

Do not enter a comma, e.g., 1234 not 1,234.

19) Total - Please add questions 14 through 18.

Do not enter a comma, e.g., 1234 not 1,234.

20) e-books (count number of titles here, if purchased at the school level)

Do not enter a comma, e.g., 1234 not 1,234.

21) Video-on-demand or streaming video collections, e.g., Safari Montage, Discovery United Streaming (if individually cataloged (MARC) titles and held on a school level server, count here - do not count as a database)

Do not enter a comma, e.g., 1234 not 1,234.

22) Online Database Titles - Count each online (web-based) database title as "one." Include both titles

purchased with local funds and those provided in conjunction with MDK12 Digital Library Consortium.

Video-on-demand or streaming video collections, e.g., Safari Montage, Discovery United Streaming (count here as a database (1), if content is pushed out from a central office server or from the web)

Currently, seven (6) SIRS databases are provided by your system in conjunction with the MDK12 Digital Library to all schools in your district. In addition, EBSCO Masterfile Premier, EBSCO Science Reference Center, EBSCO History Reference Center, EBSCO Automotive Repair Reference Center, EBSCO Business Source Premier, EBSCO MAS Ultra, EBSCO Middle Search Plus are provided to all Middle and High Schools through a partnership with the State Library Resource Center. EBSCO Primary Search (including Searchasaurus) is provided for elementary schools through this same agreement.

PLEASE NOTE: For elementary schools, the minimum number to record in this block is "7" plus the number of databases purchased with local funds.

For middle and high schools, record "13" plus the number of databases purchased with local funds.

Copyright Sensitive Dewey Area 600-699 (Technology)

23) Total number of holdings in Copyright Sensitive Area

Do not enter a comma, e.g., 1234 not 1,234.

24) What percentage of materials in the indicated Copyright Sensitive Dewey Area (600-699) has the following copyright dates?

PLEASE NOTE: The survey WILL NOT accept the following: a percent (%) sign after numbers or a total less than 100% also, your percentages must be whole numbers - you may enter a zero, if an appropriate response.

% of items pre-1994	_____
% of items 1994-2003	_____
% of items 2004-2013	_____
% of items 2014+	_____

SECTION V - Services

Identify information services accessible through the Library Media Center (LMC) and respond to questions about your school library's virtual presence and use of social media, media communication, and collaboration tools.

25) Technology Services and Virtual Presence

Does the school library have:

Categories	Yes	No
An online, automated catalog system ?	<input type="checkbox"/>	<input type="checkbox"/>
A website?	<input type="checkbox"/>	<input type="checkbox"/>
A Twitter account?	<input type="checkbox"/>	<input type="checkbox"/>
A Facebook page?	<input type="checkbox"/>	<input type="checkbox"/>
A blog?	<input type="checkbox"/>	<input type="checkbox"/>
A wiki?	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration software (e.g. Sharepoint, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
Wireless Internet access for students?	<input type="checkbox"/>	<input type="checkbox"/>
A link from the school website's home page directing users to the library's website/online resources?	<input type="checkbox"/>	<input type="checkbox"/>
Connection to the schoolwide network?	<input type="checkbox"/>	<input type="checkbox"/>
Do students have access to the electronic catalog (OPAC or PAC) from their classroom?	<input type="checkbox"/>	<input type="checkbox"/>
Do students have access to the electronic catalog (OPAC or PAC) from their home?	<input type="checkbox"/>	<input type="checkbox"/>

26) Internet Accessibility

Enter the number of internet accessible computers in the LMC. _____

27) Computer Lab

Question?	Yes	No
Are the computer labs managed by the LMC staff?	<input type="checkbox"/>	<input type="checkbox"/>

SECTION VI - Instructional Program

28) Schedule

Check the type of instructional program schedule used in your library media center.

- All classes flexibly scheduled
- All classes fixed scheduled
- Some classes fixed scheduled, other classes flexibly scheduled

29) Teaching Approaches

How often do you engage in the following teaching activities?

Activities	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Plan instructional units with teachers.	<input type="checkbox"/>					
Teach students cooperatively with teachers.	<input type="checkbox"/>					
Facilitate learning activities where students work collaboratively in groups.	<input type="checkbox"/>					
Teach students how to use digital resources.	<input type="checkbox"/>					
Facilitate opportunities for student-led inquiry.	<input type="checkbox"/>					

30) How often do you help students with the following activities?

Activities	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Apply critical thinking skills (problem solving, analysis, logic, cause/effect) when doing research.	<input type="checkbox"/>					
Evaluate the credibility of information sources, including the internet.	<input type="checkbox"/>					
Use technology (e.g., wikis, Google Docs, blogs, YouTube, Delicious, etc.) to organize and share information.	<input type="checkbox"/>					
Use a variety of sources when gathering information about a topic.	<input type="checkbox"/>					

31) During a typical week, how many hours is the Library Media Center open before and after school?

Roles

During the school year, what percentage of time do you spend in performing the library media specialist roles as identified by *Empowering Learners: Guidelines for School Library Media Programs (AASL, 2009)* and local school system requirements?

PLEASE NOTE: The survey **WILL NOT** accept the following: a percent (%) sign after numbers or **a total less than 100%** also, your percentages must be whole numbers - you may enter a zero as a response, if appropriate.

32) Roles

- % Leader _____
- % Instructional Partner _____
- % Information Specialist _____
- % Teacher _____
- % Program Administrator _____
- % Technology
(e.g., technical support, technology coordinator, webmaster) _____
- % Other
(e.g., duties such as bus or lunch, test monitoring, study hall) _____

33) Professional Environment

Questions	Yes	No
Does the school library have an advisory committee?	<input type="checkbox"/>	<input type="checkbox"/>
Do you meet regularly with the principal and/or other building or district administrators?	<input type="checkbox"/>	<input type="checkbox"/>
Do you participate as a member of the School Improvement Team (SIT)?	<input type="checkbox"/>	<input type="checkbox"/>
Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
Do you provide professional development for teachers (e.g. information literacy, educational technology, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>

34) How many hours per week are spent meeting with teachers to plan instruction/instructional units?

35) How many hours in a typical week do you spend actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and at other school locations?

Utilization and Access for Students and Staff

36) On a weekly basis, approximately what percentage of STUDENTS utilize the library media center?

- Below 25%
- 25% - 50%
- 51% - 75%
- Over 75%

37) On a weekly basis, approximately what percentage of STAFF utilize the library media center?

- Below 25%
- 26% - 50%
- 51% - 75%
- Over 75%

38) Was the library closed during the past year for testing purposes?

39) If you answered YES to question #38, estimate how many hours during this past school year that the library been closed for testing purposes.

40) During the time the library was closed for testing purposes, were you used as a test proctor or administrator?

Thank you for completing the 2014-2015 Public School Annual Library Media Center Report.

2014-2015 MSDE System Level Library Media Report

Welcome to the Maryland State Department of Education's Public School System Level Annual Library Media Report. The data collected from this report will be of assistance to your school system in examining its school library media program according to the guidelines outlined in **Standards for School Library Media Programs in Maryland**. The data will also assist the State in collecting and communicating information about the School Library Media Programs in Maryland.

If you need assistance, please contact Jay Bansbach, Specialist, School Library Media Program, at carl.bansbach@maryland.gov

Once again, thank you for your assistance.

**Annual System Level Library Media Report
School Year 2014-2015
Maryland State Department of Education
Division of Instruction
Office of Instructional Technology and School Library Media**

System Information

Please complete the following.

1) Reporting System

<input type="checkbox"/> Allegany	<input type="checkbox"/> Harford
<input type="checkbox"/> Anne Arundel	<input type="checkbox"/> Howard
<input type="checkbox"/> Baltimore City	<input type="checkbox"/> Kent
<input type="checkbox"/> Baltimore County	<input type="checkbox"/> Montgomery
<input type="checkbox"/> Calvert	<input type="checkbox"/> Prince George's
<input type="checkbox"/> Caroline	<input type="checkbox"/> Queen Anne's
<input type="checkbox"/> Carroll	<input type="checkbox"/> St. Mary's
<input type="checkbox"/> Cecil	<input type="checkbox"/> Somerset
<input type="checkbox"/> Charles	<input type="checkbox"/> Talbot
<input type="checkbox"/> Dorchester	<input type="checkbox"/> Washington
<input type="checkbox"/> Frederick	<input type="checkbox"/> Wicomico
<input type="checkbox"/> Garrett	<input type="checkbox"/> Worcester

2) Library Media Administrator

Please enter the name of the Library Media Administrator responsible for completing this report.

SECTION I - Central Office Support

3) Support Services Provided -- Please check all that apply.

<input type="checkbox"/> Video Library	<input type="checkbox"/> Review and Evaluation
<input type="checkbox"/> Television/Video Production	<input type="checkbox"/> Technical Services/Processing
<input type="checkbox"/> Production (other than TV)	
<input type="checkbox"/> Professional Library	

SECTION II - Staffing

4) Certification

Does the system level library media administrator have state library media certification?

Yes No

5) Responsibilities

Does the system level library media administrator have responsibilities other than the library media program?

Yes No

6) If you answered "Yes" to question five, how much time (FTE) is assigned to library media responsibilities? To determine full-time equivalent (FTE), count .2 for each full day service in a five-day work week.

.2 .4 .6 .8

SECTION III - Collection

This includes the total holdings of all materials in the **Central/Professional Library (C/PL)** as inventoried and counted in your respective system (This would include holdings purchased with all funds at the central office, i.e., local, State and federal funds, gifts and donations).

Count items as circulated. (Example: a five-tape audio book checked out as a set is one item, not five.)

Library Media Materials and Resources

7) Books

Do not enter a comma, e.g., 1234 not 1,234. _____

8) Periodicals (Number of print subscriptions) - Count only print periodical subscriptions purchased during this current reporting year.

Do not enter a comma, e.g., 1234 not 1,234. _____

9) Video Tapes/DVDs

Do not enter a comma, e.g., 1234 not 1,234. _____

10) Other Materials - Examples of "Other Materials" include kits, cassette tapes, CDs and software programs.

Do not enter a comma, e.g., 1234 not 1,234. _____

11) Online Database Titles - Count each online (web-based) database title as "one." Include both titles purchased with local funds and those provided in conjunction with MDK12 Digital Library Consortium.

Currently, seven (6) SIRS databases are provided by your system in conjunction with the MDK12 Digital Library to all schools in your district. In addition, EBSCO Masterfile Premier, EBSCO Science Reference Center, EBSCO History Reference Center, EBSCO Automotive Repair Reference Center, EBSCO Business Source Premier, EBSCO MAS Ultra, EBSCO Middle Search Plus, EBSCO Primary Search are provided to all schools through a partnership with the State Library Resource Center.

PLEASE NOTE: For Central/Professional Library (C/PL), the minimum number to record in this block is "14" plus the number of databases purchased with local funds.

Do not enter a comma, e.g., 1234 not 1,234. _____

12) e-books (count number of titles here, if purchased at the C/PL)

Do not enter a comma, e.g., 1234 not 1,234. _____

13) Do you purchase e-books and push out titles from your central office server?

- Yes
- No
- Other

If you selected "Other" -- please describe briefly.

14) Do you provide schools with Video-on-demand or streaming video collections, e.g., Safari Montage, Discovery United Streaming pushed out from a central office server.

- Yes
 No
 Other

If you selected "Other" -- please describe briefly.

SECTION IV - Services

Identify information technology services accessible through the Central/Professional Library (C/PL).

15) Technology Services

Services	Yes	No
Circulation system?	<input type="checkbox"/>	<input type="checkbox"/>
Electronic catalog? (OPAC or PAC)	<input type="checkbox"/>	<input type="checkbox"/>
C/PL connected to the system-wide network?	<input type="checkbox"/>	<input type="checkbox"/>
Access from teachers' homes to C/PL?	<input type="checkbox"/>	<input type="checkbox"/>
Remote Access to databases provided by the C/PL?	<input type="checkbox"/>	<input type="checkbox"/>

16) Internet Accessibility

Enter the number of internet accessible computers in the C/PL.

17) Computer Lab

Question	Yes	No
Is the computer lab managed by the C/PL staff?	<input type="radio"/>	<input type="radio"/>

SECTION V - Program Standards Documentation

18) Do you have a current implementation plan for school libraries?

- Yes
- No

19) If "Yes" to question #18, date of most recent plan:

20) Do you have a collection development plan which includes selection and removal policies and procedures?

- Yes
- No

21) If "Yes" to question #20, date of most recent plan:

22) Do you have curriculum and instruction documents for teaching information literacy skills including reading, research, and critical thinking skills?

- Yes
- No

23) If "Yes" to question #22, list your school library curriculum documents and indicate the date of the most recent revision for each:

24) Do you have a handbook or manual of operational procedures for school libraries?

- Yes
- No

25) If "Yes" to question #24, date of most recent update:

26) OPTIONAL:

What is your current fiscal year expenditure on school libraries? (include total funds spent including databases, furniture, materials, books, etc.) Do not enter a comma, e.g., 1234 not 1,234.

Total amount per system:

27) Do you have a per pupil allocation for schools?

- Yes
- No

28) If "Yes" to question #27, what is your per pupil expenditure?

You may enter a decimal point but not a dollar sign, e.g., 3.24 not \$3.24

29) Is funding a site-based decision?

- Yes
- No

30) Additional Comments regarding funding for school libraries for 2014-15:

Thank you for completing the 2014-2015 Annual System Level Library Media Center Report.

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Larry Hogan, *Governor*
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