

SCHOOL LIBRARIES

in Maryland

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

TEACHING APPROACHES

84 %

Teach students how to use digital resources

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

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

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

45 %

10 %

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

81 %

Use a variety of sources when gathering information about a topic

INFORMATION LITERACY SKILLS

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

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

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Average number of hours per week Library Media Specialists spend actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and/or at other school locations

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

Maryland Library Media Specialists (LMS) empower learners to think critically and solve problems in a global society with creativity and innovation. Learners master competencies through a fully integrated, instructional program that stresses information and digital literacy skills. School Library Media Centers (LMC) provide access to a diverse variety of print and non-print resources and services to support this goal. Library Media Specialists are teachers and co-teachers in their school environments. This year's summary infographic will explore the teaching and collaborative roles that LMS play in driving student achievement and college and career success.

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

Schools reporting: 1234

Student enrollment: 844,354

Staffing (totals)

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

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

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

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

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

Budget

Percentage of LMC with system-level funding: 86%

Percentage of LMC with School-based funding: 45%

(LMC with no funding source listed: 59)

Collection (totals)

Physical collection Books: 12,587,728

Video materials: 184,266

Audio materials: 48,532

Equipment and other physical items: 158,478

Total physical items: 12,979,004

Digital collection

eBooks and eAudio Books: 546,690

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

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

(Books per student reported: 16)

Collection Age (average)

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

Statewide range of total average age - 1980-2018

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

Statewide ranges for each Dewey range:

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

Technology Services and Virtual Presence (percentage of schools reporting)

LMC has a:

Virtual presence: 75%

Social media presence: 50%

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

Public Library Cooperation

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

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

Technology Management

Average number of internet accessible devices in the LMC: 27

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

Instructional Program (percentage of schools reporting)

All classes flexibly scheduled: 30%

All classes fixed scheduled: 57%

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

Teaching Approaches (percentage of schools reporting)

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

Information Literacy Skills (percentage of schools reporting)

How often do you teach learners to:	Frequently	Occasionally	Never
Apply critical thinking skills	74%	23%	3%
Evaluate the credibility of information sources, including the internet	66%	30%	4%
Use technology to organize and share information.	73%	22%	5%
Use a variety of sources when gathering information about a topic	81%	16%	3%
Understand the ethical use of information, technology, and the media	75%	21%	4%
Discover, innovate and create expression through reading and self-directed pursuits.	71%	26%	3%
Engage in collaborative learning groups to broaden and deepen their understandings.	59%	35%	6%
Use sources in varying formats that express a variety of perspectives and viewpoints.	67%	30%	3%

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

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

Professional Environment

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

Average hours per week spent meeting with teachers to plan instruction/instructional units: 3
 Hours per week spent actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and/or at other school locations:

Access to LMC (percentage of schools reporting)

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

In an average week, what percentage of:	Below 25%	26% - 50%	51% - 75%	Over 75%
STUDENTS utilize the library media center for personal or instructional purposes	9%	18%	19%	54%
STAFF utilize the library media center to locate and/or use resources for teaching and learning purposes	35%	39%	17%	9%
STAFF utilize the library media center as an instructional space	42%	29%	15%	14%

LMC closed for testing: 37%

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

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

Innovation in the LMC (percentage of schools reporting)

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

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

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

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