


GPS

The New Librarian's GUIDE TO PERFORMANCE SUCCESS



Bound to Stay Bound

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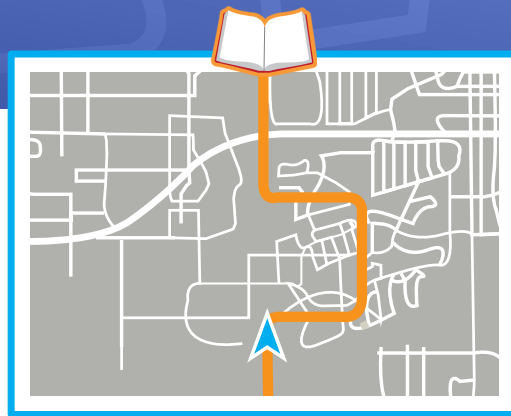
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Special thanks to Bill Early, former educator and Bound To Stay Bound Books' Sales & Marketing Manager, for authoring the **New Librarian's Guide To Performance Success.**

Mr. Early specifically acknowledges the following media professionals for their guidance and suggestions:

Dr. Gordon Coleman, University of Alabama; Cheryl Cutchin, Gwinnett County, GA Schools; Cheryl Early, Hall County, GA Schools; Dr. Mary Ann Fitzgerald, University of Georgia; Dr. Betty Morris, Jacksonville State University, AL; and Dr. Phyllis Snipes, University of West Georgia.

Third Printing August 2015



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INTRODUCTION

Bound to Stay Bound was founded on the belief that education is of the utmost importance to our society. Since the vast pool of information supporting education exists in books, we have been dedicated since 1920 to serving libraries where much of this information resides.

Whether facing your first year as a library media specialist, changing schools or simply searching for a fresh outlook, the New Librarian's Guide to Performance Success (GPS) will help you position yourself for the various aspects of a new job.

These guidelines are intended to supplement and reinforce your professional courses and literature. Underlying this material are the specific responsibilities of the library media specialist as noted in Standards for the 21st Century Learner (ALA, 2007)*. Therefore, your roles as teacher, instructional partner, information specialist and program administrator constitute the basis for the following suggestions.

Here are the broad areas that you'll encounter as you explore the various aspects of your job using the New Librarian's GPS:

-  **Getting Started**
 -  **Analyzing Your Situation**
-  **Connecting With Students, Faculty, and Administrators**
 -  **Running The Library Media Center**
-  **Collaborating With Other Librarians**
 -  **Promoting Your Program**

* For more info, see www.btsb.com/btsbcontent/uploads/2014/07/AASL_LearningStandards.pdf

FIRST THINGS FIRST



To begin, let's take an overview of what you will be doing during your first year as a library media specialist.



KNOW WHAT YOU HAVE ON SITE.

- ☐ Diagram the Library Media Center's physical layout.
- ☐ Gain an overall assessment of your collection.
- ☐ List the equipment you are responsible for.
- ☐ Determine how the LMC fits into the school's overall physical layout.
- ☐ Evaluate the image that your LMC presents.
- ☐ Assess how the LMC is perceived by students and staff.



KNOW WHAT YOU BROUGHT WITH YOU.

- ☐ Review your professional code of ethics.
- ☐ Refer to literature and notes from past media classes.
- ☐ Compile an easy reference of important contacts.



KNOW WHERE YOU ARE GOING.

- ☐ Review your professional philosophy.
- ☐ Create your mission and vision statements for your LMC.
- ☐ Align your daily tasks with your mission and vision statements.
- ☐ Become familiar with state and local standards. *
- ☐ Determine your priorities for each day.
- ☐ Expect, welcome, and address interruptions in your daily routine.
- ☐ Discover your other roles in the life of the school.

* For more information, see [School Libraries Count!](http://www.btsb.com/btsbcontent/uploads/2014/07/SLCreport2008.pdf) online at www.btsb.com/btsbcontent/uploads/2014/07/SLCreport2008.pdf



KNOW WHAT YOU NEED TO DO.

- ☐ Prepare student and faculty handbooks.
- ☐ Develop a materials selection and reconsideration policy if one does not exist.
- ☐ Know how to respond to book challenges by parents, faculty, administration, or board members. *
- ☐ Understand your library management system.
- ☐ Allocate anticipated expenditures based on your budget.
- ☐ Learn the procedure for requesting proposals and initiating purchase orders.
- ☐ Familiarize yourself with policies that affect you as an employee of your school and your district.
- ☐ Initiate a periodic LMC newsletter.



KNOW WHOM YOU ARE TAKING WITH YOU.

- ☐ Ally yourself with your principal.
- ☐ Become acquainted with faculty members and other staff. **
- ☐ Evaluate any paid assistants that you have.
- ☐ Determine any possible volunteers. ***
- ☐ Become familiar with the names and jobs of district personnel.
- ☐ Prepare for board of education member visits.



KNOW WHERE YOU HAVE BEEN.

- ☐ Close the school year in an orderly fashion.
- ☐ Perform an inventory.
- ☐ Address the school's procedure for handling lost materials.
- ☐ Prepare an annual report containing statistics and achievements.
- ☐ List items needing to be cleaned or repaired.
- ☐ Seek professional growth opportunities.
- ☐ Do a self-assessment to prepare for next year.

* For more info, see www.btsb.com/2014/07/30/preparing-assessing-and-responding-to-book-challenges

** For more info, see www.btsb.com/libcorner/tmyk/PerfectTeam.pdf

*** For more info, see www.btsb.com/2014/07/30/how-to-recruit-train-and-use-volunteers

WORKING WITH THE COLLECTION



Collection Basics

While your collection has a number of components such as reference volumes and periodicals, its core will consist primarily of fiction and non-fiction titles.

National, state, and local standards, along with the population makeup and curriculum needs of your school, will determine the number of fiction and non-fiction titles that should be in each division of your collection.

The percentages below will be helpful in balancing the total number of titles included in the divisions of your collection.

DIVISION	CLASS	K-3%	K-5%	3-5%	K-8%	6-8%	9-12%
Biography	BIO	7	5	9	9	10	10
Easy	E	44	28	8	22	0	0
Fiction	FIC	5	18	35	21	29	29
Generalities	000	1	1	1	1	2	2
Philosophy	100	1	1	1	1	2	2
Religion	200	1	1	1	2	2	2
Social Studies	300	10	12	10	10	10	10
Language	400	1	1	1	1	2	2
Science	500	10	12	10	10	15	15
Technology	600	5	5	6	5	9	9
Arts	700	3	5	5	4	4	4
Literature	800	2	4	4	4	3	3
Geography/History	900	10	7	9	10	12	12

The distribution of Dewey categories comes from the recommendations of the American Library Association, Wilson Children's Catalog, Best Books for Children, and our own history of opening day collections.



Collection Development

Whether you are supplementing, analyzing, or weeding* your collection, there are five factors to keep in mind:

Condition, Content, Copyright, Circulation, and Curriculum.

These procedures are actually part of an ongoing process to be done in collaboration with others and in adherence with your school's Selection and Reconsideration Policy. To accomplish the procedures successfully, you will need to utilize your school's curriculum or course of study, as well as your library management system and collection analysis documents that can be obtained through various book jobbers. Student and faculty requests and recommendations, state awards lists, as well as titles gleaned from professional reviewing sources, offer you additional input.** Most book jobbers will provide a list of suggested titles to supplement your collection where deficiencies are found.

CONDITION: Do a visual examination and retain, discard, replace, or rebind titles according to their importance to your collection. Rebinding would normally only apply to titles which are out of print or very expensive to replace.

CONTENT: Do a personal examination of titles with regard to their value to your collection and their potentially objectionable, outdated, or inadequate content. Consult colleagues and websites for further guidance.

COPYRIGHT: Do an analysis of your copyright dates for fiction and non-fiction categories utilizing your library management system. Remember that copyright dates can be much more significant in non-fiction (especially science and social studies) than they are in fiction.

CIRCULATION: Do an analysis of your circulation data utilizing your library management system. Based upon the data you obtain, determine whether to retain, discard, or promote individual titles.

CURRICULUM: Do a thorough evaluation of the needs of your teachers based on their requests for titles to supplement their courses of study in addition to your own examination of your school's curriculum and the Common Core State Standards.***

* For more info, see www.btsb.com/2014/07/15/less-is-more-a-practical-guide-to-weeding-school-library-collections/

** For more info, see www.btsb.com/2014/07/29/childrens-book-reviews.

*** For more info, see www.btsb.com/2014/07/30/the-common-core-workout/



Caring for the Collection

SELECTING: The books in your collection have hopefully been chosen not only for their content but also for their craftsmanship and attractiveness. The chart below illustrates how important established standards for bindings, covers, and paper quality can be when selecting books.

Binding Edition:	Paperback	Trade	Publisher's Library	BTSB Prebound**
List Price	\$8.99	\$18.99	\$20.99	\$20.66
Price (with discount)	\$6.74 (25%)	\$14.24 (25%)	\$20.99 (none)	\$20.66 (none)
Acquisition Costs	\$8.00	\$8.00	\$8.00	\$8.00
Total Cost to Library	\$14.74	\$22.24	\$28.99	\$28.66
Estimated Checkouts*	5	15	35	100+
Cost Per Checkout	\$2.95	\$1.48	\$0.83	\$0.29

SHELVING: Though the physical layout of your book shelves is likely based on various factors, the number of books per linear foot is usually as follows:

12 books for biography, fiction, and non-fiction titles

30 books for easy titles

PROTECTING: A key factor in preserving your collection is the climate control in the library. The Library of Congress has recommended a relative humidity of 55 percent and a temperature fluctuation between 68 and 75 degrees for the housing of book collections.

* Maximum number of Checkouts based on Library Binding Institute studies. The **BOUND TO STAY BOUND** number is the minimum guaranteed number of checkouts.

** All **BOUND TO STAY BOUND** books are bound in accordance with Library Binding Institute specifications. Other editions are not bound to industry-wide standards. See www.btsb.com/btsbcontent/uploads/2014/07/LibraryBindingStandard.pdf

*** For more info, see www.loc.gov/preserv/care/books.html



FUNDING COLLECTION NEEDS

Annual budgets are often inadequate for keeping the collection updated. Some of the many methods of supplementing funds and obtaining more books are book fairs, birthday book clubs, PTO assistance, and grants. *

Whatever you do, always keep a “wish list” of things you need in order to utilize any funds that may become available.



CREATING A NEW COLLECTION

Should you have the opportunity to develop a new Opening Day Collection, BOUND TO STAY BOUND and other book jobbers can offer a wealth of assistance. Contact us for a listing of titles balanced by classification according to nationally accepted standards and deemed appropriate for your new school’s population and curriculum.

* For more info, see www.btsb.com/libcorner/tmyk/findingmoney.php and www.btsb.com/soslibrary/

WORKING WITH STUDENTS



Students are your primary focus; their growth and welfare constitute the reasons for your employment. Consider the following questions as you evolve your program.



INTELLECTUAL DEVELOPMENT — ENABLE LEARNING!

DO I ...

- ☐ Maintain an atmosphere conducive to learning?
- ☐ Address learning levels?
- ☐ Relish 'teachable moments'?
- ☐ Listen actively?
- ☐ Offer appropriate resources?



INTEGRITY — MAKE HONESTY THE POLICY!

DO I ...

- ☐ Know the students personally?
- ☐ Encourage self-respect?
- ☐ Offer alternatives to dishonesty?
- ☐ Have programs to identify plagiarism?
- ☐ Model honest behavior?



INTERACTION — INVOLVE EVERYONE! DO I ...

- ☐ Encourage appropriate group work?
- ☐ Facilitate group work?
- ☐ Supervise group work?
- ☐ Encourage mutual respect in groups?
- ☐ Keep groups on task?



INNOVATION — MAKE CHANGE CHALLENGING! DO I ...

- ☐ Encourage different approaches?
- ☐ Employ different tools and methods?
- ☐ Acknowledge unique solutions?
- ☐ Enable individual differences?
- ☐ Reward successful achievement?



INITIATIVE — PUSH FOR SUCCESS! DO I ...

- ☐ Require goals?
- ☐ Expect action plans?
- ☐ Check for progress?
- ☐ Suggest alternatives?
- ☐ Applaud success and redirect failure?

WORKING WITH TEACHERS & THE PRINCIPAL



As you consider your relationship with your teachers and principal, keep in mind that each of you has roles to fulfill. Understand your roles in relation to theirs and work from that point.

TEACHERS Your teachers are critical to what happens educationally in your school, and you are one of them. Consider ways to become their partner. *



STYLES AND TRAITS: HAVE I OBSERVED THEIR ...

- | | |
|---|--|
| <input type="checkbox"/> Learning styles | <input type="checkbox"/> Personality traits |
| <input type="checkbox"/> Planning methods | <input type="checkbox"/> Disciplining techniques |



TRUST, RELATIONSHIPS, AND COLLABORATION: HAVE WE ...

- | | |
|---|--|
| <input type="checkbox"/> Established mutual trust | <input type="checkbox"/> Scheduled visits and research |
| <input type="checkbox"/> Conducted productive classes | <input type="checkbox"/> Performed constructive evaluation |



LEADERSHIP AND SUCCESS: HAVE WE ACHIEVED ...

- | | |
|---|---|
| <input type="checkbox"/> Mutual commitment | <input type="checkbox"/> Open communication |
| <input type="checkbox"/> Successful results | <input type="checkbox"/> Established Value |

* For more info, see www.btsb.com/libcorner/tmyk/PerfectTeam.pdf

PRINCIPAL Just as the principal is the leader of the school, you are the program leader of the LMC. How well you interact with your principal will have a significant effect on the success of your program.



ESTABLISHING RAPPORT: AM I ...

- ☐ Positive
- ☐ Informative
- ☐ Confident
- ☐ Professional



EXHIBITING YOUR ROLES: AM I SEEN AS ...

- ☐ A teacher
- ☐ An instructional partner
- ☐ An information specialist
- ☐ A program administrator



COMMUNICATING INFORMATION: DO I ...

- ☐ Choose suitable communication methods
- ☐ Edit the content
- ☐ Perform appropriate follow-up



BEING OBSERVED: DO I ...

- ☐ Get prepared
- ☐ Welcome the visits
- ☐ Solicit feedback



BUILDING SUPPORT: HAVE I ...

- ☐ Supported my principal
- ☐ Aligned my vision with my principal's
- ☐ Been the solution, not the problem

WORKING WITH SALESPEOPLE



As a library media specialist, you will be responsible for spending funds from your budget for books, media, and equipment.

Your projected expenditures will be based on your overall assessment of the needs of your LMC and guided by the local purchasing regulations of your school district.

While books through jobbers will probably be your largest purchases, several factors are important in all of your dealings with salespeople.



Choosing the salespeople you like to deal with:

- | | |
|--|---|
| <input type="checkbox"/> Knowledgeable and helpful | <input type="checkbox"/> Professional and trustworthy |
| <input type="checkbox"/> Good listener, not pushy | <input type="checkbox"/> Enthusiastic and caring |
| <input type="checkbox"/> Available and courteous | |



Evaluating the process of working with companies:

- ☐ Qualifications — Do they offer dependable full service?
- ☐ List price — How it's determined; is it subject to increase?
- ☐ Discounts — Are they clearly stated?
- ☐ Examination/Preview — What is the procedure?
- ☐ Acquisition charges — Who pays postage and handling?
- ☐ Selection and acquisition tools — Do they work for me?



ORDER EVALUATION

- ☐ **Speed of fulfillment** — How quickly did my order come?
- ☐ **Percentage of fulfillment** — Did I receive all of my order?
- ☐ **Actual invoice price** — Was the price what I anticipated?
- ☐ **Service** — Was processing available, reasonably priced, and correct?
- ☐ **Customer Support** — Was it accessible, responsive, and helpful?



LONG-TERM EVALUATION

- ☐ **Selection** — Did I consider durability and appearance when selecting? *
- ☐ **Usage** — What is my cost per checkout?
- ☐ **Return/Replacement** — Was the procedure easy and non-disruptive?

Selecting the Book Jobber that Meets Your Needs

Using Bound to Stay Bound as an example, the chart below gives you a method of evaluating companies based on their response to your needs and desired benefits.

YOUR NEEDS	BTSB SOLUTION	BENEFITS TO YOU
Ease of selection and ordering	BTSB Bookstore at www.btsb.com	Electronic selection and ordering on printed lists
Durable books	BTSB books bound to rigid LBI Specifications	Less replacement time and cost
Attractive books	Picture cover™ Plus+ or Kidproof® Illustrated Covers	Appealing books, more circulations
Recommended titles	88% of BTSB titles have favorable reviews	Balanced, reliable collection
Shelf-ready processing	Free basic processing, cataloging, and MARC records	Time and money saved
Complete and fast order fulfillment	90% of BTSB titles available for immediate shipment	Books in circulation
Guarantee against defects and errors	Unconditional guarantee on all books sold	Assurance of satisfaction or replacement
Competitive value of other editions	Up to ten times the circulations	Good return on investment
No hidden costs	Free shipping, free call number labels, free bar code labels, free downloadable MARC records	Cost savings/ease of computation

* For more info, see www.btsb.com/2014/07/30/what-exactly-are-pre-bound-books/

WORKING WITH OTHER LIBRARIANS



Having mutually beneficial relationships with other librarians may enable you to learn from them, grow in your job and contribute to your profession.



DO I

- ☐ Have LMS mentors to contact for assistance and advice?
- ☐ Participate in my local LMS organization?
- ☐ Know librarians in my local public and special libraries? *
- ☐ Participate in an LMS listserv?
- ☐ Belong to my state LMS organizations?
- ☐ Attend professional LMS meetings and workshops? **



HAVE I ...

- ☐ Reached out to other librarians?
- ☐ Offered to serve in my LMS organization?
- ☐ Suggested my media center as a meeting place?
- ☐ Explored interlibrary loan connections?
- ☐ Planned to mentor other media specialists in the future?

* For more info, see www.btsb.com/libcorner/tmyk/workingtogether.php

** For more info, see www.btsb.com/libcorner/tmyk/librarymeetings101.php
and www.btsb.com/libcorner/tmyk/makingthemostofthemarket.php



WORKING WITH PARENTS & THE COMMUNITY

The people and programs you encounter outside of your school can assist you immeasurably. Take every opportunity to build and promote your LMC with the help of parents and other community members.

- ☐ Be networked with parents and family who support learning through the LMC.
- ☐ Be current on legislation in areas related to the library media program.
- ☐ Be familiar with community resources that support information-based learning, such as libraries, museums, and government and public organizations.
- ☐ Be aware of college and university programs that offer collaborative relationships in support of student learning and program development.
- ☐ Be attuned to helpful links with district, state, and regional educational offices and agencies.
- ☐ Be mindful of available resources from national agencies and organizations. *

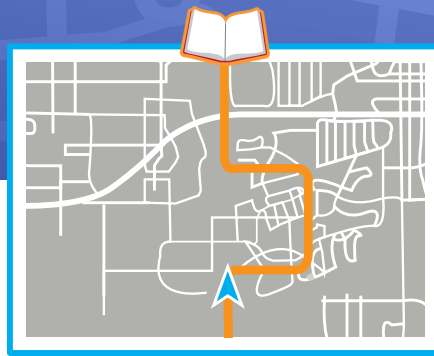


HAVE I ...

- ☐ Invited people to events in my LMC?
- ☐ Created a brochure about my LMC?
- ☐ Devised a marketing campaign for my LMC? **
- ☐ Shared the periodic newsletter for my LMC?
- ☐ Developed a web page for my LMC?
- ☐ Promoted the programs and services in my LMC?

* For more info, see www.lrs.org/index.php

** For more info, see www.btsb.com/libcorner/tmyk/marketingyourlibrary.php



HOW DID WE DO?

BOUND TO STAY BOUND produced **The New Librarian's Guide To Performance Success** for you as a new library media specialist and for others in need of a fresh approach to the various aspects of this important job. Were we successful in assisting you?

WE CAN DO MORE!

Our website and helpful representatives have a wealth of additional information available to help you be the best library media specialist possible. Visit us at www.btsb.com.



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