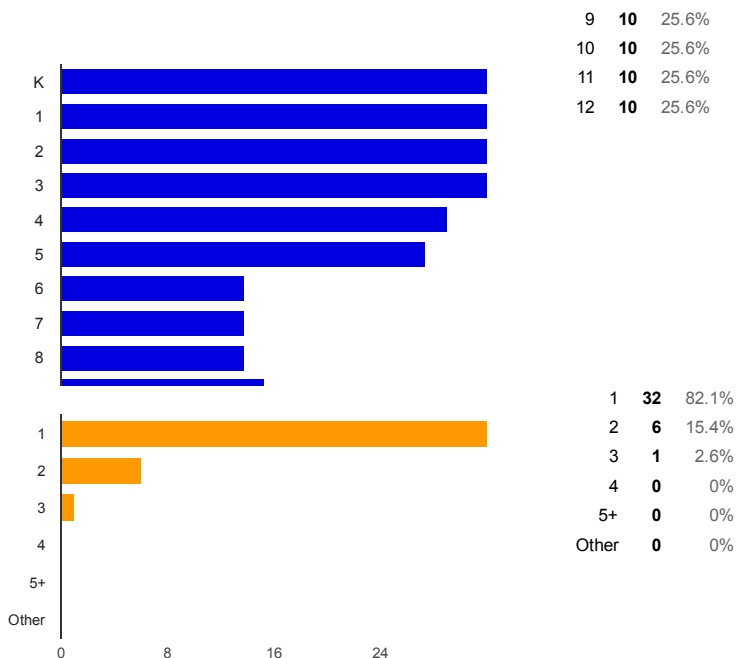


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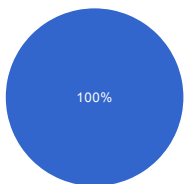
New York State Questions

What grade level(s) did you teach last year (2015-16)?

K	21	53.8%
1	21	53.8%
2	21	53.8%
3	21	53.8%
4	19	48.7%
5	18	46.2%
6	9	23.1%
7	9	23.1%
8	9	23.1%

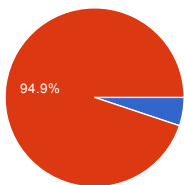


Were you a full-time Library Media Specialist in your district for the 2015-16 school year?



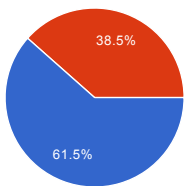
Yes **39** 100%
No **0** 0%

Was that a change from the previous year?



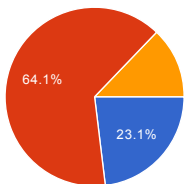
Yes **2** 5.1%
No **37** 94.9%

Did you have flexible scheduling built into part/all of your day?



Yes **24** 61.5%
No **15** 38.5%

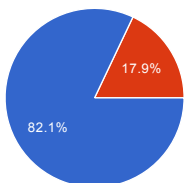
Will your assignment in 2016-17 be different than in 2015-16?



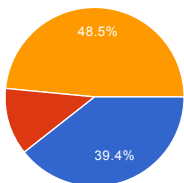
Yes **9** 23.1%
No **25** 64.1%
Other **5** 12.8%

Did you have support staff in 2015-2016?

Yes **32** 82.1%
No **7** 17.9%

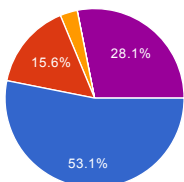


If so, what is their title?



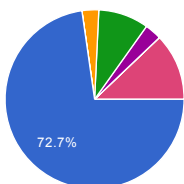
Library clerk	13	39.4%
Teacher's aide	4	12.1%
Other	16	48.5%

If you have support staff, how many hours per day?



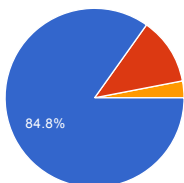
Full day	17	53.1%
Half day	5	15.6%
Quarter day	1	3.1%
Less than quarter day	0	0%
Other	9	28.1%

If you have support staff, how many days per week?



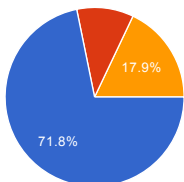
Full week	24	72.7%
4	0	0%
3	1	3%
2	3	9.1%
1	1	3%
Less than once per week	0	0%
Other	4	12.1%

If you have support staff, is it the same person/people every day?



Yes	28	84.8%
No	4	12.1%
Other	1	3%

Will you have support staff in 2016-2017?



Yes	28	71.8%
No	4	10.3%
Other	7	17.9%

Do you use any assistive technology? If so, what kinds?

- no
- Yes
- No
- read-aloud component of databases, audio books, etc.
- Read aloud components
- Students used the read-aloud component in the databases
- Read-aloud databases, streaming audio
- Yes, text to talk and read-aloud components of digital resources

No.

Yes, read aloud on select databases.

Did not use

read aloud databases

Text to speech etc on databases and ebooks

read-loud component on databases and books , screen readers

Read-aloud component, audio books

Digital Audio Books, read aloud features on databases and eBooks

Yes. Read aloud components on computers, High contrast or large font screens

Yes (read aloud)

read aloud

For english as a second language

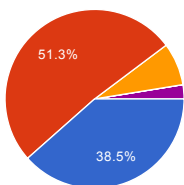
in the building yes, but not in the library

Read-aloud in databases

Read aloud component on some databases, Bookshare read-aloud

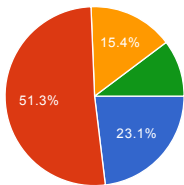
SMART Board and we have a program called TrueFlix that has a read-aloud component

Were you able to collaborate with classroom teachers in 2015-16?



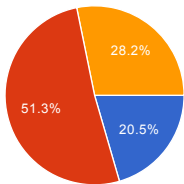
Frequently	15	38.5%
Occasionally	20	51.3%
Rarely	3	7.7%
Never	0	0%
Other	1	2.6%

How has collaboration changed from the previous year (2014-2015)?



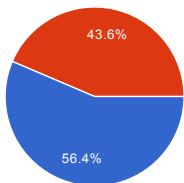
Increased	9	23.1%
Remained the same	20	51.3%
Decreased	6	15.4%
Other	4	10.3%

What was your level of book funding last year?



\$6.25 per student	8	20.5%
More than \$6.25 per student	20	51.3%
Less than \$6.25 per student	11	28.2%

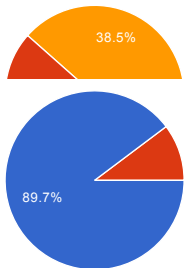
Did the school library program receive funding in addition to NYS book funding?



Yes	22	56.4%
No	17	43.6%

Was there a change in funding from 2014-2015 to 2015-2016?

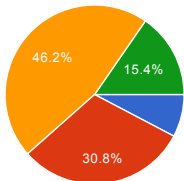
Increased	3	7.7%
Stayed the same	21	53.8%
Decreased	15	38.5%



abpage?

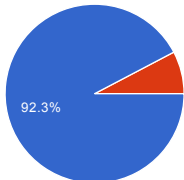
Yes	35	89.7%
No	4	10.3%

In 2015-16, did you do an inventory of your collection?



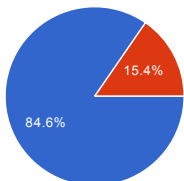
Full inventory	3	7.7%
Partial inventory	12	30.8%
No	18	46.2%
Planning to do inventory in 2016-17	6	15.4%

In 2015-16, did you weed materials from your collection?



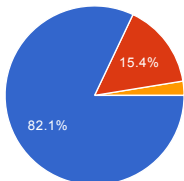
Yes	36	92.3%
No	3	7.7%
Other	0	0%

In 2015-16, did you ILL materials for students/teachers?



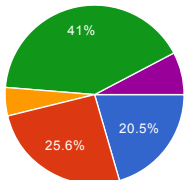
Yes	33	84.6%
No	6	15.4%

In 2015-16, did you collect circulation statistics?



Yes	32	82.1%
No	6	15.4%
Other	1	2.6%

In 2015-16, did you review database usage statistics?

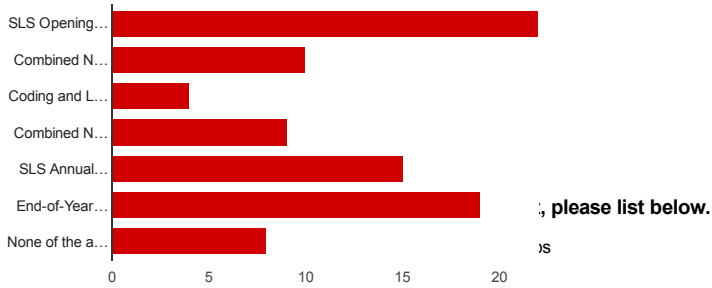


Yes, using stats from P/NW BOCES provided portal	8	20.5%
Yes, directly from vendors	10	25.6%
I collected them, but I did not review them	2	5.1%
I did not collect them	16	41%
Other	3	7.7%

Did you participate in any of the following PNW BOCES professional development opportunities in 2015-2016?

SLS Opening Network Meeting (Sep 2015)	22	56.4%
Combined Network Meeting (Nov 2015)	10	25.6%
Coding and Learning Conference (Dec 2015)	4	10.3%
Combined Network Meeting (Mar 2016)	9	23.1%
SLS Annual Conference -- Perspectives on a Diverse Library (Apr 2016)	15	38.5%

End-of-Year Meeting (June 2016) **19** 48.7%
 None of the above **8** 20.5%



Webinars

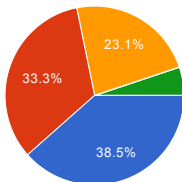
- Understanding Inquiry- Rockland BOCES
- Coding and Learning Conference
- What's New In Children's Literature workshop
- NYLA SSL presentation, Albany, May 2016
- Tech Forum New York, Just in Time Tech (BOCES), Web Tools 1 (District Class), ISTE/June 2016
- AASL National Conference (November 2015), Tech Conference in White Plains (April 2016), Google Summit (September 2015), SLMSSSENY Annual RVW Brunch (June 2016), Google Certification Bootcamp 1, Google Certification Bootcamp 2, PA Forward Conference (July 2015) etc.
- Getting Started with Makerspace
- ISTE Conference, LHRIC Tech Expo conferences, Curriculum council workshops, online courses and webinars
- Ed Camp
- Makerspace Facilitator Forum
- Makerspace Workshop over 3 separate days, Tech Expo
- in district spanish for beginners
- Level 1 Google Certification Bootcamp
- 101 Best Strategies to Increase the Effectiveness of Your School Library Program
- attended many maker space conferences, ED Leadership conference, and new children's Lit conferences
- Various webinars, online course re copyright, multi-language book fair, WLS breakfast meeting
- Through BOCES I participated in the Makerspace Workshop

Who funds your attendance at professional development?



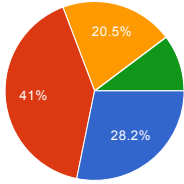
Local Questions: Member Plan and Report

STAFFING: Student learning is increased through access to certified library media specialists and well qualified support staff.



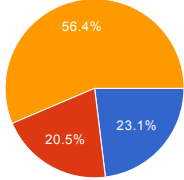
Students have access to skilled LMP instruction as a component of all subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 500 students, with 1
 Students have access to skilled LMP instruction as a component of many subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 700 st
 Some students have access to skilled LMP instruction as a component of some subjects in a program staffed by a certified LMS and support staff, but st
 Many students have little or no access to skilled LMP instruction; LMP is not staffed with a certified LMS, is staffed minimally part-time, or in a ratio less than 1 full-time LM

RESOURCES AND MATERIALS: Student needs for learning resources are met through well developed collections of materials in a variety of formats.



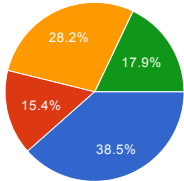
Comprehensive up-to-date collections in multiple formats are built collaboratively on Board-approved policy and evaluated continuously to support Standards, Up-to-date collections in multiple formats are developed with Board-approved policy to support the Standards and curriculum, with some faculty and student input; the weeded collection is built following a district-approved selection policy and weeded regularly; average age of non-fiction collections in disrepair do not support standards, curriculum or diverse needs, with little weeding, analyses, or collaboration in development; average age of non-fiction

RESOURCE SHARING: Cooperative relations improve library media program services and provide better access for students to information, knowledge and learning



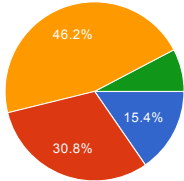
Unique resources are gathered and shared in response to curriculum needs and interests of diverse learning community; LMP anticipates resource needs through collaborative planning; LMP participates fully in regional networks and SLS; interlibrary loan program is robust and responds to needs of all the learning community; all faculty and students are aware of available resources; Library is a member of a regional network and SLS; limited interlibrary loan takes place, some faculty are aware of interlibrary loan

EQUITABLE ACCESS: Students have flexible and equitable access to resources that support their academic and personal learning and meet diverse learning needs



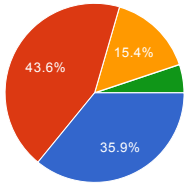
Collaboratively developed policies and procedures ensure collections, resources, and services are flexibly available for all learners beyond LMP and the school day, including students use LMP throughout most of the school day for a variety of resource needs; an open schedule is maintained, with a range of easily accessed resources, technologies, and services; Mix of fixed and flexible access is maintained based on student and curriculum needs; LMP is sometimes used to provide classroom teacher planning time; planning collaborative planning; LMP schedule is fixed with no open time to meet individual student or curriculum needs outside the schedule; access to collections, resources, and equipment is

BUDGET: Library media program has adequate, sustained funding to support student needs to attain the learning standards and achieve school mission, goals, and objectives



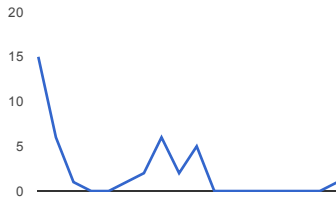
Highly adequate LMP budget includes long-range development plan for LMP; funding sources include innovative programs, grants, and partnerships for additional resources; LMP has adequate funding for staff, materials, technology, facilities; spending is planned annually, LMP reports on sufficiency of funding; special projects or new facilities can be added; LMP budget includes NYS School Library Materials Aid and local district funding for new materials; There is no funding for school library materials, or funding is minimal and includes only

FACILITY: Library media center facility is conducive to learning and flexible to meet every student's needs



ifferent learning styles and use by multiple groups and individuals simultaneously; furniture, shelving, displays, lighting, a
_ individuals with disabilities; furniture, shelving, displays, lighting, and technology accommodate simultaneous use by whol
LMP facility is minimally accessible to individuals with disabilities; furniture, shelving, lighting, and technology are functional, but limited in accommodating whole groups, and indivi
LMP facility is not inviting to students, inflexible, not conducive to different learning styles. Some furniture, shelving, lighting, or technologies are difficult to access, inadeq

Number of daily responses





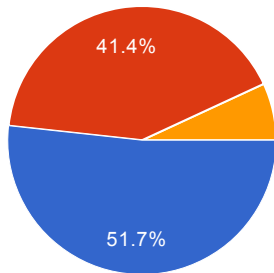
Edit this form

29 responses

[Publish analytics](#)

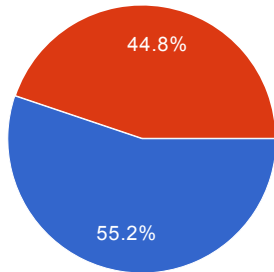
Summary

How would you assess the quality of service the School Library System provided for resource sharing and interlibrary loan?



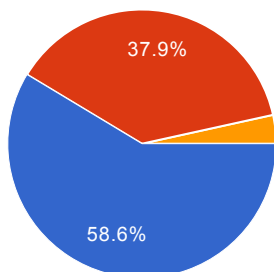
Excellent	15	51.7%
Good	12	41.4%
Fair	2	6.9%
Poor	0	0%

How would you evaluate the usefulness of the SLS Listserv?



Extremely useful	16	55.2%
Occasionally useful	13	44.8%
Rarely useful	0	0%
Never useful	0	0%

Communication between the SLS staff and members was



Excellent	17	58.6%
Good	11	37.9%
Fair	1	3.4%
Poor	0	0%

Please comment on why networking meetings are useful or not useful.

yes

Networking meetings are very useful because they help facilitate collaboration.

The networking meetings are very useful. They are great places to get new ideas or find ways to solve program-related problems.

I can't always make the 7:30 am meetings due to class commitments.

All held in the morning; with early classes this made it impossible to attend.

Not useful because they are always secondary topics and secondary presenters and secondary librarians presenting secondary things.

The only reason that networking meetings were not useful was because it is difficult to get approval to miss even a part of the school day for LMSs who are split between buildings.

Absolutely useful.

Great for support and inspiration and to find out what's new in our field.

They are very useful, I just have trouble attending during the school day. It is very difficult to miss so much school time and I feel like my library program suffers when I do.. Starting the meetings earlier or making them shorter would be helpful for me in terms of being able to attend more frequently.

I am unable to attend.

Discussing common problems and successful ideas are useful

depends on the agenda

I like the opportunity to be face to face with other library professionals whom I would not otherwise ever see.

I live too far away to attend network meetings.

Useful for feedback from peers in the same field, many ideas are shared, support is important.

Meeting times are difficult

valuable information and idea sharing time with colleagues

They are useful to share ideas with colleagues but due to my schedule I have not been able to attend for quite some time.

Helps know you are not "alone" as the "lone" LMS in your building-helped to hear the "real-life" situations that others are going through

Meetings are useful because the agenda is clearly focused on helping librarians share best practices and help each other with common issues.

I learn about books, media, new library materials, library news and trends at the local and national level.

They're useful to find out what other librarians are doing and to share ideas.

It would be nice to have unstructured time. I understand that protocols are important but frankly, we have so much of that shoved down our throats at the district level, it's disheartening to finally have time to meet with librarian colleagues and have that time micromanaged, too.

It is good to hear what other LMS deal with

useful for networking and sharing ideas.

The only time I feel like part of a "program". It's so important to meet with colleagues so we are not working alone, and reinventing the wheel. All those heads together are much better than mine alone. New ideas, new resources, new skills.

They let me know about new library resources and professional development opportunities as well as provide an opportunity to meet with and learn from my library colleagues in other districts.

This was the first year I was without a library assistant. I did not attend meetings this year for that reason. My schedule became very busy and it was difficult to attend meetings.

In what way(s) can the SLS better support your professional needs in 2016-17?

morning network meetings

SLS can bring some much needed training in the latest library information and technology trends.

Maybe more than one or two PD offerings.

More targeted meeting discussions.

It would have been helpful to have some afternoon meetings.

More elementary only programs and elementary only presentations and elementary only topics.

Communication with school administrators would support professional needs. This would allow admins to have a clearer picture of why networking and other meetings are vital to attend.

Communication about topics covered in these meetings would help make a case for how the day is not a missed day, but rather a work day in a new setting. It also supports information that LMSs are already trying to convey to admins.

Think through impositions and timing before sending out requests for action.

Continue the same as before.

I am going to take advantage of your Makerspace PD opportunities next year! I was very inspired by hearing about the successes of others this year.

It would be wonderful if minutes or highlights could be shared following meetings.

Keeping us abreast of library news, trends and best practices

not sure

I think SLS serves my needs very well.

Continue holding workshops to support us

Keeping current and informed.

More up to date information on current best practices

workshops

Training opportunities for librarians.

Continued professional development for emerging trends/technologies Keep us posted on advocacy that may be happening to pass the law which would mandate elementary librarians to schools with 500 or more students

It would be helpful if the SLS were not exclusively focused on the PNW region but looked beyond and supported efforts to attend state conferences and SSL/SLMSSSENY events

Continue offering workshops; maybe an EdCamp.

Hands-on workshops on more ways to be leaders in technology.

see above. And plan programming/professional development utilizing the vast talent we have in the region.

more technology training

more time to share what is happening in other districts.

Once a month meetings.

Professional development, resource sharing

More workshops(MakerSpace, technology, etc.)

What do you believe is the most important function of the School Library System?

communication and networking

Support and train librarians in all facets of library science including: information literacy, multiple formats (e-books, audio/video, bilingual etc.) literature and technology.

A personal learning network and community for area librarians

Exchange of ideas, resources, best practices between librarians.

Supporting school librarians in the work they do by keeping them updated on new trends, problem solving, and sharing ideas.

Supporting librarians through professional development and advocacy

Providing opportunities for LMSs to meet (virtually and in-person) to share ideas, triumphs, problems, and more.

Support and network.

Pooled resources

Connecting librarians in the immediate area so we can be inspired and learn from one another's successes, taking ideas back to improve our own programs and services.

Sharing information for new and innovative ideas and best practices, news from state and federal mandates/changes, curriculum collaboration

Advocating for school libraries

Advocacy and to provide professional development for members

Networking opportunity; professional development workshops

Professional Development

Advocacy and professional development

Support

professional development

Provide appropriate training to librarians keep up with current educational trends.

Support/Advocacy

To promote the work of school librarians and help school librarians feel connected beyond the silos of their individual buildings

Keep libraries connected at the local and state level.

Keeping librarians a step ahead of educational technology trends and providing training to learn the best way to incorporate them into our programs.

Building and reinforcing the profession

networking

Networking and sharing ideas

Meetings!

Resources and networking opportunities

To be a supportive network of colleagues outside of our own district.

The one thing I would like to see the SLS improve or expand is:

communication and networking or committees

Accommodate different schedules and use technology (google chat/facetime/ & webinars) to reach more library professionals.

PD!

Having meetings at diverse times and more visits by the director to see what we do.

There needs to be an advocacy movement or there will be no more members.

Not sure

More mini-courses.

Sharing information after the meetings. I miss the collaboration with colleagues.

More elementary based programs

None at this time

n/a

Support

More training opportunities.

Advocacy

commitment to the larger professional networks of the school librarian field

More training workshops

COMMUNICATION!

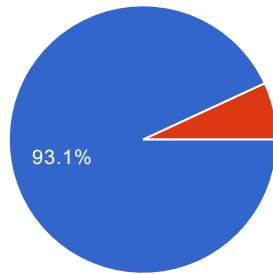
More time to share successes and work with other media specialists working with the same age students.

access to shared database and ebook collections

Additional workshops within our field.

Was the SLS successful in implementing the Plan of Service in 2015-16?

Yes	27	93.1%
No	2	6.9%



Most relevant for networking meetings

Advocacy

collaboration with teachers and promoting library services in the school

Makerspaces, Digital Citizenship, EdCamp, & Literature (Book talks).

Successful collaborative projects and maybe grant-writing

Digital citizenship (if and how it is taught by the SLMS), best practices, lessons that were successful

Integrating new ideas into the library programs and evaluating ones that have stood the test of time.

Makerspace and Advocacy for Librarians

Technology and research

Coping with staffing reductions, new uses of technology.

Collaborative lessons, technology by grade level

Makerspaces and technology integration

Makerspace topics, robotics, 3d printing, tying the makerspace with curriculum topics, source list for makerspace resources, bookshelf recommendations, how to adapt in a 1:1 environment

Coding in the elementary library class, balancing literature and technology

New technology and how to use it, collection development issues, advocacy

I think that the topics slated for next year are spot on.

Makerspaces in a fixed schedule library

Continue with current trending topics and advocacy

brain development of adolescents, promoting responsible use of social media

Beneficial ways to incorporate google apps into the library curriculum.

More makerspace workshops/other workshops that deal with some of the other emerging "maker activities" i.e. LittleBits, Osmo etc.

Advocating for elementary librarians to be state mandated.

Digital citizenship and education technology

Google Classroom/GAFE for librarians Digital citizenship Co-teaching opportunities with content-area / classroom teachers

technology

Lesson and curriculum ideas.

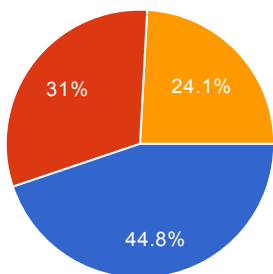
Collaboration, PR, encouraging better use of the LMC.

Maker spaces, Google Certification, Time management and collection development resources, overviews of common core and collaborative opportunities between librarians and teachers in

this area.

Technology Integration, Collaborating with teachers, MakerSpace, etc.

If the SLS Coordinator did not visit your school library in 2015-16, would you like to plan a site visit in 2016-17?



Yes, I would like for the SLS Coordinator to visit in 2016-17. I will email jmannozzi@pnwboces.org	13	44.8%
No	9	31%
The SLS Coordinator visited my school library in 2015-16.	7	24.1%

Is there anything else you feel we should know in regard to 2015-2016?

n/a

It would be great if we could host an Edcamp at one of our network meetings.

I am a certified librarian and teacher. I am being replaced by TOSA.

I enjoyed the Coding conference.

N/A

The SLMPE incident caused a lot of angst in our district!

No. Thanks for the support.

Thanks for all you do with a friendly smile!

Elementary libraries are being eliminated in my school district, but we received no support from you.

No

Number of daily responses

