

Alabama Department of Education

Alabama's
School
Library Media
Handbook
for the
21st Century
Learner



Our Mission:

In collaboration with the school's learning community, Alabama's 21st Century Library Media Programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

STATE BOARD OF EDUCATION

OUR MISSION STATEMENT

“To provide a state
system of education
which is committed
to academic excellence
and which provides
education of
the highest quality
to all Alabama students,
preparing them
for the 21st century.”



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PREFACE

The Alabama Department of Education advocates exemplary library media specialists and programs in the state's public school systems.

Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner publication, a revision of Literacy Partners, was developed by Alabama school library media professionals to provide guidelines for implementation of the *21st Century Standards – Alabama's School Library Media Programs*. Library media programs are constantly changing and evolving to enhance a 21st Century learning environment which contributes to student achievement. Research indicates a high correlation between quality library media programs and increased student achievement as documented in *School Libraries Work!*

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner incorporates state and national standards and guidelines which focus on the role of the library media program as an integral component in the teaching and learning process. *Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner* is designed to be used collaboratively by the learning community to guarantee that students improve in academics through 21st Century learning standards.



RESEARCH

School library media programs are important in providing information to students and in teaching students how to acquire and use that information. Research studies show that an active school library program run by a certified library media specialist with flexible open access to the library media center makes a significant difference to student learning outcomes. These studies illustrate the positive correlation between a good library media program and student achievement. A list of available research studies are listed in the Appendix.

(See Appendix A)

The following information related to the impact that school library media centers make on student achievement was acquired from The Ohio Research Study Fact Sheet.

“The findings indicate that the effective school library helps the strongest as a resource agent and a technical agent, providing access to information resources necessary for students to complete their research assignments and projects successfully. However, the qualitative responses show that the school library’s strength is not just as a passive information supply and exchange agency. Clearly helpful is the library’s part in engaging students in an active process of building their own understanding and knowledge—the library as an agent for individualized learning, knowledge construction and academic achievement.

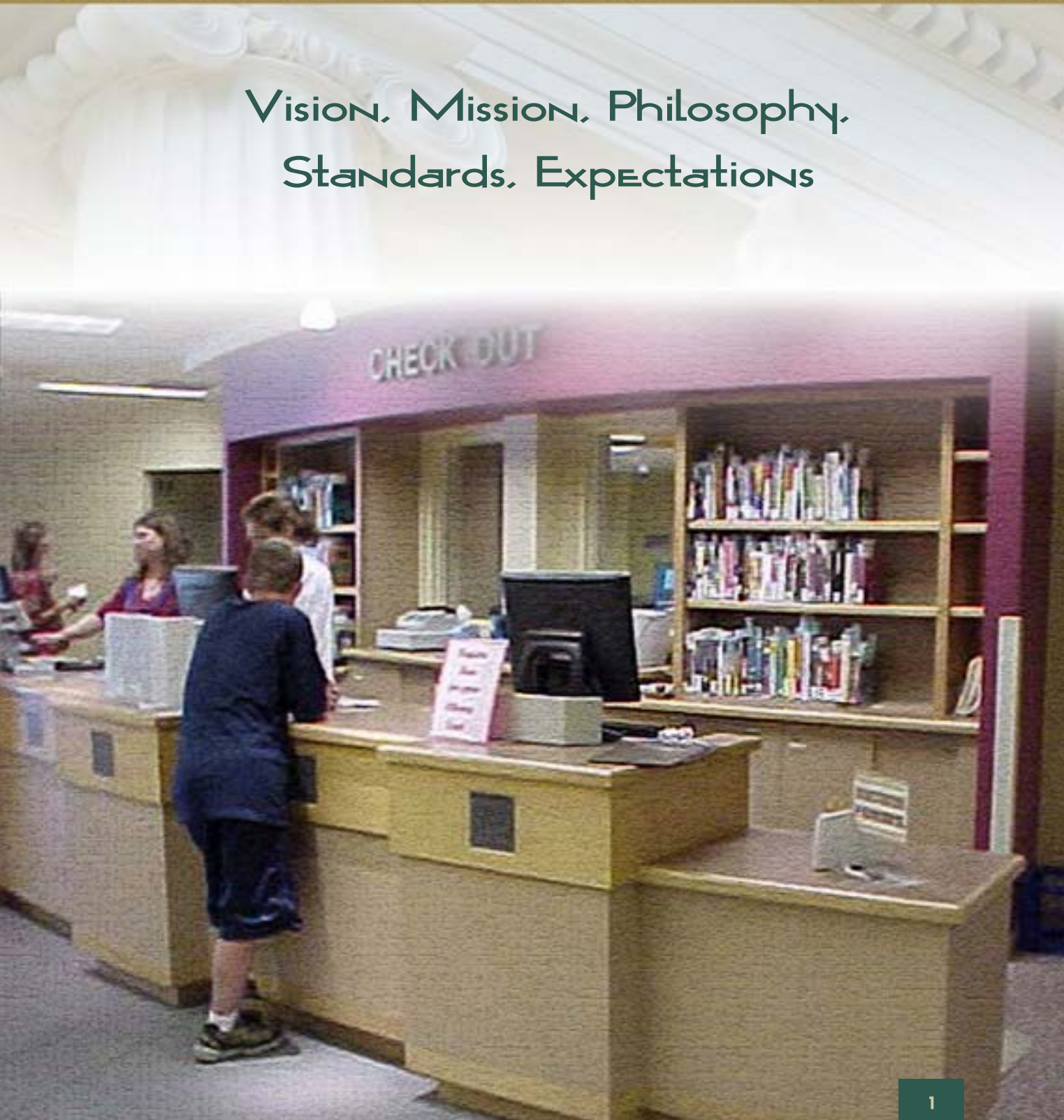
Correspondingly, the instructional intervention by the school librarian goes beyond teaching students how to use technology tools to access and evaluate information, but also provides instruction in how to use these tools effectively and reflectively to create products.”

“The study shows that an effective school library, led by a credentialed school librarian who has a clearly defined role in information-centered pedagogy, plays a critical role in facilitating student learning for building knowledge.”

<http://www.oelma.org/StudentLearning/SLFindings.asp>

SECTION I

Vision, Mission, Philosophy, Standards, Expectations



1.1 Vision Statement

In collaboration with the school's learning community, Alabama's 21st Century library media programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

1.2 Mission Statement

Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner expresses the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by

- ensuring learners will be able to independently inquire, think critically, and to gain, create, and share knowledge;
- providing real and virtual access to appropriate, high-quality resources and services during and outside the school day;
- participating in curriculum development and design of learning activities; and
- facilitating professional development for the learning community.

1.3 AASL Standards for the 21st Century Learner

The American Association of School Librarians (AASL) Standards for the 21st Century Learner offer a vision for teaching and learning to guide our profession. The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the

thinking skills that will enable them to learn on their own.

- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards describe how learners use skills, resources, and tools to:

- 1) Inquire, think critically, and gain knowledge.
- 2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- 3) Share knowledge and participate ethically and productively as members of our democratic society.
- 4) Pursue personal and aesthetic growth.

<http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>

1.4 Intellectual Freedom

"Intellectual freedom accords to all library users the right to seek and receive information on all subjects from all points of view without restriction and without having the subject of one's interest examined or scrutinized by others."

American Library Association (2006) *Intellectual Freedom Manual* Intellectual freedom is prerequisite to effective and responsible citizenship in a democracy and is one of the core values of the library profession. The American Library



Association's (ALA) *Library Bill of Rights* (LBOR) serves as the library profession's interpretation of the First Amendment of the U.S. Constitution.

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

A library media program is founded on a commitment to the right of intellectual freedom. By providing access to information and ideas essential for 21st Century learners, a library media specialist empowers learners who acquire skills to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to a pluralistic society. A library media specialist is a leader in meeting a school's responsibility to provide resources on all points of view on all questions and issues and to make these ideas and opinions available to anyone who needs or wants them, regardless of age, background, or views.

Eighteen interpretations of the LBOR have been written to define and clarify its guidance. One of the most pertinent to library media programs is *Access to Resources and Services in the School Library Media Program*.

<http://www.wla.lib.wi.us/ifrt/documents/accessschoollibrarymediaprogram.pdf>

1.5 Freedom to Read

The Freedom to Read (FOR) statement is the best known of the American Library Association's

documents supporting the principles of intellectual freedom and begins with the following:

"The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read."

In addition to providing a foundation for selection and/or collection development policies, the FOR provides a reminder that open communication is necessary in a free society and creative culture. Library media specialists help ensure students have access to information covering a wide range of issues and viewpoints.

<http://www.ala.org/ala/oif/statementspols/forstatement/freedomreadstatement.htm>



SECTION II

An Administrator's View



2.1 Characteristics of a 21st Century Library Media Program

The Program

- The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library media resources and services.
- Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized by a recognized method and are available in an automated format.
- 21st Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- Library media services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the goals of the school and school system.
- A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibly and safely.

The Professional

- The library media specialist (LMS) is certified, evaluated annually by appropriate criteria, and has a plan for professional development.
- The library media specialist collaborates with the learning community to determine collection needs and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted

and contains furnishings appropriate in size to the student population.

- The library media center has the infrastructure needed to sustain existing and emerging technologies.

2.2 Administrators' Responsibilities

Administrators have the responsibility of ensuring successful school library media programs and also maintaining a safe and equipped library media center. Their active engagement and support is a vital element to the success of the library media program. Administrator responsibilities include:

- Hiring certified media specialists
- Assigning earned media units as provided by the Local Education Agency (LEA) Unit Breakdown
- Understanding the competencies needed for an effective library media specialist (LMS)
- Understanding the role of the school library media specialist in the educational setting
- Supporting the work of a Library Advisory Committee
- Ensuring funds are expended according to the Alabama Code
- Utilizing discretionary funds to enhance the LMC's resources and programs
- Ensuring the appropriate maintenance of the library media center, including the physical space, furnishings, and technology infrastructure
- Encouraging students, teachers, and parents to provide input into the development of the collection
- Supporting efforts to keep the collection current, which includes print, nonprint, and electronic resources
- Encouraging teachers to plan differentiated learning activities collaboratively with the library media specialist
- Supporting the establishment and maintenance of an automated catalog system
- Ensuring that technology resources are sufficient for teacher and student use
- Providing resources for the maintenance and upgrade of technology
- Including the library media specialist in the development of the school technology plan
- Ensuring that the library media specialist provides instruction in the ethical and safe

- use of technology and the Internet
- Collaborating with the library media specialist to develop schedules that facilitate open and flexible access
- Ensuring that the library media specialist and library staff follow job descriptions as developed by LEA in board policy and according to certification of LMS
- Ensuring that the library media specialist and teachers have time to collaborate in planning curriculum activities which integrate inquiry, 21st Century learning standards, and technology into the school curriculum
- Communicating the scheduling policy to the staff, ensuring that the library media specialist has 40% of their instructional week reserved for management responsibilities
- Planning periodic assessment of the LMS and library media program, using district-approved evaluations [i.e., Library Media Professional Education Personnel Evaluation
- Encouraging participation and securing financial support for the library media specialist to participate in local, state, regional, and national professional development
- Ensuring that the library media specialist provides professional development opportunities for teachers

2.3 Teacher Responsibilities

The active participation of teachers is essential to a successful library media program. Responsibilities of the teachers include:

- Collaborating with the LMS to plan and schedule library research units
- Collaborating with the LMS to design and co-teach instructional units
- Collaborating with the LMS to provide opportunities for students to have equitable and frequent access to the library media center and its resources at the point of need
- Collaborating with the LMS to develop and implement school-wide reading initiatives
- Serving on the Library Advisory Committee
- Providing information to help align the collection to the classroom curriculum
- Requesting materials related to specific units and areas of the curriculum
- Sharing the needs and interests of the students

- Sharing student work for display in the library media center
- Collaborating with the LMS to establish high quality Web sites for student use
- Using the library media resources effectively
- Communicating the value of the library media center and respect for the library media center to students
- Collaborating with the LMS to ensure student participation in special programs in the library media center, such as book fairs and author visits
- Co-teaching the ethical and safe use of technology with the LMS
- Participating in professional development opportunities offered by the LMS

2.4 Library Media Specialist's Responsibilities

A library media specialist has a unique role in the school setting. Responsibilities of the library media specialist include:

- Collaborating with teachers to plan and implement instructional units integrating the resources of the library media center with the classroom curriculum
- Participating in school curriculum planning meetings
- Providing instruction and resources to reach diverse student needs
- Providing access to available appropriate resources such as digital, visual, print, and technological materials
- Implementing the use of technology, both in library media program management and instruction
- Ensuring students have access to the library media center at the point of need for class-related research, individual investigation, independent reading, and personal inquiry
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction
- Providing a welcoming and respectful climate in the library media center
- Developing and implementing reading initiatives to motivate and engage each student in independent reading
- Providing professional development for

teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction

- Developing a scheduling policy which provides open and flexible access for all students and teachers
- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System
- Maintaining fair and consistent circulation and use policies
- Developing a policies and procedures manual, approved by the local board of education, for the library media center
- Documenting, reporting, and maintaining records of use of library media center resources
- Working with technology personnel to maintain working and up-to-date computers, Internet access and other technology peripherals
- Staying current on the latest technologies and their use for teaching and learning
- Managing library staff and volunteers
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library media advisory committee, and industry trends
- Ensuring that library enhancement funding is allocated and spent each year according to Alabama Department of Education procedures and policies
- Maintaining budget and expenditure records
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders
- Attending local, state, or national professional development workshops and meetings
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page)
- Developing an ongoing advocacy program for the library media center
- Arranging the library media center for variety of uses by large groups, small groups, and individuals



- Promoting use of the library media center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school

2.5 Professional Development

The role of the library media specialist is crucial in ensuring that students obtain information literacy skills for the 21st Century. The success of students in the real world depends on their ability to access, evaluate, use, and produce information. Therefore, the library media specialist must learn about and incorporate the changing information environment in order to integrate 21st Century skills into the curriculum. To remain proficient, library media specialists must connect and share expertise and programs within the library media professional learning community.

Professional Development Opportunities

Throughout the year the Alabama Department of Education, Technology Initiatives, and other educational and professional agencies offer many professional development programs designed specifically for the library media specialist:

- Professional Development Sessions — Information about these sessions designed for library media specialists can be found on the Alabama Library Media Online (ALMO) Web page. <http://alex.state.al.us/librarymedia/>
- Technology in Motion—Offers sessions to update library media specialists on the Alabama Virtual Library and integration of emerging technologies into the curriculum.

- www.technologyinmotion.state.al.us
- Alabama Educational Technology Conference (AETC)—Offers technology sessions designed specifically for library media specialists. www.aetc.cc
- Alabama Virtual Library (AVL)—Offers training on the use of the AVL and curriculum integration. www.avl.lib.al.us
- Alabama Public Television (APT)—Offers training on the different resources available through their Web site, such as United Streaming, eLearning for Educators, Discovering Alabama. www.aptv.org
- American Association for School Librarians, (AASL) The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library media field. <http://www.ala.org/ala/aasl/aaslinindex.cfm>
- International Society for Technology in Education (ISTE)—Provides leadership and service to improve teaching and learning by advancing the effective use of technology in education. <http://www.iste.org/>
- National Education Technology Standards (NETS)—An ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of distinguished partners and co-sponsors. <http://cnets.iste.org/>
- International Reading Association (IRA)—A nonprofit professional organization for those involved in teaching reading to learners of all ages. <http://www.reading.org/>
- Regional and local in-service centers

Professional Journals

To keep current on what is happening in the 21st Century media center, the LMS reads professional journals regularly such as *School Library Journal*, *Library Media Connection*, *Voice of Youth Advocates*, *School Library Media Activities Monthly* and other professional journals. The LMS may also contribute his/her own articles for inclusion in professional journals.

Professional Associations

Library media specialists who wish to build professional relationships with other library media specialists and to develop an awareness of library issues across the United States are encouraged to obtain membership in professional organizations.

These organizations offer publications, discussion groups, and state and national conferences. Other associations that offer educational opportunities in technology, reading, and literacy can be found in abundance.

- Alabama Instructional Media Association (AIMA)—Offers conferences and memberships which assist in forming professional relationships with colleagues across the state of Alabama and developing an awareness of library issues and exemplary practices. www.alaima.org
- Alabama Library Association (ALLA) <http://allanet.org>
- American Association of School Librarians (AASL) <http://www.ala.org/aasl>
- American Library Association (ALA) <http://www.ala.org>
- International Reading Association www.reading.org/
- International Society for Technology in Education www.iste.org
- The library media specialist participates in Alabama Library Media Specialists (ALMS) listserv (www.alex.state.al.us/librarymedia), LM_Net or other listserves related to library media centers.
- The Library Media Specialist enrolls in library media university courses to keep abreast of new trends



2.6



National Board certification is an additional, voluntary certification that is administered by the National Board of Professional Teaching Standards. NBPTS states that it “advances the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do.”

National Board prerequisites for eligibility state that the candidate must have completed three years of teaching (in any field), have a B.S. degree, and have a state teaching certificate or teaches in a school recognized by the state.

This standards-based teaching certification is available for library media specialists who teach students ages 3–18+. Working with students 12 months prior to the submission, candidates must submit four portfolio entries that demonstrate their ability to meet the standards for library media: fostering an appreciation of literature, integration of instruction, instructional collaboration, and documented accomplishments. Candidates

describe, analyze, and reflect in a written commentary their teaching practices. Two entries include video examples of their teaching and one includes student work samples.

Candidates must also answer six thirty-minute timed exercises that demonstrate their knowledge of ethical and legal tenets, collection development, technologies, organizational management, information literacy, and knowledge of literature.

Candidates who become certified by the NBPTS will receive a \$5,000 salary supplement annually for the life of the certificate. Additionally, upon completion, nationally board certified teachers receive a \$5,000 professional development. Some school districts offer other incentives to encourage candidacy.

The state of Alabama supports this certification by offering competitive grants that will pay the \$2500 assessment fee for candidates who pass the selection process and agree to teach for five years in the state of Alabama after certification. NBPTS certification may be used for license reciprocity and certificate renewal.

NBPTS states, “Research is consistently positive



about the impact of National Board Certification on improvements to teacher practice, professional development, and areas of school improvement that are critical to raising student achievement.”

As a prerequisite, candidates may also decide to submit the fostering appreciation of literature video

portfolio for the Take One process. This entry is identical to the one that a candidate would prepare if participating in the full certification; however, the benefits are limited.

For further information, check the NBPTS Web site at <http://www.nbpts.org>

NATIONAL BOARD LIBRARY MEDIA STANDARDS

The basic standards for NBPTS are given below. These standards require a strong commitment on the part of the library media specialist to actively participate in the instructional process.

What Library Media Specialists Know

- I. Knowledge of Learners**
Accomplished library media specialists have knowledge of learning styles and of human growth and development
- II. Knowledge of Teaching and Learning**
Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment
- III. Knowledge of Library and Information Studies**
Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs

What Library Media Specialists Do

- IV. Integrating Instruction**
Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning
- V. Leading Innovation through the Library Media Program**
Accomplished library media specialists lead in providing equitable access to effective use of technologies and innovations



- VI. Administering the Library Media Program**
Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively

How Library Media Specialists Grow as Professionals

- VII. Reflective Practice**
Accomplished library media specialists engage in reflective practice to increase their effectiveness
- VIII. Professional Growth**
Accomplished library media specialists model a strong commitment to lifelong learning and to their profession
- IX. Ethics, Equity, and Diversity**
Accomplished library media specialists uphold professional ethics and promote equity and diversity
- X. Leadership, Advocacy, and Community Partnerships**
Accomplished library media specialists advocate for the library media program, involving others in the greater community

*National Board for Professional Teaching Standards. www.nbpts.org

SECTION III

The Library Media Center Learning Environment

“An abundance of evidence strongly supports the connection between student achievement and the presence of school libraries with qualified school library media specialists. When library media specialists work with teachers to support learning opportunities with books, computer resources, and more, students learn more, get better grades, and score higher on standardized test scores than their peers in schools without good libraries.”

School Libraries Work, 2008, p. 4

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf



3.1

Library Media Specialist

The Library Media Specialist is not a core subject teacher, i.e. Reading, Math, Science, and should not be used as one. For example, reading goes beyond decoding and comprehension to interpretation and development of new understandings. While the LMSs are not trained to deliver reading instruction, they play an integral role in a school reading program.

The library media specialist's role in the reading program is that of managing and organizing the resources of the LMC, while the teacher's role is that of reading skills instruction. The LMS's extensive knowledge of the LMC collection and expertise at matching books to readers provides a crucial supportive role in the total reading program. This example could be applied to any core curricular subject.

The American Association of School Librarians published a Position Statement on the role of the school library media specialist in reading development. To access the document: <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementresource.htm>

Position Statement on Resource-Based Instruction: Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.

The following elements are integral to an effective reading program:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.

- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and library media specialists cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Continual staff development is critical to reading instruction.

The responsibility for successful implementation of reading development is shared by the entire school community—teachers, library media specialists, and administrators working together.

(adopted June 1993; revised July 1999)

3.2

The school library media specialist has an important role in the school's reading program. The LMS is knowledgeable about the instructional reading program in order to provide resources and activities in the LMC that correlate with the reading program. A quality literacy program is developed through collaboration with the learning community. Greater access to books increases students' reading time which leads to gains in reading fluency, vocabulary, and comprehension.

The LMC is the heart of the school where frequent and flexible access is encouraged. The LMC is aesthetically pleasing and a barrier-free learning environment that encourages the enjoyment and excitement of reading. A vibrant program encourages students to visit the library, to become life-long library users, and to love books and reading.

3.3 National Reading Programs

National Reading Programs provide spring boards to collaboration with the learning community. Each year professional organizations provide special programming that enhances the library media program. Examples of these programs are provided in the Appendix of this document. (See Appendix B)

3.4 Understanding Collaboration

Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. Collaboration sometimes must be adjusted in response to different situations.

The following information is given to assist the library media specialist in collaborating with grade

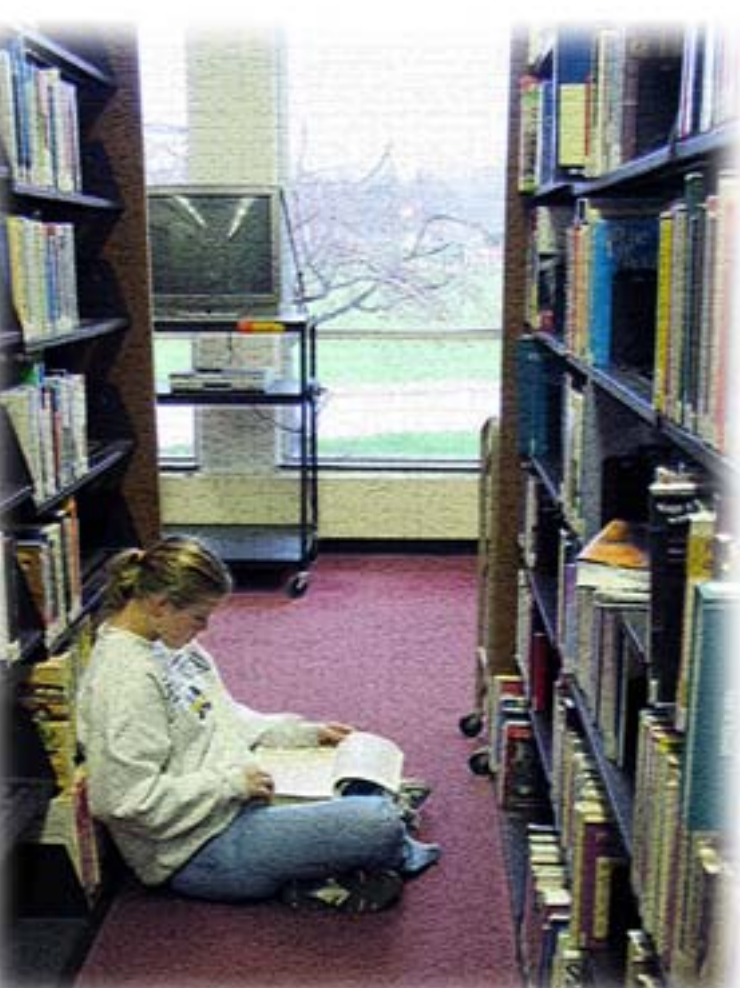
level and subject area teachers to create a quality learning environment.

Facts to Remember:

- Planning is the first step in collaboration between the teacher(s) and the library media specialist. Together they agree on the objectives to be addressed, the process for teaching the unit, what products, if any, that will be created, what assessment will be used for evaluation, the timeline for the unit of study, and how the teaching responsibilities will be divided.
- Collaboration is based on shared goals and visions, and an atmosphere of trust and respect. Educators have different strengths and viewpoints that contribute to the teaching process.
- The library media specialist has knowledge of information and technology skills and the methods needed to integrate them into the unit

SUGGESTED READING ACTIVITIES AND INCENTIVES

- Book talks
- Blogs
- Wikis
- Web pages
- Podcasts
- Guest readers
- Author studies
- Author visits
- Author displays
- Bulletin boards
- Book character parades
- Reading bowl
- Battle of the books
- Book Clubs
- Library Clubs
- Reader's Theatre
- Literacy Circles
- Book buddies (different grade levels read to each other)
- Book covers (students design covers)
- Read alouds (listening to good readers)
- Reading environment (atmosphere/environment conducive to reading)
- Silent Sustained Reading (SSR)
- Drop Everything and Read (DEAR)
- Principals/Teachers Challenge
(challenge students to read a certain number of pages, etc.)
- Book Fairs
- Treasure Hunts/Scavenger Hunts
- Summer Reading Lists





- of study. The library media specialist also has the knowledge for teaching these skills and an understanding of the research process.
- The teacher has an understanding of the strengths, weaknesses, attitudes, and interests of the students, and of the curriculum content to be taught.
 - Each educator has his/her area of expertise.
 - Each educator has equal input and contributions to the planning process which involves a shared responsibility for implementation and evaluation.
 - Communication between the library media specialist and the teacher is essential to success.
 - Curriculum mapping is important so that the library media specialist has knowledge of the curriculum content being taught in the classrooms.
 - A planning template is essential to the success of the unit of study.
 - The time to plan for collaboration is sometimes difficult to find. Educators have to be creative.

- Collaborative lessons may occur within the library and continue in the classroom setting.
- At the end of the collaborative unit of study, there is reflection for revision by collaborative partners.

Included in the Appendix is:

From Cooperation to Collaboration, a chart adapted from the AASL Collaboration Brochure, Fall 1996, that describes distinct levels of involvement between classroom teachers and the LMS. These range from low level efforts to high end collaborative efforts involving curriculum development. (See Appendix C)

3.5 Promoting Flexible, Open Access

Guidelines for Library Media Center Scheduling: In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use.

Weekly schedules that list whole-class and small-group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use through the year.

Points to Remember:

- The library media specialist, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.
- The library media center should not be closed for non-library purposes. The LMC is open for student use at all times.
- Forty percent of the library media specialist's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the library media specialist, although students and teachers may still use the LMC.
- The LMS is provided a scheduled lunch time.
- Teachers and administrators should understand the difference in flexible scheduling, open access, and fixed scheduling.

Definition of Flexible Scheduling:

The library media center does not have a set daily or weekly schedule for classes to use the library. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. In this case the LMC is an extension of the classroom; used to provide access to resources, information fluency, and independent and group learning.

Points to Remember:

- All students and teachers have access at their point of need
- Teachers and library media specialists can collaborate to develop enhanced curriculum units
- Student achievement is higher with this type of scheduling
- Flexible scheduling provides equity of access
- The LMS can work with all grade levels and subject area teachers to build research units around schoolwide themes

Definition of Open Access:

In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need. The library media center may also be scheduled for individuals,

groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources. If an aide is not available to assist with circulation when the LMS is working with a class, students are taught how to check materials in and out. Student aides and community volunteers may be trained to assist with the circulation procedures.

Variations of Flexible Scheduling:

- **Completely flexible**
The LMS provides a scheduling calendar with time for teachers to schedule their classes. A collaboration log to ensure that every teacher is scheduling regular library media time is maintained.
- **Partially flexible**
This scenario is seen in lower elementary schools where Grades K-2 are scheduled at regular times to have contact with the LMS for exposure to read aloud stories. If this type of scheduling is used, classes are normally concentrated into one or two days a week and are held at the beginning or end of the day, thus, allowing large blocks of time for other classes to schedule as units are developed.

For additional information on flexible scheduling: Position statement adopted by the American Association of School Librarians (AASL), a division of the American Library Association.
<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatement.cfm>

3.6 Encouraging Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional LMS needs to provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.

Advocacy Tools

- The American Association of School Librarians (AASL) provides an advocacy toolkit on the Web site. It also refers to the School Library Campaign of ALA's @ your library.
www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm
- Web page/Web site—A library media Web

page or Web site can be the virtual face of the LMC. The information needs to be clear and kept up to date. Items found on the page may include mission statement, links to Web sites, database access, library media news, book reviews, unit projects, recommended titles, and hours of circulation. Show what you are accomplishing in your LMC!

- Newsletters—Newsletters can be an important tool for LMC promotion. These can be short – one page, a double-sided page, booklet, or pamphlet. Focus on what is new in the LMC, events that have happened or will happen, class visits, projects, circulation reports, books added, pictures of students/projects. The newsletter can be monthly, bi-monthly, or once a semester. Create a “catchy” name for your newsletter and choose a logo. The following link gives information on creating newsletters: http://ctb.ku.edu/tools/en/sub_section_main_1_068.htm
- This site from Microsoft gives help on creating newsletters with Microsoft Word: http://www.internet4classrooms.com/msword_newsletter.htm

3.7 Library Promotional Events

The American Library Association and its divisions sponsor nationally recognized events that promote the value of the library media program. A partial listing of these events is located in the Appendix. (See Appendix D)

3.8 Collaborating with Public and Academic Libraries

Public and academic librarians are collaborators in the educational process with the school library media specialists. School library media specialists connect with the local public library. The school LMS collaborates with the public librarian to supplement and enhance the school curriculum.

“What is important is that the best library services be provided for children and young adults—library services which will meet their total needs, including education, personal information, recreation, personal interests, and career needs.”

(Fitzgibbons, AASL, *School and Library Relationships*)



3.9 ESTABLISHING A LIBRARY MEDIA CENTER LEARNING ENVIRONMENT

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<p>The library media program provides a curriculum-based learning environment which accommodates all learners, using diverse resources</p>	<ul style="list-style-type: none"> • LMC provides opportunities for individuals and groups to extend classroom studies and to further personal interests • Students have flexible open access to library media resources and services • Library media resources are available to encourage research, engage students in pleasure reading, support the curriculum, and address individual needs and interests • 21st Century skills are integrated with all subjects and developed in a curriculum context • The LMS provides a comprehensive program that assures each learner will acquire the skills to select, evaluate, and use information appropriately and effectively • The LMS supports the school's reading program by making appropriate reading materials available to students 	<ul style="list-style-type: none"> • Basic plus: • Information literacy skills are integrated with all subjects and developed in a curriculum context • The LMS develops and implements a planned, ongoing reading motivation program • The LMS assists students with accessing, evaluating, and using information for curricular or personal needs 	<ul style="list-style-type: none"> • Advanced plus: • The LMS correlates data related to library media programs, collections, and student achievement to conduct continuous formal and informal assessments of the library instructional programs, collections and facilities • The LMS develops and implements a planned, ongoing reading motivation program using a variety of methods and involves the entire learning community
<p>The library media program supports the mission and goals of the school and promotes the development of a curriculum-rich environment that provides the foundation for lifelong learning</p>	<ul style="list-style-type: none"> • LMC resources include various formats and levels to meet the diverse learning styles and abilities of all students • Flexible scheduling and open access is supported by administrators at the school and district/system level • The LMS is assigned to the LMC and is not assigned a class other than typical library media classes • The LMS adapts methods to accommodate the diversity and education levels of students 	<ul style="list-style-type: none"> • Basic Plus: • Provides extra instruction, assistance and support as needed • Regular whole class instruction given in retrieval and use of resources, supplemented by frequent individual assistance 	<ul style="list-style-type: none"> • Advanced Plus: • Provides resources and instruction to assist students in using their own learning styles and abilities to perform at their highest potential • Individual assistance is given routinely and regularly

<p>The library media program incorporates collaborative planning and teaching by library media specialists and teachers and integrates information literacy and technology instruction into the curriculum</p>	<ul style="list-style-type: none"> • Regular whole class instruction given in retrieval and use of resources • The LMS collaborates with teachers to analyze learning and information needs • Individual assistance is given 	<ul style="list-style-type: none"> • The library media program is an integral, essential part of the school's instructional program • The LMS and teachers collaborate as an instructional team on a regular basis, developing lessons and units that integrate information literacy and technology skills into the curriculum • The LMS and teachers share the responsibility for teaching lessons and units in the LMC • The LMS provides leadership in developing a collaborative relationship, which encourages shared responsibility for selection of media resources and instruction in information literacy skills - some assessment of the learning process occurs 	<ul style="list-style-type: none"> • The library media program is an integral, essential part of the school's instructional program • The LMS and teachers work together as an instructional team in ongoing, regular collaboration to plan lessons and units • The LMS and teachers work collaboratively to plan and implement learning activities which incorporate essential questions, inquiry problem-solving and assessment • Through collaboration, teachers and the LMS assist students in incorporating information literacy and technology skills as an integral part of the lesson • Learning activities integrate information literacy and technology skills which include analysis, synthesis, and evaluation • The LMS and teachers assist students in becoming critical thinkers and successful independent learners • The LMS and teachers: <ul style="list-style-type: none"> - Agree on project goals and objectives - Design lesson strategies that reflect information literacy - Determine needed resources - Assist each other in teaching the set objectives - Establish evaluation criteria to assess information literacy and technology skills
<p>The library media specialist provides opportunities for staff development and professional</p>	<ul style="list-style-type: none"> • The LMS is evaluated annually by appropriate criteria and has an individual plan for professional development • The LMS participates in school- 	<ul style="list-style-type: none"> • Basic plus: <ul style="list-style-type: none"> • The LMS presents workshops or professional development activities for teachers • The LMS attends staff professional 	<ul style="list-style-type: none"> • Advanced plus: <ul style="list-style-type: none"> • The LMS presents workshops or professional development activities for media staff, teachers, administrators, and other members of the learning community

<p>growth for library media staff, teachers, administrators, and other members of the learning community</p>	<p>based or district/system-based staff development</p> <ul style="list-style-type: none"> The LMS presents topics for faculty in-service programs when requested The LMS is a member of at least one professional organization The LMS attends at least one in-state workshop or conference each year The LMS collaborates with available public libraries to promote student-learning opportunities 	<p>development activities</p> <ul style="list-style-type: none"> The LMS provides information on standards, guidelines, best practices, and innovations in library literacy, technology, and education The LMS models and promotes principles of intellectual freedom and ethical and legal use of information The LMS provides leadership in planning and using existing and emerging instructional and informational technologies in all aspects of the district/school educational program The LMS collaborates with media specialists in institutions of higher learning 	<ul style="list-style-type: none"> The LMS attends other staff development activities and shares the information learned The LMS individually or collaboratively writes grants for resources and staff development to enhance the learning process The LMS is a member of one or more state or national professional organizations The LMS attends one or more state, regional or national workshop or conference each year
<p>The library media specialist provides technology access and instruction for students, teachers, administrators, and staff</p>	<ul style="list-style-type: none"> The LMC has adequate computers Technology is adequate to meet the needs of current challenging information The LMS facilitates the integration of technology into the curriculum and student instruction The LMS is part of the school technology committee and helps develop the school technology plan Students use technology for projects and information retrieval 	<ul style="list-style-type: none"> The LMC has multiple computers available for information access, word processing, Internet access, video, and other technology and media for student and staff use Technology is adequate and current to meet the needs for current challenging information The LMS facilitates the full integration of technology, including multimedia and the Web, into the curriculum and student instruction Students use technology independently for extended projects and information retrieval The LMS is a part of the school technology committee and helps develop the school technology plan 	<ul style="list-style-type: none"> The LMC has multiple computers available for information access, word processing, Internet access, video, and other technology and media for student and staff use The LMC facilitates the full integration of technology, including multimedia and the Web, into the curriculum and student instruction Technology in the LMC is current and emerging which includes access to the Web, databases and shared resources within the school, community and global networks The LMC technology resources are integrated with the school and district/system technology plan and are integral to all teaching and learning Students use technology independently for extended projects and information retrieval The LMS is a part of the school technology committee, helps develop the school technology plan, and provides input in the development of the district/system technology plan

SECTION IV

Collection Development

Collection Development is defined as the planned purchase of materials in various formats to match the instructional and research needs of the campus within the current fiscal environment and resource sharing opportunities. The heart of a library is its collections. The buildings house them; the library personnel acquire and manage them and teach users how best to access and use them.



4.1 Understanding Collection Development

The processes of Collection Development include selection and deselection of current and retrospective materials, including gifts-in-kind; planning of coherent strategies for continuing acquisitions; input into preservation decisions; and evaluation of collections to ascertain how well they serve user needs. These functions are guided by a Collection Development Policy which establishes priorities, supports efforts, and facilitates decisions. It communicates the Libraries' intentions to the library users and aids in cooperative efforts with other libraries. The information explosion coupled with tightening budgets requires selectors to look at ways to access resources in ways beyond physical ownership, including licensing electronic databases and providing document delivery.

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy includes guidelines for selection, deselection (weeding), and challenged materials. A collection development policy is revised periodically to reflect the changing needs of the school community. Many Web sites are available to assist in writing this policy (See ALMO).

A variety of collection development tools are available, including software and Web-based applications through automated library software programs and vendor services. These tools analyze the collection for average copyright dates and numbers of titles in each category, providing recommendations for purchase.

4.2 Selection Tools

Selection of new materials is an ongoing process. The following resources assist in the selection of library media materials:

- Library Advisory Committee
- Magazines and Journals
 - *School Library Journal*
 - *Horn Book*
 - *Booklinks*
 - VOYA
 - *Library Media Connection*

- *Kirkus Reviews*
- Specialized Reviewing Sources
 - *Children's Catalog* (Wilson)
 - *Junior High School Catalog* (Wilson)
 - *Senior High School Catalog* (Wilson)
 - KLIATT
- Online Sources
 - Wilson catalogs online (subscription service)
 - Resources for School Librarians

<http://www.sldirectory.com/libsf/resf/coldev2.htm1#media>

4.3 Honor and Award Books

Emphasis on Reading

Alabama Children's Choice Book Award Program
Alabama Department of Education
www.alsde.edu

Caldecott Award

The Caldecott Medal, which honors the best children's picture book of the year, is awarded annually by the Association for Library Service to Children, a division of the American Library Association. **Association for Library Service to Children** (ALSC) www.ala.org

Newbery Medal

An award given to the author of the most distinguished contribution to American literature for children. **Association for Library Service to Children** (ALSC) www.ala.org

Carnegie Medal

An award given to honor outstanding video productions for children released during the previous year. **Association for Library Service to Children** (ALSC) www.ala.org

Coretta Scott King Award

An award given to honor African American authors and illustrators for outstanding inspirational and educational contributions. **Association for Library Service to Children** (ALSC) www.ala.org

Laura Ingalls Wilder Award

The Wilder Medal honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children. **Association for Library Service to Children** (ALSC) www.ala.org

(Theodor Seuss) Geisel Medal

This award honors the author(s) and illustrator(s) of the most distinguished contribution to the body of American children's literature known as beginning reader books published in the United States during the preceding year.

Association for Library Service to Children (ALSC) www.ala.org

The Michael L. Printz Award for Excellence in Young Adult Literature

The Michael L. Printz Award is an award for a book that exemplifies literary excellence in young adult literature.

Young Adult Library Services Association (YALSA) www.ala.org

ALEX Award

The Alex Awards are given to ten books written for adults that have special appeal to young adults, ages 12 through 18.

Young Adult Library Services Association (YALSA) www.ala.org

(Robert F.) Sibert Informational Book Medal

The Sibert Medal honors the author(s) and illustrator(s) of the most distinguished informational book published during the preceding year.

Association for Library Service to Children (ALSC) www.ala.org

ALA Notable Books for Children

Association for Library Service to Children (ALSC) www.ala.org

Booklist Editors' Choice List

Association for Library Service to Children (ALSC) www.ala.org

Margaret A. Edwards Award

Association for Library Service to Children (ALSC) www.ala.org

The Children's Choices List

International Reading Association

http://www.reading.org/resources/tools/choices_childrens.html

Young Readers Choice Awards (YRCA)

Pacific Northwest Library Association

<http://www.pnla.org>

Notable Children's Trade Books in the Field of Social Studies

National Council for the Social Studies

<http://www.socialstudies.org/>

Outstanding Science Trade Books for Children

The National Science Teachers of America

<http://www.nsta.org/>

School Library Journal's Best Books List

<http://www.schoollibraryjournal.com/>

The school library media center offers instructional and informational resources for all 21st Century learners to meet the goals of the school curriculum and enhance student achievement.

LIBRARY MEDIA CENTER SCHOOL COLLECTION GUIDELINES

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<p>Automated Management System</p> <ul style="list-style-type: none"> • Circulation/Cataloging • 1 management computer • Barcode scanner • Online access to materials is available only in the media center 	<ul style="list-style-type: none"> • Circulation/Cataloging • 2 management computers • Barcode scanner • Online access to materials is available in the media center and throughout the school facility • In-hand/palm for remote use and inventory help 	<ul style="list-style-type: none"> • Circulation/Cataloging • 2-3 management computers • Barcode scanner • Online access to materials available in the media center, school facility, and remote sites • In-hand/palm for remote use and inventory help 	<ul style="list-style-type: none"> • 15-20+ appropriate and usable books per student in good condition which support the school's instructional program
<p>General Collection: Fiction, Easy and Non-fiction</p>	<ul style="list-style-type: none"> • 10 appropriate and usable books per student in good condition which support the school's instructional program 	<ul style="list-style-type: none"> • 11-15 appropriate and usable books per student in good condition which support the school's instructional program 	<ul style="list-style-type: none"> • 15-20+ appropriate and usable books per student in good condition which support the school's instructional program

	<ul style="list-style-type: none"> • 2% of the collection is new book purchases 	<ul style="list-style-type: none"> • 5% of the collection are new book purchases • Class sets of novels are available for classroom use • Book sets/CD Roms or cassettes are available for classroom use 	<ul style="list-style-type: none"> • 5% of the collection are new book purchases • Average copyright of nonfiction collection (excluding biography) is less than 10 years old • Book sets/CD Roms or cassettes are available for classroom use (new sets are added annually)
<p>Reference Materials: Encyclopedias Dictionaries, Almanacs, Thesaurus, Atlases, Periodicals, Newspapers, Handbooks: i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References</p>	<p>Library media specialists use needs assessments, professional tools, and curriculum objectives to establish a basic reference collection. Appropriate quantities of materials are determined by:</p> <ul style="list-style-type: none"> • Student enrollment • Demographic data • Instructional program • Information needs 		
<p>Internet Resources</p>	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL may be used) 	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL may be used) • e-books available • Media center Web site available on the school home page for classroom, school and remote site access 	<ul style="list-style-type: none"> • List of Web sites that support the curriculum • Databases available (AVL may be used) • e-books available • Separate media center Web site available for classroom, school, and remote site access
<p>Electronic Resources</p> <p>Professional Collection</p>	<ul style="list-style-type: none"> • CDs and DVDs available to support the curriculum • 25-50 professional books • 5 professional magazines 	<ul style="list-style-type: none"> • CDs and DVDs available to support the curriculum • 50-75 professional books • 5 or more professional magazines • Current list of Web sites for professional development purposes available on media center Web site/school home page 	<ul style="list-style-type: none"> • CDs and DVDs available to support the curriculum • 75-100 professional books • 10 or more professional magazines • Current list of Web sites for professional development purposes available through media center Web site

4.5 Deselection of Resources

In order to maintain a collection that meets the needs of the learning community, weeding is essential. LMC weeding guidelines should include the rationale and established criteria for weeding. Items that are weeded should be disposed of as indicated in the system library media policy and procedures manual.

The Texas State Library's Crew method, MUSTIE, is a good tool to use for weeding. The following standards are used to discard an item:

- M = Misleading; factually inaccurate
- U = Ugly; book is worn and torn, in disrepair
- S = Superseded by a new edition (almanacs, etc.)
- T = Trivial; of no real discernable value
- I = Irrelevant to the needs and interests of your community
- E = Elsewhere available

SUGGESTED COPYRIGHT DATE CHART FOR WEEDING (Adapted from MUSTIE)

DEWEY #	SUGGESTED YEARS TO RETAIN
000	2-10 years (Computer books age faster)
100	5-8 years
200	2-10 years (Difficult to weed because of religion)
300	5-10 years
400	3-10 years
500	5-10 years (Science books may differ)
600	5-10 years (Technology titles may be sooner)
700	5-10 years
800	Flexible (Use MUSTIE)
900	5-10 years (Some may differ – almanacs, maps)
Biography	Flexible (Use MUSTIE)
Encyclopedias	5 years (AVL online versions available)
Almanacs	3 years
Periodicals	3 years for printed (AVL online versions available)
Fiction	Depends on circulation use (Award winners & classics will differ)
Audio & Video	Condition and content will determine
CDs/DVDs	Check for format changes

4.6 Challenged Materials

Occasionally, materials in the library media collection may be challenged as inappropriate. The library media specialist prepares for this event with a collection development policy which addresses challenged materials. The American Association of School Librarians has information to aid in the development of a collection development policy addressing challenged materials:

<http://www.ala.org/ala/aasl/aaslproftools/resourceguides/intellectual.cfm#challenges>

SECTION V

TECHNOLOGY



5.1 The Role of the LMS in the Local Technology Program

The library media specialist must be an active participant in technology curriculum integration. The LMS is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning. The LMS:

- participates in writing the school and system technology plans
- participates in the assessment and acquisition of technology
- provides and participates in professional development instruction for teachers and administrators on the use of technology and integration of technology into the curriculum
- models and instructs on conduct, ethics, and integrity in the use of the Internet and other electronic resources
- uses existing and emerging technology to access, evaluate, and distribute information for integration in the instructional programs
- models the information problem-solving processes in providing instruction using technology reference and research techniques
- participates in state and national technology initiatives
- attains technology competencies which are evaluated by an approved evaluation instrument
- collaborates with the learning community to empower students to acquire technology information literacy skills that enable them to be life-long learners and critical thinkers
- embraces, promotes, and shares technologies to effectively demonstrate the applications of technology in the learning environment
- models and instructs on integration and use of the Alabama Virtual Library

5.2 Creating a Technology-Rich Environment

The 21st Century library media specialist designs the program with a new and improved concept of the library media center space and resources. The LMS has a unique opportunity to offer customized, 24/7, just-in-time, relevant, and authentic service and instruction.

A LMS knows he/she is a 21st Century librarian if:

- learners and teachers can access developmentally appropriate and relevant databases, portals, and Web sites
- he/she organizes the Web for learners by pulling together electronic resources to meet the information needs of the learners
- in addition to print materials, the collection now includes e-books, audio books, blogs, open-source software, streaming media, Wiki-books, and more
- interactive library media services are provided on-line (book reviews, reference services, library calendar)
- partnering with classroom teachers is used to consider new interactive, collaborative, and engaging communication tools for student projects (digital storytelling, wikis, Podcasts, streaming video, and student-produced learning objects)
- as the knowledge management center of the school, he/she collects the learning tools that the learning community is most likely to need and shares them in effective media formats
- experts, scholars, authors, and other classrooms visit the library via telecommunication tools (Skype, Internet2)
- issues of digital equity are met with open-source software alternatives, hardware and Web-based applications are available for all learners
- reading is promoted through digital book talks, iPod e-books, and virtual literature circles
- the LMC becomes less book space and more creative-production and experience-sharing space. Opportunities are provided through group planning/collaborating space, performance and presentation space, event-central for telecommunications and remote author/expert visits, while continuing to function as a study/reading/gathering space
- respect for intellectual property is modeled by using appropriate documentation for media in all formats and explaining new licensing concepts to all learners
- social networking tools are available for educational activities
- edtech journals and edtech blogs provide professional news and new strategies daily
- students are empowered to create learning materials and provide instruction utilizing the latest technology tools

(Adapted from Joyce Valenza's, *You Know You're a 21st Century Teacher-Librarian If...*) www.voya.com

5.3 Technology Resources

Technology resources are available for library media specialists to meet emerging 21st Century skills. Examples of these resources are available in the Appendix. (See Appendix E)

SUGGESTED TECHNOLOGY-RELATED ACTIVITIES:

- Webquests
- Student Web pages
- Teen tech week
- Social networking
- Virtual tours/field trips
- Podcasts
- Wikis/Blogs
- RSS feeds
- Movie making
- Streaming media
- Virtual Worlds
- Video editing
- Clay animation
- Digital imaging
- Digital photography
- Global positioning systems
- Mixing media
- In-hand devices
- Interactive classroom components
- Mashups
- Skype



SECTION VI

Administration of the Library Media Center

The library media specialist is the leader and administrator of the library media program. As the administrator of the school library media program, the library media specialist uses collaboration, leadership, and technology skills to manage a 21st Century library media program that is comprehensive, and fully integrated into the school curriculum.



6.1 Personnel

The Alabama Department of Education provides funding for school library media specialists based on earned units. Local school districts are required to place library media units where they are earned.

Media Paraprofessionals will be assigned to schools based on earned units and will be under the supervision of the principal and the library media specialist.

Each local school district designates a person responsible for library media programs to serve as a liaison for the Alabama Department of Education and the local district.

District Library Media Supervisor (coordinator, director, program specialist, or facilitator)

Suggested Duties

- Facilitates communication between the Alabama Department of Education Library Media Specialist and the school LMS
- Develops long-range library media plans consistent with the district's philosophy
- Coordinates district-wide library media programs
- Provides professional development training for media staff
- Collaborates with other district administrators to enhance the curriculum
- Assists in the development of K-12 sequence of learner outcomes for information literacy
- Consults with committees and architects to plan library media centers
- Consults with school administrators to plan library media programs and give assistance in problem areas
- Assesses library media programs using state, regional, and national standards
- Provides reports and statistics as needed by district and associated agencies
- Provides access to district-level services and resources

6.2 Budgets and Funding

The school library media specialist collaborates with the local school district/system and administrators to ensure that funds are budgeted to maintain the library media program.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the LMC includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The LMS must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.
- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the ALMO Web page:
www.alex.state.al.us/librarymedia
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed. These procedures can be found on the ALMO Web page.



meet the 21st Century learning needs of the school community.

- The library media program is founded on a commitment to the right of intellectual freedom.
- The library media program must consistently provide access to resources that encourage research, engage students in reading for pleasure, support the curriculum, and address individual needs and interests.

- b. The library media program provides physical access to information and resources for learning.
 - The library media program must consistently provide facilities physically accessible to all students that house and encourage access to all resources maintained in the LMC to meet the learning needs of the school community.
 - The LMC is open throughout the school day, with extended hours made available according to the assessment of need and approval by the school principal and/or system administration.
 - The LMC should be considered a learning resource that extends classroom learning, not a substitute classroom where students are placed for a designated period of time without the classroom teacher present as a collaborator.
- c. The library media program consistently provides flexible access to archived, current, and new resources to meet the learning needs of the school community.
 - The library media program uses a district/system-approved automated management system to enable location of desired resources.
 - The library media program provides a climate that encourages information access and is conducive to learning.
 - The library media program provides flexible and equitable access to information, ideas, and resources for learning.
 - The library media program provides services as well as opportunities to access text, media, current and new technologies to meet the 21st Century learning needs of the school community.

6.3 Library Media Advisory Committee

A library media advisory committee is an essential component of the library media center program. This committee should be formed and used as an advisory committee in all aspects of the library media program.

The committee is headed by the library media specialist and is comprised of at least one of each of the following:

- Administrative representation
- Department/grade representation
- Student
- Parent
- Community member

6.4 Copyright Information

The library media specialist provides and posts copyright information for all users of the library media center. Copyright/fair use information is also posted in appropriate locations throughout the school. The LMS will provide professional development training on copyright information for faculty members annually.

6.5 Information Access

- a. The library media program provides intellectual access to information and ideas for 21st Century learning.
 - The library media program must consistently provide access to adequate and sufficient print, media, and technology resources to

6.6 **ment**

Library media services are evaluated annually by the district/system according to a written program plan based on assessed needs consistent with the goals of the school and school system.

- The library media specialist is certified, has a plan for professional development, and is evaluated periodically by appropriate, predetermined criteria as determined by the district.
- The LMC uses an approved electronic management system to promote ease of assessment for circulation, resources and to provide accuracy of required recordkeeping.
- Pertinent policies (Circulation, AUP, Copyright, and Challenged Materials) are readily accessible for public information, assessment and viewing.
- Forty percent management time is allotted daily for the LMS to assess, do required management responsibilities, and collaborate with teachers.
- The school LMC collection is exemplary in content, quality, quantity, currentness, age and grade-appropriateness, curricular support, usable condition, diversity in format and subject matter, and adequacy to meet the multifarious information needs of the entire school community.

- An online public access catalog of the LMC collection is made available, with multiple stations, based on the assessed needs of the population served.
- The LMC program is routinely assessed, involving input from representatives of all segments of the learning community.
- New and emerging technologies are assessed routinely to determine feasibility, cost-effectiveness, and relevant support to teaching and learning before adding them to the LMC collection.
- The LMS insures that all library records are kept confidential. A position statement posted by American Library Association is found at: <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconficentiality.htm>

6.7

The LMS educates the learning community about the acceptable use policy adopted by the school district/system which outlines the terms and conditions of Internet use, rules of online behavior, and access privileges. The LMS will adhere to the AUP set by the district/system.



6.8 LIBRARY MEDIA PROGRAM ADMINISTRATION EVALUATION FORM

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<p>Certified Library Media Specialist (LMS) is assigned to the Library Media Center (LMC) full-time with support staff based on the Local Education Agency (LEA) Earned Unit Breakdown</p>	<ul style="list-style-type: none"> • Certified Library Media Specialist is assigned to the Library Media Center full time • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC based on the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> • Certified Library Media Specialist is assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> • 1 + Certified Library Media Specialists are assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown
<p>School districts/systems provide sufficient funding for the purchase and maintenance of the resources for the Library Media Center (LMC)</p>	<ul style="list-style-type: none"> • The LMC meets the minimum basic collection requirements as stated in this document guidelines • Funding is set for basic maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> • The LMC meets the collection requirements for an advanced library collection as stated in this document guidelines • Funding is set for advanced maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> • The LMC meets the collection requirements for an exemplary library collection as defined in this document guidelines • Funding is set for exemplary maintenance and upgrades for technology and equipment
<p>The LMS manages the financial, staff, and physical resources of the LMC efficiently</p>	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection 	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection • Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented 	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection • Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented

<p>The school library media program has an established library media center advisory committee</p>	<ul style="list-style-type: none"> • Written district/system-approved policies on challenges to materials, donated materials, and Internet use have been developed and implemented • Flexible scheduling/Open access is incorporated into the LMC schedule • Collaboration, research, and/or leisure reading time is apparent 60% of the day • Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC • The district/system or school provides some additional funding to purchase library media resources to support information access and student achievement 	<ul style="list-style-type: none"> • Written district/system-approved policies on challenges to materials, donated materials, and Internet use have been developed and implemented • Flexible scheduling/Open access is incorporated into the LMC schedule • Instruction, research, and/or leisure reading time is apparent at least 60% of the day • Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC • School or LMC Web page and/or newsletters are used to inform students and staff about available resources • The district/system or school provides sufficient funding to maintain an advanced status with fund raising and/or grant writing sometimes used to increase the resources and programs to support information access and student achievement 	<ul style="list-style-type: none"> • Flexible scheduling/Open access is incorporated into the LMC schedule • Open Access/flexible scheduling - library activity is evident at least 60% of the day with collaborated instruction, reference/research time, and/or leisure reading time • Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC • School or LMC Web page and/print electronic or communications are used to inform students and staff about available resources and to instruct • The district/system or school provides sufficient funding to maintain an exemplary status. Fund raising and grant writing are optional and are not required to keep resources and technology current
<p>The LMC program participates in periodic review and ongoing informal and formal assessments used to develop long range, strategic plans for improvement</p>	<ul style="list-style-type: none"> • Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students • The LMS sets annual goals which are presented to the administration 	<ul style="list-style-type: none"> • Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students • The LMS sets annual goals which are presented to the administration • The LMS uses surveys and data from library reports, inventories, and other assessments to set short and/or long range goals for improvement • Reports are provided to school and/or district system administration 	<ul style="list-style-type: none"> • Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students • The LMS sets annual goals which are presented to the administration • The LMS collects data collaboratively, assesses the program with input from administrators, faculty, students, school committees, and other members of the learning community which is used to set short and long range goals for improvement • Reports are provided to the school and district administration
	<ul style="list-style-type: none"> • The advisory committee includes <ul style="list-style-type: none"> - Library media staff - Principal/administrator - Teachers (at least two) 	<ul style="list-style-type: none"> • The advisory committee includes <ul style="list-style-type: none"> - Library media staff - Principal/administrator - Teachers (at least two) 	<ul style="list-style-type: none"> • The advisory committee includes <ul style="list-style-type: none"> - Library media staff - Principal/administrator - Teachers (at least two)

<p>serves as an advocate for the school library media program within the school and beyond</p>	<ul style="list-style-type: none"> - Parent - Student (when age appropriate) - Meets frequently 	<ul style="list-style-type: none"> - Parents (at least two) - Student(s) (when age appropriate) - The advisory committee meets regularly to assist in planning an effective program and discuss procedural issues 	<ul style="list-style-type: none"> - Parents (at least two) - Student(s) (when age appropriate) - Community member - District/system staff • The advisory committee meets regularly to assist in planning an effective program • The advisory committee has developed a mission statement, goals and objectives for the library media program • The advisory committee seeks ways to make the LMC the hub of teaching and learning in the school
<p>There is a designated Library Media Program Supervisor at the district/system level</p>	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level
<p>The library media specialist uses a public relations plan to promote advocacy for the library media program</p>	<ul style="list-style-type: none"> • The LMS uses a variety of methods to publicize the LMC and its resources and services • The LMS partners with school and community groups 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMC has an advisory committee that actively contributes ideas to promote the LMC • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement

6.9 LIBRARY MEDIA CENTER FACILITY RECOMMENDATIONS

AREA	SERVICES	DESIGN CONSIDERATIONS	TECHNOLOGY INFRASTRUCTURE
<p>CIRCULATION</p>	<ul style="list-style-type: none"> • Information specialist • Answer general information questions • Check in/out • Supervise student seating areas • Assists students in book selection, research, and technology, etc. • Welcoming and attractive 	<ul style="list-style-type: none"> • Temperature and humidity controlled • Near main entrance, workroom and office • Desk and staff work area • Circulation desk appropriate height for students • Sound absorbent floor covering • Adequate non-glare lighting 	<ul style="list-style-type: none"> • Adequate electrical outlets • Master light switch • Network access • Sufficient bandwidth for data, voice and video network • Automated, integrated, and networked library catalog and circulation system

		<ul style="list-style-type: none"> • Book drop • Book carts/trucks • Online catalog/circulation terminal 	<ul style="list-style-type: none"> • Connection to the school and district local area network and wide area network • Barcode reader • Networked printer • Telephone • Fax machine • Copier • Sufficient data ports or wireless accessibility • Surge protectors/APC power converter • Sufficient data ports or wireless accessibility • Adequate electrical outlets • Surge protectors • Sufficient reference multimedia computers to accommodate student and faculty population • Networked printer • Scanner • Copier • Multimedia computer-related equipment: DVD players, MP3 players, iPods
<p>REFERENCE</p>	<ul style="list-style-type: none"> • Provide online references services (AVL, others) • Information available in various formats (print and non-print) which includes emerging technologies • Word processing • Listening • Viewing • Photocopying/printing information 	<ul style="list-style-type: none"> • Adequate non-glare lighting • Sound absorbent floor covering • Accessible from administrative and circulation areas • Shelving for general reference collection • Workstations that meet standards for accessibility • Seating for computers • Computer workstations 	<ul style="list-style-type: none"> • Sufficient data ports or wireless accessibility • Adequate electrical outlets • Surge protectors • Sufficient reference multimedia computers to accommodate student and faculty population • Networked printer • Scanner • Copier • Multimedia computer-related equipment: DVD players, MP3 players, iPods
<p>COLLECTION</p>	<ul style="list-style-type: none"> • Up-to-date resource collections consisting of print, non-print, and electronic materials • Use a standard classification system to organize library materials • Align with the local curriculum and supports content standards • Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition, and maintenance of materials • Provide access to resources within 	<ul style="list-style-type: none"> • Shelving: sturdy with adjustable shelves • Special shelving for periodicals, audiovisual software, displays, and equipment • Shelves should not be more than 2/3's full • Backstops and tops added to shelves • Width of shelves determined by size of materials, collection, and anticipated growth of the collection – 12" recommended 	<ul style="list-style-type: none"> • Adequate electrical outlets • Adequate lighting • Search computers conveniently located

- the library media center and outside the school facility
- Provide procedures for reconsideration of materials
- Provide assistance to faculty in collection evaluation, library-based technology and acquisition and utilization of the library media collection
- Organize and display media
- Areas separated by types of resources and activities

- Freestanding double-faced stacks placed in rows of 4-6 sections is the most preferred arrangement
- Maximum heights: Perimeter Shelving:
 - Elementary 42"-48"
 - Middle 60"-66"
 - High School 72"-84"
- Freestanding Shelves:
 - Elementary 42"-48"
 - Middle 42"-48"
 - Secondary 48"-60"
- Shelving should accommodate the current collection with room for 30% growth
- Formula for calculating shelving needs:
 - Linear feet of storage = number of items to be stored ÷ (Divided by) the number of items per 1 foot of shelving
 - Or use the following: Picture books – 20 books per foot/60 books per shelf length; Standard size – 10 books per foot/30 books per shelf length; Reference books – 6 books per foot/18 books per shelf length
 - The Americans with Disabilities Act recommends 42 inches between shelving units; 36 inches is the legal minimum

- Whole class instruction, small group instruction, individual instruction, study, reference, viewing, listening, reading, browsing, production, and communication activities, professional development programs, meetings, presentations
- Collaborate with classroom teachers
- Determine instructional strategies
- Know and identify academic content standards
- Instruction of library media skills is

- Minimum:
 - Accommodates 10-15% of the student population based on 25 square feet per student
 - Corridor access
 - Easy traffic flow
 - Sound absorbent floor coverings
 - Appropriate chairs and tables for each age group
 - Elementary library media centers provide a storytelling area
 - Age-level appropriate leisure reading areas are provided

- Instructional multimedia computer
- Audiovisual and networked multimedia computer-related equipment
- Smart Board, White Board, Promethean Board, DVD recorder, LCD projector
- Data/video projection capabilities
- Viewing screen
- Networked printer
- Adequate electrical outlets
- Lightening and darkening capabilities

INSTRUCTIONAL

	<p>integrated into each academic content area</p> <ul style="list-style-type: none"> • Select and evaluate materials and resources • Develop, administer, and analyze standards-based assessment • Instruct students to locate, process, evaluate, and utilize information • Encourage an appreciation for literature and reading for pleasure 	<ul style="list-style-type: none"> • The library media center is arranged to accommodate flexible access by students • The arrangement of furniture and equipment encourages simultaneous use by class(es), small groups, and individuals • Allows for laptop use • Lighting control with some natural light recommended • A welcome and pleasant atmosphere is designed which includes different displays, furniture selections, and room treatments • The library media center is easily accessible by persons with disabilities 	
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Area for school community to design, develop, and produce multimedia products 	<ul style="list-style-type: none"> • Table work space • Accessible by groups without disrupting activities in the library • Sound absorbent wall and floor coverings 	<ul style="list-style-type: none"> • Network access • Adequate electrical outlets • Multimedia computers • Networked printer • Audio and video recording equipment • Scanner • Video camera • Digital camera • Television monitor • Software and equipment for graphics production • Audiovisual and networked multimedia computer-related equipment • Lightening and darkening capabilities • Data capabilities or wireless accessibility
<p>WORKROOM</p>	<ul style="list-style-type: none"> • Area for minor repairs • Materials processing • Cataloging • Storage of supplies • Maintenance and repair of hardware and software 	<ul style="list-style-type: none"> • Work counter and cabinets for storage • Storage for processing supplies • Counter space for computers • Area for delivery of materials and equipment • Glass panel for supervision • Stain resistant flooring • Repair tools • Shelves • Sink with hot and cold water with a raised faucet 	<ul style="list-style-type: none"> • Adequate electrical outlets • Connection to the school and district local area network and wide area network • Networked printer • Telephone • Fax machine • Copier • Sufficient data ports • Surge protectors/APC power converter • Adequate lighting

<p>INSTRUCTIONAL EQUIPMENT STORAGE</p>	<ul style="list-style-type: none"> • Distribution of shared A/V or technology hardware • Equipment used to support student or teacher use 	<ul style="list-style-type: none"> • Secured room • Shelves/Cabinets • Carts • Storage racks/bins 	<ul style="list-style-type: none"> • Adequate lighting • Near entrance • Adequate electrical outlets
<p>CONFERENCE ROOM/PROFESSIONAL COLLECTION</p>	<ul style="list-style-type: none"> • Professional books • Periodicals (3-5 years) • Instructional materials • Videos • DVDs 	<ul style="list-style-type: none"> • Access to reading area • Glass panel for supervision • Tables and chairs • Shelving 	<ul style="list-style-type: none"> • Phone • Adequate electrical outlets • Data capabilities or wireless accessibility • Wall screen • Computer Peripherals
<p>OFFICE</p>	<ul style="list-style-type: none"> • Library media management • Storage of administrative records • Collaboration with teachers • Meetings/conferences 	<ul style="list-style-type: none"> • Desk • Filing cabinet • Shelving • Glass walls or panel to provide a clear view of the media center • Secure locked area • Accessible to circulation desk • Near conference room • Restroom • Adequate lighting 	<ul style="list-style-type: none"> • Fax machine • Copier • Networked printer • Networked computer • Phone • Adequate electrical outlets • Data ports or wireless accessibility
<p>NETWORK CENTER</p>	<ul style="list-style-type: none"> • Storing computer network file server • Video satellite connections • Audio and video systems 	<ul style="list-style-type: none"> • Desk for technician • Shelving • Adequate ventilation • Near an entrance • Secure locked area • Network equipment 	<ul style="list-style-type: none"> • Data capabilities or wireless accessibility • Electrical • Voice
<p>COMPUTER LAB</p>	<ul style="list-style-type: none"> • If space permits, a general purpose lab may be adjacent to the media center 		

6.10 SUGGESTED LIBRARY MEDIA FACILITIES EVALUATION FORM

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<ul style="list-style-type: none"> The library media center is arranged to: <ul style="list-style-type: none"> Accommodate flexible access by classes and individual students Perform basic functions of a curriculum integrated library media program Provide a climate conducive to learning and student achievement Provide equitable access to information and resources within the school, community, and global networks 	<ul style="list-style-type: none"> Shelving and furniture are age appropriate Arrangement of the LMC supports use by a minimum of one class and individual students Space arrangement includes specific areas for: <ul style="list-style-type: none"> Circulation Large group use Small group use Individual research Use of technology Leisure reading Library management Storytelling area for elementary students Displays The LMC is neat and well organized There is an atmosphere of welcome and productivity The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 The LMC is equipped with temperature and humidity control Lighting and electrical accommodations have been integrated effectively 	<ul style="list-style-type: none"> Shelving and furniture are age appropriate Shelving accommodates growth Arrangement of the LMC is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one class, small groups, and individuals Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> Circulation Large group use Small group use Individual research Use of technology Viewing Production Communication activities Leisure reading Library management Storytelling area for elementary students Displays Professional area Wiring /Network Storage Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity The LMC is neat and well organized The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 The LMC goes beyond basic guidelines for a LMC, providing larger spaces than required or additional support areas The LMC is equipped with temperature and humidity control Lighting and electrical accommodations have been integrated effectively 	<ul style="list-style-type: none"> Shelving and furniture are age appropriate Shelving accommodates growth Arrangement of the LMC is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one or more classes, small groups, and individuals Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> Circulation Large group use Small group use Individual research Use of technology Viewing Production Communication activities Leisure reading Library management Storytelling area for elementary students Displays Professional area Wiring/Network Storage Various methods of display, furniture selection and room treatments are utilized to provide an atmosphere of welcome and productivity The LMC is neat and well organized The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 The LMC is flexibly designed and exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement The LMC is equipped with temperature and humidity control Lighting and electrical accommodations have been integrated effectively

6.11 Policies and Procedures Manual

It is recommended that each school system have a board-approved policies and procedures handbook for library media centers. These policies, procedures, and practices of the library media

program reflect legal guidelines and professional ethics. The following list provides a guideline of information found in a LMC policies and procedures manual.

SUGGESTED SCHOOL LIBRARY POLICIES and PROCEDURES MANUAL CHECKLIST

<input type="checkbox"/> Mission Statement	<input type="checkbox"/> Appropriate Use/Internet Safety
<input type="checkbox"/> Vision Statement	<input type="checkbox"/> Open Access to Library/Flexible Scheduling
<input type="checkbox"/> Philosophy/Beliefs	<input type="checkbox"/> Budgeting Procedures
<input type="checkbox"/> Goals and Objectives	<input type="checkbox"/> Staffing Descriptions/Responsibilities
<input type="checkbox"/> Library Bill of Rights	<input type="checkbox"/> Staff Maintenance of Equipment
<input type="checkbox"/> Literacy Standards	<input type="checkbox"/> Fund Keeping/Reports
<input type="checkbox"/> Challenged Materials	<input type="checkbox"/> Donations and Gifts
<input type="checkbox"/> Copyright/Fair Use	<input type="checkbox"/> Public Relations
<input type="checkbox"/> Library Media Programs	<input type="checkbox"/> Advocacy
<input type="checkbox"/> Selection and Acquisition	<input type="checkbox"/> Services/Activities Offered
<input type="checkbox"/> Collection Development – Processing – Weeding	<input type="checkbox"/> Disaster Preparedness
<input type="checkbox"/> Cataloging	<input type="checkbox"/> Evaluations/Assessments
<input type="checkbox"/> Circulation	<input type="checkbox"/> Other Policies/Procedures (school policies, literacy instruction, special needs)

6.12 Important Links for Library Media Specialists

The library media specialist compiles current information to meet the needs of the 21st Century learner. Included in the Appendix is a list of

important links that provide the school library media specialist with resources that are available on the Internet. (See Appendix F)

APPENDICES



APPENDIX A

Research Studies: The following research studies are examples that explain the correlation between library media programs and student achievement.

Colorado Studies

How School Librarians Help Kids Achieve
Standards: *The Second Colorado Study (2000)*

Impact of School Library Media Centers on
Academic Achievement: *1993 Colorado Study*

Oregon (2002)

OR School Librarians Collaborate to Improve
Academic Achievement

School Libraries Work! Danbury, Conn.:
Scholastic Library Publishing.

APPENDIX B

NATIONAL READING PROGRAMS

National Children's Book Week

The Children's Book Council, Inc.
12 W. 37th Street, 2nd Floor
New York, NY 10018-7480
<http://www.cbcbooks.org/>

*Celebrated annually, the third week in November

National Library Week

American Library Association
50 E. Huron
Chicago, IL 60611

*Celebrated annually, the third week in April

Teen Read Week

American Library Association
Young Adult Library Services Association (YALSA)
50 E. Huron
Chicago, IL 60611

*Celebrated annually, the third week in October

Read Across America

National Education Association
1201 16th Street, NW
Washington, DC 20036-3290
<http://www.nea.org/readacross/index.html>

BOOK IT! Program

P.O. Box 2999
Wichita, KS 67201
1-800-426-6548
<http://www.bookitprogram.com/>

Banned Book Week – Celebrating the Freedom to Read

American Library Association
50 E. Huron
Chicago, IL 60611




*Celebrated annually, the fourth week in September



APPENDIX C

From Cooperation to Collaboration Chart adapted from the AASL Collaboration Brochure, Fall 1996.

From Cooperation to Collaboration

		
<p>Cooperation...</p> <p>Short term</p> <p>Informal Relations</p> <p>No clearly defined mission</p> <p>No defined structure</p> <p>No planning effort</p> <p>Partners share information about the project at hand</p> <p>Individuals retain authority</p> <p>Resources are maintained separately</p> <p>No Risk</p> <p>Lower intensity</p> <p>.....</p> <p>-informal, no goals are defined jointly, no planning together, information is shared as needed.</p>	<p>Coordination...</p> <p>Longer term</p> <p>More formal relationships</p> <p>Understand mission</p> <p>Focus on a specific effort or program</p> <p>Some Planning</p> <p>Open communication channels</p> <p>Authority still retained by individuals</p> <p>Resources and rewards are shared</p> <p>Power can be an issue</p> <p>Some intensity</p> <p>.....</p> <p>-some planning is required and more communication, thus, a closer working relationship is developed.</p>	<p>Collaboration...</p> <p>Long term</p> <p>More pervasive relationship</p> <p>Commitment to a common mission</p> <p>Results in a new structure</p> <p>Comprehensive planning</p> <p>Well defined communication channels at all levels</p> <p>Collaborative structure determines authority</p> <p>Resources are shared</p> <p>Greater risk: power is an issue</p> <p>Higher intensity</p> <p>.....</p> <p>-working together, having shared commitment and goals, developed in partnership. Leadership, resources, risk, control and results are shared. More accomplished than could have been individually.</p>

adapted from the AASL "Collaboration" brochure, Fall 1996

Based on research done by Winer & Ray, 1994. *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey.*

APPENDIX D

Library Promotional Events – provided by American Library Association

Nationally recognized promotional events sponsored by ALA and its units, as well as other organizations.

[School Library Media Month](#) (AASL)
Celebrated annually in April.

[National Library Week](#) (ALA)
Celebrated annually in April.

[El día de los niños/El día de los libros](#) (ALSC)
Celebrated annually on April 30.

[National Library Legislative Day](#) (ALA)
Held annually in May in Washington, D.C.

[Banned Books Week](#) (ALA)
Observed the last week of September.

[Teen Read Week](#) (YALSA)
Celebrated the third full week of October.

[International School Library Day](#) (IASL)
Celebrated annually on the fourth Monday of October.

[Children's Book Week](#) (Children's Book Council)
Celebrated annually in November; Children's Book Week 2007 is November 12-18. 2008.

<http://www.ala.org/ala/aasl/conferencesandevent/librarypromoevents/librarypromotional.cfm>

APPENDIX E

Technology Resources

As discussed in Section I, Professional Development, the Alabama Department of Education (ALSDE), Technology Initiatives provides training for the library media specialist in acquiring and maintaining technology skills needed to support exemplary technology curriculum integration.

- ▶ Webpage for Alabama library media specialists - Alabama Library Media Online (ALMO): www.alex.state.al.us/librarymedia
 - ▶ eLearning Alabama is Alabama's implementation of the E-Learning for Educators Initiative: <http://elearning.alsde.edu>
 - ▶ Technology standards (Alabama Code 290-4-3-101(8)(a)(b)) for administrators and teachers based on the National Educational Teaching Standards (NETS) are found on the ALSDE Web site: www.alsde.edu
 - ▶ The Alabama Technology Course of Study can be found on the Alabama Learning Exchange (ALEX) www.alex.state.al.us
 - ▶ Alabama IMPACT document (Indicators For Measuring Progress in Advancing Classroom technology) : <http://ti.alsde.edu>
 - ▶ Technology Coordinator Survival Kit: <http://ti.alsde.edu>
- ▶ Technology In Motion: www.technologyinmotion.state.al.us
 - ▶ Alabama Virtual Library (AVL): www.avl.lib.al.us
 - ▶ Alabama Public Television's online digital resource library: APTPLUS/Unitedstreaming: www.aptv.org/learning/APTPlus
 - ▶ GritsOnline (Great Resources for Integrating Technology in Schools- offers students and teachers online, curriculum-based activities and resources: www.gritsonline.org
 - ▶ Intel Teach is a professional development program that helps educators enhance 21st Century learning through the effective use of technology: www97.intel.com/education/teach/us_program.htm
 - ▶ The International Society for Technology in Education (ISTE) Web site is a "source for professional development, knowledge generation, advocacy, and leadership for innovation": <http://www.iste.org/>
 - ▶ The International ICT Literacy Panel... <http://www.ets.org/Media/Research/pdf/ictreport.pdf>
 - ▶ Information and Communication Technologies <http://www.ictliteracy.info>
 - ▶ American Library Association (ALA) <http://www.ala.org/alsaas/aaspubsandjournals/kqweb/kqarchives/v33/335milbury.cfm>

APPENDIX F

Important Links for LMS

- ▶ Alabama Virtual Library <http://www.avl.lib.al.us/>
- ▶ Alabama Learning Exchange (ALEX) www.alex.state.al.us
- ▶ Alabama Professional Education Personnel Evaluation Program <http://www.alabamapepe.com/specialty.htm>
- ▶ Alabama Instructional Media Association www.alaima.org
- ▶ Accreditation Standards for Quality Schools (SACS & NCA) http://www.ncacasi.org/files/pdf/advanced_standards_schools.pdf
- ▶ American Library Association <http://www.ala.org/>
- ▶ American Association of School Librarians www.ala.org/aasl/
- ▶ National Board for Professional Teaching Standards http://nbpts.org/for_candidates/certificate_areas?ID=19&x=32&y=7
- ▶ UnitedStreaming <http://www.aptv.org/Learning/APTPlus/>
- ▶ Book Chooser <http://www.readingmatters.co.uk/bookchooser.php>
- ▶ Alabama Best Practices Center <http://www.bestpracticescenter.org/resources/index.asp>
- ▶ PBS Teachers <http://www.pbs.org/teachers/>
- ▶ The Freedom to Read Statement <http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>
- ▶ AASL Position Statements <http://www.ala.org/aaslTemplate.cfm?Section=positionstatements>



