Section V: Collection Development

Introduction

Florida Statutes Requirement

Research

Mission Statement

Role of the School Library Media Specialist

  Management of the Library Media Center

  Selection of Resources

  Organization of Resources

  Collaborative Planning and Teaching

  Professionalism and Leadership

  Reading, Listening, and Viewing Guidance

  Information and Reference Services

  Promotion of Resources and Services

  Design and Production of Media

  Administrator’s Support of the Library Media Program

  Approximate Weekly Time Allocations for Program Delivery

How to Plan Collaboratively with Classroom Teachers

Planning/Preparation Periods

Temporary Instructors/Interim Teachers

Emergency Plans

Information Literacy Skills Instruction

Sample Information Skills
Strategies for Teaching and Learning

Methods of Presenting Information: A Preliminary List

FINDS: Florida’s Research Model

Flexible Scheduling

Library Media Center Access

  What is Flexible Access Scheduling?

  Advantages of a Flexible Access Program

  Flexible Access Helps Students

  Flexible Access Benefits Teachers

  Flexible Access Gives Library Media Specialists…

  Flexible Scheduling Action Plans Allow Administrators…

Guidelines for Implementing Flexible Access

Access Patterns for Elementary School Library Media Centers

Satellite Centers and Primary Learning Centers

School Staff Inservice

Collaborative Process Online Resources
Introduction

“The future workforce is here, and it is woefully ill-prepared for the demands of today’s (and tomorrow’s) workforce,” concludes the 2006 study of employers by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management. The employers also stress that “applied skills like Teamwork/Collaboration and Critical Thinking are “very important” to success at work.”

With this conclusion in mind, library media specialists must recognize the necessity of collaboration as a means of increasing student achievement. “Collaboration – working with others – is a key theme in building partnerships for learning,” according to Information Power: Building Partnerships for Learning. However, the library media specialist frequently must serve as the primary impetus for building the partnerships that lead to an exemplary library media program, one which integrates curriculum content with information literacy skills. A fully integrated collaborative library media program does not happen overnight. Generally, one must begin the collaborative process slowly and with a receptive colleague. Over time, through word of mouth and often through extensive public relations on the part of the library media specialist, other classroom teachers become aware that collaborative planning can actually increase student learning. This awareness often leads to a library media program that effectively utilizes collaboration to support the school’s goals.

Florida Statutes Requirements

Florida Statutes, Section 1006.28(1)(d) requires that “school districts establish and maintain a program of library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition, such traveling or circulating libraries as may be needed for the proper operation of the district school system.” F.S. 1012.01(2)(c) defines library media specialists as staff members responsible for “evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.” This instructional function of the library media program should be evident in all elementary and secondary schools through a developmental program of information skills instruction designed to help students find, use, and apply information which enables them to function successfully in the school program and to fulfill lifelong learning needs.
A number of research projects and studies demonstrate that collaboration between classroom teachers and library media specialists is a significant factor in improved student achievement. According to Ken Haycock “the research literature identifies specific factors influencing successful collaboration.

There are significant factors related to:

- **The Environment:** There is a history of collaboration or cooperation in the school or district. Those who collaborate are seen as reliable and competent, as legitimate leaders. Administrators and opinion leaders, those who control resources, create a favorable political climate for collaboration.

- **Faculty/Staff Characteristics:** Teacher and teacher-librarians exhibit mutual respect, understanding and trust. They see collaboration in their own self-interest, offsetting their costs of time and loss of autonomy. The partners are able to compromise.

- **Process and Structure:** Roles and responsibilities are clear, and supported by policy guidelines. Teaching partners share a stake in both the process and outcome of collaboration. All levels of school personnel are involved. Flexibility and adaptability are the norm. There is an appropriate pace of development of collaboration without overwhelming the group’s capacity.

- **Communication:** There is open and frequent formal communication; supported by more informal personal relationships and communication.

- **Purpose:** The teaching team has a shared vision with concrete attainable goals and objectives for the curriculum unit(s). Their purpose is unique; that is, it could not be accomplished by either partner alone.

- **Resources:** There is skill leadership by the teacher-librarian and administrator, supported by sufficient funds, staff, materials and time.


It is imperative that library media specialists who wish to foster a climate of collaboration in their school actively advocate to the school community the benefits that collaboration will provide. What is it that all administrators and classroom teachers want for their students? *Increased student achievement, of course.*

A library media specialist and a classroom teacher who plan, integrate, teach, and assess lessons that incorporate information literacy skills into the various disciplines will see an increase in student achievement at a much higher level than will be seen when the library media specialist teaches the same information literacy skill in isolation. However, in many instances,
the library media specialist will have to educate the entire school community about the collaborative process before collaboration will occur.

Collaboration takes time…a commodity often in short supply during the school day. Consequently, to make effective use of planning opportunities, the library media specialist should be knowledgeable concerning the following school information:

- **Clients:**
  - The M-DCPS **Office of Performance Improvement** offers specific information on school profiles, average yearly progress, FCAT levels, school grades, etc.
  - **Destiny**, the school library online management system, can assist in tracking circulation by students’ FCAT levels.

- **Curriculum:**
  - The M-DCPS **Office of Strategic Planning** provides information relating to District goals, objectives and initiatives, as well as the District’s strategic plan and the School Improvement Plan.
  - **Destiny**, the school library online management system, provides an option that correlates the Sunshine State Standards to the library media center collection.
  - The Florida Department of Education, Library Media Services Office, has developed *Information Literacy: Florida Library Media / Curriculum Connections*, a guide designed for school library media specialists, classroom teachers, and school administrators that incorporates National Standards, Information Literacy Skills, the Sunshine State Standards, and Grade Level Expectations which can be used in collaborative program planning.

- **Collection:**
  - **Destiny**, the school library online management system, provides a number of useful reports, such as age of collection, circulation statistics, value of collection, etc., that can assist the library media specialist in analyzing the library media collection.
  - Library Media Services and the State of Florida provide online subscription databases that are available to the school community from the school site and outside the school site.

The following article, “Make Time to Collaborate!,” from the Florida Association for Media in Education’s *Florida Media Quarterly* archives points out that a “key recommendation of The Florida School Library Media Study was that library media specialists become active advocates for school Library media programs by teaming with teachers and administrators to demonstrate the impact we have on instructions and ultimately on student achievement.”

Mission Statement

To be successful, the library media program requires a solid philosophical basis with a library media specialist willing to serve as a leader in promoting the program’s vision. The development of a library media program mission statement is a means of translating this vision.

According to *Information Power: Building Partnerships for Learning*, “Today, this mission focuses on offering programs and services designed around active, authentic student learning as described in the information literacy standards for student learning.” It states the purpose of the library media program. Library media specialists can adopt the mission statement in this manual, utilize the *Information Power: Building Partnerships for Learning* mission statement, or write a site-specific statement.

From the mission statement, long and short-range program goals and objectives should be developed. The long-range goals should be addressed in attainable, measurable annual objectives until they are successfully completed or redefined. The annual or short-range objectives should be more specific and deal with particular concerns and needs. A sample of long and short-range goals and objectives can be found in *Management*, pages 42-46.

The library media program must support the entire school community. It is crucial that the library media specialist focus attention on and articulate the vision of the library media program to the school community, thus increasing the awareness level of the patrons and use of the facility.

Finally, for collaborative planning to be achieved successfully, the library media specialist should ensure that the school community fully understands the role of the school library media specialist and that the library media center must operate on a flexible access schedule.
Role of the School Library Media Specialist

As school library media specialists and classroom teachers strive to develop information literate learning communities, library media specialists must focus on four major areas of responsibility: program administrator, information specialist, instructional partner and teacher. These four areas are defined in *Information Power: Building Partnerships for Learning*. The following articles and position statements will further expand on these roles that are essential to the advancement of information literacy.

AASL: The Education and Competencies of School Library Media Specialists: A Review of the Literature

AASL Position Statement on the Role of the School Library Media Specialist in Outcomes-Based Education

AASL Position Statement on the Role of the School Library Media Specialist in Site-Based Management

Role Clarification

To actively involve teachers and administrators in collaborative planning and teaching, it is essential that they understand the role of the library media specialist as information specialist, teacher, and instructional consultant.

Listed below are responsibilities that must be considered by the library media specialist who is striving to attain a well-integrated, successful library media program and utilize collaborative planning and teaching techniques.

Management of the Library Media Center

- Establish rapport with school staff, students, and community.
- Establish short and long range goals in terms of district guidelines and school objectives.
- Select, supervise, and plan for the effective use of the library media center professional and support staff.
- Recruit, select, train, and motivate adult and student volunteers.
- Invite and accept suggestions from the teaching staff about the services the program provides.
- Develop library media center facilities to support the objectives of the instructional program.
- Plan for efficient use of space and equipment for appropriate security of learning resources.
- Plan and manage a flexible budget which reflects the instructional program.
- Organize and develop staff, collections, budget, facilities, and services to achieve objectives.
- Maintain an inventory of materials and equipment.
- Prepare oral and written reports on the library media program.
Provide an environment conducive to learning.
Apply technological advances to library media services.
Involve the school staff in evaluating the effectiveness of the library media program in terms of district guidelines and school objectives.

Selection of Resources

Implement criteria for the evaluation and selection of a wide range of resources.
Develop policies and procedures for the selection of resources which meet curricular, informational, and recreational needs.
Distribute needs assessments to survey staff, students, and parents for suggested curricular and recreational reading needs.
Use bibliographic and evaluative sources to provide current information about learning resources and equipment.
Organize teacher involvement in the evaluation, and selection of library media resources.
Develop an extensive “consideration for purchase” file of print and nonprint media.

Organization of Resources

Implement procedures for ordering, receiving, and processing library media resources.
Organize curriculum resources and professional materials in a professional library collection.
Implement curriculum-related and recreational reading categories of materials in the Destiny online management system.
Establish procedures for and encourage the use of interlibrary loan.

Collaborative Planning and Teaching

Develop collaboratively with teachers a sequential list of media, research, and study skills for cross-grade and cross-subject implementation.
Plan and develop units of work with teachers beginning with the setting of objectives through evaluation.
Integrate media, research, and study skills with classroom instruction for independent and continued learning.
Pre-plan with teachers and teach skills integrated with classroom instruction to large and small groups and individuals.
Integrate the planned use of learning resources with the educational program.
Provide leadership to develop programs that integrate the promotion of reading with the total school program and with individual teacher programs.
Initiate specific teaching units to encourage the acquisition of skills and the effective use of library media resources.
Provide inservices designed to educate the school community about the collaborative tools provided through the library media program.
Compile bibliographies, resource lists, and print and nonprint media lists as needed.
Professionalism and Leadership

Develop a strong team approach with other teachers.
Establish a Library Advisory Committee.
Involve students and staff in establishing library media center policy and service guidelines.
Facilitate inservice education programs on effective use of the library media center; implement criteria for the selection of materials; design resource-based units of study; use audiovisual and computer technology; integrate the Internet into classroom instruction; promote voluntary reading; foster media, research and study skills development; implement collaborative teaching; utilize community resources.
Share techniques and strategies for using library media resources.
Plan strategies for developing, presenting, and securing support for library media services.
Serve on local and district curriculum committees.
Keep abreast of current developments in technology, library and information science, media services, and related fields.
Participate in the school’s educational program by serving on advisory groups and committees (e.g., Budget, Technology, Educational Excellence School Advisory Council) and working with the extra-curricular program, if one exists at the school.
♦ Take advantage of opportunities for continuing education and professional development.
♦ Apply specific research findings and the principles of research to the development and improvement of the library media center.
♦ Maintain membership and participate in professional education and library associations at the local, state, and national levels.

Reading, Listening, and Viewing Guidance

Work with individuals and groups of students to provide direction, improve selection, and develop critical thinking.
Provide guidance for students and teachers during the school day.
Share with students and teachers the joy of reading.
Promote appreciation of and interest in the use of resources by providing print and nonprint media talks.
Develop storytelling, story reading, and other resource-centered programs for language development.
Assist students and teachers in the effective use of media.
Recommend media resources in various formats which may assist in the accomplishment of specific learning objectives.
Advise teachers of media appropriateness for particular instructional purposes.

Information and Reference Services

Obtain answers to questions for teachers and students.
Provide guidance to teachers and students in locating information.
VI/10

Collaboration

Develop a working relationship with public libraries, specialized libraries, other library media centers, community organizations, resources personnel, and district resource services.
Locate specific information and resources outside the school.
Participate on collaborative and coordinated projects within the district, which involve the sharing of ideas, experiences, and learning resources.

Promotion of Resources and Services

Communicate effectively with teachers and administrators.
Develop an information and public relations program for the staff, students, and community.
Capitalize on themes through special promotions and media celebrations.
Develop bulletin boards, displays, brochures, newsletters, and other publicity materials.

Design and Production of Media

Advise students and teachers in media design and production through instruction and inservice programs.
Supervise the production of materials for multimedia programs.
Assist in the evaluation of the media produced.

Administrator's Support of the Library Media Program

The library media specialist must enlist the support of the administration, which is the key to the development of an effective library media program. The administrators' support is critical in gaining teacher commitment to a program of collaborative planning and teaching; therefore, it is extremely important that the library media specialist develop a good working relationship with the school administration. The following are suggestions for actions the school administrator might take to facilitate collaborative program planning and teaching:

Involve the library media specialist in curriculum, technology, and budgetary committees.
Integrate the library media center into the school's instructional program.
Provide time for the staff to plan together.
Establish flexible scheduling for the library media center.
Utilize allocated clerical and audiovisual support personnel appropriately.
Establish appropriate evaluation procedures.
Support the development of the library media collection and establish sufficient budget support.
Devise appropriate staff development programs.
Library Media Program Delivery

Approximate Weekly Time Allocations for Program Delivery

- Instruction (50%)
- Information Provision (15%)
- Consultation (15%)
- Collection Development (10%)
- Management (5%)
- Marketing (5%)
Collaboration

How to Plan Collaboratively with Classroom Teachers

Collaborative planning is a process of communicating and creating successful and more effective lessons than either the library media specialist or classroom teacher could do alone. The partnership developed between the classroom teacher and library media specialist will succeed only if there is clarity of communication concerning the needs of the curriculum. When planning a program of study, the classroom teacher alone generally develops the following:

- Objectives
- Content
- Sequence
- Methodology
- Activities
- Evaluation

Through the collaborative planning process, the teaching partners (library media specialist and classroom teacher) participate in planning, beginning at the objective phase and continuing through the evaluation phase, although many items will be addressed simultaneously. The classroom teacher brings to the planning process the knowledge of the subject objectives, time to be spent on the unit, and students’ abilities and learning styles. The library media specialist brings knowledge of the learning resources, the students’ information literacy competencies, and the information literacy objectives to be utilized from the Competency-Based Curriculum (CBC) and the Sunshine State Standards. The following checklist provides a guideline for discussion that is crucial to the success of the planning session:

- Initiate contact and schedule planning time
- Establish subject/topic/grade and ability level(s)
- Review previous skills and activities
- Establish general goals
- Establish specific outcomes:
  - Knowledge/concept components
  - Information skill components
- Select and locate resources
- Determine teaching strategies and learning activities:
  - Establish Minimum expectations
  - Responsibility for preparation and teaching of each component
  - Scheduling of learning activities
- Evaluation

Record and retain unit (note strengths/weaknesses on completion). During the planning process, the teaching partners may utilize the collaborative planning worksheet developed
through Library Media Services. By **contract agreement**, all instructional personnel are required to have a written lesson plan for all lessons taught. Writing the plans and maintaining a file provides a means of building a collection of resource-based units integrating information literacy skills and content area objectives that are designed to maximize student learning. These files may be stored in binders or file folders by unit theme or instructional objective for future use in collaborative planning and teaching sessions.

(Information for Role Clarification was based on Ken Haycock’s article, “What is a School Librarian? Towards Defining Professionalism” and Carol Ann Haycock’s article, “Cooperative Program Planning - A Model That Works,” which are included in *The School Library Program in the Curriculum* by Ken Haycock.)
Planning/Preparation Periods

According to Article XX, Section 7 of the United Teachers of Dade contract, elementary library media specialists are entitled to five hours per week for planning preparation as part of the work week. As part of the workday, all secondary teachers shall have one uninterrupted hour of planning/preparation daily of no less than one teaching period.

Temporary Instructors/Interim Teachers

According to Article XIX, Sections 5 and 6 of the United Teachers of Dade contract, every effort should be made to provide a substitute for all special teachers, including library media specialists. A substitute can assist library support staff in providing programmatic tasks. Except in emergency situations, the library media specialist should not be used as a substitute.

Emergency Plans

In the event of an emergency/absence, written guidelines should be accessible for substitute staff. These guidelines, which are primarily outlined in the school site library media center’s policy and procedures handbook, should include the operating schedule, circulation procedures, and general instructional activities for story time.
Information Literacy Skills Instruction

A basic objective of the library media program is for each student to become information literate. Information literacy is the ability to access, evaluate, and use information from a variety of sources. Twenty-first century education demands that traditional instruction in reading, writing, and mathematics be interwoven with instruction in communication, critical thinking, and problem solving skills. Therefore, it has become necessary to move from isolated information skills instruction to an integrated, interdisciplinary approach. Effective integration takes a great deal of planning and effort and has two requirements:

the skills must directly relate to the content area curriculum and to classroom assignments, and

the skills themselves need to be tied together in a logical and systematic information process model.

As a framework for the integration of content area curriculum and information literacy skills, the Miami-Dade County Public Schools’ Competency-Based Curriculum (CBC) provides fundamental skills needed to produce knowledgeable readers and learners. Specifically, the components in the library/information literacy Competency-Based Curriculum are: lifelong reading, pre-search strategies, research strategies, application, and communication. These components outline the steps needed to enable students to effectively value and manage information.
Sample Information Skills

The following sample information skills, from Ken Haycock's *Cooperative Program Planning and Teaching*, may serve to complement the library/information literacy Competency-Based Curriculum. Following this are *Strategies for Teaching and Learning* and *Methods of Presenting Information*.

**Locating Information**

- find information in encyclopedias and reference books
- work with books: index, table of contents, glossary, appendix
- make efficient use of dictionaries
- read newspapers, magazines, and pamphlets with discrimination
- gather facts from field trips and interviews
- be selective in using nonprint materials
- use maps and globes in geographic skills

**Organizing Information**

- outline, using more than one source
- select the main idea and supporting facts
- compose title for story, picture, graph
- select answers from material seen, heard, and read
- take notes, with author and title
- classify under main headings or in categories
- arrange events, facts, ideas in sequence
- write summaries
- make table of contents
- make bibliography

**Acquiring Information Through Reading**

- skim
- make use of headings, topic sentences
- make use of footnotes
- consciously evaluate what is being read

**Acquiring Information Through Listening and Observing**

- listen and observe with a purpose
- reserve judgment until speaker finishes
- take notes during speech
- analyze video and audio presentations

**Communicating Orally and in Writing**

- speak with accuracy and poise
write with clarity and precision

Evaluating Information

distinguish between fact and fiction
distinguish between fact and opinion
compare information from different sources for agreement
consider authority of authenticity of source
examine material for bias
recognize propaganda and purpose, given context
draw inferences and make generalizations
reach tentative conclusions
Strategies for Teaching and Learning

(This article is reprinted from Strengthening the Foundations for Teacher-librarianship: Cooperative Program Planning and Teaching by Ken Haycock.)

Professional teachers have a wide range of teaching methods and strategies at their disposal to facilitate student learning. Library media specialists should incorporate a selection of these when collaboratively planning with teachers to add a variety of strategies to the lesson. Here are samples:

**argument:** an attempt to establish belief through course of reasoning

**book review:** an oral or written evaluation of material, usually dealing with its style, format, content, and literacy or informational value

**brainstorming:** technique for stimulation of creative thinking in the development of new ideas consists of individual or small-group activity. A deliberate attempt is made to think noncritically but creatively about all possible approaches and solutions to a given problem, with the group participating in spontaneous and unrestrained discussion followed by evaluative dialog.

**buzz session:** informal discussion of a specific topic or question for a relatively brief period by small groups within a class or other large group to discuss and pool ideas of all individuals and to report their thinking verbally or in writing to the larger group for consideration

**case study:** presentation, sometimes involving role playing, of a true or synthesized situation to develop the judgment of students who evolve and propose possible solutions, either individually or in groups

**conversation:** language activity characterized by informality, by absence of a deliberately assigned question or problem to be discussed, by absence of the need of reaching a decision, and by frequency of change of topic

**creative writing:** original prose or poetry

**debate:** formal presentation of arguments on both sides of a question before an audience in accordance with standardized procedure

**demonstration:** the procedure of doing something in the presence of others either as a means of showing them how to do it themselves or in order to illustrate a principle

**dialogue:** exchange of ideas and opinions

**diorama:** three-dimensional representation composed of various symbolic and real materials such as pictures and specimens, frequently utilizing both transmitted and reflected light to produce a natural scenic effect
**discussion:** activity in which people talk together in order to share information about a topic or problem or to seek answers to a problem based on all possible evidence

**display:** exhibit or showing of articles, merchandise, products, or materials

**document study:** usually original, official, or legal papers which provide decisive evidence or information

**dramatic presentation:** composition in verse or prose arranged for enactment to portray life of characters or to tell a story through the actions and dialogue of the players

**drill:** repetition intended to bring about automatic accuracy and speed of performance

**evaluation:** process of ascertaining the value of something by use of a standard of appraisal - includes judgments based on internal evidence and external criteria

**exhibit:** collection of objects and materials arranged in a setting in order to convey a unified idea

**experiment:** trial of planned procedure accompanied by control of conditions and/or controlled variations of conditions, together with observation of results for the purpose of discovering relationships and evaluating the reasonableness of a given hypothesis

**expert:** one who has acquired special skill in or knowledge of a particular subject through professional training and/or practical experience

**field trip:** students go to places where the materials of instruction may be observed and studied directly in their functional settings

**film study:** examination of the motion picture as medium of communication, entertainment, and artistic expression

**fish bowl:** something that is open to observation and inspection from all sides

**games:** organized play with definite objectives and rules, usually competitive

**group therapy:** activity or form of treatment in which a group of people with a common problem or need are brought together to help each other by discussing the problem or need under the guidance of a skilled but obtrusive leader

**hands-on experience:** a learning activity where participants actually apply new knowledge and skills, especially in the production of materials and use of equipment

**illustrated presentation:** usually a lecture with visual aids such as overhead projectors and charts
**Collaboration**

**in-basket (exercise):** simulation of a working situation by presenting learners with an in-tray of memos, documents, correspondence, etc., to deal with and make necessary decisions within a given time

**incidental learning:** learning that occurs in addition to what is specifically motivated or directed by means of explicit instructions

**independent study:** various forms of teaching-learning arrangements in which learners carry out essential tasks and responsibilities apart from class pacings or patterns to develop the capacity to carry on self-directed learning

**individual instruction:** provision of guidance and assistance to individual students in accord with their needs

**individualization:** the development of characteristics, through learning and maturation, which differentiate one individual from another and the development of teaching/learning programs which respond to these differences

**inquiry:** a problem-solving mode of investigation which includes the formulation of a hypothesis, gathering/evaluating/organizing data, and drawing valid conclusions

**interview:** face-to-face meeting of two or more persons of eliciting certain types of information

**learning station:** a physical location, such as a study carrel where individual learning occurs, usually in connection with specific instructions that require stated materials or equipment

**lecture:** method of teaching by which the instructor gives an oral presentation of facts or principles, the class usually being responsible for taking notes

**manipulative materials:** a learning activity by which students study how common objects are made by handling certain raw materials, experimenting with them, learning their characteristics, and constructing simple objects from them

**make and take:** a practical program for participants to take part in demonstrations and copy/adapt/revise materials and ideas during the session

**materials production:** planning and making audiovisual materials such as multimedia presentations, overhead transparencies, dioramas, etc.

**micro teaching:** teaching practice in a situation in which the complexities of the classroom are minimized by restricting the number of students and length of lesson and by focusing on specific teaching skills

**model making:** forming a three-dimensional figure in a plastic, malleable material such as clay or wax
**observation:** act or process of observing (usually complex) conditions or activities as a means of gathering descriptive or quantitative data

**panel:** group of three to six persons having a purposeful conversation on as assigned topic with or without active participation by the audience

**textbook:** book dealing with a definite subject of study, systematically arranged, intended for use at a specific level of instruction, and used a principal source of study material for a given course

**tour:** visit (as to a museum, factory, or historic site) for enjoyment or instruction usually under the auspices of a guide

**treasure hunt:** an instance in which individuals search for something of real or imagined value which has been hidden

**tutorial:** a process of instruction whereby an adviser works with a small number of individuals and supervises the pursuit of knowledge in a specific subject area

**videotape recording:** recording and reproducing television picture signals on standard but highest quality magnet tape

**view materials:** opportunity to critically examine teaching and learning resources

**worksheet:** a form designed for the rapid and efficient recording of data, such as a form used for problem analysis

**workshop:** an instructional method in which persons with common interests and problems meet with appropriate specialists to acquire necessary information and develop solutions through group study
Methods of Presenting Information: A Preliminary List

Professional teachers have a wide range of projects and methods at their disposal to facilitate student learning. Library media specialists should incorporate a selection of these when collaboratively planning with teachers to add a variety of ways for students to present information. Here are samples:

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Diary</th>
<th>Mime</th>
<th>Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Brochure</td>
<td>Log</td>
<td>Mobile</td>
<td>Model</td>
</tr>
<tr>
<td>Anthology</td>
<td>Diorama Drama</td>
<td>Multimedia Presentation Mural Music Lyrics Instrumental</td>
<td></td>
</tr>
<tr>
<td>Student Written Creative Writing Essays Poetry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthology</td>
<td>Diorama Drama</td>
<td>Multimedia Presentation Mural Music Lyrics Instrumental</td>
<td></td>
</tr>
<tr>
<td>Student Written Creative Writing Essays Poetry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**FINDS: Florida’s Research Process Model**

*FINDS* (Focus, Investigate, Note, Develop, Score), developed by the Florida Department of Education, Library Media Services, provides a statewide research process model that will permit students who move from school to school or district to district to have a common research vocabulary and model to follow. According to the *FINDS Tool Kit*, *FINDS* consolidates the information literacy skills that are imbedded in the Sunshine State Standards and provides a framework for the application of these standards through a sequential research process. *FINDS* resources are available to assist the library media specialist and classroom teacher as they collaborate to plan, teach, and assess lessons that incorporate information literacy skills across the disciplines.
Flexible Scheduling

Creating a student-centered school library media center where students’ learning needs take precedence over fixed schedules should be a major goal of all school library media specialists. With the implementation of a flexible access schedule, school library media centers can become effective extensions of the classroom whereby the school library media specialist and the classroom teacher collaboratively develop lessons that incorporate information literacy skills into varying content areas. A flexible schedule promotes a quality library media program whereby the library media specialist develops an effective partnership with the entire school community. Research studies, compiled by Library Research Service, have shown that quality library media programs, featuring flexible scheduling and collaboratively planned and taught lessons, have a positive effect on student achievement.

The following position statements, research, and articles from Florida Media Quarterly serve to emphasize the importance of flexible scheduling in a school library media program.

Position Statement: AASL Position Statement on Flexible Scheduling

Research: Research on Flexible Access to School Libraries

Article: In Support of Flexible Scheduling in a School Media Center

Article: The Media Center Seen through a Parent’s Eye.
Library Media Center Access

Scheduled access to the library media center is considered the least desirable access pattern for a school library media program. It involves a rigid schedule that utilizes the media center solely as a classroom and the library media specialist solely as a teacher. Scheduled access ignores the basic nature of a school library media center; deprives students the use of the facility and materials at the time of interest or need; and does not comply with national, state, or district guidelines for school library media programs. In addition, research and observation indicate that even after seven years of weekly scheduled visits to the school library media center, elementary school students rarely demonstrate an ability to effectively locate and use library media resources when they have only been exposed to a scheduled program. It is apparent that library skills are best acquired not through isolated lessons but through integration of information skills with curriculum content, thus necessitating the need for a flexibly accessed library media program.

What is Flexible Access Scheduling?

Flexible access scheduling allows use of the library media center at a point of need by individuals, groups, and/or classes through mutual agreement and planning by the library media specialist and classroom teacher to integrate information literacy skills and literature into the curriculum. Flexible access places emphasis on student outcomes. It is important because it allows expanded opportunity for the student to explore information in its many formats and to make the library media center a true learning laboratory. It allows both library media specialist and teacher to design library visits to fit curricular and student need; and to change the length and time of the visits to reflect the current assignment. The flexible access concept views the schedule as a tool to achieve optimum learning. When the schedule is molded to student and teacher needs, meaningful instruction can take place; and experiences can be shortened, expanded, and repeated to accommodate varying lessons and different learning styles. The time scheduled in the library media center is used to complement classroom instruction. Flexible access allows students to actively retrieve information rather than receive information, using the library media center independently when they have a need for information.

Advantages of a Flexible Access Program

The advantages of using a flexible schedule versus a fixed schedule are numerous. Flexible access benefits everyone since it allows instruction to be centered on the process of learning rather than the content. Flexible access helps students become independent, self-disciplined learners; benefits teachers through expanded access to resources; provides opportunities to library media specialists to integrate information skills into the curriculum; and supports the administration’s educational goals. Research has also demonstrated that student achievement is highest in flexibly scheduled schools where collaborative planning and teaching are practiced.
Flexible Access Helps Students

by providing opportunities to learn and practice information literacy skills when they are relevant.
by fostering independent use of the library media center.
by developing confidence in using library media center through successful experiences.
by offering more time and opportunity to explore areas of interest.
by providing the flexibility necessary to access technology, such as on-line databases.
by allowing greater access to the expertise of the library media specialist at all times.
by providing greater access to information and an increased variety of learning experiences.

Flexible Access Benefits Teachers

by allowing greater access to the library media center.
by promoting a partnership with the library media specialist in constructing, teaching, and evaluating instructional units.
by being able to grasp the spontaneity of the teachable moment.
by providing greater opportunity to learn about resources in the library media center.
by providing time in the library media center that is appropriate to the learning task.
by utilizing more effectively a teaching partner whose knowledge and expertise of resources will expand the curriculum beyond the textbook.
by developing student activities and assignments that involve student use of the library media center.

Flexible Access Gives Library Media Specialists

the chance to build more effective partnerships with students, parents, teachers, and administrators.
the opportunity to teach information literacy skills when relevant.
the time to work with individual students and small groups.
the opportunity to fulfill the roles of teacher, information specialist, and instructional consultant.
more potential to meet the information needs of individual students and teachers.
more opportunity to motivate students in practicing skills which may benefit them throughout their lives.
the leadership to initiate collaborative teaching and to make concrete suggestions for correlating curriculum with library media resource.

Flexible Scheduling Action Plans Allow Administrators

to effectively use the library media specialist as a teacher, an information specialist, and an instructional consultant.
to support the need for information literacy skills.
to provide time for all teachers and the library media specialist to plan together for the integration of information literacy skills into the curriculum.
to give access to the library media center throughout the school day.
to foster better utilization of library media resources.
to maximize use of school resources.
to develop a stronger instructional program.

(This information was excerpted from Nebraska Educational Media Association’s website on “Flexible Scheduling” at http://nema.k12.ne.us/CheckIt/flex.html.)
**Guidelines for Implementing Flexible Access**

The implementation process is critical to the success of any flexibly accessed program and must be thoughtfully planned. Implementation will not follow a single prescribed formula because every situation is unique. Implementation strategies must be tailored to that uniqueness. The following guidelines are intended to help library media specialists analyze their situation and design their approach.

Begin with you. Read widely about the concept and know how it will help every member of your school community.

Visit practitioners who have successfully implemented flexible scheduling and discuss their experience.

Develop a short philosophical statement with goals and objectives.

Assess your individual situation and decide on achievable goals - both short and long range.

Gain your administrator’s support by articulating your vision and detailing the educational benefits.

Identify changes to be made and outline a plan of action.

Target key personnel and involve them in developing specific goals and objectives and in designing the implementation plan.

Articulate your vision to the Library Media Advisory Committee. Involve them in writing a policy statement, determining which subjects and grade levels to target first.

When you begin a flexibly accessed program, plan your marketing strategy carefully.

Provide inservice for the faculty in which you define the concept, benefits, and guidelines. Give specific sample activities and new services or assistance. Clearly define the role of the library media specialist and the teacher.

Publicize activities; keep successes spotlighted. Give credit to faculty partners.

Evaluate the program in early spring and target areas of change and improvement for next year. Include administrators, teachers, and students in the evaluation process.

**Utilizing a Flexibly Accessed Library Media Center**

Following collaborative planning sessions between the library media specialist and the classroom teacher, classes and groups are scheduled into the library media center by:
**Total Class Bookings**

The classroom teacher and the library media specialist work in partnership to teach and supervise the students.

**Small Group Bookings**

Small groups work with the library media specialist on a pre-planned program.

Small groups work independently, requiring booking of space and resources only.

**Individual Students**

Students have access to the library media center at any time for recreational or informational needs.

Students have a specific task and a time limit set by the classroom teacher or library media specialist.

Students have the prerequisite skills to carry out assigned tasks independently.

**Small Group and Total Class Activities - Scheduling Recommended**

- Storytime Activities (30 min.)
- Book Talks (30 min.)
- Reading Motivation Programs (30 min.)
- Discussion Groups (30 min.)
- Information Skills Instruction (30-45 min.)
  (1 - 5 consecutive days)
- Research Activities (30-45 min.)
  (1 - 5 consecutive days)
- Media Production (30-45 min.)
  (1 - 5 consecutive days)
- Teacher/Library Media Specialist Planning (30-60 min.)
Individual and Small Group Activities - No Scheduling Required

- Book Selection / Check-out (15 min.)
- Read / Browse / Discover (15-30 min.)
- Listening / Viewing Activities (15-30 min.)
- Word Processing / Computing Activities (30 min.)
- Games / Contests (15-30 min.)

Modified Access Library Media Center (Elementary Schools)

Limited library media center support staff may prevent the elementary school library media center from operating on a fully flexible access basis. In those schools, a modified access program can be implemented.

The modified access pattern may also be advantageous in schools that have planned to make a gradual transition from a completely scheduled access to a flexible access library media program.

The following guidelines are recommended for establishing a modified access program:

1. Consolidate scheduled classes in one block (i.e., all in the morning or all in the afternoon) rather than scheduling them sporadically throughout the day.

2. Schedule students for information literacy skills instruction only—not for materials circulation. It is not necessary to see every class each week to teach information literacy skills. Better units of study are planned if individual grade levels are given consolidated, intensified blocks of time rather than 20 minutes per week.

3. Provide unrestricted access for a minimum of three consecutive hours each day.

4. Implement a simple library pass system which allows classroom teachers the flexibility to send individuals or small groups of students to the library media center for many purposes: circulation, browsing, listening and viewing, research, utilization of electronic resources, and independent use of the library media center.
Library Pass

Student Name: ____________________________
or
Number of Students: ______________________

Room: _______ Date: __________

Time Period: ____________________________

_______ Check Out/Return Books
_______ Research Topic: __________________
_______ Listening Center
_______ Viewing Center
_______ Computer Center
_______ Magazine Center
_______ Other (Specify) ___________________

Teacher’s Signature: ______________________
Access Patterns for Elementary School Library Media Centers

(Information on implementing flexible access scheduling and collaborative planning was excerpted from *Flexible Access Library Media Programs*, by Jan Buchanan, published by Libraries Unlimited, 1991.)

<table>
<thead>
<tr>
<th>SCHEDULED ACCESS</th>
<th>FLEXIBLE ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The use of the library media center is determined by administrative scheduling.</td>
<td>1. The use of the library media center is determined by teacher/student needs and interests.</td>
</tr>
<tr>
<td>2. The library media center is used for one class at a time like other classrooms in the building.</td>
<td>2. The library media center is used as a public facility to accommodate students of different age levels and grades simultaneously.</td>
</tr>
<tr>
<td>3. The library media center is rarely used during unscheduled periods.</td>
<td>3. The library media center is used all day by students involved in a variety of independent or group activities.</td>
</tr>
<tr>
<td>4. There is little correlation between classroom activities and library media center utilization.</td>
<td>4. Library media center visits are related to classroom activities.</td>
</tr>
<tr>
<td>5. The library media center is available only for classes.</td>
<td>5. The library media center is available for classes, small groups, and individuals.</td>
</tr>
<tr>
<td>6. Information skills are taught in isolation.</td>
<td>6. Information skills lessons are determined by curriculum needs.</td>
</tr>
<tr>
<td>7. Information skills are rarely reinforced in the classroom; therefore they are quickly forgotten.</td>
<td>7. Information skills lessons include immediate hands-on experience and reinforcement through classroom assignments.</td>
</tr>
<tr>
<td>8. Information skills instruction is confined to approximately 12 minutes per week.</td>
<td>8. Information skills instruction is scheduled for blocks of time determined by need.</td>
</tr>
<tr>
<td>9. There are minimal reference assignments; therefore, reference books are basically unused.</td>
<td>9. The library media center is used for reference assignments and for reference games.</td>
</tr>
<tr>
<td>10. Students have poor information retrieval skills.</td>
<td>10. Students learn to locate materials through frequent practice.</td>
</tr>
<tr>
<td>11. Students check out books only on assigned days.</td>
<td>11. Students check out books on any school day.</td>
</tr>
<tr>
<td>12. The majority of books circulated tend to be fiction. Nonfiction circulation is minimal.</td>
<td>12. Students are more likely to use both fiction and nonfiction learning resources.</td>
</tr>
<tr>
<td>13. Listening, viewing, browsing, exploration, and</td>
<td>13. Students have unrestricted opportunities to use</td>
</tr>
<tr>
<td>other activities are discouraged.</td>
<td></td>
</tr>
</tbody>
</table>

Listening, viewing, browsing, exploration, and other activities are discouraged.

use of periodicals are minimized by time constraints.

14. Students tend to be dependent rather than independent users.

15. When students reach middle school, they seldom use the library media center for recreational reading, listening, and viewing purposes.

16. The media specialist spends the day planning and teaching.

17. Teachers tend to view the library media center as a peripheral subject area unrelated to their own instructional assignment.

audiovisual materials, browse, explore, and use all collections.

14. Students tend to use the facility independently.

15. When students reach middle school, they are more likely to use the library media center for recreational reading, listening, and viewing purposes.

16. The media specialist has flexible time to promote school-wide information, reading, and media motivation programs.

17. Teachers tend to view the library media center as an extension of their own classrooms.
Satellite Centers and Primary Learning Centers

To accommodate the significant increase in student population, as well as to accommodate the needs of working parents, M-DCPS has added Satellite Centers and Primary Learning Centers (PLC) to the traditional school site. The Satellite Centers are housed at local businesses, where the business provides the physical space and M-DCPS provides the resources and personnel. PLCs are built and staffed by M-DCPS for students in PreK-1. Both of these centers operate in conjunction with a parent school. While these centers may not contain the physical space for a library media center, it is still the fundamental responsibility of the school library media specialist to provide the leadership and expertise necessary to ensure that the library media program has a presence at the Satellite Center and the PLC. Therefore, it is important that the library media program of the parent school provide resources, including personnel, services, materials, and equipment in these environments.

Library media specialists have traditionally held storytime programs for primary students. As children listen to stories, they hear new sounds, increase their vocabularies and stretch their imaginations. Research has shown that one of the most important activities for building learning skills is reading aloud to children. Despite the competition from technology and other media, reading remains the key to knowledge and success in school. There is also significant research that emphasizes the important role of adults in facilitating literacy in preschool and primary students. Because story time activities help students learn vocabulary and reading fluency skills, it is important that the library media specialist at the parent school provide story time services to the students at the PLC.

It is recommended that a library media specialist who has students housed at a Satellite Center or a PLC provide weekly storytime activities, as well as reading promotion programs in conjunction with the parent school. Assistance should be provided to teachers in planning instructional units that utilize library media resources. Consistent with this commitment, book circulation should be provided to students. In many cases, clerical personnel at these centers can monitor a modified circulation system. Scanners utilized with the Destiny automated circulation system provide effective tools for tracking book circulation when the library media specialist visits the center. These opportunities will provide students with the basic skills necessary when they make the transition to the parent school and continue the teaching-learning process.
School Staff Inservice

All instructional staff members new to the school should be personally introduced to the library media center and its services. In addition, the library media specialist should initiate periodic staff development activities to:

- inform instructional staff members of the philosophical direction of the library media program.
- inform instructional staff members of procedure for access to the library media center: orientation, visitation, collaborative planning.
- incorporate information literacy skill objectives into the curriculum.
- inform instructional staff members on procedures for accessing school and district media equipment and resources (including the Internet and instructional television).
- educate instructional staff members to the changing role of the library media specialist.
- provide specific suggestions for incorporating media resources into the curriculum.
- provide hands-on experiences in using print, nonprint media, and the Internet.
- provide hands-on experiences in using library media equipment and emerging technologies.
- inform staff members of copyright guidelines.
- inform staff members of intellectual freedom guidelines.
- create a positive atmosphere to encourage teacher interest in collaborative planning and teaching.

Staff inservice may be scheduled during teacher planning days, during early dismissal days, or as part of faculty meetings with permission from the principal. Instructional staff members needing orientation, individual attention, or additional training may initiate requests on an as-needed basis.

Library media specialists should also communicate the arrival of new library media materials to instructional staff members. They can be informed through faculty meeting presentations, inservice workshops, multimedia demonstrations, bibliographies, brochures, reading lists, displays, newsletters, school newspaper, and informal exchanges.
Collaborative Process Online Resources

Collaborative Planning and Teaching

Information Power: Building Partnerships for Learning (Power Point Presentation)

ACRL Information Literacy: Collaboration

ALA: From Cooperation to Collaboration

AASL Resource Guides for School Library Media Program Development

Dr. Ken Haycock: Collaborative Program Planning and Teaching (Power Point Presentation)


ERIC Digest: Teachers and Librarians: Collaborative Relationships

SLMQ: Understanding How Teachers Plan: Strategies for Successful Instructional Partnerships

Keith Curry Lance: Power Librarianship (PowerPoint Presentation)

If a Tree Falls: Joyce Valenza's PowerPoint presentation on proving your library's impact

Role Clarification

ERIC: The Role of the School Library Media Specialist in the 21st Century

Administrator's Support of the Library Media Program

AASL: Put Yourself in Your Administrator's Shoes

AASL: The Principal's Manual for Your School Library Media Program Brochure

ERIC Digest: Why Should Principals Support School Libraries?

Education World: Strong Libraries Improve Student Achievement

School Library Journal: In the Dark: What's Keeping Principals from Understanding Libraries?

A Library Media Checklist for Building Administrators

No Principal Left Behind

Principal Leadership: Reinvent Your School Library and Watch Student Academic Achievement Increase

District Administration: Heart of the School (The school library is as valuable as learning how to read and compute. But it's a tough sell for administrators) Angela Pascopella
School Library Media Impact Studies

How to Plan Collaboratively with Classroom Teachers

Curriculum Collaboration Toolkit

Indiana Learns: Collaborative Planning in the Community for Library Media Centers and Technology Programs

Strategies for Developing Teacher Contacts or: How to Pester Your Teachers

Teachers and Teacher-Librarians: Effective Partners in Education. A Guide for Student Teachers

Joyce Valenza: Ten Reasons to Hug Your School Librarian


Using communication to solve roadblocks to collaboration. (tips and tactics). Toni Buzzeo. Teacher Librarian 31.5 (June 2004): p28 (1). Access through M-DCPS online subscription database, InfoTrac OneFile

Information Literacy Skills Instruction

ALA Information Literacy Standards and Indicators

Sunshine State Standards

Information Literacy: Florida's Library Media / Curriculum Connections

M-DCPS Competency-Based Curriculum

F I N D S: Florida Research Model

Shambles: Information Literacy

Sample Information Literacy Skills

Information Literacy: An Overview of Design, Process and Outcomes. The Building Blocks of Research

Methods of Presenting Information

Show and Tell - Stand and Deliver!

Teacher Tools: Overview @2Learn.ca

Flexible Schedule

AASL: Flexible Scheduling: Implementing an Innovation
AASL: Tracking the Transition to a Flexible Access Library Program in Two Library Power Elementary Schools

Fixed vs. Flexible Scheduling (Power Point Presentation)

MSLMA: Moving to Flexible Scheduling

NEMA: Flexible Scheduling

SLMQ: The Impact of Scheduling on Curriculum Consultation and Information Skills Instruction: Part One, The 1993-94 AASL/Highsmith Research Award Study