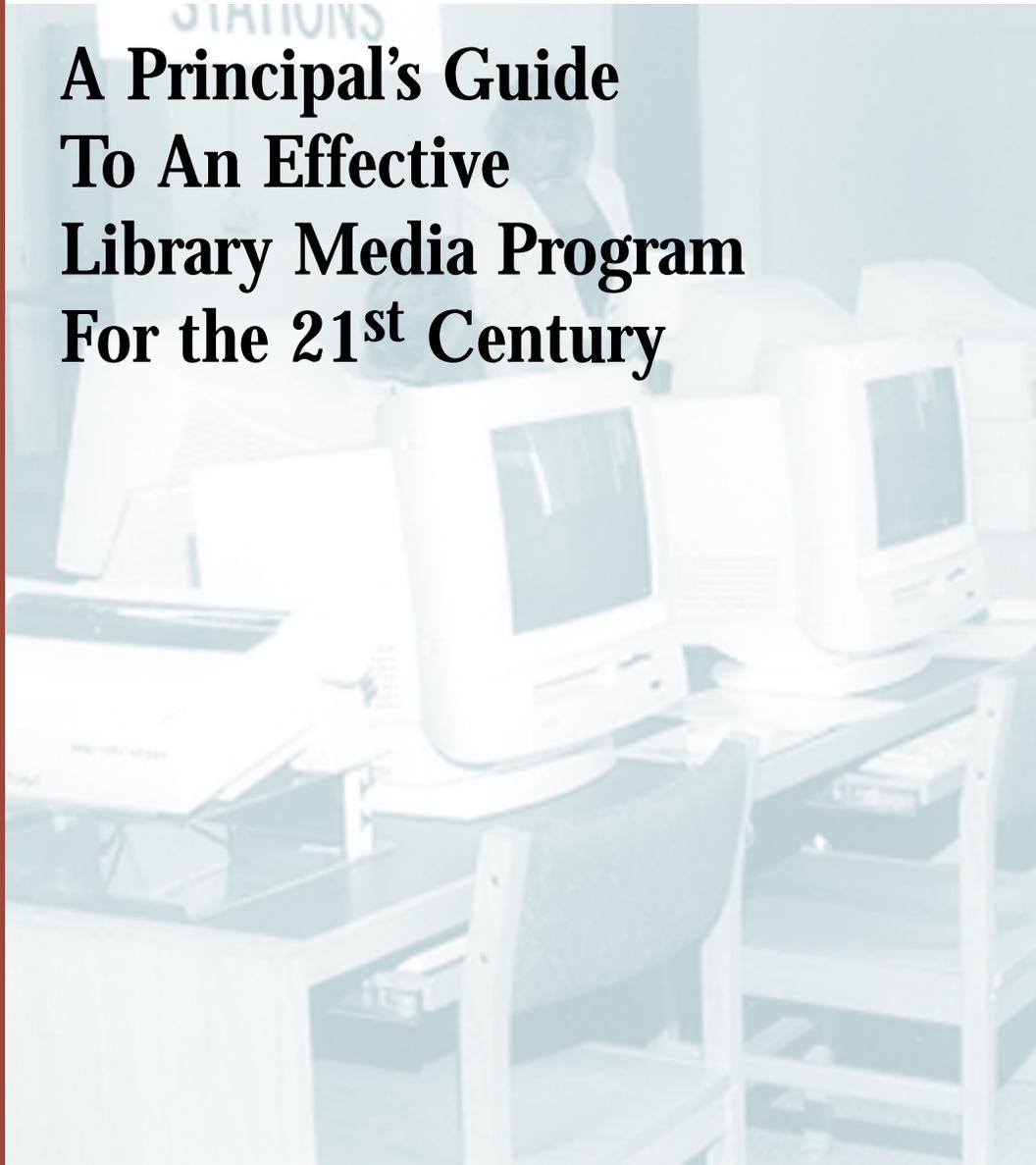# LITERACY PARTNERS

**A Principal's Guide
To An Effective
Library Media Program
For the 21st Century**

Alabama State Board of Education

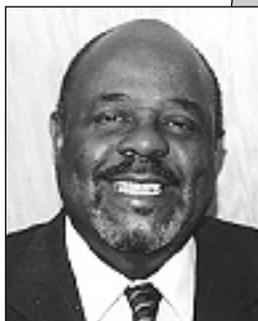**Gov. Don Siegelman**
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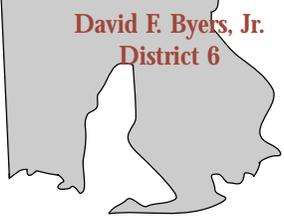**District 6**

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Ed Richardson, State Superintendent of Education
Alabama Department of Education
1999

" … we have spent decades worrying about
equal access to schools,
the challenge of the future is being sure that
we provide equal access to knowledge."

John I. Goodlad

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PREFACE

Partners For
An Effective
Library Media Program
Principal - Media Specialist - Teachers

This publication was developed by Alabama school library media professionals to help principals understand good school library media practices. The media professionals were stirred to action when new national standards, *Information Power: Building Partnerships for Learning*, were published. Information in this document updates *Enriching Education: Information Power for Alabama Students,* a state guide published in 1992. Terminology used to identify the professional responsible for a school's library media program is varied deliberately in this document. School librarian, media specialist, and library media specialist are used interchangeably because all are correct and all are used within our state. The longer term, library media specialist, is used in the new national standards.

CONTENTS

LITERACY PARTNERS

As Principal, what can I do to foster literacy in our school?

Literacy is complex. It is more than just knowing how to read, although that is an essential skill for success. It involves media literacy, which is the ability to discern the actual message in an ad, political statement, or television commercial. It also involves technology literacy and information literacy. Literacy requires a combination of skills and knowledge that enables an individual to derive intended meaning from all types of messages. To be able to do this requires a person to repeatedly access new information and relate it to personal experience and prior knowledge. These experiences must take place, in various contexts and with increasingly sophisticated materials. Although literacy skills can be taught to a class, it is an individual who becomes literate. In schools, the library media program promotes student literacy in many ways: by engaging a reluctant reader in reading just the right book that kindles an interest in reading other books, or by helping a student find the answer to a troubling question, or by assisting a teacher in developing a learning resource that helps students learn a complicated concept. A school library media program works best when tailored to individual needs. Classes may profit from direct instruction in how to use a reference source or a special speaker, but library activities should concentrate on the needs of individual students.

Information literacy is emphasized in the new national standards for library media programs. School librarians in our state have responded by identifying K-12 information literacy objectives that correspond with courses of study. Appendix B presents those objectives. Page 18 provides a process for teachers and the librarian to use in planning literacy activities. Also provided are two sets of examples showing how to engage students in learning social studies as they develop information literacy skills. As the school leader, a principal can foster literacy by encouraging teachers to collaborate with the library media specialist to encourage students to gain information from a range of resources.

Partnerships are also emphasized in the new national standards for school library media centers. Partnerships between the library media specialist and the learning community are seen as the key to a successful library media program.

The learning community begins with the students, extends to the faculty and administrative staffs, then outward to parents and extended families, and on to encompass the local community. By using various technologies, the school library media program can link the school's learning community with state, national, and global resources. Through partnerships with public libraries, museums,

governmental, educational, other organizations and public agencies, the library media program develops a network of unlimited learning opportunities for students.

Collaboration with others inside and outside the school enriches the school's program and gains effective support for library media services. Examples of special programs that focus on information literacy for the entire family may include publishing a book selection guide for holiday shopping or making the school's Internet connection available as a family information source.

As Principal, what can I do to foster literacy in our school?

The principal can publicize the school library as a center for student and family learning. He or she can actively promote the importance of information literacy as a basis for authentic, life-long learning. This graphic shows information literacy as the core of the library media program, enhanced by information access, program administration, learning, and teaching. The library media program is embraced or surrounded by the learning community.

Learning Community

Learning and Teaching

Collaboration · Leadership

Technology · Collaboration · Leadership · Technology

Information Access and Delivery

Program Administration

Information Literacy Standards for Student Learning
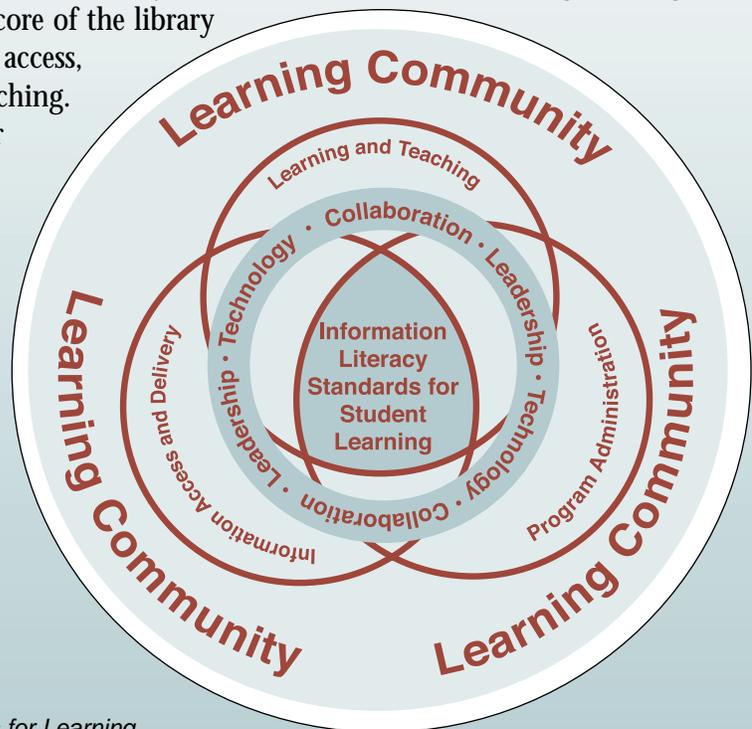
Source:
Information Power: Building Partnerships for Learning.
American Library Association,
Chicago, 1998, p. 48.
Used with permission.

School Library Media Services

As Principal, what should I know about library media services?

There are four core service objectives for a library media program, although others may be added, depending on school needs. Activities used to meet these objectives will differ from school to school, depending on the age of students, the curriculum, and school priorities, but these four core objectives will be evident in all programs:

◆ Provide *access to information* for students and staff that is appropriate to student development and features diversity in perspective, format, interest.

◆ Collaborate with teachers so *every student learns to access, evaluate, and use information* through activities that are planned and assessed in ways that help them achieve classroom instructional objectives.

◆ Join others in the learning community to *encourage every student to read, view, and listen for information and enjoyment*, realizing these practices are necessary for literacy and form the basis for a successful and productive life.

◆ Administer a planned program that provides a *welcoming environment* conducive to learning, and promotes students' intellectual and personal growth.

The following pages elaborate on these core service objectives and suggest ways for a principal to promote a successful library media program.

As Principal, what should I know about library media services?

Library media services should match the needs and preferences of the school community. At one school, a storytelling and puppet service are important; while at another school, Web page development and video production may be needed. To get the right match, a school needs a library media committee helping the media specialist determine school needs and advising about desirable services. A rule of thumb is that the best library media program is one that features attention to individuals. A caveat is that trying to do everything often results in nothing being done well. The principal must see that priorities are set and clear expectations are established. No media specialist can provide all possible services. There simply is not enough time and energy!

A student is more likely to remember events and personalities when they are embedded in a well-told story than when read in a textbook.

Provide Access to Information for Students and Staff

As Principal, what can I do to improve access to information?

Findings of a recent study indicated the positive effects that adequate and varied resources have on student achievement (*The Impact of School Library Media Centers on Academic Achievement,* U.S. Department of Education, 1994). Results showed students scored higher on norm-referenced tests (such as the Stanford 9) when they attended schools with more books, periodicals, and videos. Greater learning occurs because more information is available on any topic. Access to multiple resources increases the likelihood every student will have material written on the appropriate level and from an interesting perspective. Knowing more about the importance of individual learning styles, we recognize how important it is to have information in different formats and presenting different perspectives. A variety of resources improves both teaching and learning.

Equal Access to Learning Resources

Teachers need access to a variety of resources if they are to engage all students in active learning. It would be ideal if every classroom was equipped with all available information related to any topic or skill being taught, but the associated price tag makes that unlikely to happen. School libraries are an affordable, viable alternative that provide equal access to learning and teaching resources.

Alabama gives teachers state money to spend on classroom materials, but these funds do not provide equal access, as shown in the following example:

> Mrs. Smith, a first-year teacher, received $500 from the state for classroom materials. Mr. Sparks, with 12 years of teaching experience, has received a total of $6000 for classroom materials.

Experience has shown that experienced teachers rarely share with less experienced ones because each teacher wants to have the "best" classroom. Instead, new teachers who need resources to extend and enhance their lessons must look to the school library media center where everyone has equal access to all available information.

Students who actively participate in accessing and producing information to solve real problems are more likely to be engaged and excited about their own learning.

Professional Role

The librarian's traditional role in providing access to information has broadened. In the past, the goal was to provide *physical* access to an appropriate collection of organized resources. The librarian secured, processed, organized, maintained, and

circulated materials. Today, their responsibilities are to provide physical and *intellectual* access, which means helping students *use* resources for learning and enjoyment in an efficient and effective manner. While a librarian must still secure, organize, and circulate materials, technology has made the physical access responsibilities less time consuming.

To increase the impact of library resources on the school's instructional program and to encourage student reading, the library media specialist must plan collaboratively with each teacher or teaching team. Collaborative planning begins with a teacher's instructional objectives and results in students being engaged in learning activities that require them to use information to solve real-world problems. This approach ensures students develop

information literacy skills and read all types of literature as they learn curriculum content.

The school library media specialist is responsible for the quality of a school's library media collection. When a school program seeks Southern Association (SACS) accreditation, the library media professional must account for the relevance and adequacy of the collection. Library media specialists are trained to select and acquire materials based on a needs analysis of the program and collection assessment. While it is important for faculty, staff, and parents to be on the committee that recommends policies and areas of collection needs, the library media specialist should manage the acquisition process and be accountable for quality of the collection (within the confines of available funding).

Collections Change

Any collection of resources must be dynamic—it must change—because the content of the curriculum changes and new formats develop. In the past decade, electronic media has dramatically changed how information is accessed. Today, school systems in Alabama are installing school networks. Once a school network is installed and software is licensed to run on the network, library resources can be electronically distributed to every classroom. The Legislature funded the Alabama Virtual Library (AVL), which provides computerized reference and periodical materials for school libraries. These resources are accessed by schools and classrooms through the Internet.

While the Alabama Virtual Library and the Internet are wonderful resources, it remains important to have a school library media center because library resources are accessible even when there are network problems. The media center also offers students a place to work on individual or small group projects and to engage in intensive study or leisure reading. Most importantly, the library media specialist will be available to guide students in an efficient and effective search for information.

As Principal, what can I do to improve access to information?

Know the condition of your school's collection. <u>The average science book in the library is 19 years old</u> according to a recent survey of Alabama school libraries. Encourage the library media specialist to assess the collection each year to determine how adequately it supports the curriculum and provides interesting reading books for students. **Appendix A** is a form for a media specialists to use in assessing the media collection.

Expect students and staff to use resources and equipment in a responsible manner. There are laws and guidelines that apply to the use of resources, and the school community needs to be aware of legal restrictions. Set aside time during faculty meetings to review the school board's policies and copyright laws, then urge faculty and students to follow them. Since copyright regulations are often ignored, post signs to remind people using library media resources and copy equipment to abide by the restrictions. Also, expect the library media specialist to treat records of materials borrowed from the collection in a confidential manner.

Help teachers understand that the librarian needs management time if the collection is to be maintained in a useable order. Teachers may think a library media specialist who is not working with students has nothing to do. As a rule of thumb, forty percent of the library media specialist's time is needed to manage the collection and the facility. Management time is needed several times during the day because shelf maintenance and housekeeping are routine chores.

A collection of resources must be dynamic; it must change in content and format because the curriculum changes and new formats become available.

Teach Students to Access, Evaluate, and Use Information

As Principal, what should I know about information literacy instruction?

An explosion of new information in various formats dictates that today's students and adults be able to locate information efficiently, to evaluate it carefully, and to use it effectively. Educators must teach students how to interpret the information they find in order to solve real problems and to keep up with an ever-changing world. They must become students, and then adults, who know how to learn. To have literate students, information skills must be taught as procedures integrated into the total curriculum. For this to happen, classroom teachers and the library media specialist must collaborate.

Information Literacy Skills

Information literacy skills prepare students to find, use, and share information in an independent and ethical manner.

Nine standards defining what students need to know and be able to do to be information-literate have been specified by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT).

The first three standards, Information Literacy, describe knowledge formerly called library skills. The library media specialist should take the lead in teaching these standards, with support from classroom teachers. Standards four through six, Independent Learning, build on the first three to describe behaviors expected of information-literate individuals. Standards seven through nine refer to the ethical and legal use of information by individuals. Teachers should take the lead in developing student competency in the last six standards, supported by the library media specialist.

Information Literacy
The student who is information literate
accesses information efficiently and effectively,
evaluates information critically and competently,
uses information accurately and creatively.

Independent Learning
The student who is an independent learner is information literate and
pursues information related to personal interests,
appreciates literature and other creative expressions of information,
strives for excellence in information seeking and knowledge generation.

Social Responsibility
The student who contributes positively to the learning community and to society is information literate and
recognizes the importance of information to a democratic society,
practices ethical behavior in regard to information and information technology,
participates effectively in groups to pursue and generate information.

Appendix B lists information skill objectives for grades kindergarten through twelve. These objectives were specified by the library media specialists in the Mobile County Schools and correlated with the state testing program.

Principles of Effective Instruction

In the past, library skills were taught either as part of the language arts curriculum or in the library in a manner that was isolated from course content. Although these skills do relate to language arts, they also relate to every other subject. Effective skills instruction involves three principles.

1 *Information literacy skills are fundamental to every subject.*
Students who actively participate in accessing and producing information to solve real problems are more likely to be engaged and excited about their own learning. To succeed at school or life's work, they must learn to access, evaluate, and use information in a variety of formats. Flexible use of the media center is best because it allows students to access library media resources and services when needed, without the constraints of time and place.

2 *Information literacy skills are learned best when taught in a curriculum context.*
Research and practical experience have shown us that information skills taught outside a meaningful context are not productive. These skills taught in isolation are the equivalent of teaching a person to swim without getting him or her in the water.

3 *Information literacy skills provide a basis for life-long learning.*
People with timely and adequate information are the ones who succeed. Someone who knows about an opening is more likely to get the job. The person who knows about a tax advantage is the one who profits.

Section I:
Recycling Examples

Examples developed by library media specialists in Hoover and Birmingham illustrate how course content and information literacy skills can be taught in a more varied and engaging manner when the teacher and library media specialist collaborate. This approach does away with lock-step instruction and reliance on a single textbook. Instead, individuals and small groups are actively involved in authentic learning with students learning both course content and information literacy skills simultaneously. Content objectives for the examples were taken from the *Alabama Course of Study: Social Studies,* (1998).

Activities suggested in these examples can take place in either the library media center or the classroom.

Section I activities teach "recycling" at the elementary, middle, and high school levels. This section shows how information literacy skills and topic may be similar from level to level yet the course content (the information) is increasingly difficult. Section II activities teach history objectives for every grade level.

An assessment strategy has not been included for each activity, but one should be planned whenever an activity is planned.

Each example has three parts:

◆   Content objective(s)
◆   Information literacy objective(s), and
◆   Activities.

Elementary School

Curriculum Objectives:
Kindergarten   Exhibit an awareness of the ways personal actions benefit or harm the local environment.
1st grade   Develop an awareness of occupational opportunities that have evolved from conservation and resource management.
3rd grade   Describe natural features.

Information Literacy Objectives:
Kindergarten   Recognize printed materials as words written down.
1st grade   Identify a picture dictionary to locate spelling and meaning of words.
3rd grade   Use a dictionary to locate synonyms and antonyms.

Activities:
• Students, with assistance, locate and use a dictionary to define recycling terms.
• Students formulate questions to describe what they need to know about the environment and how to care for it.
• The library media specialist teaches students how to locate appropriate trade books, Internet sites, and reference materials to find information on recycling.
• Guest speakers from the waste management department and the regional forestry department are interviewed for information about their jobs
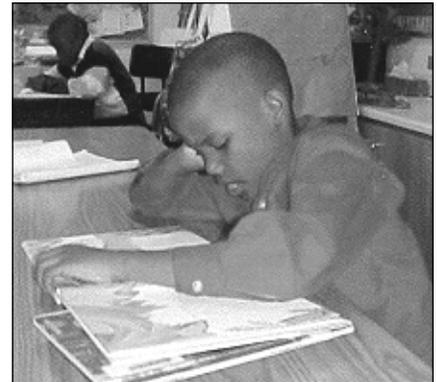
and advice on a recycling project.
- Students decide which information is most easily understood and most relevant to their situation. They read or listen to trade books that emphasize personal responsibility in caring for the environment.
- Students tell in their own words or write a letter explaining how they will begin to exhibit personal responsibility for the care of the earth.
- Older students decide to launch a schoolwide telephone book recycling program that involves students, faculty, parents, and the community.
- Older students graph the progress of the recycling program as an eye-catching bulletin board.
- Students create puppets of career people and/or literary characters from recycled materials.
- Students decorate holiday trees with "trash ornaments" or make trash treasures as gifts.

Middle School

Curriculum Objective:
7th grade   Apply a civic problem-solving model.

Information Literacy Objectives:
7th grade   Identify information sources for local, regional, and state information. Distinguish relevant from irrelevant information.

Activities:
- Students brainstorm what they know about recycling and place the information in a web, outline, and/or cluster.
- Students develop a Web page featuring local sites damaged by human use.
- Students search the library's catalog of holdings to determine materials available at school.
- The library media specialist introduces students to simple Boolean search strategies to use in locating sources in the magazine databases and the Internet.
- Students use a dictionary to look up technical terms to check understanding.

- Students use state documents for related statistical data; they take notes and document their sources.
- Students ask the cafeteria manager for environmental information from products used in the school lunchroom.
- The custodian helps students measure the trash from the lunchroom, the classrooms, and the offices.
- Students invite a local governmental representative in charge of solid waste disposal to supply facts about use of the local landfill.
- Students design posters and multimedia presentations to share their findings and their plans for recycling to improve the school environment.

High School

Curriculum Objective:
12th grade   Government/Economics–Understand recycling as a process designed to collect, process, and reuse materials instead of throwing them away.

Information Literacy Objectives:
12th grade   Locate technical and statistical information using electronic and print formats.
Formulate strategies to locate, select, and evaluate research materials.
Synthesize information from primary and secondary sources for research.

A Colorado study found that students who scored higher on norm-referenced tests (such as the Stanford 9) were in schools with more books, periodicals, and videos.

Activities:

- Students in Economics make a chart to compare and contrast the advantages of recycling to traditional methods of waste disposal currently being used in their city.
- Students formulate and propose a plan for recycling to the mayor and city council for adoption in their city.
- Students develop a computer presentation that summarizes what they know about the city's present waste disposal program and what they know about recycling.
- The library media specialist presents evaluation techniques for assessing credibility of print and nonprint sources, especially those found on the Internet.
- Students divide into groups to search each type of resource: print materials, electronic databases, local documents, state documents, and the Internet. They are careful to assess all information for accuracy, currency, relevancy, and bias.
- Students interview local, state, and regional groups involved in waste management and in recycling.

- Students organize and examine the information gathered to formulate a plan for presentation to the city council that will illustrate how recycling benefits all citizens.
- Students create a multimedia show to present at a weekly meeting of the city council presenting their recommendation for the adoption of a recycling plan.

Section II:
History Examples

Kindergarten

Curriculum Objective:
Compare forms of communication from the past and the present in different times.

Information Literacy Objective:
Recognize information is available in various formats.

Activities:
- Students are shown key words that name forms of communication (i.e., Pony Express, the telegraph, the postal service, the telephone, and electronic mail.)
- Students compare the length of time required to send a message by Pony Express, telegraph, ship, postal service, telephone, and email. With assistance, they organize the information into a timeline.
- Students locate trade books in the library media center that show pictures of communication devices.
- Students learn how the Internet is used for communication.
- Students send a message to people using the post office and email to compare the amount of time needed for each communication method.

1st Grade

Curriculum Objective:
Develop an awareness of historic figures.

Information Literacy Objectives:
Use the library media catalog to find information on a person.
Distinguish between fact and fiction.
Write a simple story recalling materials read aloud.

Activities:
- The media specialist explains what a biography is and how they are organized in the school library.
- Each student uses trade books, reference books, an electronic encyclopedia, Internet sites, and vertical file information to locate information about an assigned person.
- Each student group chooses an historical figure to research and to list facts with help from the teacher and media specialist. They combine facts into common categories to develop charts showing comparisons.
- Students explain why their assigned person was famous and how many facts were found about that person in each of three encyclopedias.
- Students write a class letter to a state or national government official, which is mailed or sent by email over the Internet.
- After listening to a book about a famous leader, each student reports on his or her favorite fact.

2nd Grade

Curriculum Objective:
Identify major celebrations of events in U.S. history.

Information Literacy Objectives:
Use alphabetical order to locate information.
Use a dictionary to locate word meaning.

Activities:
- Students brainstorm what they know about how the first Thanksgiving began and how it was celebrated. They compare those practices with how Thanksgiving is celebrated today.
- Students look up words in the dictionary that are identified with Thanksgiving and paraphrase the definitions.
- Students interview others in the school to determine how they celebrate Thanksgiving.
- Students use a map and a globe to locate where the first Thanksgiving was celebrated.

3rd Grade

Curriculum Objective:
Relate current events to their historical foundation.

Information Literacy Objectives:
Use an index to locate information on a given topic.
Use context to determine the correct meaning of a word with multiple meanings.

Activities:
- Students discuss the responsibility of citizens in an election and explain what they know about elections in the United States.
- Students formulate questions to research about election banners, buttons, and slogans. They use AVL databases to search for information.
- Students originate a slogan to use in running for president or mayor. Using a list of slogans, they determine the meaning of the words that were used and how those slogans would change if someone attached a different meaning to the words used.
- Students use the telephone to locate local groups involved in elections.
- Students plan and organize a mock election for the upcoming presidential election.
- Students locate the President's Web page on the Internet and the Web pages of candidates.
- Students use newspaper files to locate information on past local elections.
- Students locate statistics on elections in almanacs to develop a chart comparing results of the local vote with the state and national vote.

4th Grade

Curriculum Objective:
Identify the major characteristics of prehistoric Indians: Paleo, Archaic, Woodland and Mississippian, giving approximate times of existence, culture, government, and economy.

Information Literacy Objectives:
Compare and contrast information from two or more passages.
Construct models to illustrate information gathered.

Activities:
- Students select a period of prehistoric Indians.
- Students develop a timeline showing each time period.
- Students explore the Internet for information about other prehistoric populations.
- Students use print, online, and CD-ROM encyclopedias to locate information on each tribe. They find that all sources do not agree about the exact times each tribe existed.
- Students make a chart that lists the name of the tribe and displays physical representations of the culture, government, and economy using dolls, diagrams, and relics made out of cardboard.

5th Grade

Curriculum Objective:
Explain the important people and events of the American Revolution.

Information Literacy Objectives:
Use geographical sources to locate information about places.
Distinguish among fact, fantasy, and opinion.

Activities:
- Students use resources to identify people and events of the American Revolution, trying to identify at least 100 names for each category.
- Students select a person who lived during the American Revolution for a background search. Using information found, each student creates three clues for other classmates to use in guessing the person's name. Students realize that biographies have the most complete information on their person. They develop a chart to show how many facts were found in each type of reference source.

Activities:
- Students brainstorm what they know about the 20th Century. They interview someone who lived during the early years of the century for first-hand information.
- The library media specialist suggests strategies to use when searching for information about a particular period of time. Students discover they must know specific terms and events in order to narrow or broaden their searches.
- Students search books to locate colorful pictures to photocopy or scan for their presentations on each decade of the 20th Century. Multimedia presentations, developed in the media center, are shared in the classroom.
- Students select a 20th Century person they admire to write a fictionalized biography.

7th Grade

Curriculum Objective:
Evaluate trading patterns of the United States and other countries related to locations.

Information Literacy Objectives:
Identify information sources for local, regional, and state information.
Prepare a bibliography using a prescribed style.

Activities:
- Students identify products and goods exported and imported by the United States.
- Students develop a chart showing the major exports and imports with corresponding dollar values.
- Each student selects one export to track over a ten-year period.
- Students make a bibliography of sources useful in locating statistical information.
- Students develop a product map showing where U.S. exports are produced and shipped.

- Students search the Internet for a picture of their selected person for the cover of a written report.
- Students dress as the person they researched and present a first-person account of their life and importance in history for a videotaped presentation to share in class and with parents.

6th Grade

Curriculum Objective:
Discuss characteristics and distinctive features of life in America during the decades from 1900 to 1980s.

Information Literacy Objectives:
Obtain information about occupations.
Contrast and compare the content of one publication/production to another.
Write a short story describing an event or incident from information gathered.

8th Grade

Curriculum Objective:
Compare the characteristics of African civilizations (up to 1500 A.D.).

Information Literacy Objectives:
Employ Boolean operators in conducting an online search.
Analyze a special purpose map.
Draw a conclusion about information in a chart.

Activities:
- Students choose one aspect of Africa (geography, religions, economics, empires, or cultures) to research. Students develop a list that covers every letter of the alphabet, identifying which characteristic is represented by each letter and explaining its importance in African civilization.
- Students expand their search to relevant Web sites on the Internet, quickly realizing that some information is about current day Africa and does not fit the time period of the curriculum objective.
- The media specialist explains how to use a time period to limit a search.
- Students use their research notes to design two cards (either hand-drawn or computer produced). The first card identifies a letter of the alphabet and the related characteristic (geographic, religious, economic, empirical, or cultural), an explanation of how it represents that characteristic, a visual and the student's name. The second card contains factual information about the topic and explains why it was important in African civilization.
- Students print, laminate, and bind their cards into an African ABC book that is shared in the classroom, in other classes, and with parents.

9th Grade

Curriculum Objective:
Analyze the French Revolution and its impact on transformations in Europe.

Information Literacy Objectives:
Analyze a political map.
Recognize cultures and genres represented in selections from world literature.

Activities:
- Students use their textbooks to identify the events leading up to the French Revolution. Each one selects an event to explain how the war might have been avoided. Students find most reference books are too general and repetitive, instead they need scholarly books that deal with specific aspects of the French Revolution.
- The library media specialist explains evaluation criteria to use in determining the validity of information by researching information about the author/producer.
- Students produce a 10- or 15-minute, historically accurate, news broadcast. The on-camera talent, dressed in period costume, explain and amplify the event(s) and persons(s) through staged vignettes and transitions. Students write newspaper articles to summarize the events included in the broadcast. The broadcasts are presented in class with a short introduction and summary.

10th Grade

Curriculum Objective:
Discuss the progression of industrialism and the business world in America and its impact on society.

Information Literacy Objective:
Draw conclusions based on information in one or more passages or from graphic organizers.

Activities:
- Students research an American industrialist to determine influences on his or her life.
- Students select a company formed in the early 20th Century and research information through court cases, newspapers, magazines, and company reports.
- Students visit the historical society for facts about local, early industrialists. This prompts an interview with descendants for first-hand data.
- Students find that some sources are more reliable than others. They filter information for its accuracy, currency, and relevancy on the basis of its source. They create a list of caveats to consider in accepting information for a report.

11th Grade

Curriculum Objective:
Examine significant changes in American society and their effect on Alabama from 1990s to the present.

Information Literacy Objectives:
Recognize statements that summarize a passage.
Generalize a statement from related headlines.
Sequence historical events.

Activities:
- Students make a list of changes occurring in the past fifty years that directly or indirectly affected them or their families and compare their list to American societal changes found in the textbook. They develop categories for types of change.
- Each student examines a family album to connect with their family history and ancestors.
- Students identify community resources, such as local newspaper archives, to use in compiling a list of changes over the past fifty years by category.
- Students write an account describing how life will change by the middle of the 21st Century, based on changes since 1950.

12th Grade

Curriculum Objective:
Describe the methods by which the United States measures domestic output, national income, and the price level.

Information Literacy Objectives:
Locate technical and statistical information using resources in electronic and print formats.
Develop a chart comparing statistical data.

Activities:
- Students compare excerpts from various newspapers to determine the types of economic data provided.
- Students select one indicator of economic data (i.e., rate of exchange) to follow and record in chart format over a given time period.
- Students invite and interview a local stock/bond trader to determine resources used in securing trading information.
- Students select a stock listed on one of the major indexes to research and track over a period of time. In a class presentation, information gained is shared by a selected graphic organizer.
- Students determine the importance of calculating a price/earnings ratio and develop a skit to explain the process and importance to the class.
- Using charts, students compare economic indicators for Alabama with those for the United States.

As Principal, what should I know about information literacy instruction?

Effective skill instruction must be integrated with course content. Skill instruction planned by the library media specialist alone does not work because skills taught in isolation are not seen by the students as being relevant. When skills are taught in isolation, the teachers do not know what was taught and therefore will never reinforce the skills taught in the media center.

Students need opportunities to apply information literacy skills over and over in a variety of contexts. Application of a skill should be for an authentic purpose, which means it should be connected with a real need, such as completion of an assignment or an activity in which the student has a genuine interest. The need for repeated practice and meaningful application cannot be stressed too much. A soccer coach would never consider explaining a play on Monday and forgetting it until Saturday's game! Instead, the play is practiced over and over, with the coach introducing a number of contingencies that could occur. Information skills are similar; they must be practiced repeatedly in a meaningful context! The best way for this to happen is through collaborative planning between teachers and the library media specialist.

Creating opportunities for students to practice information literacy skills while learning course content requires teachers and the library media specialist to plan activities that engage students in accessing, evaluating, and using different types of information.

Collaborative Activity Planning By Teachers and the Library Media Specialist

1. **Begin with the teacher's plan for instruction.**

2. **Together, identify the embedded information.**

3. **Together, specify activities so students will find, use, and share information related to classroom content.**

4. **Together, devise an appropriate assessment strategy for each activity.**

5. **Together, decide where the activities will occur and who will participate.**

The library media specialist should foster the use of technology as a means of teaching and learning when collaborating with teachers. Teachers and students need encouragement and training to use technology tools for research and recreation. Technology or computer literacy is an important part of information literacy.

Encourage Every Student to Read, View, and Listen

As Principal, what can I do to encourage student use of resources?

Reading promotion is the oldest and most traditional library service. Librarians have always guided children to books, hoping to engage young readers. This service is needed more today than ever because reading is an essential skill and test results indicate that many students lack adequate reading skills. There are many ways in which a library media program promotes student reading, such as:

◆ Connecting a reluctant reader with just the right book to motivate him to read,
◆ Helping a poor reader comprehend better by teaching about "signal" words,
◆ Encouraging a good reader to read a more challenging book, and
◆ Enticing a young author to "publish" her book.

Correlating library books with the curriculum allows students to learn content in more interesting ways than through textbooks. When trade books are connected to curriculum content, a student learns facts while being exposed to good writing and usually a good story. A student is more likely to remember events and personalities embedded in a well-written story than when read in a textbook. New media formats now allow students to enjoy

good literature and to locate information through listening and viewing, as well as through reading.

Special programs can be initiated as part of the library media program. Programs such as Accelerated Reader, Great Books, Reading Academy, and Online Reader can motivate students to read. American Library Week, National Book Week, and other special occasions are opportunities for special schoolwide events that celebrate authors, books, and readers.

As Principal, what can I do to encourage student use of resources?

Be a role model by letting students see you reading books. Read aloud to student groups, regardless of the students' ages, because everyone enjoys listening to a good story. Ask students about the books they are reading. Recognize students who read. Encourage programs to bring authors and illustrators to your school. Invite people from the community to share books they have read.

Take an interest in the fiction books on the library media center shelves. Know which books are being checked out by students. Ask for regular reports that show which titles are circulating and read some of those books. Know the type of books each grade level enjoys. Talk with reluctant readers about reading they might enjoy, such as sport statistics or a report on a current event.

Encourage teachers to include a variety of resources in their instructional plans because students differ in the types of resource they prefer. Some students learn best from audio materials, some prefer visual information, and some need to manipulate information materials in order to learn.

If your school is an elementary school, be certain to participate in Emphasis on Reading (EoR), Alabama's children's choice book award program.

Manage a Planned Program for a Welcoming Environment

As Principal, what should I know about library media management?

On a smaller scale, the management responsibilities required of a library media specialist are similar to those of a principal managing a school program. A library media specialist must supervise, schedule, assess, plan, budget, maintain a facility, work with teachers to implement programs, and prepare routine reports. She or he must work with others in the school community to define and implement policies for use of resources and the library facility. Because there are so many aspects necessary in managing a library media program and in maintaining the facility, a checklist was developed to make it easier for principals to review management points with the library media specialist.
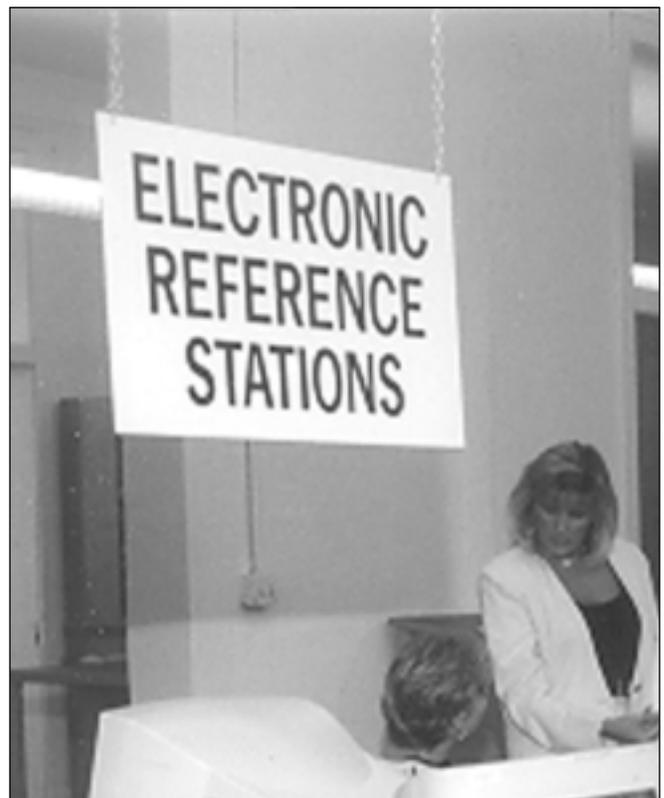
Management Checklist

Environment and Facility Maintenance
–––– Students and staff feel welcome in the library media center.
–––– The library media center is pleasing to the eye.
_____ The library media center is clean and clutter free.
_____ Displays invite students and staff to use resources.
_____ Materials are appropriately shelved.
_____ Signs assist students and staff in locating desired resources.

Faculty Involvement and Improvement
_____ The faculty understands the scope of available information and how it continues to expand.
_____ The faculty understands that information technology is costly, but essential to ensure students
        equal access to learning.
_____ The faculty understands flexible scheduling increases student access to library media resources.
_____ The faculty and administration receive routine communication regarding the media program's
        services, expenditures, and new resources.
_____ Administrators and teachers are involved in recommending policies, priorities, needed services,
        and collection needs, both formally and informally.

Program Planning and Implementation
_____ There is a written program plan for library media services.
_____ The plan is based on assessed needs and input from the school community.
_____ The plan is consistent with school, district, and state goals/requirements.
_____ The plan supports the school's mission statement.
_____ Effectiveness of the plan is assessed annually and adjusted as needed.
_____ The library media specialist connects with the learning community to link students with
        learning opportunities, to increase available resources, and to secure community support.
_____ The library media specialist consults with others in the school community in developing and
        promoting a student-centered library media program.
_____ The library media specialist aligns the information literacy standards for student learning with
        the school's goals, priorities, and curriculum.
_____ Administration, faculty, and media specialist agree on program priorities.
_____ Use of the library media facility allows flexible and equitable access to information and resources.
_____ Routine reports are provided to the school community to show the impact of library media
        services on student learning, literacy, and test results.

Management Checklist

Budget Preparation and Reporting

_____ Funding is sufficient to provide students with information in various formats.

_____ Each Spring a proposed budget is prepared to present to the school budget committee.

_____ The library media specialist consults with the budget committee regarding the proposed budget.

–––– The library media specialist identifies specific titles or items that meet the areas of collection need identified by the library media committee.

_____ The media specialist teams with the principal to obtain sufficient and stable funding.

_____ The media specialist is proficient in managing the collection budget and preparing reports.

Personnel

_____ There is at least one full-time, certified library media specialist.

_____ There is paraprofessional help according to the school's population and program.

_____ The media specialist helps integrate technology into the school program.

_____ The media specialist plans collaboratively with teachers to ensure students make use of library resources and develop information literacy skills.

_____ The library media specialist is involved in curriculum and school improvement activities.

_____ The library media specialist has a plan for continuous professional growth and stays abreast of current trends by reading professional literature, attending workshops, and coursework.

_____ The library media specialist offers ongoing staff development programs, based on assessed needs for administrators, teachers, and parents in the use of instructional resources and new information technologies.

_____ The library media specialist organizes staff, funds, equipment, technology, time, and a full range of resources.

_____ The library media specialist acquires up-to-date materials and emerging technologies to meet the needs of students and teachers.

_____ The library media specialist works collaboratively with the parent organization and community partners in planning and implementing special projects.

Collection Preparation and Maintenance

–––– Adequacy of the collection is assessed annually and results are reported to the administration and faculty.

–––– Out-of-date and damaged materials are weeded and associated records deleted from the catalog.

–––– Equipment circulated from the media center is clean and in good repair.

What You See In A Good Library Media Program

As Principal, how will I know we have a good library media program?

✔   The library media center is a place where individuals and small groups of students use information to extend classroom studies and to further personal interests.

✔ Students have access to library media resources and services each day.

✔ Library media resources are available to encourage research, engage students in pleasure reading, support the curriculum, and address individual needs and interests.

✔ Resources are organized by a recognized method, such as the Dewey Decimal system, and each item is represented in the catalog by a MARC (machine-readable) record.

✔ Information literacy 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 program plan that is based on assessed needs, evaluated annually, and consistent with the goals of the school and school system.

✔ The library media specialist provides a comprehensive program that includes skills instruction, information access, program management, and media center management.

✔ The library media specialist is certified, evaluated annually by appropriate criteria, and has a plan for professional development.

✔ The library media specialist collaborates with a committee of faculty members and parents to specify collection needs and to develop library media policies.

- ✔ The local board has approved policies for collection development, use of resources, copyright, intellectual freedom, and reconsideration of items in the collection.

- ✔ The library media program is linked with the broader community through a network of partnerships including parents, service agencies, libraries, museums, and other library media centers.

- ✔ 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 safely provide new technologies.

As Principal, what can I do to have a good library media program?

First and foremost, be committed to having a top-notch program! Your enthusiasm and support garners the enthusiasm and support of others.

Second, consider the library media center as a learning lab and not a classroom. Encourage teachers to use the media center to extend classroom learning and not as a substitute classroom where students are dropped off for a designated period of time while the teacher is elsewhere.

Third, see that funds are sufficient to maintain an up-to-date and appropriate collection.

Fourth, provide adequate staff to meet or exceed accreditation requirements. At a minimum, every program needs a certified library media professional, and depending on the size of the student body and the complexity of the school program, aides and technicians may also be needed.

Fifth, help teachers and parents understand that the library media specialist needs time for required management tasks.

Sixth, be involved in the program and confer regularly with the media specialist so you are informed about program implementation and the level of collection use.

Success of the library media program
depends on the strength of the
partnerships with teachers and administrators.

Appendix A

Collection Evaluation Form

Directions: Use the following collection assessment form to give a score to each type of library media resource. Convert the scores to a grade.

Exemplary Resources	3 points
Commendable Resources	2 points
Meets SACS Standards	1 point
Unacceptable	0 point

Grade Level

46 - 51 points	A
40 - 45 points	B
30 - 39 points	C
20 - 29 points	D
Below 20 points	F

COLLECTION EVALUATION FORM

Year _____   **Grade** _____

MANGEMENT SYSTEM   Points _____
<u>MANAGEMENT SYSTEM</u>

1 Point	**2 Points**	**3 Points**
Circulation/Cataloging	Circulation/Cataloging	Circulation/Cataloging
		Periodical Mgt.
1 Workstation	3 Workstations	5-10 Workstations

<u>TELECOMMUNICATIONS ACCESS</u>   Points_____

1 Point	**2 Points**	**3 Points**
Shared phone line	Standard line	2-3 Standard lines
	Facsimile equipment	T-1 line

<u>BOOKS</u>   Points_____

Books include reference, fiction, nonfiction, and permanently bound paperbacks. The count should not include textbooks or multiple copies of titles purchased for department collections to be used as a textbook.

1 Point	**2 Points**	**3 Points**
10 books per student	12 books per student	15 books per student

<u>BOOKS (Average age of the collection)</u>   Points_____

1 Point	**2 Points**	**3 Points**
19-15 years	14-10 years	Less than 10 years

<u>PERIODICALS</u>   Points_____

Periodicals include those related to the curriculum, representative of pupil interest, and with divergent editorial viewpoints. Elementary and middle school may satisfy a portion of the requirements by subscribing to an electronic database. After Southern Association of Colleges and Schools standards for paper copies have been met, an electronic database may be counted.

1 Point	**2 Points**	**3 Points**
15 Titles	24 Titles	30 Titles or 1:25 students

<u>NEWSPAPERS</u>   Points_____

When second and third newspaper subscriptions are added, local/state/national publications are represented.

1 Point	**2 Points**	**3 Points**
2 Titles (local & state)	3 Titles	6 Titles
	(local, state, national)	

<u>AUDIOVISUAL MATERIAL</u>   Points_____

Audiovisual materials may include sound filmstrips, video recordings, audio recordings, slides, posters, charts, art prints, study prints, globes, maps, transparencies, microfilms, and stand alone computer software.

1 Point	**2 Points**	**3 Points**
1 per student	1.5 per student	2 per student or 750, whichever is greater

CORE REFERENCE COLLECTION

These resources may be in digital, print, or other format but regardless of format, titles may not be counted that exceed ten years since publication or production.

General Encyclopedias   Points _____
	1 Point	2 Points	3 Points
	3 Titles	5 Titles	6 Titles

Dictionaries   (i.e., Abridged, Unabridged, Abbreviations, Science, Geographic)   Points _____
	1 Point	2 Points	3 Points
	3 Titles	5 Titles	6 Titles

Almanacs   Points _____
	1 Point	2 Points	3 Points
	1 Title	2 Titles	3 Titles

Periodical Indexes   Points _____
	1 Point	2 Points	3 Points
	1 Title	2 Titles	3 Titles

Literature Handbooks (i.e., Book of Quotations, Poetry Index)   Points _____
	1 Point	2 Points	3 Points
	3 Titles	5 Titles	7 Titles

Atlases (i.e., Historical, Physical)   Points _____
	1 Point	2 Points	3 Points
	1 Title	2 Titles	3 Titles

Directories & Biographical Sources (i.e., *Congressional Directory*)   Points _____
	1 Point	2 Points	3 Points
	2 Titles	4 Titles	6 Titles

Current Event Resources (i.e., *News Digest, SIRS*)   Points _____
	1 Point	2 Points	3 Points
	0 Title	1 Title	2 Titles

Guides (i.e., Parliamentary Handbook, Style Manual, College)   Points _____
	1 Point	2 Points	3 Points
	2 Titles	4 Titles	6 Titles

Statistical Resources (i.e., *U. S. Statistical Abstract, Statesman's Yearbook*)   Points _____
	1 Point	2 Points	3 Points
	1 Title	3 Titles	5 Titles

Appendix B

K-12 Information Objectives

These objectives were specified and correlated with state tests by library media specialists in the Mobile County Schools.

Symbols:

Alabama High School Graduation Exam (AHSGE)	**#**
Stanford Achievement Test, 9th Edition	*****
Course of Study: Language Arts, 1999	**+**

Student Outcomes:

* Find all types of information

* Determine the usefulness and worthiness of information found.

* Share information in a creative, appropriate, accurate manner and give credit to the sources used.

KINDERGARTEN

ACCESS

- Identify where resources are located in the physical plan of the library media center.
- Follow the established circulation process.
- Recognize information is available in various formats.
- Use appropriate language in requesting materials.
- Identify symbols used to convey information.

EVALUATE

- Interpret pictures.
- Interpret pictures and relate pictures to printed text.
- Recognize printed materials as words written down.
- Identify the main idea of a story using complete sentences.
- Identify characters in a story.
- Distinguish between real and imaginary events/people/places.

USE

- Use a variety of words to describe feelings and ideas.
- Imitate sounds appropriate to an occasion or story.
- Label pictures correctly using common nouns.
- Create pictures of scenes and characters recalled from stories.
- Repeat details and story sequence.

FIRST GRADE

ACCESS

- Follow established rules and procedures when using materials and equipment.
- Use a computer mouse and keyboard to run software.
- Identify symbols used on maps.
- Recognize a dictionary is alphabetically organized.
- Identify a picture dictionary as a source to locate correct spelling and meaning of words.
- Recognize there are different types of libraries.
- Correlate equipment appropriate to audiovisual formats.
- Use the library media catalog to find information on a subject, person, or thing.

EVALUATE

- Infer meaning for a word or passage from context clues.
- Distinguish between fact and fiction.
- Predict the outcome of a story or situation.
- Identify an appropriate conclusion.
- Value and acknowledge the work of others.

USE

- Retell a story in correct sequence and detail.
- Write a simple story recalling materials read aloud.

SECOND GRADE

ACCESS
- Use alphabetical order to locate information.
- Use the Dewey Decimal Classification system to locate a book.
- Use a primary dictionary to locate spelling and meaning of words.
- Identify the encyclopedia as a source of information.
- Identify the Internet as a source of information about people, places, and things.
- Identify information to be gained from various parts of a book.
- Use an atlas, map, or globe to locate places.

EVALUATE
- Identify the main idea in a passage or paragraph.
- Identify explicit details from a passage or paragraph.
- Draw conclusions from both explicit and implicit information.
- Distinguish between fact and fantasy.
- Identify the setting of a story.
- Recognize award-winning books.

USE
- Dramatize stories through plays, puppets, and pantomime.
- Elaborate when retelling a story or account of an incident.
- Write an account of an incident described in a story or by a classmate.

THIRD GRADE

ACCESS
- Use the library media catalog to find information on a subject, author, or title.
- Use a thesaurus to locate synonyms and antonyms.
- Use a dictionary to locate various types of information included in an entry.
- Use guide words to locate an entry in a dictionary.
- Use an index to locate information on a given topic.
- Use an encyclopedia to locate a topic.
- Locate places using an historical map.
- Identify longitude and latitude on a map or globe.
- Read a weather map and weather chart.*
- Analyze a graph for information.*
- Identify parts of a newspaper as sources of specific information.
- Identify the Internet as a means of communication.
- Consult a second source to confirm information found earlier on a given topic.
- Obtain information from graphs, charts, and timelines.

EVALUATE
- Assign an appropriate title to a story.
- Combine facts found in two or more sources into a paragraph.
- Classify information according to a common characteristic.*
- Classify items into categories and assign appropriate names to each category.
- Identify various types of charts.*
- Draw a conclusion based on information gathered.*
- Analyze newspaper advertisements for information and persuasive techniques.*
- Interpret a newspaper headline.*
- Use context to determine the correct meaning of a word with multiple meanings.

USE
- Originate a story to tell orally.
- Create diagrams, maps, and dioramas to convey information about a place.
- Create simple timelines to illustrate chronological order.
- Use a simple form or chart to record information found during research.

* Stanford Achievement Test, 9th Edition

FOURTH GRADE

ACCESS

- Recognize the library catalog as a relational database.
- Compare and order decimals (as related to the Dewey Decimal Classification system).*
- Use a telephone directory to obtain information about people, places, and things.
- Extrapolate information from bar and line graphs.*
- Extrapolate information from tables and tally charts.*
- Apply a map scale.*
- Locate a country in reference to the equator.*
- Recognize the Alabama Department of Archives & History as an information source.

EVALUATE

- Determine if sufficient information is provided.
- Identify missing information.*
- Compare and contrast information from two or more passages.
- Identify an author's purpose.
- Predict outcomes.*
- Make inferences about the cause of an event.*
- Draw a conclusion based upon a special purpose map.*
- Distinguish among fact, fantasy, and opinion.
- Recognize dialect and relate it to a culture.

USE

- Arrange sentences into a logically organized paragraph.
- Summarize a paragraph in a sentence.
- Write poems to summarize a story or information found on a topic.
- Read or recite aloud as part of a group performance.
- Use available technologies to produce materials.
- Construct models to illustrate information gathered.
- Use biographies to associate people activities with careers.*

* Stanford Achievement Test, 9th Edition

FIFTH GRADE

ACCESS

- Use statistical sources to locate and verify figures related to a specific topic.
- Use geographical sources to locate information about places.
- Use guide words, keys, and search terms to retrieve information efficiently.
- Use cross-references to locate additional information.
- Extrapolate information from graphs, charts, and tables.*
- Read labels for information.*
- Retrieve information about a given topic from sources in different formats.

EVALUATE

- Extend meaning of material read, viewed, and heard.*
- Identify author techniques that show elapsed time.*
- Distinguish among myths, legends, and fables.
- Differentiate between figurative and literal language.
- Recognize the use of bias and propaganda.
- Compare news reports on an event from various sources.
- Relate the copyright laws to use of resources.

USE

- Collaborate with others, using technology to share information.
- Create a topic-specific database.
- Use photography or another visual form to communicate a message.
- Write paragraphs and stories to dramatize a point, experience, or opinion.

* Stanford Achievement Test, 9th Edition

SIXTH GRADE

ACCESS

- Use a style manual to determine appropriate punctuation and capitalization.
- Use current event sources to retrieve and substantiate facts and statistics.
- Use glossaries and special dictionaries for information on technical terms.
- Use special dictionaries to interpret abbreviations, initialisms, and acronyms.
- Use online information tools for research and problem solving.
- Obtain information about occupations.
- Obtain information from graphic organizers, labels, directions, grids.*
- Recognize strategies used to organize various types of information.
- Identify the parts of a citation in a bibliography or list of cited works.

EVALUATE

- Evaluate the accuracy and comprehensiveness of various information sources.
- Interpret the literal meaning of morals, phrases, and sayings.
- Summarize a book or production.
- Contrast and compare the content of one publication or production to another.
- Distinguish various types of poetry by characteristics.
- Identify missing information.*
- Infer information from material read, viewed, or heard.*
- Predict outcomes and identify probabilities in story plots.

USE

- Write a short story describing an event or incident from information gathered.
- Develop a web in analyzing a topic.
- Select an effective method to share specific types of information.

SEVENTH GRADE

ACCESS

- Use directories to obtain information about people, places, and things.
- Recognize various map projections.*
- Use literature resources to locate famous quotations.
- Identify sources for local, regional, and state information.
- Use an atlas to identify various map projections.
- Employ Boolean operators in conducting an Internet search.
- Use Internet directories, addresses, and search terms.

EVALUATE

- Distinguish relevant from irrelevant information.
- Analyze materials for bias and inaccuracies.*
- Analyze a topic to determine the most interesting aspect.
- Analyze a topic to determine the most efficient search strategy.
- Relate copyright laws to information as a commodity.
- Recognize the effects of changing technologies.
- Select information from a passage for note taking.
- Refine a topic for searching by narrowing or broadening.

USE

- Prepare a bibliography or list of cited works using a prescribed style.
- Use footnotes, italics, and margin information to clarify content.
- Participate appropriately as part of a group discussion.
- Make a display or bulletin board to inform others about a current event.

EIGHTH GRADE

ACCESS

- Locate information related to speeches, laws, and recent quotes.
- Identify award winning products and people.
- Extrapolate information from multiple bar graphs.*
- Describe the function of gridlines on a map.*
- Employ Boolean operators in conducting an online search.
- Revise a search strategy to increase the number of relevant citations.

EVALUATE

- Determine the thesis of an essay.
- Recognize the characteristics of various types of literature.
- Analyze the effects of an historic document.*#
- Relate statements and probable sources.*
- Draw a conclusion based upon information in a passage or on a chart.*#
- Compare characteristics from different time periods, genre, and information sources.
- Determine cause and effect.*#
- Read and interpret frequency tables, stem-and-leaf plots, histographs, scattergrams, and a climatogram.*
- Analyze a special purpose map.*

USE

- Summarize information from several sources and document each source.
- Organize information using parallel construction.
- Use various genre, depending on need and purpose.
- Sequence events.*#

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NINTH GRADE

ACCESS

- Skim or scan written material to determine meaningful information. #
- Know sources for legal information.
- Locate clarification for the meaning of foreign phrases and archaic words. #
- Use sampling techniques to determine opinion on a topic.
- Recognize current event sources available in other countries and continents.
- Know a variety of technology resources useful in lifelong learning and career pursuits.
- Identify graphs that represent function data in a table.*
- Identify criteria used to select award winning publications and productions.
- Define geographic terms.*

EVALUATE

- Determine the pattern used by an author in writing an essay. #
- Recognize techniques used in mass media to sway opinion. #
- Relate headlines to specific events.*
- Analyze a political map.* #
- Draw conclusions from graphic organizers. * + #
- Compare reports on the same event from various news sources.*
- Recognize cultures and genres represented in selections from world literature. +
- Recognize the use of literary elements.+
- Determine when argument and propaganda are used.+ #
- Recognize that language changes and develops.+

USE

- Identify and follow directions that are implicit or embedded in a passage. + #
- Practice listening and viewing skills in a variety of situations.+
- Take notes from materials read, viewed, or heard. + #
- Make a prediction from a statistical sample.*
- Create a mnemonic device to recall specific information. + #
- Outline information from materials read, viewed, or heard.
- Demonstrate responsible use of others' ideas.+
- Use appropriate sources to determine literary and writing styles. +
- Use appropriate sources to interpret parliamentary rules and procedures. + #

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TENTH GRADE

ACCESS

- Locate information related to governments and laws. #
- Become familiar with the organizational system used to classify government documents.
- Select and use government documents appropriate to an assignment. #
- Locate information and examples related to the culture of various eras or periods. #
- Relate landmark documents and speeches to historical periods. #
- Identify methods of communication and the characteristics of each.
- Recognize Alabama authors and their contributions from statehood to the 1900s.+ #
- Recognize symbols used to convey information.+
- Use resources that assist writers (thesaurus, special dictionaries, manuals, etc.).
- Identify main ideas and supporting details from non fiction reading. + #

EVALUATE

- Identify the type of written selection by analyzing its characteristics.
- Explain the relationship of copyright law to the ethical use of resources.
- Recognize written characteristics of laws and treaties.
- Determine an author's use of imagery, symbolism, dialogue, and plot to express meaning.+ #
- Recognize elements of plot in print form as well as in movies and plays. + #
- Recognize fallacies of logic in written, oral, and visual presentations. #
- Identify use of slang, dialect, and jargon in materials.
- Identify paragraph structure used in a specific essay. #
- Draw conclusions based on information in one or more passages or from graphic organizers. * #
- Determine cause and effect.*
- Infer cause and effect stated or implied in a passage. #

USE

- Develop presentations using graphic organizers.
- Paraphrase information. #
- Organize for orderly informal debates.+
- Develop audiovisual aids to use in presentations.
- Sequence events. * #
- Share information available from the Alabama Department of Archives and History. #

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ELEVENTH GRADE

ACCESS

- Read selections written after 1900 by American authors and critiques of those works. + #
- Determine the history of a word, initialism, or acronym.
- Locate the text of significant speeches delivered during the 20th Century.

EVALUATE

- Evaluate effectiveness of literary devices in poetry and prose. + #
- Recognize the style of selected American authors (1900 to the present). + #
- Differentiate among various points of view. + #
- Compare similar information from different regions or time periods. #
- Discern the organizational pattern and transitional devices in written material and in oral or visual presentations. + #
- Recognize statements that summarize a passage. #

USE

- Employ critical listening skills in class discussions, lectures, and speeches—noting aspects that affect meaning. + #
- Demonstrate appropriate interview skills. +
- Produce graphs, charts, and models that clarify and explain complex information.
- Sequence historical events.
- Generalize a statement from related headlines.

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TWELFTH GRADE

ACCESS

- Locate technical and statistical information (i.e., stock reports, computer manual, tax form, etc.) using electronic and print formats.
- Identify slogans, maxims, quotations by time period and purpose.
- Formulate strategies to locate, select, and evaluate research materials. +
- Identify landmark documents associated with our country's government and development. #
- Identify types of information available from local agencies.

EVALUATE

- Analyze a series of statements.*
- Make an inference from a poem.*
- Draw a conclusion about the writings of an economic philosopher.*
- Recognize tone, diction, imagery, figurative language, and mood through inferential and interpretive reading, listening, and viewing.+ #
- Evaluate literature for its historical significance, moral significance, and universality. +
- Explain the relationship of individual rights, property rights, and privacy rights.

USE

- Develop an analogy for a given situation.
- Interpret and evaluate oral and written material. +
- Develop criteria by which information can be judged as relevant or irrelevant.
- Use available modern technology for a variety of communication purposes. +
- Document information using a consistent format.
- Synthesize information from primary and secondary sources for research. +
- Develop a chart comparing statistical data.

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Appendix C

Facility Checklist

The Facility Checklist can be used when evaluating the library media facility or when planning with an architect. When remodeling or building, be certain to analyze each functional area to determine requirements needed for the function of that area before starting the project. Also, consider how each functional area relates to others, as well as how the location of the media center relates to the rest of the school. All areas should be planned to accommodate existing and emerging technologies.

Facility Checklist

Furnishings
- Appropriate to the size of the users
- Sharp corners eliminated

Appearance
- Interior attractively and harmoniously designed
- Colors, textures, and design coordinated
- Display areas plentiful
- Spaces varied in size and shape

Comfort
- Temperature and humidity controlled
- Controls available only to authorized personnel
- Humidity controls linked to temperature control

Facility design
- Media center located away from noisy areas of the school, yet centrally located within the school
- Walls, floors, and ceilings finished to help lower noise level
- Local area network installed with conduit

Lighting
- Adequate electrical outlets
- Illumination at working surface adequate for tasks
- Separate lighting controls for individual spaces
- Control for use of audiovisual equipment by use of dimmers, drapes, and/or darkening shades
- Windows placed to prevent glare and allow effective use of space

Safety
- Fire resistant or nonflammable furnishings used
- Electrical equipment is UL approved
- Hazards eliminated (specified in bidding and purchasing)
- Installations easily reached by users
- Static electricity eliminated
- Tempered glass used
- Carts and furniture well-balanced (TV cart equipped with belts)
- Wires or cords across traffic lines eliminated
- Computer cables and networks concealed or covered by conduit

Security
- All areas within visual control of staff
- Instructional equipment storage designed for maximum security
- Security system capability provided
- Exits placed with checkout stations away from stack area

Flexiblity
- Expansion potential considered in location and design
- Space designed to adapt to changing needs
- Multipurpose use capability provided

Access
- Materials and equipment easily available to students
- Handicapped accessibility requirements observed
- Instructional areas placed for easy access
- Delivery zones located to provide easy access
- Audiovisual equipment movable between levels (ramps/elevators if needed)

Appendix D

Description of Facility by Major Functions

Description of Facility by Major Functions

FUNCTIONS	TASKS	DESIGN CONSIDERATIONS	TECHNICAL CONSIDERATIONS	FURNITURE AND EQUIPMENT
Circulation	Supervising media center Displays and exhibits Searching electronic catalog, Internet, and AVL Circulation of materials Entrance and exits Shelving for reserved materials	Near main entrance Visual supervision of facility Adjacent to or within the reading/browsing/studying/viewing/listening area Circulation desk appropriate height for students Carpet	Electrical and computer connections Master light switch Internet access Access to tape back-up Anti-theft device APC power converter	Computer and printer Book truck Reserve shelves Circulation desk that accommodates computer cords/cables Bulletin board Stools Book drop
Reading, browsing, listening, viewing, studying	Reading Browsing Listening Viewing Researching Group (large and small) instruction Independent studying	Corridor access Display spaces Space for groups and/or individual activities Flexible arrangement Easy traffic flow Visual supervision Carpet or other sound-absorbent floor coverings Space for screen or wall hung Storytelling area in elementary Handicap accessibility Adjustable, 12" deep shelving for books Accommodates 10-15% of the student population based on 25 sq. ft. per student Shelving for 20 items per student at 12 items per linear foot Maximum shelving height: Elementary 42", Middle 66", High 84" Maximum shelving width: 36' Shelving should have tops and backs	Electrical and computer connections throughout area Lighting and acoustical control Internet connection	Clock Table and chairs suitable to size of student Portable white board Display cabinets Projection screen Video Projector Copier in middle and high TV Search stations Appropriate chairs and tables for age group

FUNCTIONS	TASKS	DESIGN CONSIDERATIONS	TECHNICAL CONSIDERATIONS	FURNITURE AND EQUIPMENT
Collection	Organizing and displaying all media Areas separated by types of resources and activities	Shelf ranges at least 3' apart Easy access by handicapped Visual supervision Carpet	Electrical outlet Adequate lighting Computer connections	Shelving height appropriate for grade level (Elementary 42", Middle 66", High 84") Dictionary/Atlas stand Picture book shelving for elementary Newspaper display rack
Processing/ Workroom	Selecting, ordering, receiving new media Processing new media Repairing media Evaluating Storing Previewing Laminating Storage of supplies	Space for clerical staff Glass panel allows visual supervision of media center Work counter and cabinets for storage Storage for processing supplies Easy access for delivery of materials and equipment Work surfaces smooth and stain resistant Computer work space Stain resistant flooring Generous electrical outlets Computer connectivity Sink with hot and cold water Counter space to accommodate computer/printer (200 sq. ft. min.)	Adequate electrical outlets Adequate lighting Computer connectivity	Shelves Storage cabinets Computer/printer Typewriter/Table Filing cabinets Book trucks Pencil sharpener Adding machine Laminating machine Letter die cutter
Instructional equipment storage	Storing, securing, distributing, and maintaining of instructional equipment Storing of AV maintenance supplies	Storage space for large and small equipment, adjustable 18-24" deep Space for projection carts Security Stain resistant flooring Minimum of 1 sq. ft. per 15% of enrollment	Electrical outlets Shelving	Shelving to accommodate equipment Carts with extension cords Variety of equipment Cabinets for parts and supplies

FUNCTIONS	TASKS	DESIGN CONSIDERATIONS	TECHNICAL CONSIDERATIONS	FURNITURE AND EQUIPMENT
Conference Area/Professional Collection	Small group projects Small group listening and viewing Meetings Professional collection	Access to reading area Glass panel for visual supervision Carpet Design considerations with 150 sq. ft. minimum	TV outlet Computer outlet Numerous electrical outlets Phone connections	Table/Chairs Shelving Wall screen Computer White board
Periodical storage NOTE: Planners need to weigh the cost of on-line, full text periodicals against building space to accommodate hard-copy format.	Storage for 3-5 years of back issues Shelving for non-items	Shelving Carpet	Computer connectivity	Shelving Storage boxes
Office	Planning Conferring with teachers and students Administrative functions Committee meetings	Minimum of 125 sq. ft. Carpet Space for furniture Storage of personal items Restroom Glass panel to allow visual supervision	Telephone (cordless) Computer/printer Electrical outlets Computer connectivity Adequate lighting	Desk and chair Occasional chairs Filing cabinets Shelves Telephone Computer/printer
Media retrieval	Connectivity and data distribution Main distribution frame for wiring, servers, and video distribution equipment	400 sq. ft. minimum Corridor exit Proper ventilation Adequate lighting Security control and limited access	Adequate electrical outlets Computer connectivity Cordless phone	Cabinet for storage Shelving Counter space for computers Chairs/stools Servers Media retrieval system
Media production	Illustrating Mounting and laminating Individual and small group use Video recording Audio recording	Access to general use area General work counter with adequate electrical outlets Double sink-hot/cold water Table work space Screen Flooring-stain resistant Visual supervision	Adequate electrical circuits Area lighting Sinks with hot/cold running water Exhaust, ventilating fans Soundproofed space	Worktable and chairs Shelves, storage cabinet Laminating machine Scanner