

ASD 21st Century School Library Media Centers: A Look at Library 2.0

The library connects us with the insight and knowledge, painfully extracted from Nature, of the greatest minds that ever were, with the best teachers, drawn from the entire planet and from all our history, to instruct us without tiring, and to inspire us to make our own contribution to the collective knowledge of the human species. I think the health of our civilization, the depth of our awareness about the underpinnings of our culture and our concern for the future can all be tested by how well we support our libraries.

-Carl Sagan, *Cosmos*



The Impact of School Library Media Programs on Student Performance

Major research studies in Alaska, Ohio, Colorado, Illinois and Pennsylvania have explored the impact of school library media programs on student performance. In each of these statewide studies, a significant factor influencing student performance has been the quality of the school library media program. Evidence from these studies prove that **achievement scores increase 10 to 20 percent** in schools that have the following 21st Century Library Qualities:

- Quantity and variety of materials: books, AV, Internet, electronic
- Curricular connections with curriculum
- Networked access to library catalogs, databases, Internet
- Library staffing that frees teacher-librarians to teach
- Expanded access and hours
- Individual and class visits
- Collaboration between teachers and librarians
- Quantity and quality of instruction in information literacy
- Leadership by teacher-librarian in curriculum and technology
- Focus on instructional priorities
- Inquiry, real world information problem solving
- Alignment with state curricular guidelines and standards
- In-service training by teacher-librarians in collaboration, integration and technology

Current ASD Library Mission:

December 11, 2006 300-78 School Board Policy Manual: 346.31 Mission and Objectives

The mission of the library media program is to support the educational goals of the Anchorage School District by providing resources that meet the educational and personal needs of students and staff, and by ensuring that all students are provided instruction and assistance that encourage their becoming lifelong learners and library users.

This mission is addressed in the following objectives:

- (1) to provide intellectual access to information*
- (2) to provide physical access to information*
- (3) to provide learning experiences that encourage students to use information selectively in creating both print and non-print products*
- (4) to provide leadership and instruction in the use of information technology*
- (5) to provide resources and activities that contribute to lifelong learning*
- (6) to provide a facility that functions as the information center of the school*
- (7) to provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democratic republic, and*
- (8) to reflect the differing maturity and informational needs of elementary, middle level and secondary students.*

In identifying this mission and these objectives, it is recognized that their accomplishment requires a partnership among community, Board of Education, district and school administration, librarians, teachers, parents, and students, full integration of the library program into the curriculum; and the commitment of each of these partners to the value of information skills and access to information.

The Superintendent shall develop and implement procedures which insure that this mission and these objectives are attained. (Section 345.31 - Approved October 11, 1993)

Mission Statement from AK Standards

The school library is a primary source for information and curriculum support. The school library program functions as the information center for the school by providing access to a full range of information resources, in both traditional and electronic format, and opportunities to acquire information literacy skills and integrated and interdisciplinary learning activities which support the curriculum. The mission of the school library program is to ensure that all students and staff become literate, life-long learners and effective and responsible users of ideas and information.

Purpose & Make-up of ASD 21st Century School Libraries Advocacy Committee

This committee formed to respond to questions asked by the school board after librarians testified at school board meetings and wrote letters asking that the cuts in ASD library program be restored. We have been gathering research on the impact of libraries on student achievement, the information needs of students, the integration of information literacy standards into the core curriculum, the basic tasks necessary to keep a school library operational, current and future technology, necessary staffing of school libraries, how to maximize library uses and the role of the librarian.

We would like to see this work continue and hope to investigate ways to improve school library programs and services in ASD.

The committee includes

2 high school librarians: Suzanne Metcalfe, Dimond & Renee Wood, South

2 middle school librarians: Heather Fleming, Mears & Jill Gann, Central

2 elementary librarians: Alta Collins, Chester Valley & Keri Geppert, Williwaw

3 library media assistants: Lori Mitchell, Mears; Kollette Schroeder, Dimond & Evleen Kelly, Northern Lights

Summary

We started with these 5 questions:

1. What are the information needs of 21st Century students?
2. What does a 21st Century Library Media Center look like?
3. What are the staffing needs at each level to accomplish the essentials?
4. What is the role of the librarian/media specialist in enhancing the curriculum and instruction program?
5. What is the best way to insure that all students are using the information available on a regular basis so that the substantial investment in square feet and supplies and equipment is justified?

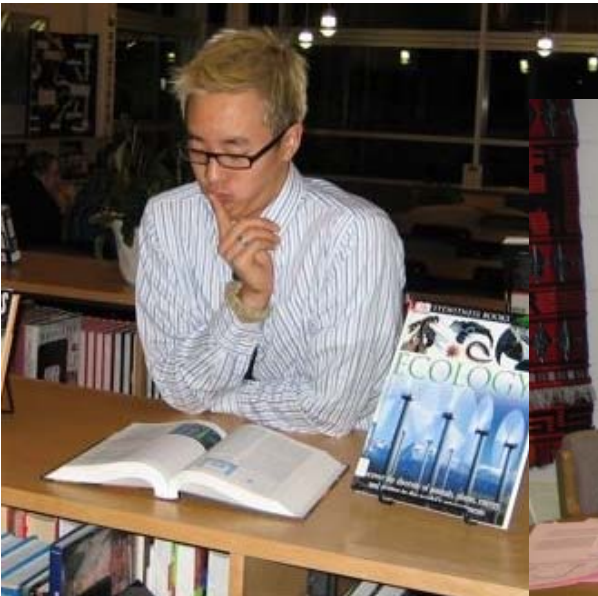
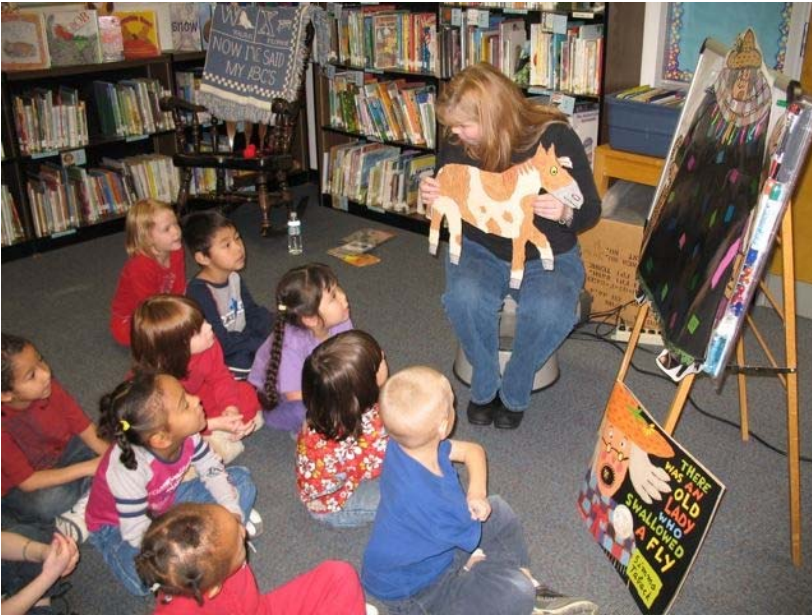
In considering these questions, we examined

- Standards
- Curriculum Integration and Collaboration
- Access, Resources and Facilities
- Professional Development
- Staffing

To insure ASD school libraries meet the ASD Library Mission to the fullest and maximize the dedication of space, technology, resources and staff, we make the following recommendations.

Standards

Our students must be taught the 21st century research skills they need to learn and achieve in school and throughout their lives. There's so much more to school libraries than books! --Linda Williams



STANDARDS

The Educational Testing Service (ETS) announced last fall that on average students taking the new ICT (information and communication technology) Literacy Assessment scored about 50% overall. Only 49% of test-takers correctly identified a website that met criteria for objectivity, authority and timeliness, 35% could correctly narrow a search and less than 50% could organize information.

Although ASD students have grown up using computers, they are not information literate and lack the critical thinking skills they need to navigate, evaluate and process the abundance of information available. We recommend the AK Library/Information Literacy Standards and the Library Standards, Benchmarks & Indicators as part of the ASD curriculum.

AK Library/Information Literacy Standards (adopted by AK State Board of Education in 1999)

- A. A student should understand how information and resources are organized.**
- B. A student should understand and use the research processes necessary to locate, evaluate and communicate information and ideas.**
- C. A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.**
- D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.**
- E. A student should understand ethical, legal and social behavior with respect to information resources.**

ASD 21st Century School Library lessons and activities are based on standards.

How to Use WebCat

How to Use the Digital Pipeline (Alaska State Databases)

How to use Novelist to find good books

How to cite sources, use style sheets, create bibliographies

How to use an index, table of contents

Evaluating Web Sites and other sources

Parts of a book

Author and Illustrator Studies

Effective Internet searching skills

Book talks by genre, subject, or just good reads

Bookmarks with Read-Alikes

How to make your Powerpoint presentation powerful

Copyright issues

Field trips to UAA Consortium Library

Curriculum Integration and Collaboration

Information Literacy forms the basis of lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become self-directed, and to assume greater control over their learning. (Association of College and Research Libraries, 2000.)



CURRICULUM INTEGRATION & COLLABORATION

The 21st Century has brought with it a deluge of information in myriad formats. Information literacy is an all-encompassing term for the knowledge and skills students need to learn to become proficient consumers and users of this information. This includes accessing, locating, evaluating, organizing information as well as communicating this newly acquired knowledge to others. It includes not just print materials, but electronic resources including sound and other media. Integration includes not just the information resources but the new and emerging technologies that allow students to manipulate and communicate information.

The 21st Century library media specialist must provide instruction to students and teachers in new modes of information and new technologies for making meaning from the new information. This instruction, if done in isolation, will not have any lasting value. The standards for library/information literacy must be seamlessly integrated into the other curriculum areas. These abilities will become second nature and the students will recognize the applicability of these skills to lifelong learning. Pre- and post-assessment tools must be used to guide instruction and document successful understanding.

In addition to the Alaska Content Standards for Library/Information literacy, the district has developed benchmarks and performance indicators for K-12. These are awaiting formal adoption. Once approved, the integration process will begin. The first movement toward integration will begin with the Language Arts department. There is also progress being made in integrating the library/information literacy standards with the content standards for Technology, a logical pairing.

Information literacy skills relate to every content area. Library Media Specialists and classroom teachers must work cooperatively and collaboratively to ensure that all students are acquiring these 21st Century skills. Professional development and coordinated planning time is critical to making this a reality.

ASD 21st Century School Librarians integrate curriculum and collaborate with teachers.

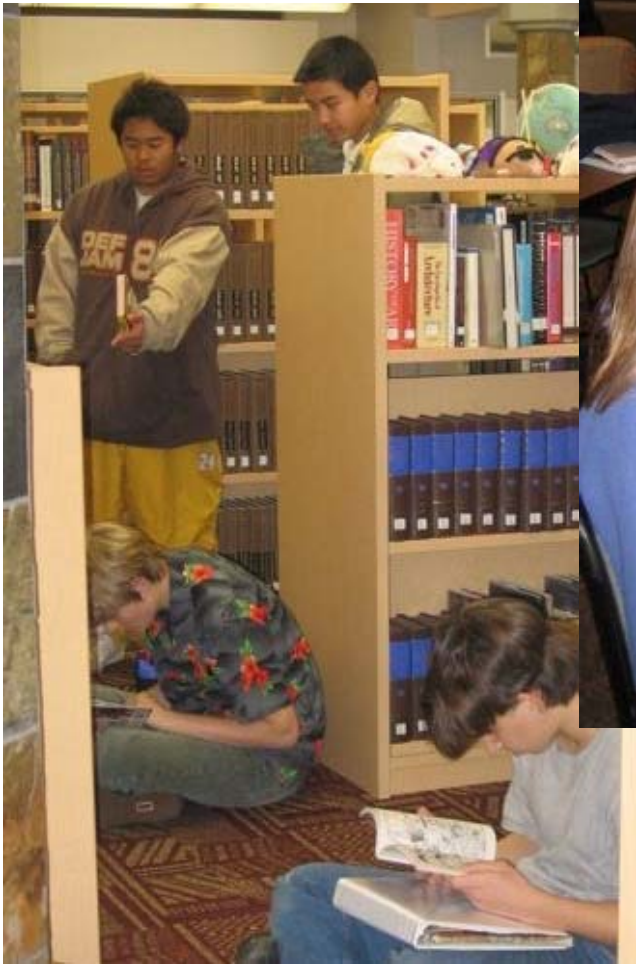
A few of the lessons ASD librarians and classroom teachers collaborate on:

- Writing Research papers
- National History Day projects topic search and research
- American Decades project
- Animals project
- Alaska Studies

ASD 21st Century Librarians assist teachers by:

- Pulling carts of books on a subject
- Creating bibliographies of specific topics
- Creating fact-gathering sheets
- Examining resources for specific lessons
- Interlibrary loans of materials
- Co-teaching lessons on a variety of topics
- Introducing new technologies and teaching students and teachers how to use them

Access, Resources and Facilities



If you're a student, you take one step into the digital learning center, and you can do all your research, all your packaging, all your copying. When you step out of the library, you're ready to take the next step right into the classroom with a finished product.

-Michael Freeman

ACCESS, RESOURCES & FACILITIES

Access

School libraries should offer physical and time availability. The library is a place that allows students from all backgrounds and abilities to participate on a level playing field by offering resources they may not have at home and providing digital equity. For this reason, students must have access to the library facility, services, resources and staff before, during and beyond the school day. A 21st Century library is open to individuals, small groups and classes, which also have access to a certificated librarian and professional support staff.

Flexible scheduling is the most desirable for integrating information literacy skills into the curriculum and extending the classroom. Teachers should be able to schedule classes for extended blocks of time. Students and teachers should be able to come to the library for a variety of activities and receive basic library services. Trained support staff should be available to assist students and teachers when the teacher-librarian is conducting classes.

Access also includes digital access. 21st century school libraries reach beyond the physical walls of the school through webpages, blogs, wikis, e-books, pathfinders and other electronic means.

ASD 21st Century School Libraries are accessible.

Most secondary school libraries are open 30 minutes to an hour before and after school.

Some libraries offer extended hours in the evenings

Libraries with assistants can allow students on passes during the school day and at lunch.

Resources

21st Century Library Resources (print, audio-visual and electronic) are the essence of a library. Information sources include non-fiction, biography, and reference materials for research, curriculum support, and personal interest. Fiction sources support literacy instruction related to ASD curriculum, encourage reading growth and reflect students' interests. With technology advances, many of these resources may be in electronic format such as e-books, blogs, wikis, streaming media, databases, online encyclopedias and other formats we can't even imagine; however, books and other print resources still represent a large portion of the collection and are used extensively. Print resources provide information equity for those students who don't have online access at home.

Library materials must be cataloged, inventoried, evaluated, organized and accessible whether print, AV or electronic. They must be balanced and reflect the school community. Because information, curriculum and interests change regularly in certain subject areas, many categories are time-sensitive and should be updated in order to keep current.

The 21st Century school library's web page provides links to electronic resources, lists of appropriate websites by subject and interest, downloadable copies of essential documents such as style sheets and links to other resources.

Basic collection maintenance includes:

Selection of the best resources, updating of time-sensitive materials with a recommendation of publication dates no more than 10 years old, routine discarding of out-of-date and worn materials.

We have included the New Mexico Task Force for School Libraries recommendations as an example of standards for collection maintenance. ASD currently has no adopted standards in this area.

Standards for Collection Currency

Currency Standard	Minimum	Average	Exemplary
70% of the collection is current, i.e. publication date is no older than 10 years from the current date	Time-Sensitive Sections: Social Sciences (Call # 300-389) Science (Call # 500-599) Technology (Call # 600-699) Geography, travel, biography, modern history (Call # 900-999) Reference (Call # R)	Nonfiction collection (Call # 001-999)	Total collection Fiction and Nonfiction

Standards for Collection Size (Numbers of titles)

School Size/Number of students	Minimum	Average	Exemplary
Fewer than 300	5000 titles	7000 titles	9000 titles
300-600	7500	10,000	12,500
601-1000	12,000	16,000	20,000
1000+	15,000 or 15 titles per student whichever is greater.	20 titles per student	25 titles per student

ASD 21st Century Libraries have balanced collections, offer access through library webpages, provide a variety of media resources and follow an organized collection development plan.

ASD libraries total holdings number 1.373 million items!

Total circulation was 957,185 items in 2005-2006 and 985,082 in 2004-2005.

Facilities

We believe that the school library should be the heart of the school by providing both a place and a program that reflects the school community and provides an environment that supports the information, reading and technology needs of students and staff.

An exemplary school library includes the following functional spaces:

- Floor area & shelf space to house the collection
- Work/study space for 2 classes at the same time (minimum)
- Large & small group instruction area with screen and projector
- Reference area
- Circulation desk
- Electronic workstations to provide both class and individual use
- Quiet study area
- Casual Reading area
- Staff and student production area for media/video production
- Adequate storage
- Display areas

Library Office

The following building infrastructure:

- Adequate electrical wiring and network connectivity and bandwidth
- Appropriate lighting
- Video distribution Center equipment and network
- Satellite reception

And the following equipment & software

- Functional circulation and cataloging systems (SIRSI)
- Online Public Access Catalog (OPAC) stations
- Appropriate software licenses
- Online databases and e-books
- Smart Board
- Copier
- Laminator
- Telephone
- Fax
- Scanner
- Printers
- Listening stations
- Viewing stations
- Production equipment and software
- AV equipment for library use and circulation

ASD 21st Century students and staff use their school libraries for many purposes.

- Quiet Reading
- Study
- Assembling posters and other projects
- Group work
- iMovies
- WebPages
- Presentations
- Displays of student work
- Filming
- Awards
- Writing papers
- PowerPoint presentations
- Listening and viewing books on tape and educational videos
- Online studies
- Educational blogs
- Wikis
- Playing board games
- Practicing for Battle of the Books and other competitions
- Book Clubs

Professional Development



Library media specialists should be recognized and utilized by principals and teachers as professional colleagues in the teaching and learning enterprise. - Keith Curry Lance



A library is like a kitchen. You can have the most modern facility with all the appliances, cookware, storage space, countertops, food and condiments. But you need a cook to make it mean anything. -**Lucia Herndon**

PROFESSIONAL DEVELOPMENT

21st Century School librarians are leaders who participate in professional development and then present new skills and information to fellow faculty members. Because technology changes quickly, librarians must spend considerable effort to stay up-to-date. ASD has a valuable resource in its school librarians and can expand on this resource by providing training to teacher-librarians and utilizing their expertise in staff development.

Keith Curry Lance has identified five power roles for librarians:

1. School leader
 - a. Communicate with the school community
 - b. Professional Development BY librarians: provide classes, in-service sessions (district and school)
2. Program Administrator
 - a. Evaluate materials and resources (all media types)
 - b. Select materials based on curriculum, patron interest and recreational reading needs
 - c. Scheduling
3. Information Navigator
 - a. Direct teaching: lessons on using resources, book talks, bibliography and documentation, etc.
 - b. Link students and teachers with information resources
4. Technology Integrator
 - a. Leaders in their schools in technology and accessing available materials
 - b. Train teachers to use technology to enhance the curriculum
5. Collaborative Teacher and Learner
 - a. Collaborate with teachers, department chairs, curriculum committees
 - b. Serve on Curriculum Committees
 - c. Professional Development FOR Librarians: learn current curriculum, instructional procedures, current trends in technology

21st Century librarians need to have cross-district and cross-curricular in-service opportunities. A district library curriculum leader would plan and organize these to best serve librarians and the faculties they serve.

ASD 21st Century Librarians attend and present a variety of staff development opportunities at the local, district, state and national level. ASD 21st Century Librarians also serve on committees, boards and other professional organizations.

Staffing

"In the nonstop tsunami of global information, librarians provide us with floaties and teach us how to swim." • Linton Weeks •



STAFFING

American Library Association/ American Association of School Librarians Position Statement on the School Library Media Staff:

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

- All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialist working full-time in the schools library media center.
- Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
- More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the schools size, number of students and of teachers, facilities, specific library program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA programs.
- All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and policies for the districts curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

Our staffing recommendations:

District Level:

1 full-time District Library Coordinator (See ALAIAASL Position Statement)

Qualifications:

- Certified Alaska School Librarian
- 5 years experience in a school library

Duties:

- Administrates based on mission statement, goals & objectives
- Evaluates Library Media program
- Coordinates with other curriculum directors
- Integrates Information Literacy standards into core curriculum
- Plans Cross-District In-services, secondary and elementary meetings
- Provides Professional Development
- Disseminates current trends in library services and delivery
- Trains and organizes librarians to lead professional development courses for staff
- Lead person for selecting district-wide databases & electronic resources
- Coordinates with public and academic libraries
- Works with mentors

Library Technical Services Coordinator

Duties:

- Manages Library Resources Department
- Maintains the OPAC (district online catalog)
- Creates bulletins for using library software
- Supervises bibliographic control clerk, library automation clerk and other library resources staff

School Level:

1 full time certificated librarian in every school

ASD has made this a priority, and we feel this is reflected in student achievement.

Library Media Assistants based on school population

- 1 in every building
- Over 1,000 students: 1.5
- Over 1,500 students: 2