

**REINVENTING INDIANA'S SCHOOL LIBRARY  
MEDIA PROGRAMS IN THE AGE OF  
TECHNOLOGY**

**A**

**Guide for Principals  
and Superintendents**

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**With assistance by**

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## INTRODUCTION

The need to reconceptualize school libraries has never been greater. The rush of technology has caused some to ask, “Is a school library media center needed?” “Is any library needed?” “Isn’t it all on the Internet?” Regular library and Internet users understand the benefits of integrating all forms of information technologies into a full-service organization with human interfaces as guides to the best and most practical information sources. In schools recently networked and upgraded for extensive technology use, administrators understand that the immense investment must translate into improved learning opportunities—and that key people make it happen! More and more emphasis is placed upon teachers to help every child achieve, every teacher must have the institutional support needed to carry out expected change. Demanding more does not make it happen.

This volume has been designed as a quick short course for administrators who want to maximize the impact of information technologies and the library media program on teaching and learning. Thus, it concentrates on program — not the hardware,

The book is divided into five main sections that discuss:

1. Collaboration with teachers in the design of learning.
2. Building avid and capable readers,
3. Enhancing learning through technology.
4. Creating an information literate learner.
5. Building an information infrastructure.

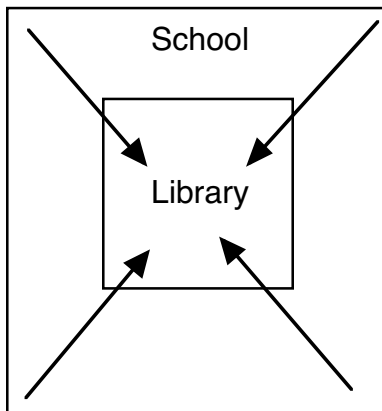
Within each section, pages have been designed in such a way that each can be used as a handout for a workshop, an interview, a planning session, or for a group of parents. Many pages contain checklists to stimulate thinking and planning. Two threads run through all sections — budget implications and assessment. Each of these topics is summed up at the end of the volume. Feedback to the author is appreciated at [DavidL@wahoo.sjsu.edu] or to the publisher.

## A New Vision

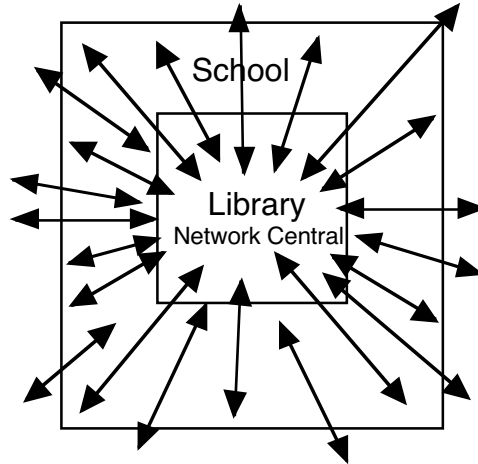
Twice in this century, school libraries have undergone a major redesign. The first was in the 1960s when book libraries had to be rethought to include a new wave of audiovisual devices and software. The second began in the 1980s with the proliferation of the microcomputer, computer networks and the Internet. The first redesign required only a shift in contents. The second requires an entire rethinking.

We have usually thought of the library as the “hub of the school,” a place where everyone comes to get materials and equipment. Now, however, in the age of technology, the library media center becomes “Network Central” with its tentacles reaching from a single nucleus into every space of the school and into the home. Where we once thought of the library as a single learning laboratory, now the entire school becomes a learning laboratory served by Network Central. It becomes both centralized and decentralized at the same time.

OLDER LIBRARY CONCEPT



NEWER LIBRARY CONCEPT



### Traditional

Print rich  
Print and AV oriented  
Centralized (one location)  
Rigidly scheduled  
Single person staff  
A quiet, almost-empty place  
Open during school hours

### New

Information rich in every format  
Multiple technologies  
Centralized / decentralized simultaneously  
Flexibly scheduled  
Professional and technical staff  
A busy, bustling learning laboratory  
Online services 24 hours a day, seven days a week.

With the advent of high technology and sophisticated networks, many schools have approached high technology as if it were separate and distinct from “the library.” But after the networks are in and the equipment in place, it soon becomes evident that materials and information merely have new paths to take. The concept of a vast store of materials and information poised to serve teachers and learners remains intact no matter what it is named — the library, the library media center, or network central.

## Successful Students in the Age of Technology

What type of person is likely to be successful in today's information-rich and technology-based world? What type of student is likely to be successful in the world of the future insofar as we can foresee that world?

When an exemplary library program is in place, every young person can be equipped with:

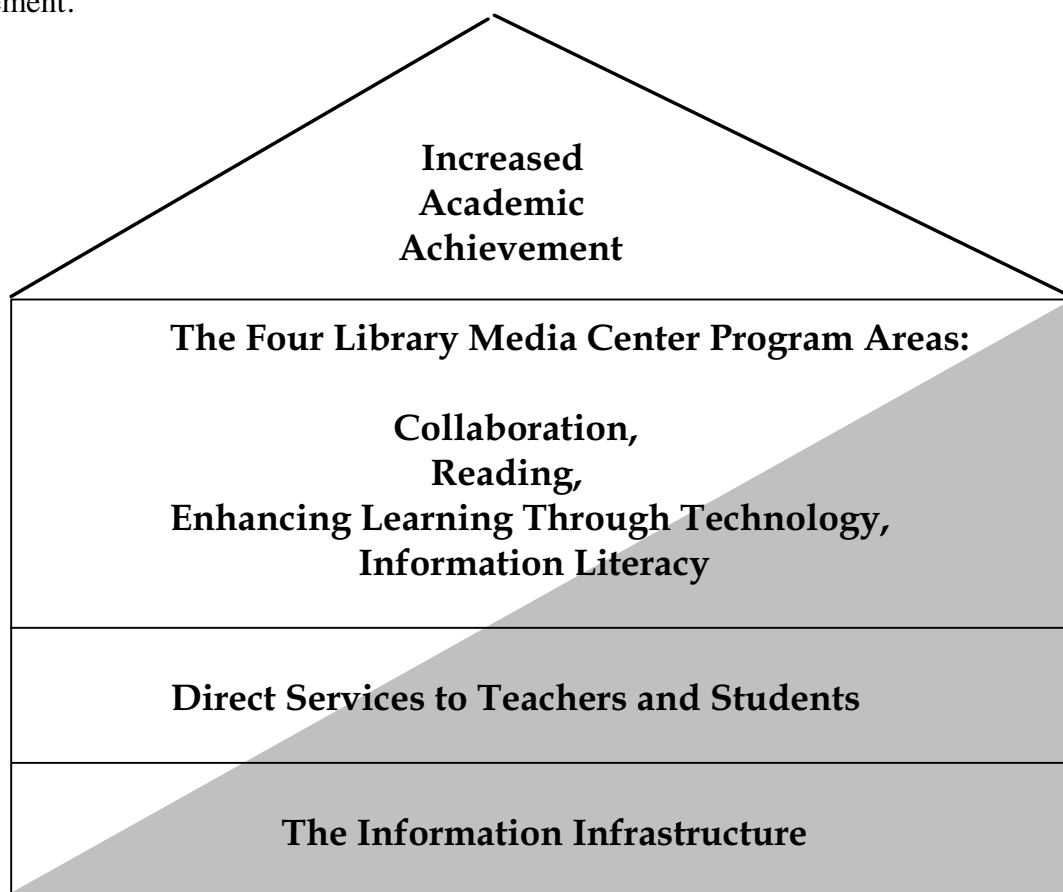
- Reading Literacy** → 1. An Avid and Capable Reader.
- Technology Literacy** → 2. A Skilled User of Technology Tools.  
3. An Enhanced Learner.
- Information Literacy** → 4. An Organized Investigator.  
5. A Critical Thinker.  
6. A Creative Thinker.  
7. An Effective Communicator.  
8. A Responsible Information User

### Useful publications amplifying this vision:

1. American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.
2. *National Educational Technology Standards for Students: Connecting Curriculum and Technology*. Eugene, OR: International Society for Technology in Education, 1999.
3. Loertscher, David V. *Taxonomies of the School Library Media Program*. 2<sup>nd</sup> ed. San Jose, CA: Hi Willow Research and Publishing, 2000. This book contains a comprehensive treatment of all the program elements of the school library media program and can be considered an extension of this *Reinvent* book.

## The Library Media Center as a Focal Point to Achieve Student Success

To stimulate all learners to reach their potential in the information world, the library media center staff concentrate on four major program areas sitting atop the school information infrastructure. These four central program elements are the foundation of increased academic achievement.



(whit area = the professional role; gray area = the support staff role)

- **Network Central: The Information Infrastructure** in the library media center provides the technological foundation for delivering materials and information in all media formats. It is composed of the networking, the equipment, staffing, budget, facilities, repair and technical support for every kind of technology including print, multimedia, video, and digital.
- **The Library Media Center Program** is a tool for using all the technologies in such a way that teaching and learning are affected in major positive ways.
- **Increased Academic Achievement** is the outcome. In addition to academic achievement as a central thrust, there are a host of other personal benefits to a student and teacher who use technology and information well such as becoming a lifelong reader, an independent learner, successful seeker of information, a career builder, among others.



## **What the Research Says:**

### **The Connection Between School Library Media Centers (LMC) and Academic Achievement**

**Three Major Studies done in 2000 in over 900 schools:**

**Alaska**

**Pennsylvania**

**Colorado**

**Plus two other statewide studies done in 2001:**

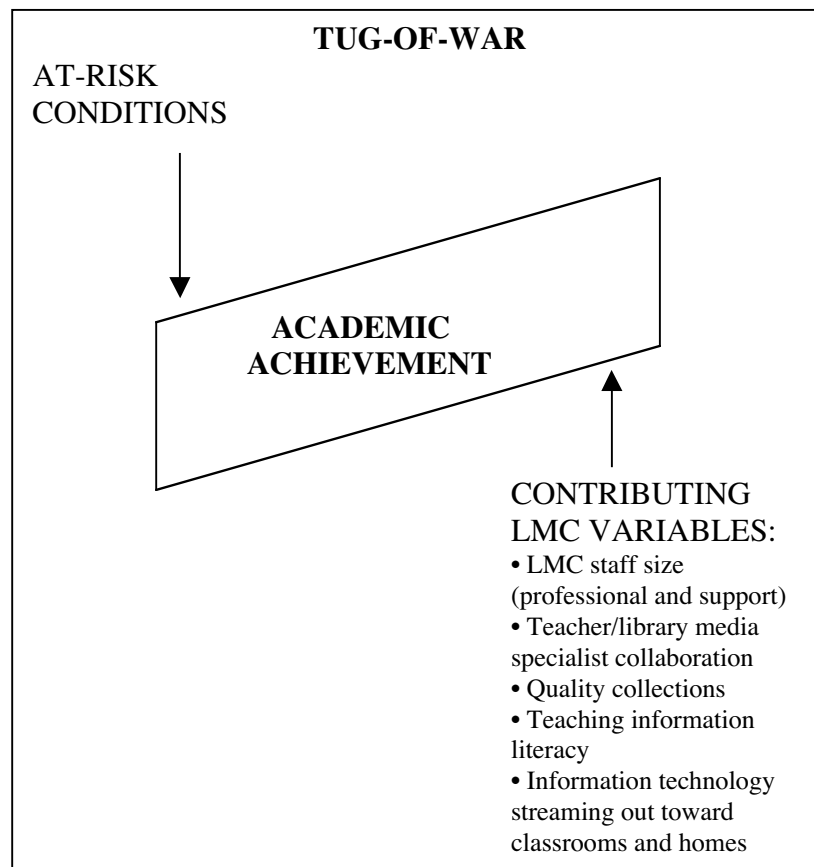
**Texas**

**Oregon**

Strong school library media programs make a difference in academic achievement. This happens when the library media center has a high quality information-rich and technology-rich environment, easily accessible to students and teachers, and when there is both professional and support personnel who provide leadership and tireless partnering. Significant contributions happen in spite of the presence of at-risk factors.

The findings are quite consistent across the various states. The bottom line seems to be that a good school library media specialist collaborating with a teacher will transform information technology into quality learning experiences.

- Sources**
- The studies from Colorado, Alaska, and Pennsylvania are summarized in: Lance, Keith Curry and David V. Loertscher. *Powering Achievement: School Library Media Programs Make a Difference: The Evidence*. San Jose CA: Hi Willow Research & Publishing, 2001
  - The Texas and Oregon studies can be linked from <http://www.lrs.org>



## **Indiana Research Points to the Contribution of the Library Media Center Program to Academic Achievement**

The following Executive Summary is reprinted here from: *A Study of the Differences Between Higher- Lower-Performing Indiana Schools in Reading and Mathematics*. Prepared for The Indiana Department of Education by NCREL (North Central Regional Educational Laboratory), February, 2000. Available on the web at: <http://www.doe.state.in.us/reed/newsr/00May/reports/0504200/ncrel.pdf>

The editor's comments in the margins emphasize bolded passages of the findings.

### **Executive Summary**

In July 1999, Superintendent of Public Instruction Dr. Suellen Reed invited the North Central Regional Education Laboratory (NCREL) to submit a proposal to study the differences between higher- and lower-performing Indiana schools in grades K-3 in reading and mathematics. Dr. Reed stressed that she was most interested in gaining insight about why two schools, serving similar groups of students in similar geographic regions, often reflect markedly different performance levels.

Our study included a total of 20 rural, urban, and suburban elementary schools from across the state. The schools were matched along demographic and geographic variables. One school in each pair was higher performing than the other. NCREL conducted the study using observation, survey data, and interviews with teachers, the curriculum coordinator, and the principal at each school.

### **Results**

Three of the four original research questions focused on the differences between schools that performed higher than would be expected and those that did not in regard to three issues: state test scores, school-based characteristics, and instructional practices. These questions were answered in unison.

What emerged was a set of findings that links well with the research on effective reading and mathematics instruction. Namely, **the research suggests that higher-performing schools tend to implement a coherent instructional framework and then continuously improve on it. Higher-performing schools, for example, may use a wide array of literature, including trade books, newspapers, and basal readers to support their reading/language arts program. They teach skills well, but do so in a context of higher purpose. All pieces work together to create a coherent plan for teaching reading and for moving all students to proficiency by the end of the third grade.**

Higher-performing schools also tend to hold high expectations for all students, engage in continuous student assessment, and use those assessments to guide daily instructional practice. Simply put, student program is consistently monitored and used to inform good teaching. When students show gaps in understanding, effective teachers use that information to quickly identify the problem and redirect their instructional practice. Teaching practice is adjusted to ensure that all students move forward in their learning.

### **Editorial Comments**

Notice how these schools follow the research advice of Krashen and McQuillan saying that learners should have a mountain of materials for free voluntary reading. (see the section on reading, p.35)

Finally, and most likely through exemplary and sustained professional development experiences, teachers at higher-achieving schools tend to act as coaches and guides for student discovery. Students are expected and encouraged to contribute to the learning process. Instead of one-way communication from the teacher to the student, knowledge at higher-performing schools tends to be shared and generated among the teacher and his or her students, and between the students themselves. Students become active coparticipants in their own learning. They discuss their thinking and strategies for solving problems. As a result, students in higher-performing schools tend to gain deeper conceptual understanding of reading and math content. This understanding often translates into higher performance on both basic skills and the problem-based tests.

Notice the identical goals of teaching information literacy in the library and those applauded here in the teaching of math. (see the section of this book on information literacy for more specifics, p. 31)

### Policy Implications

The fourth research question dealt with policy that might be formulated as a result of this inquiry. The implications of this study for policy must be interpreted carefully, however. The following points are examples of options policymakers might consider appropriate for action to the extent that they relate to improving student achievement in reading and mathematics in Indiana. It is important to note that these policy options are a result of the observed differences between higher- and lower-performing schools in Indiana, and while they closely mirror national research on the same issues, they may be more-or different ways-to improve student achievement in reading and mathematics.

1. **Increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library.**
2. Based on the findings in this study, lower-performing schools would appear to benefit from additional analyses of their instructional materials by a reading specialist to avoid over-reliance on the one approach to reading.
3. Develop a state database of alternative student reading assessment and intervention materials that all schools could easily access to provide teachers with a useful benchmark on each student's progress up to Grade 3.
4. **De-emphasize the push to cover mathematics content over meaning especially in lower-performing schools.**
5. Provide sustained opportunities for teachers in lower-performing schools to team-teach mathematics with mentor teachers in higher-performing schools to improve classroom implementation of new mathematics curriculum.
6. As teachers are increasingly asked to teach in ways very different from the training they received, ongoing opportunities for professional development in both reading and math instruction continue to be of critical importance.

Flexible access is the key.

Notice the emphasis on teaching thinking and meaning.

### Conclusion

The compulsion to respond to a perceived crisis leads some policymakers – as well as school and district leadership – to suggest the adoption of what they believe to be teacher-proof commercial materials for reading or math instruction. This response fails to give appropriate weight to the teacher, along with many other elements of the school context (e.g., high-quality instruction, strong links with parents, systematic evaluation of progress), in explaining the lack of achievement in mathematics and reading in lower-performing schools. No school, no classroom, no child is exactly like any other. Good teaching of reading and mathematics cannot simply be a matter of using the “right” method, because any method may be more or less effective depending on its fit with the school, the classroom, the teacher, and the needs of individual children.

# COLLABORATION WITH TEACHERS IN THE DESIGN OF LEARNING

If the library media center programming is functioning properly, what might an observer see happening?

## Collaboration Observational Checklist

### Teachers and library media specialists are:

- Brainstorming a curricular unit.
- Developing plans, activities, and assessments for a learning experience.
- Choosing the materials and technologies to support instruction.
- Working side by side as the unit activities happen.
- Jointly evaluating the success of the unit.
- Engaging in staff development to refine the collaborative process.

### Students are:

- Working in a bustling learning lab atmosphere on projects, problem solving, portfolios, presentations, and assignments.
- Comfortable in using a wide variety of information sources and information technologies from print to multimedia to digital.
- Sharing their findings in group-related activities.
- Interested and excited about learning and eager to begin the next project.
- Working by themselves quietly on projects or research.

### Facilities are:

- Functioning to support individuals, small groups, and large groups for quiet individual study, information gathering, busy production activities, group work, and presentations as the collaborative process begins to produce results.
- Rarely empty.

### Library Networks are:

- Brimming with quality information streaming throughout the library media center, into the classrooms, and on into the home.
- Being used and used and used.
- Reliable.

## What Is Teacher/Library Media Specialist Collaboration?

**Two partners, the teacher and the library media specialist, team to exploit materials, information, and information technology to enhance a learning activity.**

Quite simply, a teacher moves a learning experience from the classroom to the library where there is an abundance of quality information, lots of technology, and where there is a professional library media specialist to serve as a second teacher. Two heads are better than one because they:

- Plan goals and objectives of the unit.
- Complete preparations for the unit.
- Jointly teach the learning activities.
- Utilize technology to achieve learning objectives.
- Assess learning and the learning process.
- Assess the materials, information, and information technology used.

Such collaborative learning experiences can be a few days in length, several weeks, a semester, or even a year-long project. The teacher might be a single person, a small group of teachers, teachers from several disciplines, a subject department, a grade-level team, or the faculty as a whole. Other specialists and the students themselves may be participants in the collaborative process.

## Why is a professional library media specialist an essential part of collaboration?

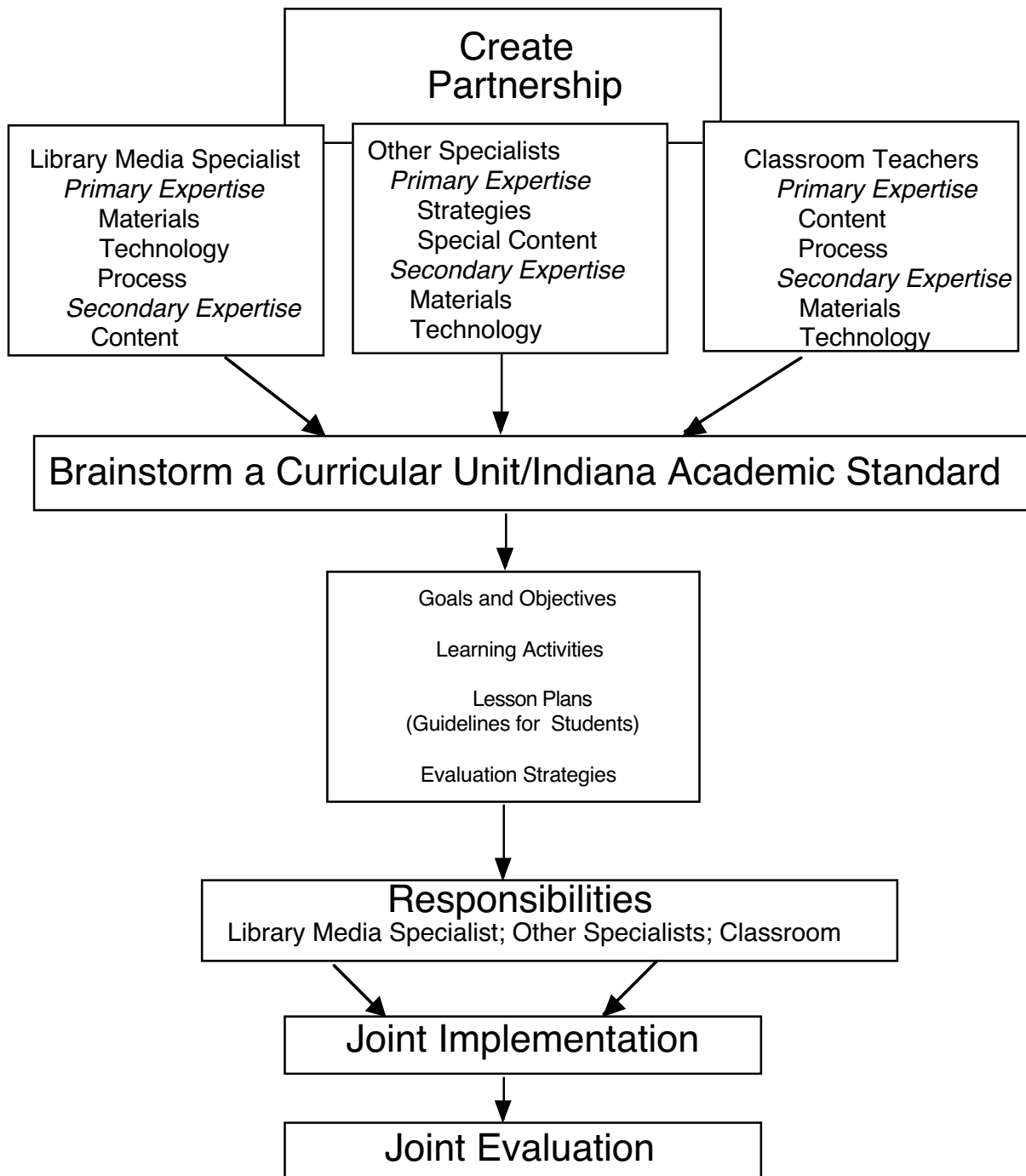
**The library media professional has:**

- Knowledge of the curriculum.
- Knowledge of teaching and learning
- Education (library media specialists hold teacher credentials plus a library media credential).
- Experience working with teachers, learners, and materials.
- Tools and materials expertise (knows the right tool and information source for the right person at the right time).
- Knowledge of techniques for using technology to enhance learning.
- A repertoire of successful practices with a wide variety of teachers, students, and technologies—thus serving as an idea fountain.
- Knowledge of student achievement over time.

### **The bottom line:**

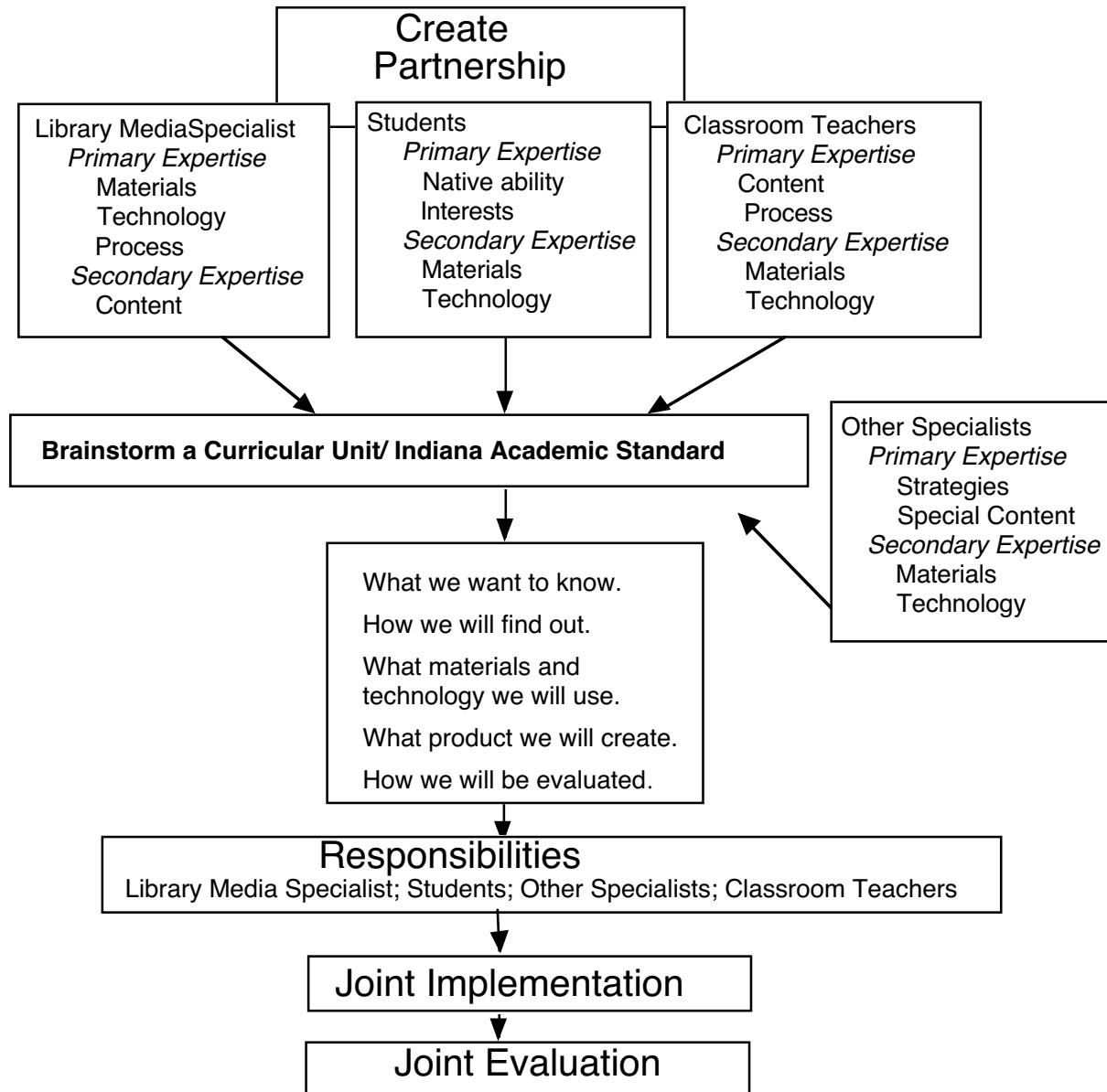
When two professionals are delivering a quality learning experience, the odds of success are doubled.

## Collaborative Planning (Traditional Method)



Adapted from California School Library Association. *From Library Skills to Information Literacy: A Handbook for the 21st Century*. 2nd ed. Hi Willow Research and Publishing, 1997, p. 35.

## Collaborative Planning (Constructivist Method)



Adapted from California School Library Association. *From Library Skills to Information Literacy: A Handbook for the 21st Century*. 2nd ed. Hi Willow Research and Publishing, 1997, p. 36.

# Collaborative Unit Planning Sheet

Teacher or team: \_\_\_\_\_  
Library Media Specialist: \_\_\_\_\_  
Content area: \_\_\_\_\_  
Unit of Study: \_\_\_\_\_  
Unit planning began (date): \_\_\_\_\_ Unit ended (date): \_\_\_\_\_

Goals and Objectives / essential questions of the Unit:

Proposed Learning Activities and Products:

Indiana Academic Standard:

Information Literacy Skills:

Integrated Technologies:

**Responsibilities:** (for each, mark T= Teacher, LMS= Library Media Specialist; SP = Specialist; S = Student; A = All)

**How Will We Assess Learning?**

**What Happened?** (list activities as they occur)

Example: mini-lesson on how to judge currency of information (teacher and LMS taught)



# Teacher/Library Media Specialist Evaluation of a Collaboratively Taught Unit

(TO BE FILLED IN AS A TEAM)

Unit title: \_\_\_\_\_  
 Total time spent by LMS: \_\_\_\_\_ # Students affected: \_\_\_\_\_

What worked well in the unit?

Suggestions for improvement:

(Time spent by LMS on info. Lit. Teaching: \_\_\_\_\_)  
 (as a subset of the total time listed above)

How well were Indiana Academic Standards met?

Information literacy skills learned:

Technology impact:

From both the teacher's and library media specialist's points of view, was this unit enhanced through collaboration?

Yes       No      Why?

Was the unit successful enough to warrant doing it again in the future?

Yes       No      Why?

How well did the library collection support the unit objectives?

Scale: 5 = excellent; 4 = above average; 3 = average; 2 = below average; 1 = poor

- \_\_\_\_\_ Diversity of formats (books, multimedia, electronic)?
- \_\_\_\_\_ Recency (books and other materials up to date?)
- \_\_\_\_\_ Duplication (enough materials for the number of students taught?)
- \_\_\_\_\_ Reading/viewing/listening levels meet students' needs?
- \_\_\_\_\_ Average of above ratings

What materials/technology will we need if we are planning to repeat the unit again?(add a list)

## Rating an Enhanced Learning Experience

Select a learning experience that both the teacher and library media specialist agree was an improvement over what would have happened had the unit remained in the classroom without the benefit of LMC resources and staff. Check characteristics that improved.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Learners more motivated                                  | <input type="checkbox"/> Two professionals helped                 | <input type="checkbox"/> Quality information used |
| <input type="checkbox"/> Learner’s content knowledge improved                     | <input type="checkbox"/> Information literacy skills improved     |   |
| <input type="checkbox"/> Technology well integrated                               |   | <input type="checkbox"/> Learners read a lot      |
| <input type="checkbox"/> Learners did lots of hard thinking                       |   | <input type="checkbox"/> Critical thinking raised |
| <input type="checkbox"/> Standards met  |   | <input type="checkbox"/> Special needs met        |
| <input type="checkbox"/> Successful collaborative model                           |   | <input type="checkbox"/> Parents involved         |
| <input type="checkbox"/> Student products improved                                |   | <input type="checkbox"/> Worthy of publicity      |
| <input type="checkbox"/> Memorable for learners                                   |   | <input type="checkbox"/> Learners more efficient  |
| <input type="checkbox"/> Every learner improved                                   |   | <input type="checkbox"/> Worth the time & effort  |
| <input type="checkbox"/> Worthy of repeating                                      | <input type="checkbox"/> Classroom/LMC facilities functioned well |   |
| <input type="checkbox"/> Technology (equipment, networks, etc.) worked as planned | <input type="checkbox"/> Enjoyable / Fun                          |   |
| <input type="checkbox"/> Learners learned more in the same amount of time         |   |   |

**Enhanced Learning Experience**

**Unit title:**  
\_\_\_\_\_

**Dates taught:**  
\_\_\_\_\_

**Teacher/Library media specialist:**  
\_\_\_\_\_

**Other comments:**

**Improvements needed if taught again:**

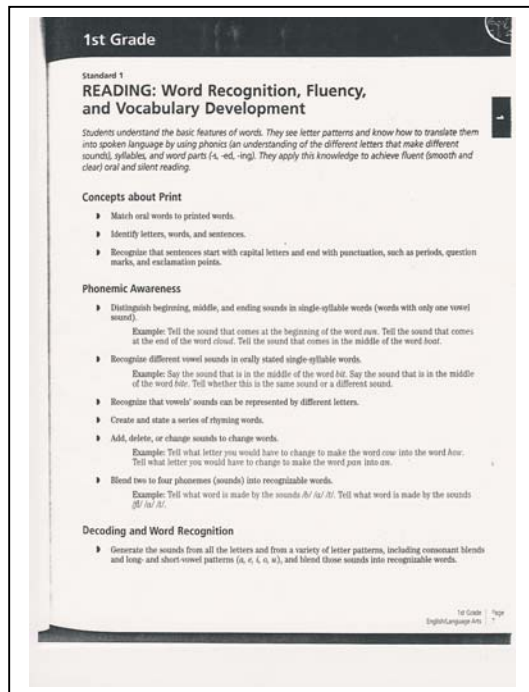
**How well were Indiana Academic Standards met?**

**Information literacy skills learned:**

**Technology Impact:**

# Indiana Academic Standards and Indicators

Indiana, under the direction of the Indiana General Assembly, has developed new academic standards to prepare students for the future. The standards describe what a student should know and be able to do in each subject, at each grade level. They outline a connected body of understandings and competencies, and are a comprehensive foundation that all students should learn.



← Standard

← Indicators

The State Board of Education has approved Indiana academic standards for every curricular subject in all grade levels. In order to make good use of these standards, it is important to understand what they represent.

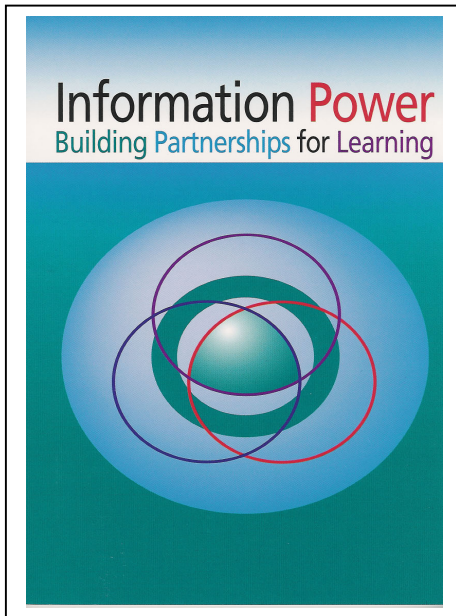
Each standard is a broad statement of an expectation. Students will be successful when their classroom instruction focuses on the standards. The goal is for all students to meet the expectations described in the standards.

Indicators are age-appropriate concepts for each standard. These ideas build a foundation for understanding the intent of each standard. The indicators represent a student’s performance and signify growth or progress toward meeting the standard. Indicators offer guidelines for what students should know and be able to do to achieve the standard.

A curriculum framework is available for each grade level. The framework provides teachers with examples of lessons that support the standards. The Indiana Academic Standards for all subjects can be found at <http://doe.state.in.us/standards/welcome.html>

## National Standards and Guidelines

There are two nationally published documents by professional associations that can offer invaluable guidance in creating library media programs and technology initiatives in the school.

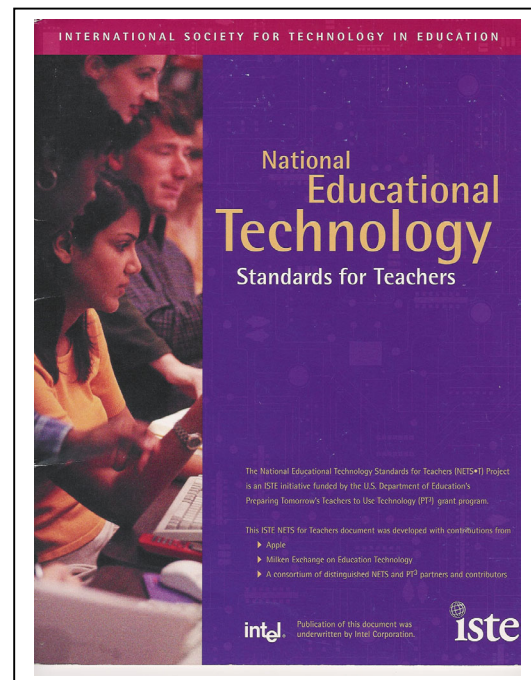


### Information Power: Building Partnerships for Learning

These national guidelines are a joint publication of the American Association of School Librarians (AASL) and The Association for Educational Communications and Technology (AECT) published in 1998. The book not only describes a progressive and dynamic school library media program, but provides nine major standards for information literacy - the ability to find and use information – as a keystone of lifelong learning

### National Educational Technology Standards for Teachers

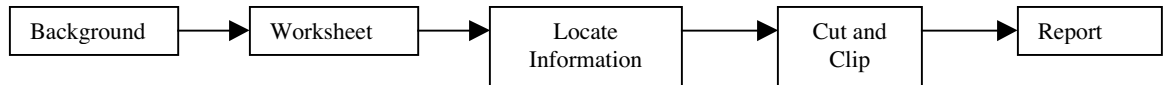
Prepared by the International Society for Technology in Education (ISTE) (2000), this is one of three publications covering standards for students, teachers, plus a handbook containing many examples of instructional units that make use of technology to expand learning. These standards go far beyond the installation of equipment and networks.



## Ban the “Bird” Units From the Library Media Center!

There are certain uses of the library media center that contribute little or nothing to learning. Administrators who recognize such low-level activities can encourage collaboration to raise the level of the activity.

### What is a “bird” Unit?



A common pattern:

1. The teacher provides background to a topic in the classroom (could be birds, presidents, countries, states, people, etc.). Textbook work is done.
2. The teacher asks class to do a project in the library and provides a worksheet for data collection. The worksheet contains fact questions.
3. Students pick a “bird” to research and go to the library media center where the library media specialist introduces them to a few resources.
4. Students copy information from information sources onto their papers.
5. Students report back to the class.

### Why is a “bird unit” generally a disaster?

When the emphasis of research work in the library media center is merely the cutting and clipping of information into some sort of report and then presenting those facts, little learning takes place. In the age of technology, students can easily cut and clip megabytes of information from the Internet or electronic sources and turn them in as a report. Obviously, time in the library media center is wasted and little progress toward educational achievement is made. In fact, assignments like these encourage plagiarism.

### What is to be done?

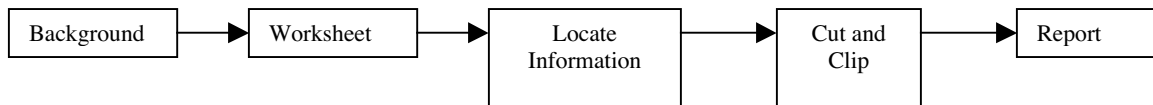
1. Ask the library media specialist how often “bird units” go on in the library.
2. If these types of activities are common, plan a professional inservice to provide alternatives to the bird unit structure. Usually, a brainstorming session among the faculty will result in many better ideas to get more learning in the time available.

**Activities that cause learners to THINK ABOUT the information they collect in the library media center will increase learning and achievement.**

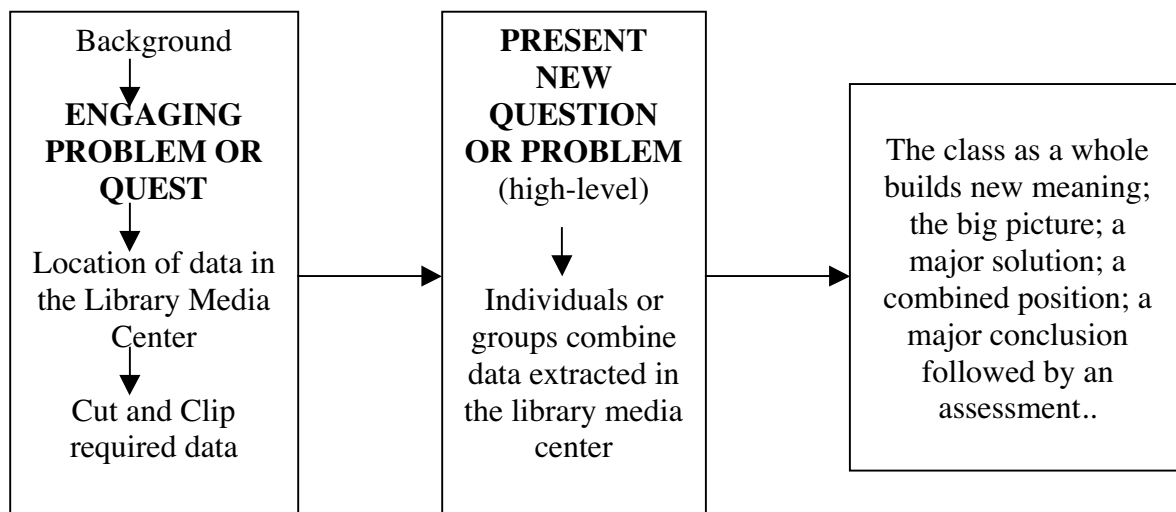
## Building a Better Bird Unit

Generally, a small change in the structure of a unit plan can do wonders for learning. Here is one example to consider. Can your faculty and library media specialist create an even better one?

### Old “bird” unit:



### Better pattern:



In the above pattern, students are required to combine, manipulate, or rearrange the data they collect, causing them to think about what they have collected in order to solve the problem at hand. In other words, they fit the puzzle pieces they have collected into a puzzle to discover what the whole picture looks like.

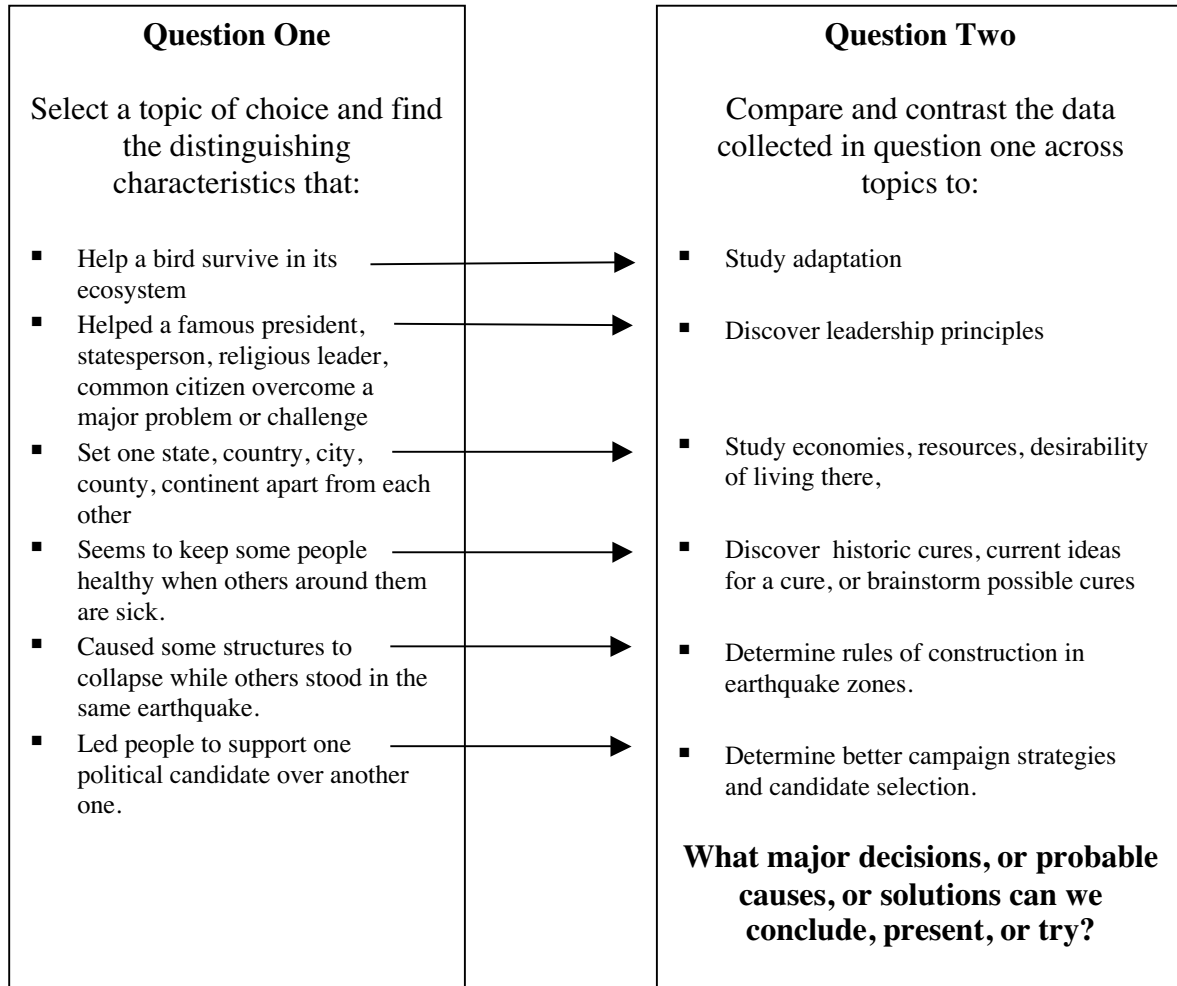
The challenge for the adults is to construct the two questions or problems that cause higher-level learning to happen. And if the report time of the old unit is eliminated, the reconstructed unit should take about the same amount of time to teach.

### Challenge

Ask teachers and library media specialists to present the old and reconstructed unit pattern in a 3-minute presentation each faculty meeting.

## A Sample Better Bird Unit

Using the pattern on the previous page, here are a few possibilities to try.



**Challenge**  
 Could your faculty and library media specialist improve upon the ideas above?

# Indiana Unit #1

## Historical Northern Wells County

Norwell High School  
 Deb Shumaker, Library Media Specialist  
 Joe Brinker, English Teacher  
 Mark Misch, Math Teacher

### Comments

These educators are addressing the needs of students who have failed the ISTEP exam.

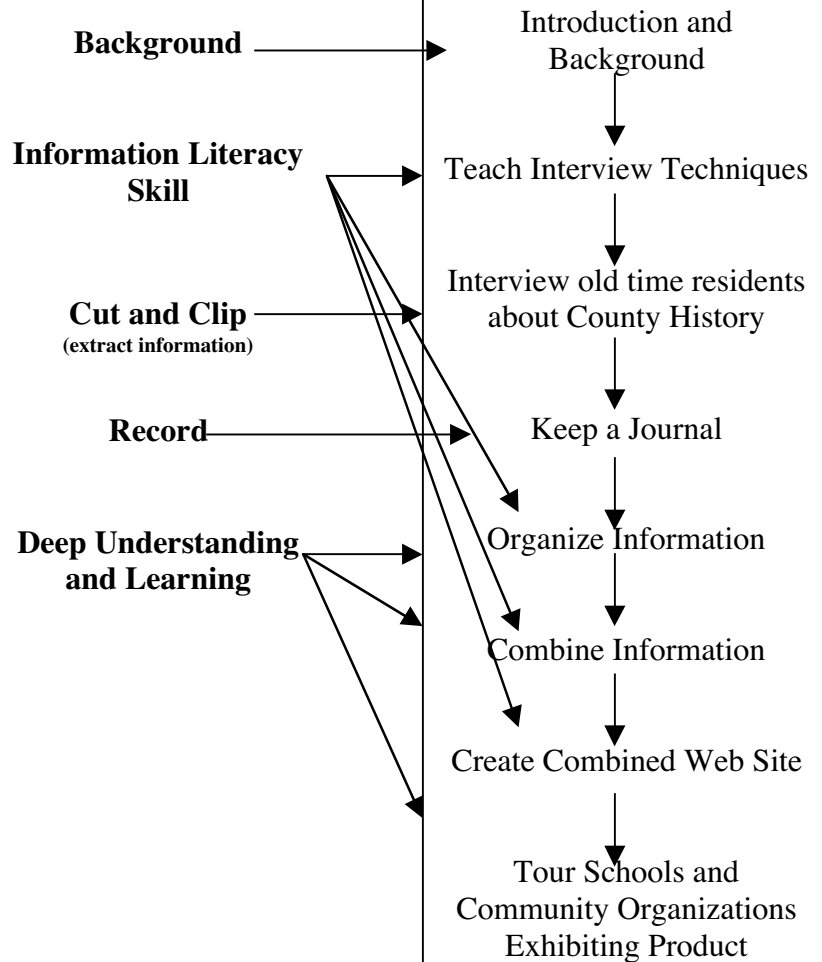
They decide to build the project as student-driven and appealing. The information gathering was in person and in libraries with a wide variety of community members helping.

Students need help organizing and combining their information and then they need to learn enough about web page design to construct their product.

They are evaluated using a rubric that students know about from the beginning.

And finally, the community becomes aware of the project not only by participating in the data gathering, but in seeing the result.

### Unit Diagram





# Indiana Unit #2

## Painted Lady Butterfly Life Cycle

Shenandoah Elementary School  
 Penny A. Wilson, District Director of Instruction  
 Linda McGalliard, School Principal  
 Laura An Rockwell, Library Media Specialist  
 Linda Holdren, First Grade Teacher

**Comments**

Since the four stages of the butterfly involve a migration to Mexico, a partnership is established.

Student interest and excitement are anticipated.

Students are introduced to learning through problem solving.

Research in library books, experts, online, and primary sources is done.

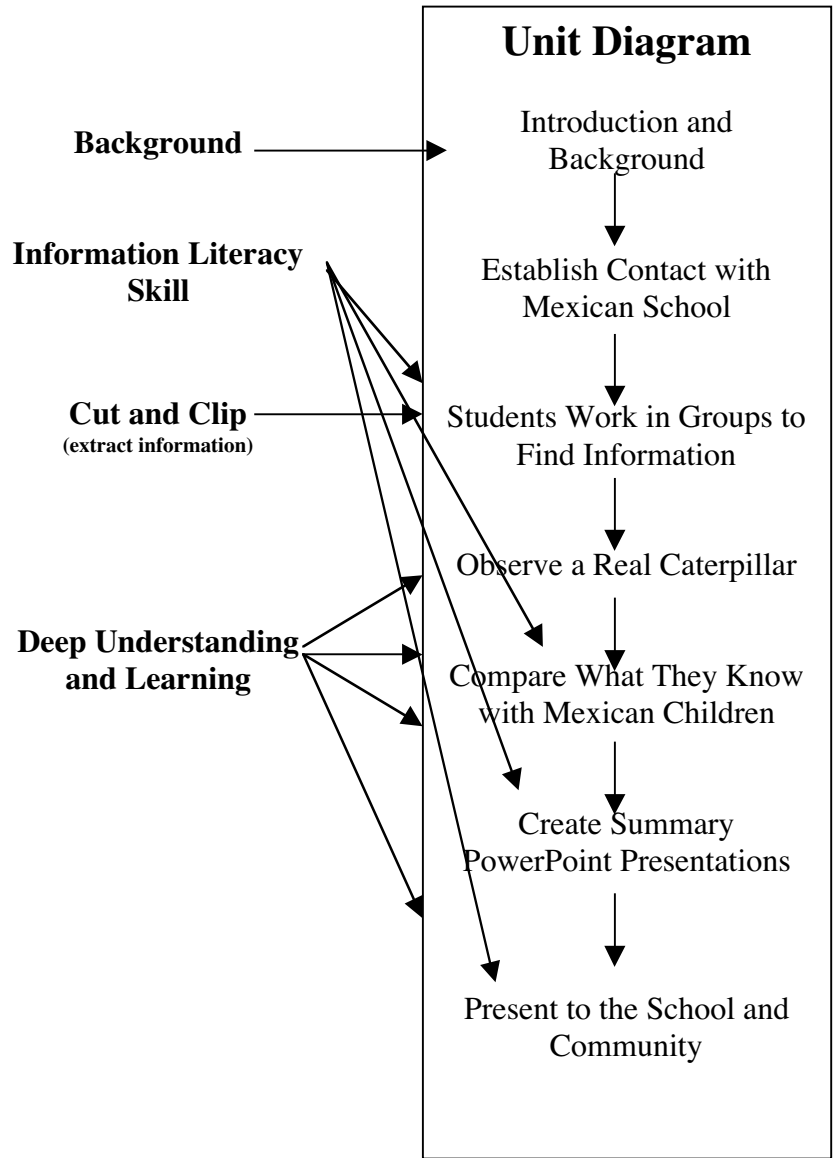
Spanish and Mexican climate studied as well as Spanish words.

Students learn PowerPoint and how to put facts in order to make sense.

Students learn presentation skills and then present.

Students compare and communicate with the Mexican school throughout the unit.

A variety of assessments are used.



## How Collaborative Activities Can Be Recorded and Assessed?

**Idea:** Create a Collaboration Log.

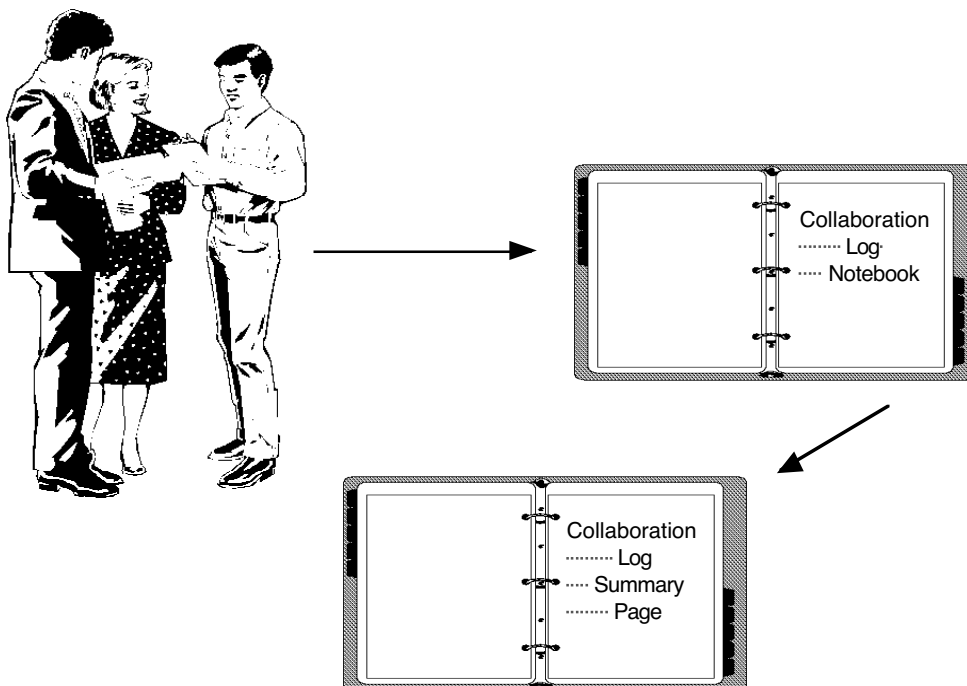
**Who:** The library media specialist and classroom teacher working as a team.

**Activity:** Each time there is a major collaborative learning experience jointly planned, executed, and evaluated by the library media specialist and classroom teachers, do the following:

- **File collaborative unit planning sheets** (pp.16/17 or 16/18) in a three-ring notebook in some sensible fashion. Only fully developed collaborative activities should be recorded — not every interaction between the library media specialist and the teachers. An electronic record might be preferable.
- As the **first page** in the notebook, create a **collaboration log summary page** listing the collaborative activities. See the example on p. 27 and then use p. 28.

**Principal's Activity:** Using the summary sheet, assess the collaboration log notebook as a whole looking for patterns.

- Who is being served?
- Which grade levels?
- Which departments?
- Which curricular subjects?
- Who is not being served?



## Sample Collaboration Log Summary Page

During the school year, the teachers and the library media specialist agree that the following units were successful collaborations, i.e., the learning was enhanced because the two partners exploited the resources and technology of the library.

<b><i>Social Studies</i></b>	<b><i>LMS Time</i></b>	<b><i>#Students</i></b>
<i>Our Local Elections - grade 6 (Smith)</i>	<i>2.6 hours</i>	<i>24</i>
<i>Family Trees - grades 3 and 4 (Albright and Faire)</i>	<i>3.6 hours</i>	<i>45</i>
<b><i>Reading</i></b>		
<i>Newbery Novel Unit - grades 5 &amp; 6 (Crane &amp; Finch)</i>	<i>1.5 hours</i>	<i>47</i>
<b><i>Science</i></b>		
<i>Environment of the School Grounds - entire school (Principal, LMS and Dwight, leaders)</i>	<i>15 hours</i>	<i>465</i>
<i>Simple Machines - grade 3 (Truett)</i>	<i>1.4 hours</i>	<i>27</i>
<i>Nutrition - grades 5 and 6 (Handford and Zigler)</i>	<i>2.8 hours</i>	<i>48</i>
<b><i>Integrated Units</i></b>		
<i>Local Environmental Hazards – social studies and science. gr. 4 (Todd and Lark)</i>	<i>4.5 hours</i>	<i>43</i>
<i>Labor Movements - ss and art grade 6 (Jones and Gregg)</i>	<i>3.7 hours</i>	<i>49</i>
<b><i>Totals</i></b>	<b><i>35.1 hours</i></b>	<b><i>748</i></b>

**Ideas:**

- Create a summary chart similar to the one above that details collaborative units taught. Use a single sheet of paper for this summary page. This becomes the first page in the collaboration log.
- Create a graphic that summarizes the above list for use in the report.
- Enlarge the chart to poster size, use a transparency, or create a PowerPoint presentation when reporting collaborative efforts to the faculty, administration, and the community.

**Note to administrators:** How many collaborative activities were there? What is the dispersal of collaboration among the faculty, grade levels, and subjects taught? How could I as the instructional leader encourage more and better collaboration? Which of the collaborative activities deserve recognition from the community? How would I assess the effectiveness of increased student learning?

## Collaboration Log Summary Page

Time Period Covered \_\_\_\_\_

The units of instruction listed below are those that both the teacher and the library media specialist agree were better learning experiences because of the inclusion of LMC resources and technology.

Category <sup>1</sup>	Unit title (grade level, teacher name)	LMS time	#Students
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<b>Totals</b>	_____	_____	_____

**Patterns Observed:**

**Proposed Actions:**

\_\_\_\_\_

<sup>1</sup> Group the list by category in some meaningful way such as by department, grade level topic, etc.  
❖ Reinventing Indiana's School Library Media Programs in the Age of Technology; © 2001; 800-873-3043 ❖

## **What's Your LMC Accessibility Score? Is Your Library Media Center Ready for Collaboration?**

Access to information, information technologies, and library media facilities must not be a major barrier to teachers and students lest the collaborative process be squelched. Use the following checklist to measure whether the library media program is providing the flexible access students and teachers need in your school as the undergirding element of collaboration.

### **Library facilities:**

- The library media center is not scheduled for weekly visits from any class, but all classes have multiple opportunities each week to send individuals, small groups, or large groups.
- Teachers might bring the class to the library media center every day during a project and at other times the entire class does not come for a few weeks.
- Library media center facilities are arranged in such a way that multiple groups and individuals may be working simultaneously without undue disturbance.

### **Classrooms:**

- Classroom book collections are being rotated in and out of the central library media center collection to provide attractive and interesting titles.
- Classroom computers are connected to information data sources in the library media center..
- Video and electronic materials are available from the library media center for classroom use for short or long-term use.
- The classroom is connected to the Internet.

### **Access to the library media center as an extension of the classroom (library media specialist attention not required):**

- Individual students can be sent to the library media center at any time of the day for independent use and to obtain materials, equipment, or to use production facilities.
- Small groups can be sent to the library media center to use information and information technology.
- The teacher can take a large group to the library media center for independent use as facilities permit. There may be an adjoining classroom space to the library media center that allows free-flow.

### **Access to the library media center as an extension of the classroom (library media specialist attention required):**

- The teacher assists students in getting on the library media center calendar so that the library media specialist can give the individual student undivided attention.
- Small groups are scheduled so that the library media specialist has time to work with the group.
- Large groups are scheduled so that both the classroom teacher and the library media specialist can work together as a team.

### **Accessibility Score:**

\_\_\_\_\_ of items above, or \_\_\_\_\_ % Accessibility (divide number checked by 13 and then multiply by 100)

## Indiana Resources to Stimulate Collaborative Projects

Many resources are available to Indiana teachers and library media specialists as they collaborate to plan exciting learning experiences. Below are just a few worth examining:

- ❑ **Inspire** – Inspire is Indiana’s Virtual Library on the Internet. Inspire is a collection of commercial databases and other information resources that can be accessed free by Indiana residents using any PC equipped with an Indiana Internet connection and a Web Browser such as Netscape or MS Internet Explorer. Inspire stands for **I**ndiana **S**pectrum of **I**nformation **R**esources. <http://www.inspire.net>
  
- ❑ **MarcoPolo: Internet Content for the Classroom** – The MarcoPolo program provides no-cost, standards-based Internet content for the K-12 teacher and classroom, developed by content experts. Online resources include panel-reviewed links to top sites in many disciplines, professionally developed lesson plans, classroom activities, materials to help with daily classroom planning, and powerful search engines. <http://marcopolo.worldcom.com>
  
- ❑ **EnGauge** provides a comprehensive view of critical factors in the educational system that strongly influences the effectiveness of learning technology. The tool set customizes information for individual schools, districts, media specialists and teachers: success stories, assessment instruments, teacher profiles, school profiles, high-impact resources, and next steps. <http://engauge.ncrel.org>
  
- ❑ **My Target** – For Teachers My Target provides resources so the teacher can design a personalized training program suggesting both classroom and online opportunities for technology training. For Administrators My Target provides aggregated information about their entire school or district, so they can discover gaps in technology training. <http://mytarget.iassessment.org>
  
- ❑ **Indiana Web Academy** – A one-stop resource for Indiana schools, parents, teachers and students where they can receive personalized instruction, discounts on computers, low-cost Internet access and a portal to educational materials. <http://www.indianawebacademy.org>
  
- ❑ **Superintendents Mail** (paper and online) – Newsletter from the Indiana Dept. of Education has announcements of instructional resources. The online version is available at <http://www.doe.state.in.us/> and then click on Superintendents Mail.
  
- ❑ **Indiana District Library Media Supervisors** – If you have a district-level library media supervisor, that person will have a wealth of information about local, district, regional and state initiatives.

**WATCH FOR NEW RESOURCES IN THE MAKING ANNOUNCED THROUGH THE DEPT OF EDUCATION WEBSITE at <http://www.doe.state.in.us/olr>**

## Checklist for Administrators of Collaborative Planning Success

Classroom teacher/library media specialist collaboration does not happen automatically. A collaborative climate must be created by the school administrator. Lip service is only slightly better than benign neglect. In a recent study of New York City library programs, researchers measured collaborative library services and then rated three important elements: whether the entire faculty seemed united around a common education goal, whether the library media specialist had a vision of collaboration and knew how to implement it, and whether the principal had a vision of collaboration and stimulated its implementation. *Results showed that the principal was the key factor in collaborative success.* Even a super star of a library media specialist could not overcome the negative effects of a principal without a vision.

Principals might find the following checklist useful to help stimulate and promote collaboration and make the library program an integral part of teaching and learning:

### Collaboration Checklist for the School Principal

- As the instructional leader of the school, participate as a team member of a collaboratively taught instructional unit at least once a semester.

Inservice the faculty on a regular basis concerning LMC and technology opportunities::

- At the beginning of each year
- Through short courses
- Mini announcements in faculty meetings
- Provide teachers and library media specialists time to plan.
- If either the library media specialist or the teacher(s) find collaboration difficult, team with them for an actual planning session.
- Provide incentives for collaboration to occur.
- Use planning/evaluation forms and collaboration logs to monitor progress.

Evaluate the results of collaborative initiatives:

- Are collaborative efforts producing better learning?
- Are collaborative efforts making better use of materials and technology?
- Spotlight the best collaborative activities to the community.
- Look for progress in academic achievement in areas where collaboration is taking place.
- Use the collaboration process as one mark of success on both the teachers' and library media specialist's annual evaluation.
- Make sure that the library media specialists are on major governing councils and at curriculum meetings so they are included in curriculum decision making.

## What Does Collaboration Cost?

The cost of collaboration does not reduce easily to a dollars-and-cents figure because it is so bound up in human relationships. Experiment with the following costing examples to see if any meaningful data are generated for your school.

**Salary Costs:** A library media specialist theoretically should spend the majority of time each day doing collaborative unit planning, execution, and evaluation. This could be costed out. For example, if a library media specialist spends 60% of the day on collaboration @ \$45,000 annually, the cost is \$27,000. Many library media specialists find it very difficult to spend this much time because of the weight of clerical and technical duties thrust upon them in the absence of classified personnel.

$$\begin{aligned} & \% \text{ \_\_\_\_\_\_} \text{ LMS estimate of the amount of time in a typical day devoted to collaboration} \\ & \times \text{ \_\_\_\_\_\_} \text{ Annual salary} \\ & = \text{ \_\_\_\_\_\_} \text{ Estimated cost of the LMS's collaborative efforts} \end{aligned}$$

### Salary Costs Based on Collaboration Logs:

If time and number of students affected are recorded on collaboration logs (see p. 28), it is possible to cost out the collaboration time of the library media specialist per student.

$$\begin{aligned} & \text{Total \# of hours} \times \text{wage per hour} / \text{\# of students affected} \\ & \text{Example from p. 27: } 35.1 \text{ hours} \times \$20 \text{ per hour} = \$702 / 748 = \$0.94 \text{ per student} \end{aligned}$$

### Administrator Time Cost to Promote Collaboration:

(Circle your estimated time rating to encourage collaboration)

- |  |          |   |   |   |   |   |                |
|--|----------|---|---|---|---|---|----------------|
| • Encouragement of the process                                     | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |
| • Participation on collaboration teams to encourage joint planning | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |
| • Encouragement of a cooperative spirit                            | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |
| • Monitoring the process   | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |
| • Building skill of the teachers and library media specialist      | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |
| • Organizing school time schedules to provide joint planning time  | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |
| • Assessing the outcome  | Low time | 1 | 2 | 3 | 4 | 5 | Time intensive |

Because the investment in technology alone does not directly cause academic achievement to rise, what is the cost of the human investment to transform materials, equipment, and technology into meaningful learning activities?



## Do Your Own Assessment: The Impact of Classroom Teacher/Library Media Specialist Collaboration

**Methodology**

1. Gather baseline data on any or all the measures listed below.
2. Implement a library media specialist/classroom teacher collaboration initiative.
3. Measure the results.
4. Use the results in #3 as baseline data to a second cycle.

**First Research Question:** Does the collaboration of library media specialists and classroom teachers to create learning experiences positively affect teaching and learning?

**Possible Data Collection Points:**

**Quantitative:**

#      %

- |   |       |       |   |
|---|-------|-------|---|
| 1. Number and percentage of classroom teachers who collaboratively plan learning experiences with the library media specialist. | _____ | _____ | % |
| 2. Number of disciplines affected by collaboration.   | _____ | _____ | % |
| 3. Number of grade levels affected by collaboration.  | _____ | _____ | % |
| 4. Number of students affected by collaboration.  | _____ | _____ | % |

**Qualitative :** (rate the following)

- |  |      |   |   |   |   |   |           |
|--|------|---|---|---|---|---|-----------|
| 5. The quality of the joint collaborative process, | Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
| 6. The impact on school improvement goals.         | Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
| 7. The impact on school climate.                   | Poor | 1 | 2 | 3 | 4 | 5 | Excellent |
| 8. The impact on student learning experiences.     | Poor | 1 | 2 | 3 | 4 | 5 | Excellent |

**Administrative support elements enabling collaboration to happen:**

- |   |        |   |   |   |   |   |      |
|---|--------|---|---|---|---|---|------|
| 9. Time for teachers and library media specialists to plan.   | Little | 1 | 2 | 3 | 4 | 5 | Much |
| 10. Administrator participation in the collaborative process. | Little | 1 | 2 | 3 | 4 | 5 | Much |
| 11. Administrator encouragement to collaborate.               | Little | 1 | 2 | 3 | 4 | 5 | Much |

**Second Research Question:** What is the academic achievement of students whose classroom teachers collaborate regularly with the library media specialist as compared with students of teachers who seldom or never collaborate?

**Data Collection Points:**

1. Divide teachers into two groups: collaborators and non-collaborators. Compare student scores on achievement tests between the two groups.
2. Divide teachers into three collaboration groups: low, medium, and high. Compare student scores.

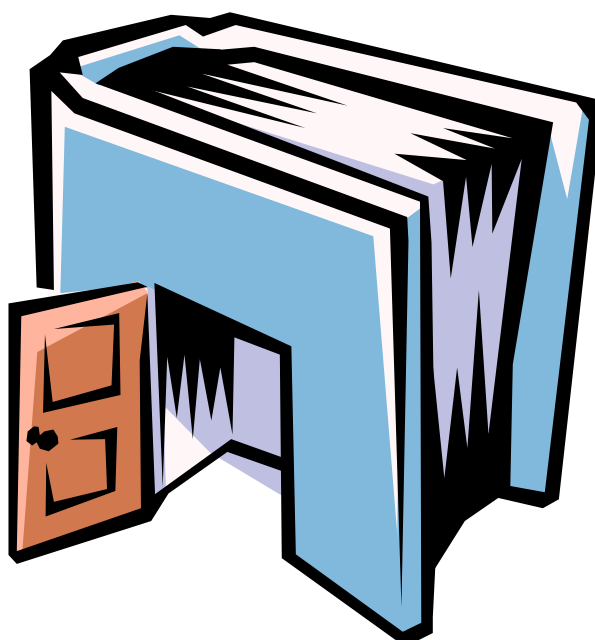
# BUILDING AVID AND CAPABLE READERS

## The Case for Readers in the Age of Technology

The necessity of building a strong reading program in an information world is more critical today than ever before. Systems such as the Internet do not discriminate by ethnicity or social status, but they do require excellent basic literacy skills; otherwise, another uncrossable gulf opens to divide the haves from the have-nots. Each young person needs to be literate as well as logged on! There is no substitute.

Literacy *is* a problem to throw money at, but we have to aim carefully by pouring money into library books and then making sure they get read.

—Stephen Krashen



## Reading Research Linking Free Voluntary Reading to Academic Achievement

Research completed by Stephen Krashen and Jeff McQuillan plus the latest NAEP research from the U.S. federal government link, the amount young people read with their scores on academic achievement. The message is clear:

### For Everyone: Amount Counts!

One hundred years of research supports the notion that free voluntary reading (the kind of reading you want to do, not have to do) — lots of it — is the best predictor of five essential achievement basics:

*Comprehension, Spelling, Grammar  
Vocabulary, Writing Style*

### For English Learners: Amount Counts!

Research also demonstrates that the fastest way to get anyone—child, teenager, or adult—to learn English is to have them read a lot in English! (P.S.: this also works with anyone learning a foreign language.)

### The Sources and Must Reads:

*The Power of Reading* by Stephen Krashen  
(Libraries Unlimited, 1993).<sup>1</sup>

*The Literacy Crisis* by Jeff McQuillan  
(Heinemann, 1998)

*The Nation's Reading Report Card: Fourth-Grade Reading 2000* by the National Center for Education Statistics, The Center, 2000. (Known popularly as the "NAEP Report")<sup>2</sup>

#### NAEP Results 2000

Fourth grades in the United States do better academically when they:

- read more pages in school
- read more pages as homework
- have more books, magazines, newspapers, and encyclopedias in their homes
- report they read for fun every day
- discuss what they read

**Do Your Own Preliminary Test:** In any group of children or teenagers, ask those who consider themselves avid readers to identify themselves (they read regularly both in and out of school). Compare these students' achievement scores with those who don't consider themselves avid readers.

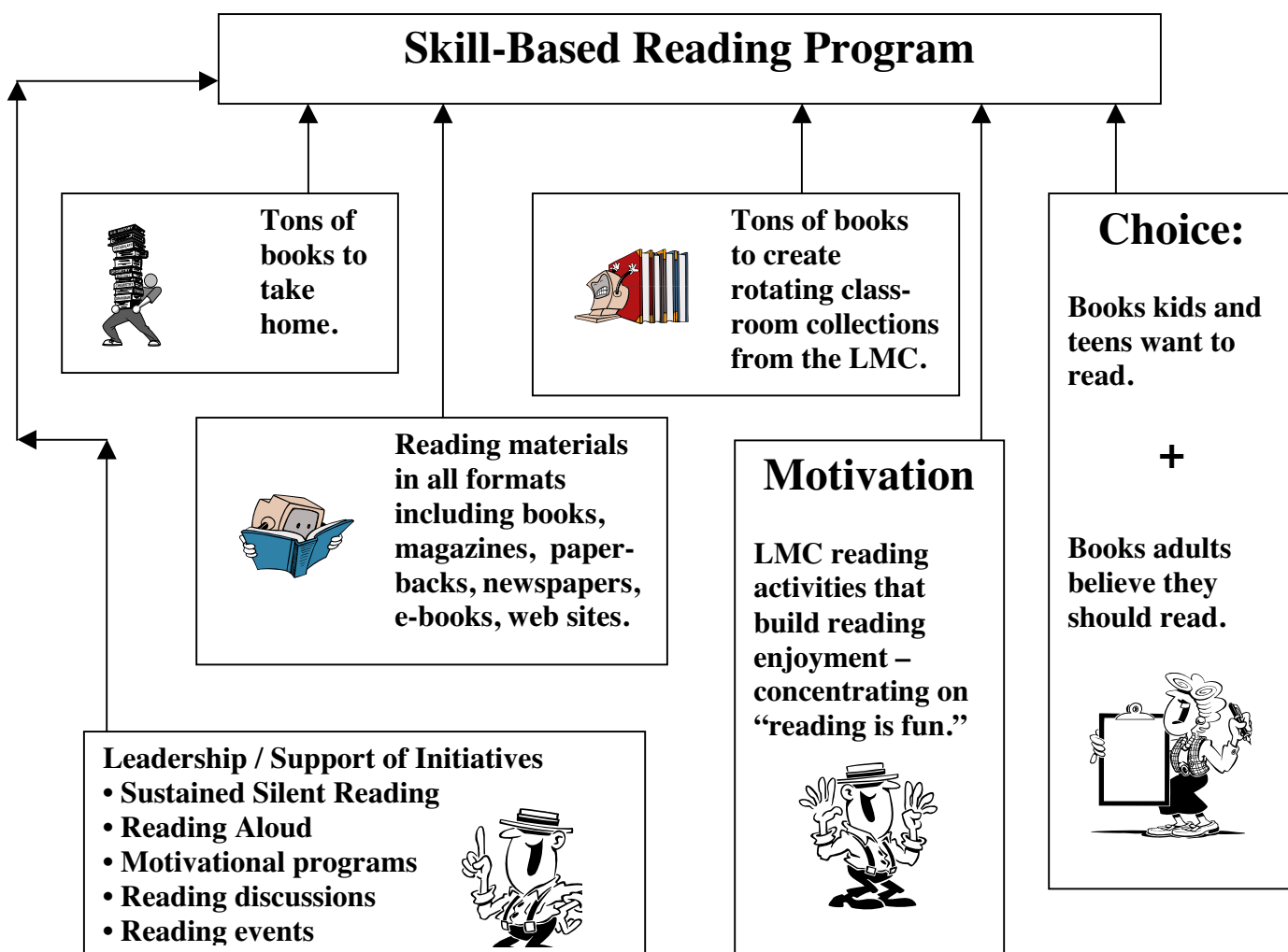
<sup>1</sup> Both Krashen and McQuillan books are available from Language Education Associates, PO Box 3141, Culver City, CA 90231; 800-200-8008; web address: <http://www.LanguageBooks.com>

<sup>2</sup> The NAEP report is available on the web at <http://nces.ed.gov/nationsreportcard/sitemap.asp> or by doing a web search for the "naep report 2000"

## If We Believe the Reading Research, What Should the Library Media Center Provide to:

### “Learn to Read”

If a school community really believes the research saying that “amount counts” then the library media center should have an extensive collection of reading materials young people want to read. So many school libraries in the nation have outdated, ragged, and uninteresting reading collections that young people ignore them. When reading collections are large, current, attractive, and easily accessible, good things happen. The best results of library media contributions to reading should be most noticeable when young people have few reading materials in their homes, and when they are in the lowest quartile of reading scores. Is your school library media center program providing the following:

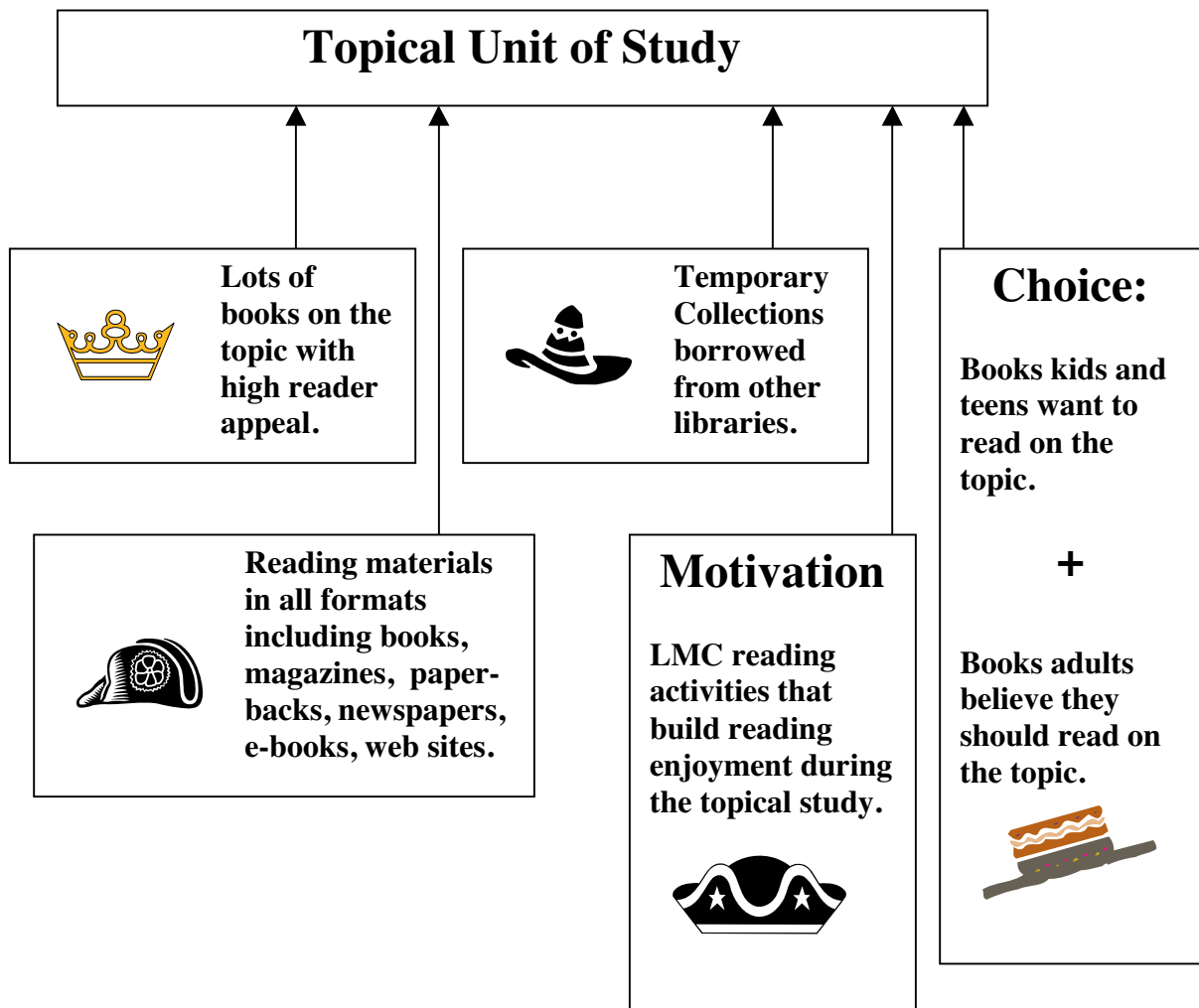


**Bottom line: The LMC contribution to reading should plug the holes in whatever skill-based program exists toward the goal of 100% avid and capable readers. Does your school’s LMC reading program measure up?**

## If We Believe the Reading Research, What Should the Library Media Center Provide to:

### “Read to Learn”

As skill in reading builds, the concentration of the reading program shifts to using reading as a tool to learn as well as reading for enjoyment. The library media program has much to contribute to all subject disciplines as content knowledge is expected to mushroom.<sup>1</sup> This will be particularly true in middle schools and high schools where reading is integrated into the entire curriculum and into all departments.



**Bottom line: The LMC contribution to reading in the topical areas should stimulate more expository reading and thus more in-depth knowledge and understanding. Does your school’s LMC reading program measure up?**

<sup>1</sup> Check all the Indiana curriculum standards for places where lots of reading will contribute to content mastery. See at <http://doe.state.in.us/publications/libraryliteracy.html>

## Linking Indiana English/Language Arts Standards and Library Media Center Reading Programs

Indiana has set out academic standards for the teaching of the language arts. These standards do not mention the word “library.” One presumes a strong library media program if the standards are to be implemented effectively. Together, library media specialists and teachers develop plans to strengthen the language arts program at all ability and grade levels.

- **Idea: Hold a Language Arts Summit**

- **Who:** Principal, reading specialists, teachers, library media specialists, community representatives, other guests as invited.

- **Engaging Problem:** How can the library and the language arts program complement each other to create a school-wide community of readers?

- **Worksheet:**

**List of Major Language Arts  
Standards and Elements**

**How the Library Media  
Program Can Respond**

**List of the Major Library Media  
Center Reading Program Elements**

**How the Language Arts  
Program/Teachers Can Respond**

- **Task:** Create a collaborative and integrated language arts/library media center program plan.

- **Resources:** What do we already have? What do we need? How will we get what we need?

## Starter Sample of Library/Language Arts Program Links

List of Major Language Arts Standards and Elements	How the Library Media Program Can Respond
<p><b>Phonemic Awareness</b> (1<sup>st</sup> grade, standard 1): Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics. They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p> <hr/> <p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b> (8<sup>th</sup> grade, standard 2): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose...</p>	<ul style="list-style-type: none"> <li>▪ In storytelling, reading aloud, the library media specialist selects stories where word sounds are a natural part of the whole.</li> <li>▪ Word and letter sounds are a fun part of storytime.</li> <li>▪ The library media specialist furnishes an ample supply of books where word sounds are a natural part of the literature.</li> <li>▪ Parent program exists to help on letter sounds.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ The library media specialist arranges for online databases and selected web sites to provide students the variety of information they need that matches their level.</li> <li>▪ The library media specialist teaches text structure as students encounter a variety of information sources.</li> <li>▪ The teacher and the library media specialist team as the learners interact with the information.</li> </ul>
List of the Major Library Media Center Reading Program Elements	How the Language Arts Program/Teachers Can Respond
<ul style="list-style-type: none"> <li>▪ The library media specialist notices that in social studies, many learners cannot understand the chapters in the textbook because they are too difficult or the learners do not speak English very well. The library contains a plethora of materials on the topic at hand.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ The library media specialist has acquired site licenses for word processing and outlining software to help learners both organize their thoughts and make the writing process more efficient.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher and the library media specialist work together to choose reading materials on many levels and provide the learners with a wide choice in what they should read on the topic.</li> <li>▪ Discussion and other activities done by the teacher and library media specialist insure that every learner has a deep understanding of the content knowledge.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ The teacher and the library media specialist team to teach the new tools including data collection and organization when a major writing project is due.</li> </ul>

## Indiana Reading Example

### School Libraries and Reading in Secondary Schools – Still a Good Idea to Raise Academic Achievement

By David V. Loertscher, Victoria B. Winkler, and Janet Lynne Tassell<sup>1</sup>

#### Introduction

For many reasons, teachers in the secondary schools of this country face the challenge of many students who are not reading at grade level. The impact, of course, is evident in every single department of the school, and it depresses the achievement scores of every student who does not read at grade level or above. In a recent visit to a conference in Indiana, Phyllis Land Usher, the Asst. Superintendent in the Indiana State Department of Education introduced me to Victoria Winkler, a school library media specialist. As Victoria and I talked, she began to explain the reading program in her high school that had made a major difference in achievement. Since such programs are in short supply and since librarians and teachers are often at a loss to combat the pernicious disease of illiteracy, I asked Victoria to write a one-page description of her program. Many school librarians have turned their attention, as they should, to the teaching of information literacy and away from the reading program. However, the challenge of the 21<sup>st</sup> century and its information technology still seems to require excellent readers to participate in an information-rich and a technology-rich environment. Where many librarians formerly spent the majority of their time promoting reading, they now find themselves spending less time. But that does not solve the reading crisis in many schools. Victoria's experience as a school librarian is an exemplar of taking a leadership role rather than trying to conduct the entire literacy campaign alone. Where a school librarian may have had an 80/20 split of time with 80% of time spent on reading, that balance shifts to 20/80 with the 80% spent in a leadership role.

The following is Victoria's brief letter to me describing what has happened in her high school. I have added footnote commentary at critical points to amplify certain aspects of the program. The reader is encouraged to do several readings of the letter to absorb its fascinating content and gain the full impact of its concepts.

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<sup>1</sup> Victoria Winkler is library media specialist at Heritage Hills Jr.-Sr. High School and Janet Tassell is Director of Learning and Assessment in North Spencer School Corporation, Lincoln City, Indiana.



## The Letter

## Editorial Comments

Heritage Hills Jr.-Sr. High School in Lincoln City, Indiana has a student enrollment of approximately 1100 students, with 375 of those being seventh and eighth graders. The school is located in a rural area in southwestern Indiana, principally serving people from farming and industrial backgrounds. In the early 1990s, we became aware of too low reading scores and too few students reading for pleasure. How do you get students to read for pleasure? How do you make students hungry for good reading? Independent reading for the school community became a top priority.

We read Krashen's *The Power of Reading* aloud to each other at a faculty meeting.

We visited other schools with exemplary reading initiatives.

We hired a reading consultant who taught us the value of reading aloud to the students.

We began selling paperback novels in our bookstore.

Because of our new awareness of the value of sustained silent reading (SSR) for students, we initiated a fifteen-minute session at the beginning of the day once every two weeks. This has evolved to thirty minutes of SSR daily for middle school students and twenty minutes of SSR daily for high school students. Our sustained silent reading time called READ-IN is always held at the beginning of the school day.

When we started READ-IN, teachers complained of students not having access to pleasure reading materials in the classrooms. Today we have 400-500 books in every classroom in the school. These libraries consist of popular young adult paperback novels, nonfiction books on everything from cars to cooking to sports, magazines, and newspapers.

Absolutely amazing! How does a faculty take the time and have the sustained interest to do this in any school? Yet, what a wonderful beginning.

Finding and visiting exemplary programs is a critical but time-consuming and expensive commitment. Obviously, this faculty and administration were committed.

Hiring consultants is another major expenditure. Hiring quality consultants is a challenge.

They sell books because there is no local bookstore that every student can visit easily.

Note that SSR began slowly but had a mid-course correction. SSR is only effective when it is a regular occurrence in the school and has the potential to establish a long-term reading habit.

Classroom collections are a necessary feature of a good reading program, but the historic problem with these collections is that they are usually too small and they are only interesting to students for the first month of school and then ignored after that. I would recommend that these classroom collections rotate out of the library and that the students in the classroom care for these collections to make sure that they not only rotate but have fresh and exciting titles students want to read.

Teachers have been trained to be reading role models by our reading consultant. Also, we try to keep teachers abreast of the latest young adult literature that is going to hook the students. Teachers make semiannual trips to a large bookstore to select books for their classroom libraries.

When teachers are readers and talk to their students about it and students see them reading, the tone is set for the entire school.

All seventh graders also make a trip with their teachers to the bookstore to select a book for their homeroom library. For almost 80% of the seventh graders, this is the first time they have ever been to a bookstore.

Students need to have regular visits to both public libraries and bookstores. We have here a rural school that does not have a local bookstore, but even in many urban settings, students cannot visit public libraries or bookstores because these resources are located across gang territory lines. Notice that the school is paying the bill for the books students select.

[End of Letter]

### **Building a Reading Community**

The school librarian, the administration, and the faculty in this school have come together in a school-wide effort to build basic literacy. This sets into motion a powerful force to accomplish a very difficult and challenging task. Most notably, they have based their collaborative effort on a solid research base and they have pulled in the resources, the ideas, and pushed their own creativity to achieve a better result. It is also notable that while their initial alarm is low test-taking scores, they do not adopt a teach-to-the test strategy that might offer short-term gains. Instead, they opt for a longer-term effort that not only will sustain growth for the school, but also provide students with a magnificent life-long learning tool.

For a century, school librarians have been the all-too-silent partners of teachers and administrators in the battle for basic literacy. In the past decade, books have often taken a back seat to the exciting developments in technology with much spending being diverted toward machines. While we would not advocate less spending in technology, we would advocate more spending to keep the print collections of the school fresh, attractive, and current to give the nation's children books they "want to read." There are too many distractions for young people, too few students who speak English well, and too few schools who really care about literacy enough to mount a corrective effort. Victoria's letter demonstrates that basic literacy does not need a rocket scientist to develop, but it does require collaboration, commitment, change, money, and long-term focus and leadership. Quick fixes in education are no better than trying to patch up antiquated air traffic control systems or local voting procedures. There is a point when one more patch on the ragged jeans just won't work.

### **And Now the Research**

Janet Lynne Tassell, Director of Learning and Assessment for North Spencer County School Corporation, files the following research report of the Heritage Hills Jr.-Sr. High School reading program:

When looking at the past Indiana Statewide Testing for Educational Progress (ISTEP+) results for our students, we found promising results that evidenced improvement in reading. Because of the many changes in the statewide test over the past few years, it is difficult to draw many of our desired conclusions. Thus, we decided, rather than comparing one group of students to another, we would follow whole groups of students as they progressed throughout their years of testing, allowing us to measure their growth at different points in their schooling. This provides a better indication of growth.

In looking at the graduating class of 2002, we found that the norm-referenced portion of the standardized test showed positive growth in the reading comprehension area. We were very interested in movement of students from the bottom quartiles to the upper quartiles in reading comprehension skills. From the eighth to the tenth grade we had an increase of students into the upper quartiles from the bottom quartiles. Furthermore, in “Language Expression” we found an increase in the upper quartiles and a large decrease in the lowest quartile as seen in the following:

Quartiles	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade
1	42	55
2	42	48
3	32	34
4	37	12

The norm-referenced test results also showed that our students are maintaining reading comprehension levels close to grade level. The reading levels should be at or above: sixth -- 6.1, eighth grade -- 8.1, and tenth grade -- 10.1. At the 50<sup>th</sup> percentile, students should be reading at these reading levels. As seen in the following table, our data is especially impressive with our 50<sup>th</sup> percentile and bottom 25<sup>th</sup> percentile students:

Percentile	6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade
75 <sup>th</sup>	12.4	12.7	12.9
50 <sup>th</sup>	9.3	9.5	12.8
25 <sup>th</sup>	6.6	7.8	10.1

From this analysis we have found growth in the area of English/language arts over the 1994-1999 testing results. However, our frustrations abound in our limitations of how we can compare data due to the inconsistencies of the test composition and report designs. Therefore, we were careful to utilize the limited but consistent data that could be gleaned over this time period.

In a survey conducted here in the spring of 2000, students and staff overwhelmingly indicated that the expanding classroom libraries are fundamental in increasing students love and motivation of reading. Results from a fall 2000 parent survey show that 82% see their child reading for pleasure at home. Sixty-eight percent of the parents have noticed an increase in the time their child has spent reading in the last two to three years. Some of their comments include: [My daughter] always talks about reading in the Read-In. When she gets home from school, she cannot wait to continue reading where she left off I have noticed her enjoyment for reading has increased tremendously. Thank you so much for this program.

#### Comments on the Research

Not all schools or school districts are fortunate to have a person such as Janet Tassell who can track and do locally-based research, but research is a critical component of any major school-wide project. School library media specialists are wise to make connections between their programs and the research efforts of the school districts where they reside. In today's world it does not seem to be enough just to be a doer; one must be a documentor. The frustration of changing assessments does not seem to be going away. We all would wish that tests could measure both content knowledge as well as process skills (information literacy/knowing how to learn). The current political climate keeps jerking us all around and some school communities just can't seem to move forward. It is refreshing to see one district with its head on straight.

## **Building Access to Books: The Indiana Reading Bill of Rights**

by Jack W. Humphrey<sup>1</sup>

The Indiana Reading Bill of Rights of 1995 was an effort of reading advocates including school superintendents, school and public librarians, community-based agencies, parents, businesses and the Indiana State Department of Education.

The Bill was based on research done that independent reading accounts for one-third of a student's vocabulary growth.<sup>2</sup> Another study showed that children who score at the 90<sup>th</sup> percentile on reading tests read five times as much as children at the 50<sup>th</sup> percentile and 200 times as much as children at the 10<sup>th</sup> percentile.<sup>3</sup>

In 1994 a survey of Indiana schools showed that new book acquisitions were only about one-fourth of the recommended number needed to keep collections current and that the average copyright date of books was 1969. Schools were spending \$7.38 per student for books meaning that collections were steadily growing older.<sup>4</sup>

The booklet *Reading and Libraries: Indispensable Partners* was distributed widely across the state with a simple message: Learning to read is like learning to play basketball. First, you learn the skills, then you need lots of practice. There is no substitute for books. Without access to current, appealing, high-interest, and useful books, reading achievement suffers. Reading and school libraries are indispensable partners.

<sup>1</sup> Director, Middle Grades Reading Network. See on the web at <http://www2.evansville.edu/mgrnweb/blueprin.html>

<sup>2</sup> Center for the Study of Reading. *Teachers and Independent Reading*. Urbana-Champaign: University of Illinois, n.d.

<sup>3</sup> Anderson, R. C., Fielding, L.G., and Wilson, P.T. "Growth in Reading and How Children Spend Their Time Outside of school." *Reading Research Quarterly* 23:285-304, 1988.

<sup>4</sup> Callison, D., and Knuth, R. "The AIME Statewide Survey of school Library Media Centers: Expenditures and Collections." *Indiana Media Journal*, 16(3), 103-162, 1994.

### **The Indiana Reading Bill of Rights 1995**

- Access to books
- Encouragement to value reading
- Time to read
- Skilled reading leaders
- Public library support
- Community agency support
- Family support
- Reading role modes

Source: *Becoming a Community of Readers: A Blueprint for Indiana*, 1995. (see website in footnote 1)

### **Indiana General Assembly Funds New Library Books for Kids**

- 1997 - \$ 4 million
- 1999 - \$ 6 million
- 2001 - \$ 6 million

#### **Results:**

- New book acquisitions have increased from .81 to 1.24 books per student per year
- Book circulations have increased 3.6 million

#### **Looking Ahead:**

At this rate, it will take 10 years of funding to rejuvenate Indiana school library collections and then we can start over.

## **Sample Problems/Sample Solutions of Library Media Center/Reading Integration**

**When library collections and classroom collections are two separate entities and both are weak.**

Assure that classroom collections and library collections are seen as a single entity and that classroom collections are rotating from the library collection. Students may expect new materials at hand on a regular basis. Teachers and students should assist in selecting reading materials so that everyone, particularly readers, will win. Put students in the classroom in charge of seeing that the classroom collection contains both materials of interest and materials helpful to their studies. They can manage the collection and see that it rotates often. The position of room collection managers can rotate throughout the year and can assist the adults in the responsible use and responsible circulation of the materials to the home.

**When the collection of the library is outdated, old, or worn out from use.**

Every school should add a minimum of **one book per year per student**. Schools with small enrollments should double this number. Dreadfully outdated collections will require two books per student until the collection is attractive again.

**When the students are checking out only one book a week from the library but it is just not enough to affect the reading scores.**

Students should have many, many books checked out at any one time. In grades K-2, every student should be taking at least two books home each night—one to “read” and one to be “read to.” All students need to have the opportunity to have numerous titles checked out — as many as personal responsibility can allow. Revamp the entire policy to figure out how thousands of books a week can be circulated and reshelved from not only the library but also from every classroom. It will require many hands and some ingenuity, but it must happen.

**When circulation policy and computer automation systems have locked out certain students who owe fines or have lost a book from ever checking out another book.**

There are two issues here—responsibility and literacy. Literacy should win! It must! Book loss is the cost of doing business. Make a pact with parents to maximize reading and at the same time help their children shoulder the responsibility for public property. Students can pay service hours for fines and lost materials if the family cannot afford replacement costs. It is a crime to prevent a child from learning to read!

**Bottom Line:**  
**The organization must serve the cause of literacy.**  
**Don't let the tail (organizational rules) wag the dog.**

## Checklist of Successful Practices for Reading When Supported by the Library Program

- A sustained silent reading program in every classroom once a day, K-12.
- A program to read aloud to every student once a day, K-12. This includes storytelling as well as oral reading.
- A motivational program to encourage reading—challenges are preferable to contests.
- A program to involve parents in the total school reading initiative.
- A program to build a school-wide community of readers.
- Use technology assists to reading as long as those assists actually increase reading time and amount read (educational television, CD-ROM, computer programs, computerized reading motivators).
- Celebrate reading regularly as milestones are reached.
- Create the sense that reading is fun! Cool! Something I enjoy!
- Other:

### Sample Indiana Reading Activities

**Buddy Family Backpacks** focus on family literacy and interactive learning. They encourage family reading, viewing and the use of technology and other info-medias for family learning adventures. These backpacks are filled with activities that are focused on a theme that children in K-8<sup>th</sup> are to do at home with their family. See these activities at <http://www.buddyproject.org/backpack/default.asp>

**Eliot Rosewater Indiana High School Book Award (Rosie Award)** is chosen annually by students across Indiana in grades nine through twelve. Its purpose is to promote teen reading and to promote cooperation between administrators, library media specialists, and teachers in broadening reading programs. See at <http://www.ilfonline.org/Programs/Rosie/rosie.htm>

**Reading Is Fundamental, RIF, Inc.** is a national nonprofit organization that promotes reading among American young people. The IDOE administers a program of competitive mini-grants to schools each year for the distribution of free paperbacks. See at <http://www.doe.state.in.us/olr/projects/rif.html>

**Read-Aloud Books Too Good To Miss** is an annual list compiled by the Indiana Library Federation under the direction of the Association of Indiana Media Educators. The lists are distributed to Indiana schools and can be accessed at <http://ilfonline.org>

**Young Hoosier Book Award Program** stimulates recreational reading among elementary and middle school children. Each year, books are nominated in three different categories: K-3 Picture Book; Grades 4-6; and Grades 5-8. In April, students vote for their favorite book. The winning authors and illustrators are invited to Indiana to receive their award. See at <http://www.ilfonline.org/Programs/YHBA/yhba.htm>

## Signs of Danger to Reading When Not Supported Well by the Library Media Center Program

If *any* of the following describe or approximate what is going on in your school, red flags should be raised.

- Students would not list reading on any list of fun things to do. Reading is *not* cool.
- Book collections in the library are old, worn out, and unattractive.
- Budgets are so small that the number of new books purchased each year is insignificant.
- Books available don't match what children or teens would enjoy reading.
- Students only check out one or two books a week from the library.
- Classrooms contain few reading materials beyond textbooks.
- Classroom collections are small, outdated, too limited, or stagnant.
- Classroom collections and library collections are not connected and are funded separately.
- Reading aloud, particularly as students get older, is sporadic or non-existent.
- There is wide concern that high school students are not good readers, but there is no school-wide effort to do anything about it.
- Teachers of science, social studies, physical education, art, and math don't feel they have any responsibility to teach reading.
- Science, social studies, or other content areas require little or no reading beyond the few textbook paragraphs on a topic.
- No program of sustained silent reading exists in the school; or, it has been tried but has been considered a failure.
- Reading motivation "events" or programs are one-time or annual events of brief duration or non-existent.
- There are very few books in student's homes.
- Students do not have bed lamps or safe places to keep library books in the home.
- Parents, care givers, or siblings do not read aloud to younger students on a regular basis.
- Other:

## Support of Reading Costs Money: A Figure-It-Yourself Worksheet

**What do books cost?**

**Example:**

Hardbacks	_____	<u>\$25.00</u>
Paperbacks	_____	<u>\$7.00</u>
Estimated average cost of an item (80/20 ratio hardbacks to paperbacks) (example: .8hb – .2pb = cost per book; .8x\$25 – .2x\$7 = \$18.60 per book)	_____	<u>\$18.60</u>

**How many books do you need to buy each year?**

One book/year/student—to maintain attractiveness, size, and interest \_\_\_\_\_

Two books/student/year to *build* the collection when it is in poor shape<sup>1</sup> \_\_\_\_\_

**Compute your own new reading materials budget:**

- How much would it cost to maintain a collection so that the reading collection of the school is kept fresh, new, and desirable for a school year? \_\_\_\_\_
- How much would it cost to steadily *build* a collection out of obscurity over 5 years? \_\_\_\_\_
- What would one-time reinvention costs be to rejuvenate old/outdated collections? \_\_\_\_\_

**Where might the money come from:**

- School site funds
- Regular school district funds
- State special funds
- Federal funds
- Book fairs/sales
- Grants
- Gifts
- Student birthday books (parents and students sponsor one book/year)
- Corporate sponsorships
- Other

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<sup>1</sup> In 1996, the Middle Grades Reading Network at the University of Evansville conducted an inventory survey with school librarians and determined that the average copyright date of school library books was 1968. The department determined that two new books per student per year were needed to sufficiently replenish library printed materials and increase circulation rates. Source: Indiana Dept. of Education: 2001 DOE Legislative Agenda, p. 2. Copies are available from Terry Spradlin, Legislative Liason, at 317-232-6671.



## Do Your Own Assessment: The Impact of LMC/Reading Program Collaboration

**Methodology**

1. **Gather baseline data on any or all the measures listed below.**
2. **Implement a library media specialist/classroom teacher collaboration initiative.**
3. **Measure the results.**
4. **Use the results in #3 as baseline data to a second cycle.**

**Research Question:** Does a collaborative effort to promote reading by the library media specialist and the classroom teacher affect student literacy?

**Possible Data Collection Points:**

	#	%
1. <b>Observation:</b> The number of rooms that have a print-rich environment.	_____	_____
2. <b>Survey:</b> The number of students who agree the library contains books, magazines, and newspapers they want to read	_____	_____
3. <b>Count:</b> The number of popular reading materials available to students.	_____	_____
4. <b>Count:</b> The number of new popular reading materials purchased.	_____	_____
5. <b>Count:</b> The amount of money spent on new reading materials	_____	\$ for reading collection
6. <b>Survey:</b> Average amount of time per day students:		
a. Hear books read aloud/storytelling.	_____	# of minutes
b. Do sustained silent reading.	_____	# of minutes
c. Actually read during reading instruction.	_____	# of minutes
d. Have time to read in the library.	_____	# of minutes
7. <b>Count:</b> Number of books per week actually going home. (Count circulation from the library and the classrooms; estimates acceptable.) (Do a lengthy justification if less than 10.)	_____	# of circulations
8. <b>Survey/interviews:</b> Student attitudes toward reading. (% of students who rate reading 😊😊😊)	_____	% 😊
9. <b>Count:</b> Number and duration of reading related activities. (reading challenges, reading events, special programs)	_____	# of events
10. <b>Compute:</b> Scores on reading assessments:		
a. Whole school.	_____	Average
b. Teachers who participated actively	_____	Average
c. Teachers who did not participate or very little.	_____	Average
d. Students who report 20 min.+ of outside school reading/day	_____	Average.
e. Students who report less than 20 min. reading/day	_____	Average

**What does all the data collected mean in terms of the impact on reading achievement?**

# ENHANCING LEARNING THROUGH TECHNOLOGY

Consider Indiana's reasoning behind the support of technology to enhance learning from:  
*Indiana's K-12 Plan for Technology: On Line One Target One Demand Learning Systems*

Available at <http://ideanet.doe.state.in.us/olr/techplan/execsummary.html>

The well-being of Indiana's citizens will be determined, in large part, by the state's ability to remain competitive in a world marketplace. To do this, our educational systems must ensure that students can read, write, compute, and perform other basic and higher-order thinking and problem-solving skills as well as manage, use, and communicate with the technologies they will encounter as lifelong learners. Failure to succeed in this endeavor could dim the bright hopes and dreams of Indiana's students and future leaders.

The purpose of Indiana's plan for technology is to lay a foundation of leadership and direction. It will support and strengthen learning environments by working with educators, state agencies, legislators, parents and families, communities, and members of business and industry to promote effective uses of technology for teaching and learning.

## VISION

Communities of learners are engaged in lifelong learning and are contributing members of the global and digital information world – learners who have problem-solving and higher-order critical thinking skills, information and communication skills, access to current and real-world information and tools, and mastery of core basic skills.

## GOALS

- To enhance and improve student learning in and out of school.
- To use technologies as tools to help teachers improve their teaching.
- To enhance the learning environments, both within and beyond the classroom, in order to engage all members of the community in successful pursuit of lifelong learning opportunities.

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[The document then lists seven key strategies to meet these goals. One is emphasized here.]

## IV. Provide quality content and teaching resources

Students will have appropriate content standards and instructional approaches and enhanced educational growth opportunities through technology on line and on demand.