

Beyond Flexible Scheduling

A Workshop Guide

Nancy L. Dobrot and Rosemary McCawley

1992

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Acknowledgments

Creating innovative programs in schools requires the formation of partnerships among all members of the educational team. The integrated library program described in this guidebook resulted from the vision, dedication, and hard work of many professionals in the Northside Independent School District in San Antonio, Texas.

Key to this type of effort is the contribution of the campus principal. Fran Rhodes, principal of Raul B. Fernandez Elementary, through her instructional leadership and high expectations, provides impetus for the creation of many dynamic instructional programs. Without her support and direction the library program could not have gained the strength it has.

In spite of the difficulties change always brings, the teachers at Fernandez embrace programs they know will provide better learning opportunities for children. Their many and diverse contributions to the integrated library program breathed life and vitality into what was a mere framework.

The authors also made unique contributions to the partnership. Nancy Dobrot, district library coordinator, explained the philosophy and benefits of library integration and showed how the philosophy meshed with the instructional goals of the district, creating an atmosphere for innovation in the district's libraries. Rosemary McCawley, librarian at Fernandez, translated the philosophy into a working model suited to the unique instructional needs of the Fernandez campus.

In the preparation of any manuscript, authors receive the advice and assistance of many people. We gratefully appreciate the help of the following people: Diana Bell for her wonderful drawings; Anna Kessler, Dawn McLendon, Suzy Morrill, and Fran Rhodes for their advice and encouragement; and Mary Stewart for her careful proofreading of the manuscript.

Preface

This is not a book expounding the values of flexible scheduling. It is a practical guide to integrating a library program and classroom curriculum and to facilitating staff development so that the integration will be successful.

The book offers sample units and suggested preparation plans for librarians, principals, and teachers. The sample units present a model of an integrated library program, discussing flexible scheduling as a vital element in integrating library and curriculum. They were planned and implemented on the elementary school level, but the concepts and procedures apply to middle school and high school levels as well. They differ only in the subject matter and level of research required for the students to achieve the classroom objectives.

Part one of this book discusses flexible scheduling and describes how integrated units of instruction are constructed. Part two offers two sample workshop outlines, one to introduce administrators to the concept of flexible scheduling and library integration and the other to train teachers in implementing such a program. The workshop outlines come complete with masters for both the transparencies and handouts to use in the workshops.

This guide assumes that librarians seeking practical information about library integration already have a philosophical foundation supporting such a program. For the librarian who seeks more information on the educational advantages of integration, a bibliography is included.

Finally, a note about terminology. The word "library" is used rather than "library media center" in the interest of brevity. Terms such as "library media program" are used interchangeably with "library program." "Librarian" is used with the same meaning as "library media specialist."



Part 1: A Working Model for Integration

The Journey to Library Integration

The twenty-first century has been labeled the “Information Age.” Information and technology will proliferate at an ever-increasing rate, and much of the present body of knowledge will become obsolete. Today’s students will live their entire adult lives in that century. To survive and compete, they will need to independently access and use rapidly changing information; that is, they must be information-literate. Where will students learn lifelong information skills if not in the school library? But can those skills be taught properly when a rigid library schedule is in place? Consider the following scenario.

Christopher’s Story

Last Saturday my neighbor, Sandy, came to my front door, dragging her usually exuberant ten-year-old son, Christopher, with her.

“Rose!” she demanded. “You’ve got to help us. I don’t know how to help Chris get his science report finished. It’s due next week and he doesn’t have enough information for even the first paragraph.”

I looked at Christopher. He could be any one of the hundreds of children who had visited my elementary library over the last ten years. The desperate expression on his face certainly was familiar.

“Okay, Chris. What is your project about?”

“Rocks,” he replied, plainly defeated.

Yes, I had seen that look before.

“Sounds interesting,” I remarked. “So ... I guess you’ve already been to your school library?” I figured it couldn’t hurt to ask the obvious.

“Yeah. We go every week. Tuesday. Nine o’clock.”

“I see.” This sounded like my library schedule. “Do you know how to use the card catalog?”

“Oh, sure. Our librarian gave us a bunch of lessons on that. We did some work sheets, too. And we played a game with it.”

“Did you look up your topic?” I asked, wondering if his librarian got her lesson ideas from the same book I used.

“No. I didn’t know I should,” he mumbled, still slumped in defeat.

“Well, yes, Christopher. That’s how you locate information in the library.”

This was the same story I’d heard a million times. I wondered if the rest of his program was like mine, too.

“Never mind the catalog for now,” I said. “How many times has your class been to the library since this report was assigned?”

“I guess maybe three times.”

“Did your teacher ever come with you?”

“No. You don’t get it. She has her planning time when we’re in the library.”

Oh, yes, I did too get it.

“Did the librarian know about your assignment?” I inquired.

“I don’t think so. She never said anything about it.”

I completely understood his discouragement. It matched my own and that of the teachers I worked with. “So, you spent your time doing work sheets and playing games?”

“Yeah. That’s about it.”

“Chris, it’s time for you to use a library the way it was meant to be used—to find information you really need. Let’s go.” I was determined that for once a child would be able to apply skills needed in a library.



Christopher's near defeat resulted from three deficiencies in his school's meager library program: First, the library's rigid schedule prevented him from using library resources when he needed them; second, the librarian and teacher did not do the joint planning needed to help the child build concrete connections between skills and content; and third, the librarian and teacher did not communicate, causing the library skills to be taught in isolation. Consequently, Chris and all students in similar settings have become skilled manipulators of catalog cards but are unable to locate the information needed for class work.

The problems of Christopher's library program and hundreds like it in our country are related to both collection access and communication between teacher and librarian. True, the rigid schedule does offer every student the opportunity to select library materials once each week. True, library skills instruction is provided on a regular basis and in a well-planned, sequential fashion. True, children regularly hear interesting stories read aloud. But something is missing. The information needs of students like Christopher are not being met.

Isn't the obvious solution to liberate libraries from rigid scheduling? If the library is more accessible, won't teachers and librarians form partnerships to serve all students? Let's follow Christopher's library program on an imaginary journey.

Picture the library schedule wiped clean. An inservice informs teachers how the new scheduling process will work. The teachers recognize the open schedule's advantages: 1) The librarian will meet with them to plan library activities that are tied to the subjects they teach; 2) The librarian will help teachers select library materials for classroom use; 3) Students will have access to the collection when they need it. The teachers are eager to try this new approach. Everyone is happy at last.

Unfortunately, this rosy, cozy scene is not what actually happens. Concerns are soon voiced about students visiting the library individually and in small groups. Some teachers say that sending students throughout each day interferes with their own agendas. Some believe that young children will not be able to handle the responsibility of completing a task and getting back to the classroom on time. Other teachers are afraid that they won't remember to get their students' books back to the library when due dates vary. Still others believe that students should visit the library at least once a week and worry that some students may miss the opportunity to get their weekly book.

Scheduling planning sessions among teachers and librarians is even more problematic. It

seems that everybody wants something, and they want that something every week. There are thirty-five teachers on the campus who are accustomed to weekly library visits. Each week thirty or more teachers dash to the library to sign up for a class visit. As for planning, most teachers simply inform the librarian what unit they are teaching and suggest an activity. The requests sound like this:

"We're doing dinosaurs this week. Could you show my students where the dinosaur books are?"

"My class would like a story about rain to go with their weather unit."

"Could you tell that terrific folktale you told to Mrs. Smith's class? We're both working on the American Indian unit."

Before long the librarian is preparing thirty different lessons and dealing with a packed schedule, all the while realizing that the students' information needs are still going unmet. After giving the new scheduling procedure a fair trial, teachers can't help but think that the new system is more difficult and offers few advantages over the rigid schedule. The teachers are angry. The librarian is exhausted.

But all is not lost. The librarian calls meetings with grade-level teams to ascertain team members' responses to the program and to determine if changes can be made to meet campus needs. Every team member by this time has misgivings about the program and is ready to voice them.

The librarian recognizes that the complaints fall into two categories. The first concerns student access to the library. Many teachers hold onto notions formed during the years of rigid scheduling. They still believe that weekly visits are essential and that they are responsible for not only their students' behavior but for students' books as well. The librarian is certain that time and successful experiences will change their attitudes and resolves to support and encourage teachers through this rough transition. The teachers resolve to be more flexible.

The second area of concern is the working relationship of teachers and librarian. They have operated separately for so long that the librarian is no longer familiar with the curriculum and the teachers don't know how to incorporate library resources and activities into the subjects they teach. The gap between teachers and librarians has not been closed by a more accessible library program.

The staff realizes that the rigid library schedule was actually a surface issue. When the schedule changed, the underlying and more complicated issue

of isolation was revealed. The staff realizes that time and an accessible library are needed, but these will not be enough to resolve this problem.

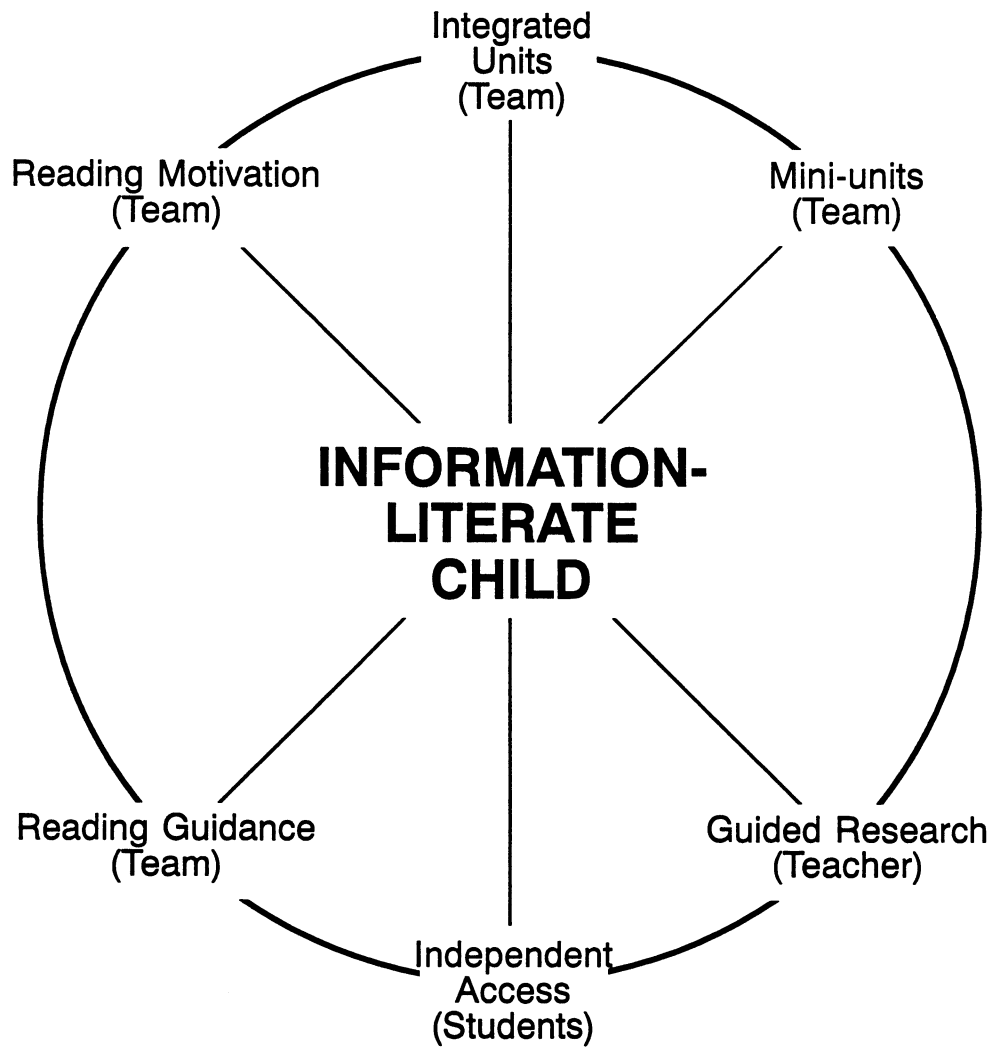
The teachers and librarian agree to embark on a mutual re-education process through better communication. The teachers will share their knowledge of both curriculum content and students' abilities while the librarian will provide practical information about library resources and their application to curriculum. To truly understand curriculum content, the librarian will learn about entire units rather than fragments of them. At the same time, teachers will discover how a grade level's information skills curriculum can be incorporated into a unit of study. This will be accomplished through team-planned interdisciplinary units of study that incorporate the library program. These units are the core of library integration.

The central benefit of the new approach is that the students' need for information will be addressed concretely. Previously, each unit of study included a brief connection to the library, but no one connection illustrated the interdependence of classroom and library. The new approach models for students ways in which information is gathered and used.

In this scenario, the staff took the rocky road to integration but arrived safely. Having realized that a flexible schedule is only part of the means to their goal, they implemented the other two necessary elements: They developed both the framework for re-education and the team planning necessary to build concrete connections between the classroom and the library. Their integrated library program will grow and prosper; students will become information-literate. (See figure 1.)

Figure 1

FRAMEWORK FOR THE FULLY INTEGRATED LIBRARY PROGRAM



The Fully Integrated Library Program

Philosophy of the Framework

The philosophical basis for the fully integrated library program is grounded in the need to change two aspects of our approach to education. First, today's education requires that students become equipped to find, evaluate, and use a rapidly growing and changing body of information. To achieve this, instructional emphasis must shift from mastery of content to mastery of the process of locating, interpreting, and using new information. Second, a process must not be introduced as an abstract concept that students are later expected to apply concretely. Instead, a process must be introduced through concrete application and then expanded to the abstract. Students must first find information that meets their need to know about a specific topic. After using information-gathering skills in several concrete projects, students will be able to generalize the process and apply it to other areas of learning.

The foundation of library integration is cooperative teaching and learning through teamwork and shared roles. This is not a completely new concept. The difference between the integrated program and traditional programs is the approach to learning. Curriculum and library resources are connected by a team of classroom teachers and the librarian. The team plans, prepares, and implements instructional experiences in ways that join libraries and classrooms. Each team member shares the responsibilities of incorporating a wide variety of materials and activities into the unit of instruction.

This process engages members of the instructional team in a learning process of their own. Each learns about the other's area of expertise and draws upon that knowledge to extend learning. In this way, the gap between classroom and library, created by the rigidly structured programs of the past, is closed.

Framework Model

A fully integrated library program comprises six components, as illustrated in Figure 1. Three components address the process of information gathering and use. The remaining three address students' independent library use and reading habits.

The key component addressing information skills is the *team-planned integrated unit*. The concrete connections between classroom studies and the library program are made during this unit. Students learn to connect the need to know with

library resources, to select the most appropriate resources, and to use those resources skillfully. The second component, the *mini-unit*, is designed by the team to provide reinforcement of skills attained during the integrated units, to foster the connections made between process and content, and to encourage a greater degree of independence. The third component is *teacher-guided research*. Using sources and information skills learned during the integrated units and reinforced with mini-units, the teacher-guided research projects require only the support of the librarian.

Independent access is provided so that students may visit the library at any time during the school day. This component ensures that all students have access to the library collection when they need it. Recognizing that most students need *reading guidance* as well as access to the collection, all team members share their knowledge of children's literature and their enthusiasm for reading to help students select materials suitable to the child's age, reading interests, and reading ability. *Reading motivation programs* sponsored by the school encourage children to accept the challenge to read.

Teaching Information Skills through Integrated Units

Selecting the Unit

The process of developing integrated units begins with teachers identifying two curriculum units they want to develop into a resource-based, interdisciplinary, integrated unit of study. The basic units usually draw on traditional social studies or science curriculum areas. This happens for two reasons: It is much easier to adapt the skills-oriented language arts and math curricula to the more topical social studies and science than vice versa, and social studies and science are the areas in which information is most rapidly changing. When resource-based instruction is built around social studies or science, the textbook is supplemented by the library's more timely resources.

In selecting the units, teachers consider which units would best address global objectives for the year and whether those units lend themselves to an interdisciplinary approach. For example, the fourth-grade team may decide that integrating a weather unit in the fall and a cowboy unit in the spring would lend itself to the global objective of addressing ways in which people adapt to their environment. In addition to weather and cowboys,

other topics may also address the global objective. Second-grade teachers may wish to address the same global objective through study units on American Indians and dinosaurs; in reviewing other content areas, the teachers may find that the study units lend themselves naturally to these other content areas.

The librarian's role in this decision-making process is to consider whether the library's collection will support the core unit and to identify the information skills that might be addressed. The librarian offers some suggestions for library activities that would maximize unit objectives. If teachers plan to add instructional materials or books to their classroom or grade level collections, the librarian offers publishers' catalogs or resources from the central collection for long-term loan. The librarian also notes the projected time frames of the units, keeping in mind that these are only tentative. As other teams make decisions regarding units to integrate, the lengths and dates of already selected units become important considerations for scheduling.

Planning the Unit

Brainstorming

Once the units have been selected, planning begins. Planning occurs in two phases—brainstorming and refining—and generally occurs during conference periods, special planning days, or after school. (See figure 2.) Teachers arrange with the librarian and other support staff to brainstorm possible approaches. Ideally, all team members are able to meet at the same time.

Teachers bring to the brainstorming session all curriculum guides, state-mandated objectives for each curriculum area, and lists of each class's special needs. The librarian brings the district's library skills curriculum guide and resource bibliographies suited to the unit and grade level. Support program teachers, such as the gifted and talented teachers, resource teachers, or reading specialists, bring knowledge of their specialties and the needs of particular students. All team members take time before the meeting to review their respective sources and to jot down directions the unit might take.

Generally, the planning is charted on a large sheet of paper that identifies the unit, unit dates, and curriculum areas to be addressed. The planners begin by listing on the large paper the concepts and activities to be covered in the unit's traditional curriculum area. For example, the fourth-grade team would list concepts about weather usually covered in the science curriculum. These might include the water cycle, purpose and function of

weather stations, study and replication of weather-measuring devices, cloud formations, and weather symbols. The second-grade team would list science concepts for a dinosaur unit, such as the formation of fossils, characteristics of dinosaur groups, methods of classification, and theories about the extinction of dinosaurs. Most of these concepts would be taken from curriculum guides.

The group then brainstorms ideas for extending the unit across curricular lines. Ideas are pulled from grade-level content area objectives and from lists of each class's special needs and interests. The fourth-grade team might list weather-related non-fiction books, periodicals, novels, picture books, poetry, myths, and folktales to address reading and language arts objectives. The social studies connections might include a study of atlases, weather maps, hurricane tracking, weather-related occupations, and the impact of both climate and weather on culture and lifestyles in various regions of the United States. Health-related topics might focus on community plans for safety during severe weather conditions and the effects of acid rain. Graphing, skip counting, tools of measurement, and problem-solving could become areas of concentration in math. Fine arts applications might include weather drawings, skits or plays about weather, dramatic storytelling, and songs on the subject. Writing extensions would probably spring from all areas of the curriculum and would incorporate the writing processes preferred by individual teachers. All team members contribute to the planning. The librarian, becoming more familiar with curriculum design, also becomes more adept at contributing ideas. Support program teachers contribute ideas based on subject or process expertise and knowledge of their students' learning styles.

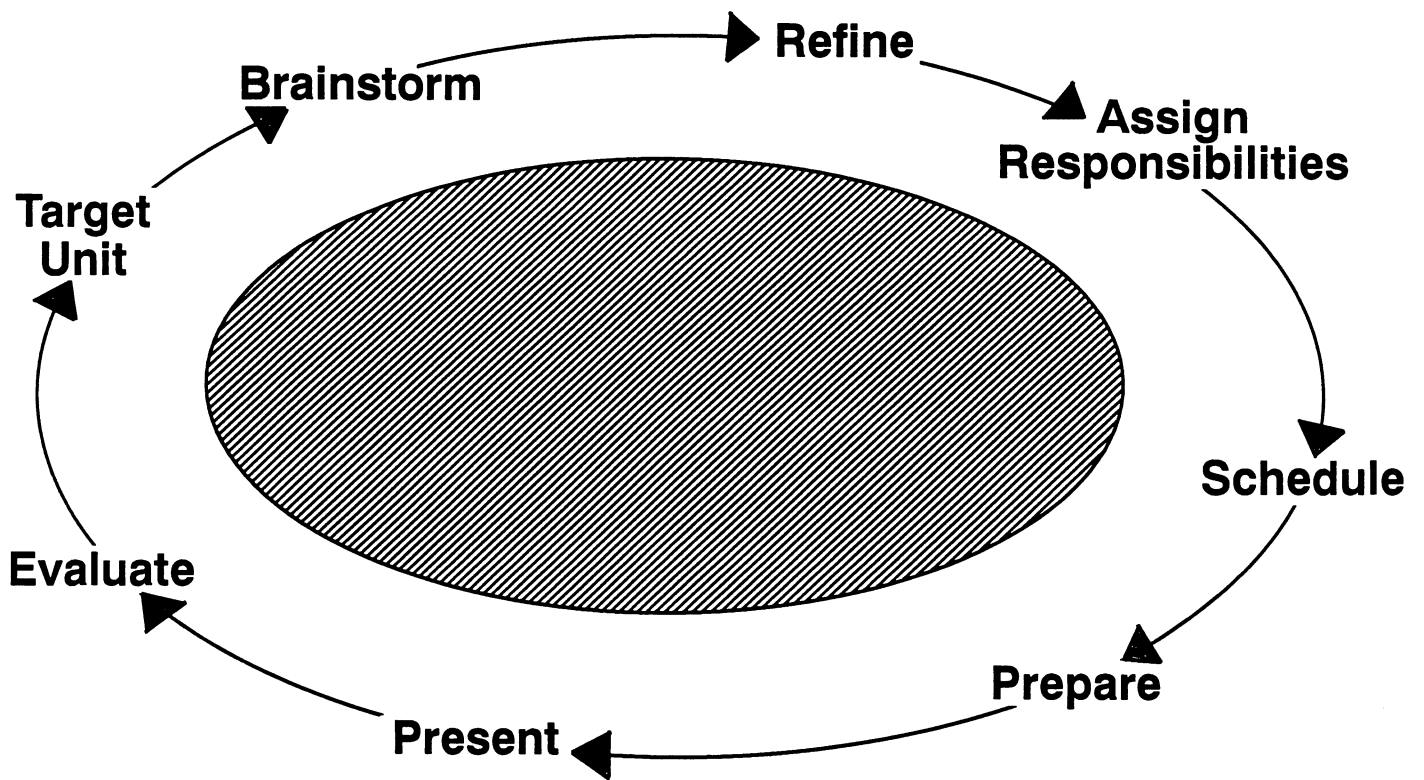
During the brainstorming session, the team begins to determine the direction that library activities will take by identifying which elements of the plan will be directly taught and which will be discovered by students. Opportunities for discovery learning are listed. The team studies information skills objectives for the grade level, determines which skills must be taught to equip students to discover and use information, and lists ideas for introducing and applying those skills as part of the unit. The team's decisions form the basis of the librarian's plan.

Refining the Plan

The second phase of planning is the refining session. A meeting is scheduled for a few days or a week after the brainstorming session. Each team member brings notes made in the interim regarding possible activities and sources of those activities. The librarian brings an annotated bibliography of

Figure 2

INTEGRATING THE UNIT



sources for the unit. The bibliography draws primarily upon the library collection but also lists new publications to be considered for purchase. The librarian also contributes a rough plan of activities that would serve to integrate library resources and the unit. Included in this rough plan are ideas for scheduling class and small group visits to the library.

The team studies the notes taken during the brainstorming session and begins to draw up concrete plans for implementing the unit. Team members select concepts they want to include in the unit and decide on approaches and activities to be employed. Using the librarian's bibliography, the team decides which materials will be used in the classroom and which will be used in the library. Library activities are selected. For example, the fourth-grade team may decide that map skills will be introduced in the classroom during the weather unit and will be applied in the library using atlases to discover reasons why climates in various regions of the United States are different. Almanacs or databases may become sources of weather statistics that are then used to create graphs, either by hand or by computer. Encyclopedias and nonfiction works may be searched for information about weather and climate in regions of the United States. Students will be warned about inaccurate or outdated information they may encounter. Folktales about weather may be presented in the library, followed by language arts activities in the classroom. A booktalk about weather-related picture books and novels for enrichment reading may become a reading guidance activity.

Assigning Responsibilities

When the unit has been refined to a workable plan, the team must assign responsibilities for preparation. This can be done during the refining session or during a third meeting.

Grade-level teachers on the team are assigned to creating or procuring teaching materials. Lessons and activities are organized for each curriculum area of the thematic unit. Responsibility for lesson presentation is assigned.

Support teachers may contribute materials and teaching approaches suited to students served by their programs. These activities might take place in the special program rooms or might be integrated into classroom or library activities. If these teachers serve primarily as consultants to classroom teachers, they may accept responsibility for teaching certain parts of the unit, grouping students for cooperative learning experiences, or developing materials for specific learning styles. Certainly they will be involved in guiding the students through the library activities.

Finally, the team assigns responsibility for preparing students to use library resources and for developing unit-related activities. The following questions must be answered: Who will teach certain concepts? The team may decide to share the instructional responsibility by team-teaching. Who will develop the related activities? Perhaps all library activities will be provided by the librarian. Who will evaluate student progress? The librarian may evaluate student progress in applying the research process while teachers evaluate the products of that process.

Scheduling Activities in the Library

After the unit has been refined and responsibilities have been assigned, the team determines when, how often, and for how long classes or groups need to visit the library. It sounds simple, but the process actually is complicated and subject to many considerations. Certainly the dates, frequency, and lengths of visits vary with the focus and purpose of each unit activity, and these latter become important scheduling considerations.

For example, if entire classes will visit the library to hear folktales about weather, the length of time needed will be quite different from that needed to collect information for a report. How many folktales will be presented? If teachers will be teaming with the librarian to present the tales, more than one class will need to attend the session. Do teachers plan to extend the tales through classroom discussion or writing? If so, the visit for storytelling must be scheduled in conjunction with time for those activities. Will the session be followed by a library activity? How much additional time will that take? (See transparency 11.)

If the visit requires instruction in the process of gathering or using information, other questions arise. At what point in the unit will this instruction be most valuable? Must this instruction be preceded by certain classroom activities? For example, if second graders need both fiction and nonfiction resources about dinosaurs, the librarian will need to explain both Dewey and the subject heading access to the fiction collection. Other questions might include: What activities will form the concrete connection between the lesson and the unit? When will those activities be accomplished? Will students use their knowledge of nonfiction arrangement to locate books about dinosaurs? If so, will time be needed for students to read those books and note their findings? Will students need to videotape their reports? Will they need a lesson in videotaping?

Sometimes a lesson or unit calls for many specific skills and a variety of different resources. So that students may practice their skills and use

various resources, activities may be presented in a center format. This prompts another set of scheduling concerns. Will an entire class use the centers? Will each student spend time at each center? Will groups of students from each class work in the centers at the same time? How many visits and how much time will be required for students to finish the activities and gather the information? Will multiple visits need to be scheduled on consecutive days? Will they need to be scheduled at the same time each day? A sample unit for second-graders about American Indians is illustrated in figure 3.

It is possible to design resource-based units to serve two or more grade levels. When that occurs, scheduling concerns encompass all of the previous issues plus questions regarding classroom schedules at the different grade levels.

Such scheduling considerations clearly point up the need to avoid weekly visits by every class. Emphasis on connecting information skills with units of study precludes the superficial connection to classroom curriculum demanded by a rigidly structured approach to library use.

Preparing to Present the Unit

The team must not view the refined unit plan as ironclad. During the planning process, team members were flexible, sharing, and supportive; they must continue to be so.

During the course of preparing lessons, materials, and activities for students, many questions arise. Brief, informal meetings with individual team members may be necessary to answer those questions. As the team works to resolve problems, changes in the unit may be necessary. Each team member must realize that this is a normal part of lesson preparation and try to see the changes as opportunities rather than obstacles.

When the team finishes preparing the materials and lessons, another meeting is necessary. Each team member shares what he or she has prepared. As the team reviews the finished unit, the need for additional changes may become obvious. This fine-tuning makes the unit more effective. Does it sound like a time-consuming task? It can be, but after a few experiences as a team, the process can be streamlined to fit the team personalities.

Presenting the Unit

The schedule is in place. The fine-tuning is accomplished. The professionals involved have truly become a team prepared to work together on an important venture. The reward of careful planning is evident in the smooth execution of the unit

and in the ease with which students accomplish their tasks. This is definitely the time for payoffs.

It is also time for more flexibility. In spite of thorough planning, unforeseen difficulties sometimes occur. The professional knows this and is prepared to alter schedules and work around difficulties. In a team effort, the alterations can be difficult to accomplish. Patience and adaptability are again required.

Finally, this is the time to begin regrouping. The beginning of the regrouping process is established in the notes all team members make. When they find a certain lesson or activity especially effective, they make notes on how and why it works. When a segment of the unit appears weak, they note that as well. They make note of student comments. All of these notes will be used in evaluating the unit.

Evaluating the Unit

A team meeting is called shortly after the unit is finished. The purpose of this meeting is to share opinions regarding the success of the unit and to explore considerations for future presentations of this unit or another unit.

Team members bring notes they made during the unit as well as the results of learning evaluations. A simple questionnaire asks them to list ways they would change the unit and what they would leave as is. They are also asked to state their overall reactions to the unit and to share comments made by students.

The team uses the notes, learning evaluation results, and questionnaire responses to explore the success of the unit. Weaknesses and strengths are listed on a large sheet of paper. On another sheet, a list of suggestions for change is compiled.

After evaluating the unit, the team lists information skills it would like to reinforce before embarking on another integrated unit. The team then explores units to be presented over the next two months to identify ways to connect the units to library resources and information skills. These connecting activities are mini-units; they comprise the second component of the integrated library framework.

Looking Back

A unit of this proportion requires a great deal of effort; it also produces greater learning. Members of the instructional team learn much about cooperation and about the process of gaining information. Each team member gains extensive knowledge of the other's responsibilities and programs. This cooperative re-education strengthens the team as it seeks to help students equip

Figure 3

AMERICAN INDIANS

Lang. Arts	Soc. Studies	Science/Health	Fine Arts	Math
<p>Explore myths, legends by regions. Spelling words from all content areas. Write a legend. Fiction/ nonfiction (characteristics). Sign language. Alphabetical arrangement.</p>	<p>Tribes grouped by region. Map skills. Compare cultures. Explore influence of geographic location and natural resources on culture. Stereotypes.</p>	<p>Mythology - astronomy connections. Impact of seasons, climate on way of life. Rocks. Plants. Natural medicines.</p>	<p>Masks. Pottery-making demonstration. Model dwellings. Chants, songs. Ceremonies. Games.</p>	<p>Money - systems of barter. Tools of measurement. Construct graphs. Predicting, estimating. Patterns. Calendars. Venn diagrams.</p>
<p>Storytelling: Pow-wow legends. Fiction/nonfiction. Booktalks. Location/arrangement. Catalog.</p>	<p>Locating information. Table of contents, index. Introduction to simple atlases. Book publication information.</p>	<p>LIBRARY CONNECTIONS</p>		<p>Research for information about art projects using non-fiction books and encyclopedias. Display art work.</p>
<p>BIBLIOGRAPHY OF RELATED RESOURCES</p>				

themselves with the skills they will need to become lifelong learners.

The students gain, too. They make concrete connections between libraries and their need to know. They master some of the skills needed to gather and use information and technology. And they experience a cooperative learning model that demonstrates that strength in living as well as learning lies in helping one another. As with most new ventures, the first is the most difficult and most rewarding. Whether the team repeats the same unit or builds a repertoire, its next efforts will produce better results.

Fostering Independence with the Mini-Unit

Mini-units are bridges. They help students transfer the information skills learned in one integrated unit to another, quite different, unit. Making these transfers, students come to understand the universal applications of the process of gathering and using information.

Mini-units form links between the classroom curriculum and literature beyond the textbook. As classes move from integrated units into other units of study, their frequent, scheduled library visits end for a time. The link between the classroom and library, however, must not be broken. Students need to know how to satisfy their own curiosity about various topics.

While the purpose of all mini-units are the same, no two are exactly alike. Information activities related to the mini-unit are driven by students' needs, the mini-unit's content, literature connections, information skills previously learned, and the focus of activities involving those skills. These factors determine the shape of the mini-unit and the time needed to complete it.

In spite of their differences, mini-units do have some elements in common. By definition they are short units that require minimal planning and preparation. They are directly connected to curriculum, planned by teams, and encourage students' independence.

A mini-unit might be one simple task chosen because students need opportunities to practice a skill. For example, rather than selecting books to supplement a textbook chapter, a teacher may send a small group of students to locate the topic in the catalog and select the books. The librarian offers assistance as it is needed. The teacher may wish to repeat this activity over several units so that all students have the opportunity to practice the skill.

Storytelling might be the focus of another mini-unit. If a grade level has incorporated folktales into an integrated unit, the teachers may do the same with a mini-unit. Large group visits to the library would be necessary for storytelling sessions. Small group visits might follow so that students can locate folktales in the collection.

In mini-units, as in integrated units, students may work in activity centers. Centers are especially effective when students have been introduced to a variety of different sources and information skills but need practice using them. A good example is a fourth-grade class that has, during the course of two integrated units, explored the function and arrangement of almanacs, atlases, encyclopedias, biographical sources, and the catalog. Some students are now ready to accelerate their skills, others need reinforcement, and a few need additional instruction. The teachers present a unit on the Olympic Games that incorporates the use of all of these sources and skills previously taught. Five centers are created. Each center requires that students gather information from several sources and prepare a written product. Cards explaining how to complete each center are made. In addition, cards reminding students of the purpose and arrangement of each source are provided. These cards permit students to work without the direct guidance of the librarian.

Students go to the library in groups to work at centers designated by the teacher. Those who are skilled at using the sources are paired with students who need help. In this way, remediation and reinforcement are provided in a cooperative environment. Students ready to accelerate their skills are offered opportunities to go beyond the center activities.

Still another form of mini-unit is the small group report. This is a favored form for classes that are skilled in gathering and using information, experienced in learning with a group, and able to work with minimal guidance. The librarian and teacher list report topics related to a unit of study. Students are grouped according to the topic they select. The groups brainstorm to determine what information to include and what form their final products will take. Then, one at a time, groups of students visit the library to confer with the librarian. The librarian helps each group list familiar sources that might contain the needed information. During this visit the group also reviews how to best locate and evaluate information within each source. The groups continue to visit the library to locate, with limited assistance from the librarian, the information they need.

Supporting Independent Library Use through Guided Research

Guided research is student-initiated, teacher-guided, and library-supported. When students demonstrate confidence in their knowledge of the information-gathering process and a deep personal interest in a topic, guided research is indicated. The teacher confers with the students to help them plan their research projects. The students share their plans with the librarian, who offers to assist as students need help. With the safety net of teacher and librarian assistance in place, the students begin their projects.

These projects are as unique as the students themselves. That is the wonderful thing about independent library use. Students extend knowledge, not as part of a group or in the way dictated by integrated unit activities but independently and in a way that satisfies their personal need to know. This is the behavior of information-literate people, people who are able to find and use information on any topic at any time.

Beginning early in the school year, the instructional staff meets periodically to explore ways to accommodate students' independent learning.

Promoting Independence through Accessibility

The goal of an integrated library program is to promote lifelong learning. The goal is reached when students become not only information-literate but also independent users of information. Library accessibility promotes independence by enabling students to make personal commitments to reading and to accept responsibility for the commitments they make.

The accessible library program's schedule is an open or flexible one that allows students to visit the library at the point of interest or need. The library's accessibility allows students to determine when and how often they need to use the library. In deciding to visit the library, students make a commitment to reading. Making the commitment, students begin to accept responsibility for their own reading interests and progress.

Implementing independent accessibility requires that teachers identify times during each day when they can allow students to visit the library. It must also be determined whether passes to the library are needed and how the librarian will be alerted to students' individual information needs. These concerns are best addressed by the entire

instructional team so that guidelines can be determined. Students must be informed of the guidelines so they can exercise independent library use appropriately.

Guiding Students toward Independent Reading

Most librarians offer reading guidance in a variety of ways. Librarians recommend books to individuals, offer tantalizing booktalks, organize eye-catching book displays, write exciting book reviews, and create colorful bulletin-board displays featuring materials from the collection. All of these services are used to encourage independent reading. In an integrated library program they are performed with a slightly different twist. Classroom and support program teachers join the librarian in guiding students' reading. Teachers know their students' reading interests and abilities. The librarian knows children's literature. These two threads come together as the team plans reading guidance activities. Formal booktalks, read-aloud selections, storytelling events, bulletin-board displays, and book reviews are planned as unit activities and in response to students' reading needs. The team determines what a class needs and then designs guidance activities to meet those needs.

Encouraging Reading through Reading Motivation Programs

Most libraries participate in reading motivation programs. These programs are sponsored by many different organizations and generally involve similar guidelines. They are valuable, especially at the elementary level, in providing students immediate gratification for the efforts they make in developing their reading abilities.

Because the integrated library program focuses on creating an atmosphere of cooperative learning and teaching, certain guidelines are followed in selecting already existing motivational programs or in developing new ones. The program is cooperative rather than competitive. Requirements for recognition depend less upon students' abilities than their efforts; for example, progress is measured in terms of the number of minutes spent reading rather than the number of pages read. All participating students are rewarded, and the rewards are as closely connected with reading as possible. Finally, the program reinforces the concept that reading is its own reward.



Part 2: A Workshop Guide to Facilitate Integration

The workshop guide consists of an introduction, two workshop outlines, and masters for handouts and transparencies. The introduction lays out the philosophical basis of integrated library programs. This is intended as a starting point for workshop presenters, who must craft their own statements of philosophy based on personal convictions and experience.

Following general rules and guidance for presenting workshops, two outlines are offered.

The first outline presents points to cover in a speech designed to persuade school administrators to adopt integrated library programs. The second outline is designed for a two-hour, hands-on workshop for training teachers in how to plan and implement integrated library programs. Thirty-nine transparency masters are keyed to the outlines. Handouts are also included. Finally, a bibliography provides references to more information on integrated library programs.

Introduction

To convince anyone of the value of an idea, the proponent must understand and support its philosophical basis; when the idea involves a process as well as a concept, the proponent must understand the framework and methodology as well. As a guide for presenters, the following philosophical statement was formulated by the author after many years of experience as a school librarian. The philosophical statement here, the explanations in part one of this booklet, and the readings cited in the bibliography provide background information about the philosophy, framework, and benefits of an integrated library program. However, the presenter should formulate a personal philosophy. Commitment comes from within.

Philosophical Statement

When you hear in your mind the term *school library*, what images appear in your mind? A warehouse of books supervised by a stern librarian? A room filled with a variety of materials that students visit on a rigid, once-a-week schedule? A room filled with books, media, and technology that provides access to the world beyond, which students visit at will?

Today's students will live most of their lives in the twenty-first century. It will be a century of rapid changes in information and technology. Consider the changes that have taken place over the last fifty years. Then consider this: Information in textbooks is often obsolete when they come off the press. How many years are those textbooks used as the primary classroom teaching tool after they are adopted?

No longer is learning static; memorization of simple facts will not sustain us or our children in the future. Sociologists claim that 90 percent of workers in the twenty-first century will pursue three careers, and each career will require complete retraining. John Adams said, "Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."¹ Whether to enable them to compete in the workforce or to participate in a free democratic society, our students' education must be an ongoing, lifelong process.

The present mode of library skills instruction, which operates in isolation from the real world of the classroom, does not prepare students for the responsibility of lifelong learning. Students are not making the connection between what is available in the library and what they study in the classroom. A student asking "Why?"—or "What? Who? Where? How? and When?"—needs to know that the library supplies the answer.

The Problem of Curriculum

Curriculum, everyone agrees, is the heart of the educational process. While its purpose is to standardize and simplify teaching, curriculum as it is written today has its weaknesses. Most of it is based on textbooks, workbooks, and the steadily increasing array of peripheral materials produced by textbook publishers. Everything is planned: What to say, how to say it, and what to test are all in the package. But what happens to learning? How do students benefit from this canned approach,

considering that information is proliferating at a rapid rate? Where can teachers turn to supplement the curriculum and textbooks adopted by the school system? Librarians must help teachers break out of the "2 x 4" (two covers of the textbook and four walls of the classroom) mold to encompass resources available in the school library and beyond. In this scenario, the library becomes the classroom for everyone.

The old Chinese proverb, "Tell me, I forget. Show me, I remember. Involve me, I understand," states the value of active learning. Students learn when they participate in the learning process. Critical thinking and the ability to find and use information at the point of need will serve them for life. Active learning and critical thinking skills have been incorporated into gifted and talented programs for many years. But all students, regardless of their development, are capable of learning critical thinking skills. This type of learning can be easily adapted to various learning styles and levels. Resource-based learning promotes the development of the critical thinking skills that should be part of all students' learning.

Educators are constantly bombarded with new and innovative programs, yet change happens slowly. The textbook issue has been debated for more than a century. In 1839, Horace Mann warned that "students limited to a textbook would contract the habit of being content with ignorance."² More than one hundred years later, the Harvard Report on Education warned, "Texts often fail. They sum up too soon. It is right to let a student know roughly where he is going, but wrong to save him the journey. Too many courses tell him throughout what he is seeing, so that he memorizes the account of a trip he never took. His head was buried in the guidebook."³ As the twentieth century comes to a close what do we see in every classroom in America? Teachers handing out expensive textbooks for every subject a student is studying.

Funding Resource Materials

As school budgets continue to be cut, it is not logical to cut the library budget. The library is the one resource in the school that is available to everyone. Because all students can use all library materials, the dollars spent per student in library resources are more economical and beneficial than

dollars spent buying duplicate materials for every classroom. Every new program involves tremendous expense for materials—materials that are used once a year by a few students. It is better to stretch those dollars by providing a variety of library resources presenting many viewpoints and philosophies for students to share and discuss.

The Problem of Scheduling

Traditionally, students visited the library at least once a week to check out books and to receive a few lessons on how to use the card catalog and reference materials. It was easy for teachers to fulfill the requirement of a library visit if the students were scheduled to visit once a week. Who does this benefit, the teacher or the student? How contradictory this requirement is to how a library should be used. It would be a sad day if public libraries scheduled community areas to visit the library on certain days and times of the week. What would happen if patrons who needed information or recreational reading materials missed their scheduled days? Yet, that is exactly how students are forced to use school libraries, particularly at the elementary level.

The role of the library and the librarian is changing. The librarian must be an educational leader in the school community. The librarian must be part of the curriculum development team. The librarian must be a teacher, and, finally, the librarian must be an information specialist and manager of all types of information resources. The librarian must be all of these things to all students, teachers, and administrators. If tied to a rigid schedule packed with classes that meet all day, every day, leaving no time for communication and planning, the librarian cannot perform even one of these roles. At best, connections to curriculum will result from accidental, informal discussions in hallways or the teachers' lounge. This is not library service.

We should all take inspiration from the message of Dr. Seuss's *On Beyond Zebra*: "You'll be sort of surprised what there is to be found. Once you go beyond Z and start poking around!"⁴ Schools that incorporate new educational theories and programs are at "Z"; unless a partnership is developed between teachers and librarians, the educational process will never go beyond.

Guide for Presenters

To persuade school administrators, teachers, and librarians that resource-based learning is effective, you must thoroughly understand the process and all phases of its implementation. A working model is discussed in part 1 of this guide, beginning on page 1. Study it. Explore ways in which the model meshes with your personal philosophy and how it will work in your school setting.

Study the suggested workshop outlines. Tailor them to suit your audiences, focusing on campus goals, curriculum, learning modalities, and educational programs already in place. Talk to key people in your school to determine areas of focus. Be sure to

- know the school's information skills curriculum;
- learn the school's subject content curricula by
 - attending curriculum committee meetings,
 - studying curriculum guides, and
 - visiting classrooms;
- know all of the teachers;
- know the students, enjoy working with them, and understand learning styles;
- know the library collections;
- organize the library instructional materials according to curriculum areas;
- be willing to educate, confer, and take a leadership role with the faculty.

Understanding the Audience

Two presentation outlines are provided in this book, one for administrators and one for teachers. The goal of the presentation for administrators is to persuade them to consider a better approach to library services. For teachers, the presenter is not only selling an idea but teaching how it works.

The presenter must understand the attitudes of members of the audience. Do they recognize the value of libraries in the educational process? Are the principals willing to commit to flexibility in scheduling and allow the planning time that flexibility requires? Is there resistance to changing the present library structure? Are the principals strong advocates of library use? Do they believe that every child must go once a week, every week? Or is the library already open and unscheduled?

Will teachers be receptive to new ideas, or are they overwhelmed by the number of new

programs they are expected to incorporate in their classrooms? Are the teachers already proponents of using the library for literature and whole language? If such units are planned, use them to show how integrating information skills enhances the units and increases learning.

An understanding of these attitudes will help the presenter tailor the workshop's approach. Acceptance is more readily given when the presenter incorporates the attitudes and knowledge of the audience.

To help gain acceptance among teaching staff members, hold informal discussions with key personnel on each grade level about the program and how it will work. Hold such discussions with people who are articulate, supportive, and progressive; they will make good allies.

Scheduling the Workshop

A presentation for administrators should be no longer than forty-five minutes. The purpose is simply to persuade them to consider a resource-based approach to learning. While the talk will take a philosophical approach, a brief discussion of how the process works should be included. Be sure to confirm how much time will be allowed for the talk. Administrator's meetings usually have extensive agendas; if a presentation lasts longer than the allotted time, the administrators will not listen with a positive attitude.

The presentation for teachers is a hands-on workshop. The teachers should leave with a planned unit ready to complete and use. This type of workshop typically lasts at least two hours. The authors have presented the workshop outlined in this booklet as part of staff development programs for several schools. Teachers responded positively to the workshop because it allowed them to develop concrete plans for their classes.

Location

The location and arrangement of meeting space is critical. For the administrators, a meeting or lecture-style arrangement is appropriate; they must be able to see and hear what is being presented. The teachers will need the same arrangement for the lecture portion of the workshop but will also need room to work as teams. Because overhead transparencies will be used for both groups, rooms with drapes and an electrical outlet are necessary.

Materials Needed for the Workshop

Administrators

The administrators' presentation is primarily a lecture. Transparencies are used to illustrate changes in the library program and to show what an integrated unit looks like. Transparencies are also used to discuss scheduling changes for the library. Handouts serve to remind administrators what the program is about and what it can do for their schools. Materials needed for administrators include

- an overhead projector and transparencies;
- copies of handouts for all attenders.

Overheads and handouts can be photocopied from the masters included at the end of this section.

Teachers

The presentation for teachers is an introduction and planning session. All materials that the teachers will need for planning and preparing an integrated unit should be provided. Transparencies are used to illustrate the overview, the working model suggestions, and scheduling concepts. Handouts are distributed for teachers' future reference. Materials needed for teachers include

- an overhead projector and transparencies;
- handouts for all attenders;
- large sheets of butcher paper for each grade level represented;
- colored markers;
- curriculum guides and sample units (ask teachers to bring these items);
- a sample unit completed on a large sheet of butcher paper.

Workshop Outlines

Outline for Administrators

The style and emphasis of the presentation depends on three things: 1) the value school administrators place on the importance of the library in the school curriculum; 2) the amount of flexibility and integration between the classroom and library; and 3) the administrators' understanding of the concept of resource-based learning.

A presentation to school administrators is the critical first step in adoption of an integrated

library program. The administrators must believe in the library's value in the educational process and must support changes in library schedules and time set aside for planning.

The following outline is designed for administrators who have no concept of flexible scheduling and integration through resource-based learning. The outline is just that. It provides the framework of the speech, but the presenter must tailor the outline and fill in gaps as the audience demands.

I. The evolution of libraries

A. "A TO Z" and beyond (**transparencies 1-7**)

1. Read and highlight points of the library historical alphabet.

B. Staff, facilities, scheduling

1. An integrated library program

- a. Emphasizes the library facility, resources, and staff availability at the point of need.
- b. This availability is called "Flexible Access."
- c. The library is scheduled when needed, not "every Tuesday at 9:00 a.m."

II. Why is an integrated approach needed?

A. Read the "Chris" story (p. 1) or tell a similar story. Why is the library program failing to meet students' needs?

B. Philosophical statement

1. Information is exploding!

- a. What is taught today in the classroom is well on its way to being obsolete in a few years.
- b. Science and social studies are particularly critical areas of obsolescence in our rapidly changing world. Much information in textbooks is obsolete by the time they are printed.

C. Students must be able to maintain up-to-date knowledge.

1. Survival in the twenty-first century will demand information literacy.

- a. Adults in the next century will need to learn skills for at least three careers.

D. Libraries are the key to developing these information skills.

1. It cannot happen in isolated, rigidly scheduled libraries.
2. Twenty to twenty-five minute class periods in the library for teacher release time benefits no one except those planning schedules for teachers' release times. It is a simple solution to the difficulties of scheduling, but does it serve students?

III. Questions

- A. How do we make library experiences meaningful and educationally sound?
- B. How do we help students learn, practice, and retain information skills?
- C. How do we help students become excited about reading for pleasure? To become self-directed readers and learners?

IV. Answers

- A. Schedules must change. Rigidly scheduled libraries will never function to meet students' needs. (Create transparencies that show examples of schedules currently used in your schools, or use **transparency 8**.)
 1. Rigid schedules do not allow active learning.
 2. Rigid schedules force the library program to be conducted in such a way that teaching and learning are disconnected and unrelated. Mass-produced work sheets are used to teach library skills.
 3. "Dropping students off at the library" sends the wrong message.
 - a. The library is just another classroom necessary to fulfill the requirements for teacher release time.
 - b. Students never see their teacher in the library. Nor do they see their teachers using the library. They conclude that libraries aren't very important in education.
 4. Many students come from homes of non-library users. Many students do not have books or other reading materials in their homes. How can these students be helped to see the relevance of library resources to their world?

V. Change is needed

- A. Change in the perception of what library information skills are and how they fit into the school curriculum.
 1. Information skills must be curricular driven and teacher/librarian directed.
 2. The end product must relate to the assignments and requirements of the classroom.
 3. Information literacy skills will be retained when they are taught in conjunction with real needs for information.

B. Change in the way the library is used.

1. The library must be totally open, available when needed.
2. Information skills taught in the integrated units of the curriculum must be planned by the teachers and the librarian jointly.
 - a. Example: American Indians and Weather units (**transparencies 9- 12**)

VI. Conclusion

A. Summarize

1. Rationale
2. Benefits

B. Closing Statement

“Knowledge—not minerals or agricultural products or manufactured goods—is this country’s most precious commodity, and people who are information-literate—who know how to acquire knowledge and use it—are American’s most valuable resource.”⁵

Outline for Teachers

This presentation is designed for schools in which the traditional, rigidly structured library program is in place. The presenter should read over the sequence, compare it to the needs of the audience, and make necessary alterations. If the integrated framework will be phased in, the presenter may give a brief description of the six framework

components and then concentrate on the components to be implemented first. A break between items I-R and I-S shows how the workshop can be divided into two segments for the phased-in approach.

The presenter must thoroughly understand part one of this guide to explain the philosophy, rationale, and framework of the working model.

I. Introduction

A. Tell the Chris story (p. 1) or tell another similar story.

1. Show **transparency 13**. Discuss the ways in which traditional programs fail to serve the educational needs of students.

B. Share a philosophical overview or a personal statement of philosophy. Emphasize the following points:

1. Educational reform has created a separation between school libraries and the classroom.

2. Because children are dropped off at the library, librarians and teachers never see each other to discuss what is happening in the classroom curriculum.

3. Library skills are often taught in the classroom by the teacher without benefit of the expertise of the librarian and the library's resources. That is like teaching someone to swim without a swimming pool.

4. We live in the "Information Age." Information doubles every two to three years. Most concepts taught in the classroom today will be obsolete in a few years. Students must become information-literate to survive in the twenty-first century, a century that will be dominated by information and controlled by those who know how to find and use that information. Education will be a lifelong process.

6. The library can provide the resources and the librarian can provide the expertise to ensure that students will become information-literate.

C. Show **transparency 14**. Explain that many educators recognize that changes are needed. How can our library programs best make the journey from their isolated, inaccessible present to an integrated, accessible future? Many believe that opening the library schedule will accomplish this.

D. Show **transparency 15** or a rigid schedule from the campus where the workshop is being presented. Explain how a schedule of back-to-back classes prevents the librarian from planning with teachers to provide a curriculum-connected program.

E. Show **transparency 16**. Most people are convinced that if an open schedule is implemented, an integrated library program will naturally follow.

- F. Show **transparency 17**. Expectations do not match reality. Often, you end up with a rigid schedule under the guise of flexibility.
- G. Show **transparency 18**. Explain what happens to the librarian when 30-plus teachers want to schedule weekly visits that are only superficially connected to curriculum.
- H. Show **transparency 19**. Teachers gave up a convenient routine because they expected that library services would improve. Now they are disappointed.
- I. Ask what happened to the teacher-librarian partnership that was supposed to evolve with the new schedule.
- J. Show **transparency 20**. Isolation prevents teachers and librarian planning effectively. Consequently, students' information needs are not met.
- K. Show **transparency 21**. The only way to integrate a library program to effectively meet students' information needs is through the mutual re-education of teachers and librarian. Once re-education begins, these professionals will be able to work as teams to create effective connections between library and classroom.
- L. Show **transparency 22**. The process of information gathering is taught within a framework of concrete applications that result in the ability to make abstract applications. Briefly describe each component of the framework and explain how each builds information literacy.
- M. Show **transparency 23**. The re-education of teachers and librarian takes place as they plan and present the integrated unit. Explain each phase of the process.
- N. Show **transparencies 24-25**. Discuss the contributions and responsibilities of each team member.
- O. Show **transparencies 9-12**. This is what the unit plan will look like after the planning sessions are over.
- P. Show **transparency 26**. Discuss differences between this schedule, the rigid-schedule of old (**transparency 15**) and the "flexible" rigid schedule (**transparency 17**). (Before the presentation, consider new policies that will be implemented with the new schedule. Describe and discuss them now.)
- Q. Show **transparency 27**. Explain how fine-tuning occurs throughout the unit planning process.

- R. Show **transparency 28**. Explain how each item on the list functions in evaluating the unit.

The following portion of the presentation may be included in one overall workshop on integration or may be used as a separate, follow-up workshop. The latter is especially useful if the integrated program is to be phased in.

- S. Show **transparencies 29-32**. Follow the explanation on page 11 to explain the function and workings of mini-units.
- T. Show **transparencies 33-34**. Follow the explanation on page 12 to explain the function and workings of guided research, paying special attention to scheduling considerations.
- U. Show **transparency 35**. Explain the philosophical basis for open access.
- V. Show **transparency 36**. Explain the difference between the focus of these reader guidance activities and those of traditional library programs. Use the explanation on page 12 as a guide.
- W. Show **transparency 37**. Discuss the guidelines in place for the school's reading motivation program. Incorporate points on page 12.
- X. Show **transparency 38**. Reiterate the philosophy and rationale of the program model.
- Y. Group teachers by grade level. Allow groups time to brainstorm an integrated unit of study. Support program teachers and librarian should circulate and offer suggestions.

Possible Follow-up: Take one of the unit plans just developed to explore with the group ways in which library activities could be incorporated into the unit.

- Z. Allow the group to ask questions and offer input.

BEYOND Z—Show **transparency 39**.

Notes

1. John Adams, *A Dissertation on the Canon and Feudal Law*, 1765.
2. Horace Mann, "Annual Reports of the Secretary of the Board of Education of Massachusetts, 1839-1844," in *Life and Works of Horace Mann*, vol. 3 (Boston: Lee and Shepard, 1891), 49.
3. *General Education in a Free Society* (The Harvard Report), 109.
4. Theodor Geisel, *On Beyond Zebra* (New York: Random House, 1955).
5. ALA Presidential Committee on Information Literacy, *Final Report* (Chicago: ALA, 1989), 10. A single free copy is available from ALA, 50 E. Huron St., Chicago, IL 60611.

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Emergency Librarian. Dyad Services, P.O. Box C34069, Dept. 284, Seattle, WA 98124-1069.

School Library Journal. 249 W. 17th St., New York, NY 10011

School Library Media Activities Monthly. LMS Associates, 17 E. Henrietta St., Baltimore, MD 21230.

School Library Media Quarterly. Journal of the American Association of School Librarians. ALA, 50 E. Huron St., Chicago, IL 60611.

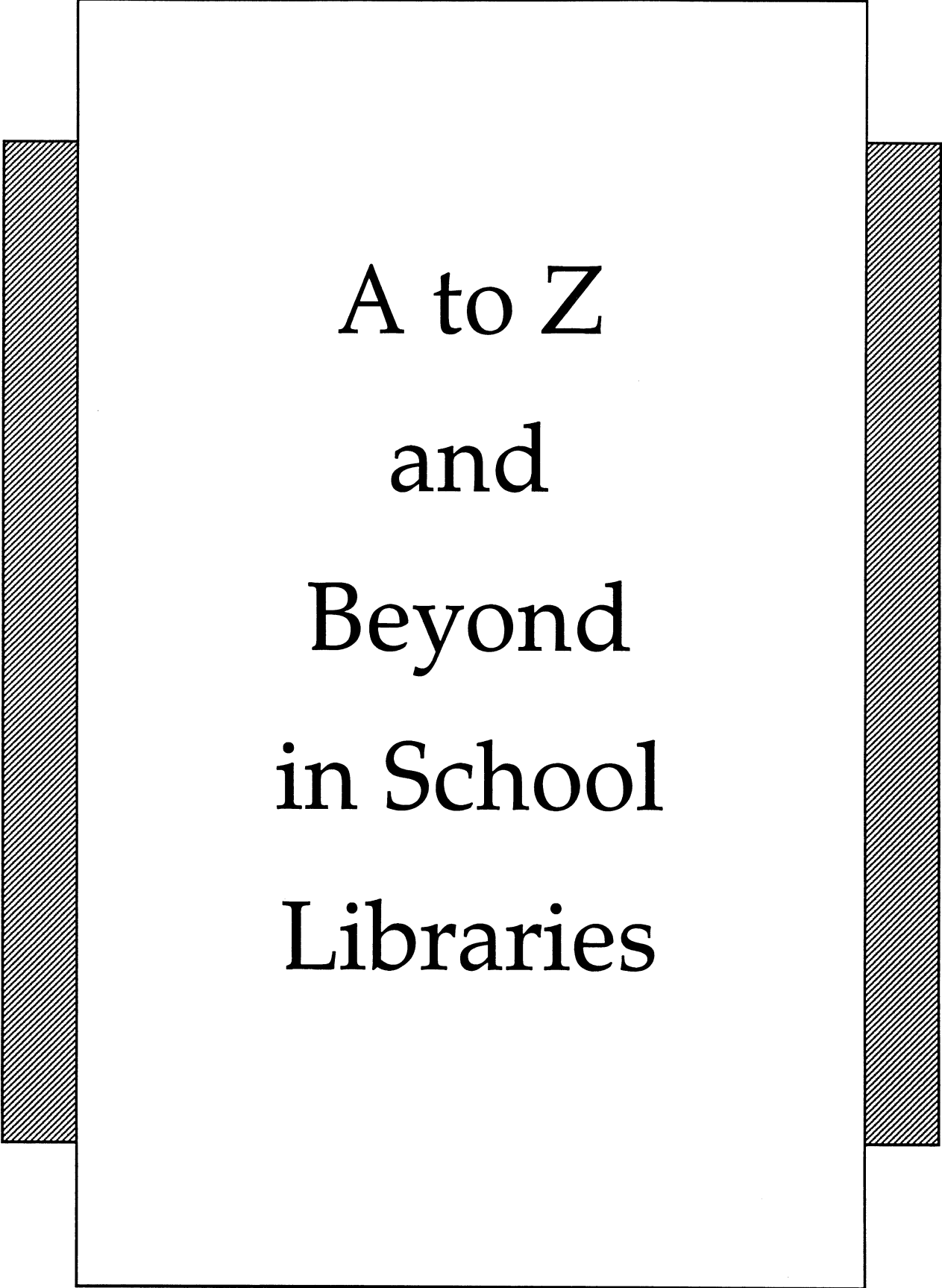
Handouts and Monographs

“Better Library Media Programs Linked to Higher Levels of Student Achievement.” Denver, CO: Colorado Department of Education. Order no. ED3/110.10/#57.

Ridgeway, Marilyn S. “Abilities Students Must Have to Be Effective Users of Information.” Phoenix, AZ: Arizona Steering Committee, 1988. Available from Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007.

“Want a Hot Investment Tip?” Chicago: American Library Association. Available from ALA, 50 E. Huron St., Chicago, IL 60611.

Transparencies



A to Z
and
Beyond
in School
Libraries

A B C

A Book Corner in a
Classroom.

D E F

Designated Enclosed room
Full of books/media!

G H

Great Helpers maintain
collection.

I J K

Isolated, never Joined to
the curriculum.
Kept apart.

L

Librarian hired for larger schools, but what about the students in the smaller schools?

M

Master schedule! Back-to-back classes — Making one visit a week!

N O

No lessons!

No continuity!

No connections!

P Q

Planning depends on
Quick exchange of ideas.

R S

Reading and Research
Rapidly increasing, but
without
Reasons or Results.
library is Still
Rigidly Scheduled.

T U V

Totally

Unscheduled!

Very accessible!

W X Y Z

Welcoming!

eXciting!

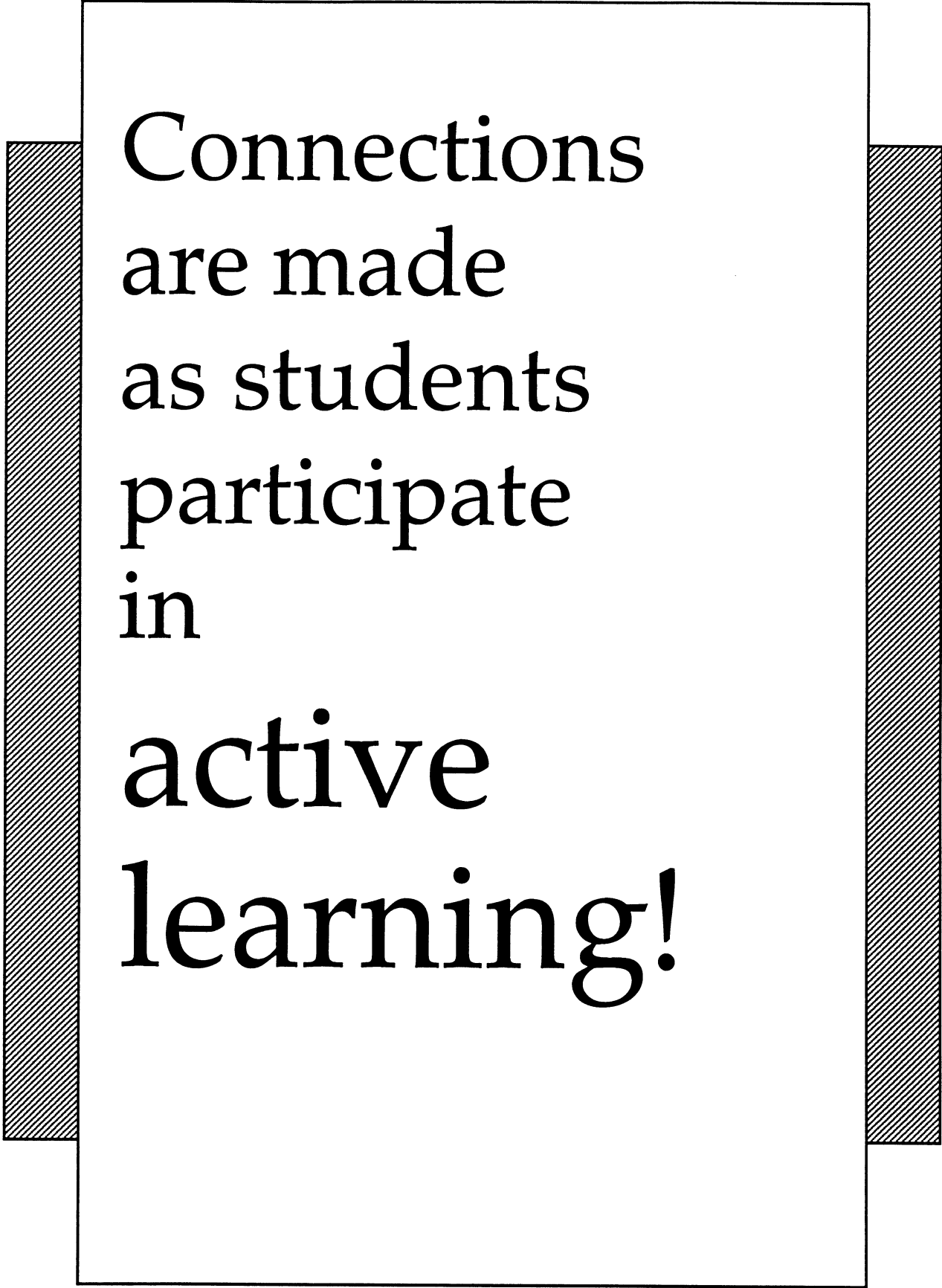
Youth-oriented center!

Zoned for multiple uses!

On Beyond Z

Fully integrated
library programs
that are
curriculum-driven!

Learning
is meaningful!



Connections
are made
as students
participate
in

active
learning!

Rigid Library Schedule

Hour	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:55 - 10:20	3rd grade class + 1/4	3rd grade class + 1/4	AM kinder	3rd grade class + 1/4	AM kinder	3rd grade class + 1/4
10:20 - 10:45	3rd grade	3rd grade	5th grade	3rd grade	5th grade	3rd grade
10:45 - 11:30			5th grade		5th grade	5th grade
11:30 - 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:25	2nd grade	5th grade	PM kinder	2nd grade	PM kinder	5th grade
12:25 - 12:50	2nd grade	2nd grade	2nd grade	2nd grade		2nd grade
12:50- 1:20	1st grade	1st grade		1st grade		1st grade
1:20 - 1:45	1st grade	4th grade		4th grade	2nd grade	4th grade
1:45 - 2:10	4th grade	4th grade	1st grade	4th grade	1st grade	4th grade
2:10 - 2:40	1st grade		1st grade		1st grade	4th grade

AMERICAN INDIANS

Lang. Arts	Soc. Studies	Science/Health	Fine Arts	Math
Explore myths, legends by regions	Tribes grouped by region	Mythology - astronomy connections	Masks	Money - systems of barter
Spelling words from all content areas	Map skills	Impact of seasons, climate on way of life	Pottery-making demonstration	Tools of measurement
Write a legend	Compare cultures	Rocks	Model dwellings	Construct graphs
Fiction/ nonfiction (characteristics)	Explore influence of geographic location and natural resources on culture	Plants	Chants, songs	Predicting, estimating
Sign language	Stereotypes	Natural medicines	Ceremonies	Patterns
Alphabetical arrangement			Games	Calendars
				Venn diagrams

LIBRARY CONNECTIONS

<p>Storytelling: Pow-wow legends</p> <p>Fiction/non-fiction location, arrangement</p> <p>Booktalks</p>	<p>Locating information: table of contents, indexes</p> <p>Intro. to simple atlases</p>	<p>Display student art work</p>
<p>Catalog</p> <p>Title page information</p> <p>Dictionary skills</p>	<p>Bibliographies of related sources</p>	

WEATHER

Lang. Arts	Soc. Studies	Science/Health	Fine Arts	Math
<p>Literature</p> <p>Myths and legends about weather</p> <p>Writing: accounts of storms, reports</p> <p>Spelling: words from all content areas</p>	<p>Atlases</p> <p>Climate maps</p> <p>Map reading</p> <p>Hurricane tracking maps</p> <p>Weather-related occupations</p> <p>Community evacuation plan</p> <p>Acid rain</p>	<p>Water cycle</p> <p>Weather stations</p> <p>Evaporation, condensation</p> <p>Observe, record, interpret, predict temp</p> <p>Construct barometer, weather vane</p> <p>Weather symbols</p>	<p>“Windy Pix”</p> <p>Compose and deliver daily weather reports, weather facts</p> <p>Weather songs</p>	<p>Graphs</p> <p>Reading: rulers, rain gauges, wind gauges, barometers</p> <p>Problem-solving</p>

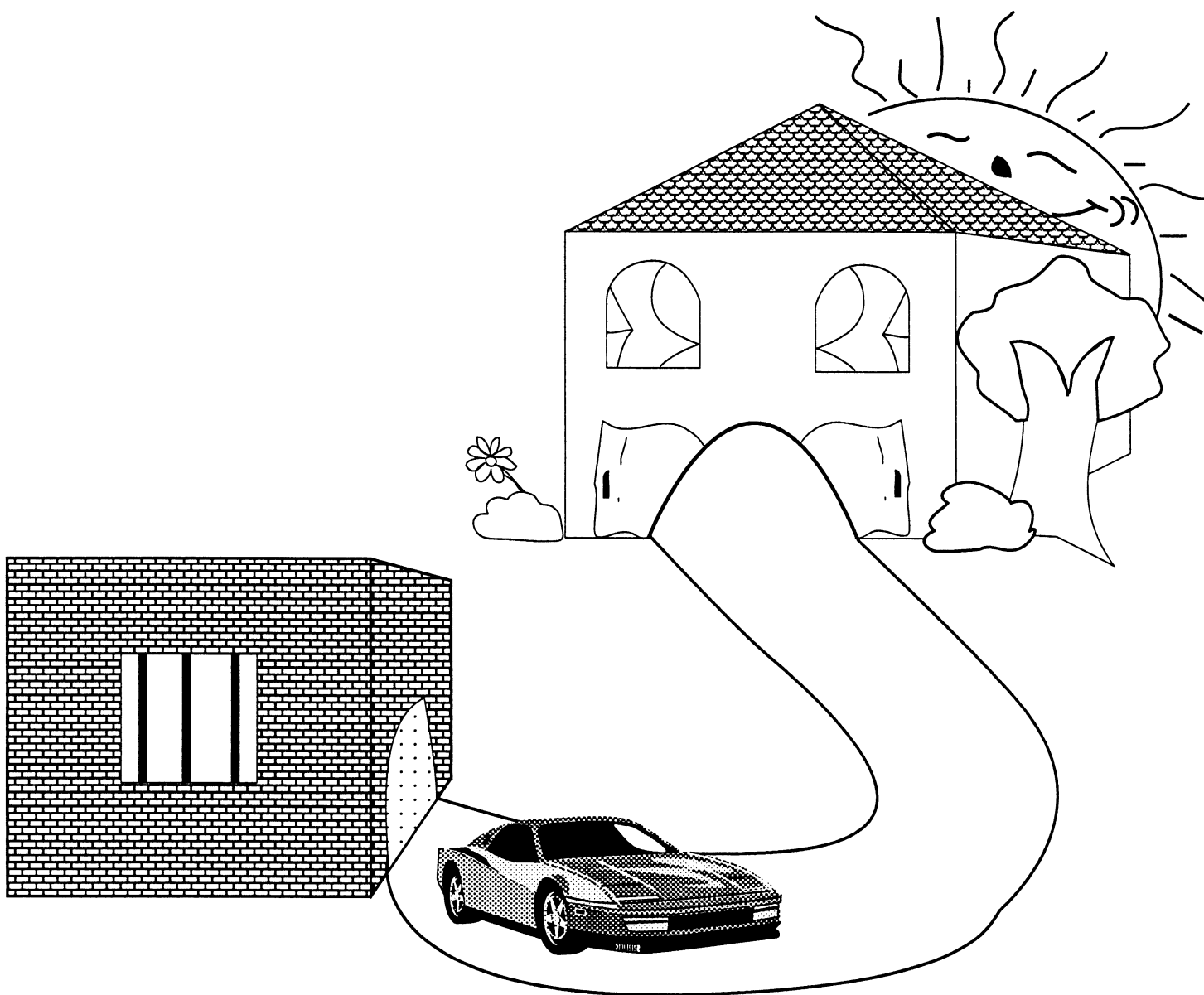
LIBRARY CONNECTIONS

<p>Storytelling: legends & myths.</p> <p>Booktalks.</p>	<p>Atlases. Almanacs.</p> <p>Make maps.</p>
<p>Locate information: catalog, computer, reference collection, indexes.</p>	<p>Display students' art work.</p>
<p>Dictionary skills.</p>	<p>Bibliographies of resources on weather and weather-related materials.</p>



How Traditional Programs Fail Students

1. Limited access to the collection.
2. No teacher - librarian partnership.
3. Skills curriculum presented in isolation.



Is flexible scheduling
the vehicle to library
program integration?

Rigid Library Schedule

Hour	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:55 - 10:20	3rd grade class + 1/4	3rd grade class + 1/4	AM kinder	3rd grade class + 1/4	AM kinder	3rd grade class + 1/4
10:20 - 10:45	3rd grade	3rd grade	5th grade	3rd grade	5th grade	3rd grade
10:45 - 11:30			5th grade		5th grade	5th grade
11:30 - 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:25	2nd grade	5th grade	PM kinder	2nd grade	PM kinder	5th grade
12:25 - 12:50	2nd grade	2nd grade	2nd grade	2nd grade		2nd grade
12:50- 1:20	1st grade	1st grade		1st grade		1st grade
1:20 - 1:45	1st grade	4th grade		4th grade	2nd grade	4th grade
1:45 - 2:10	4th grade	4th grade	1st grade	4th grade	1st grade	4th grade
2:10 - 2:40	1st grade		1st grade		1st grade	4th grade

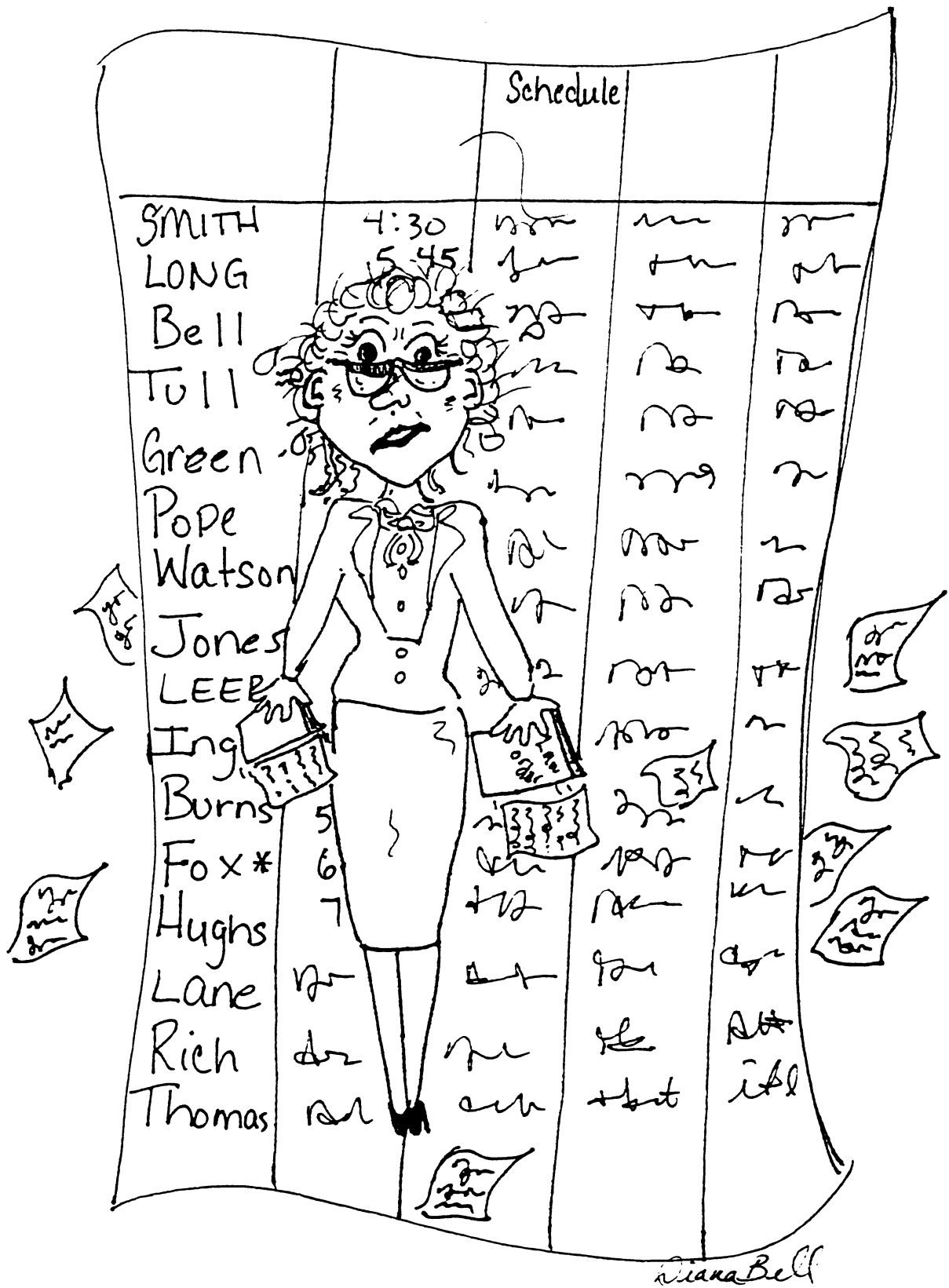
Library Schedule

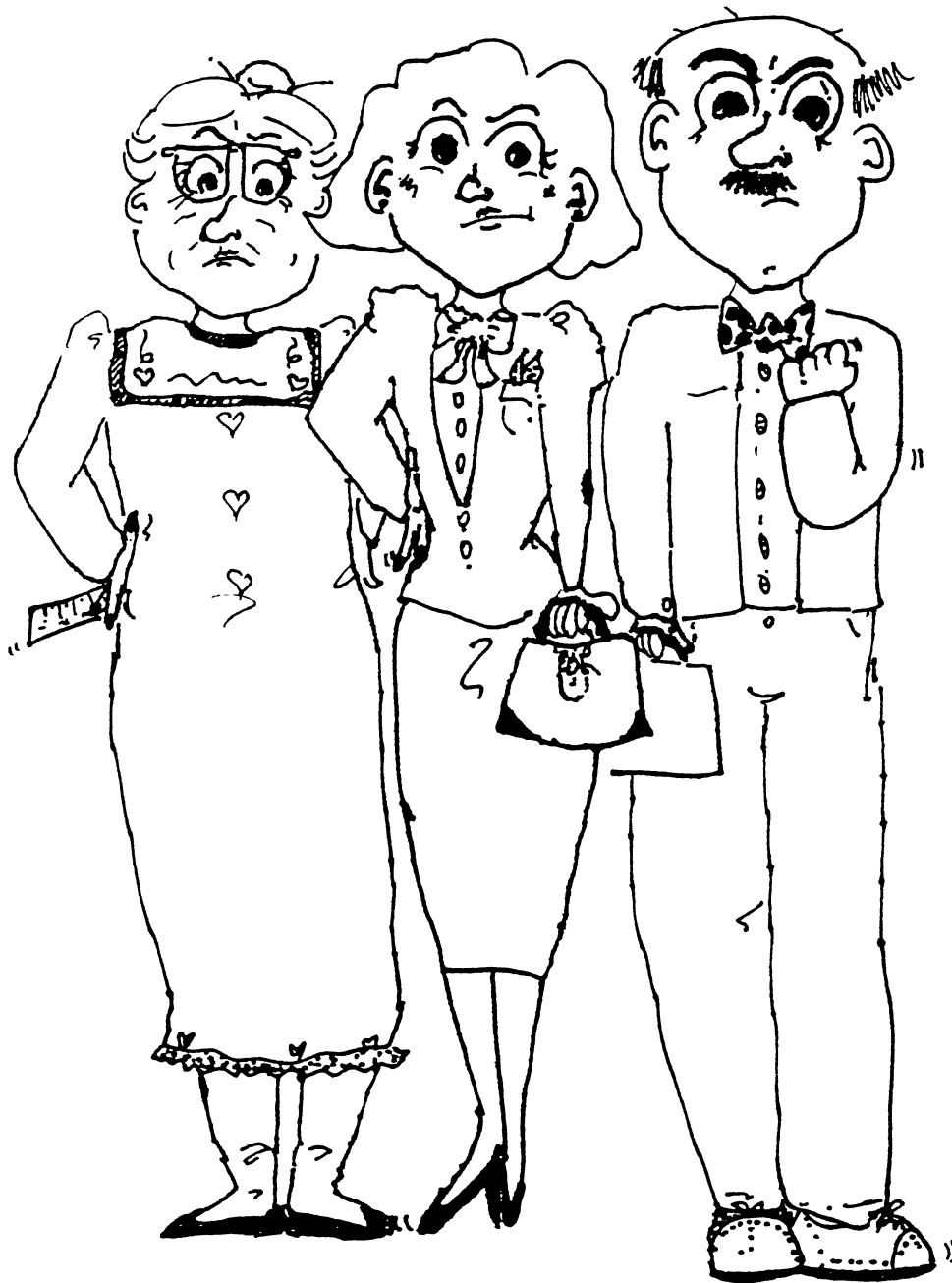
Week Of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

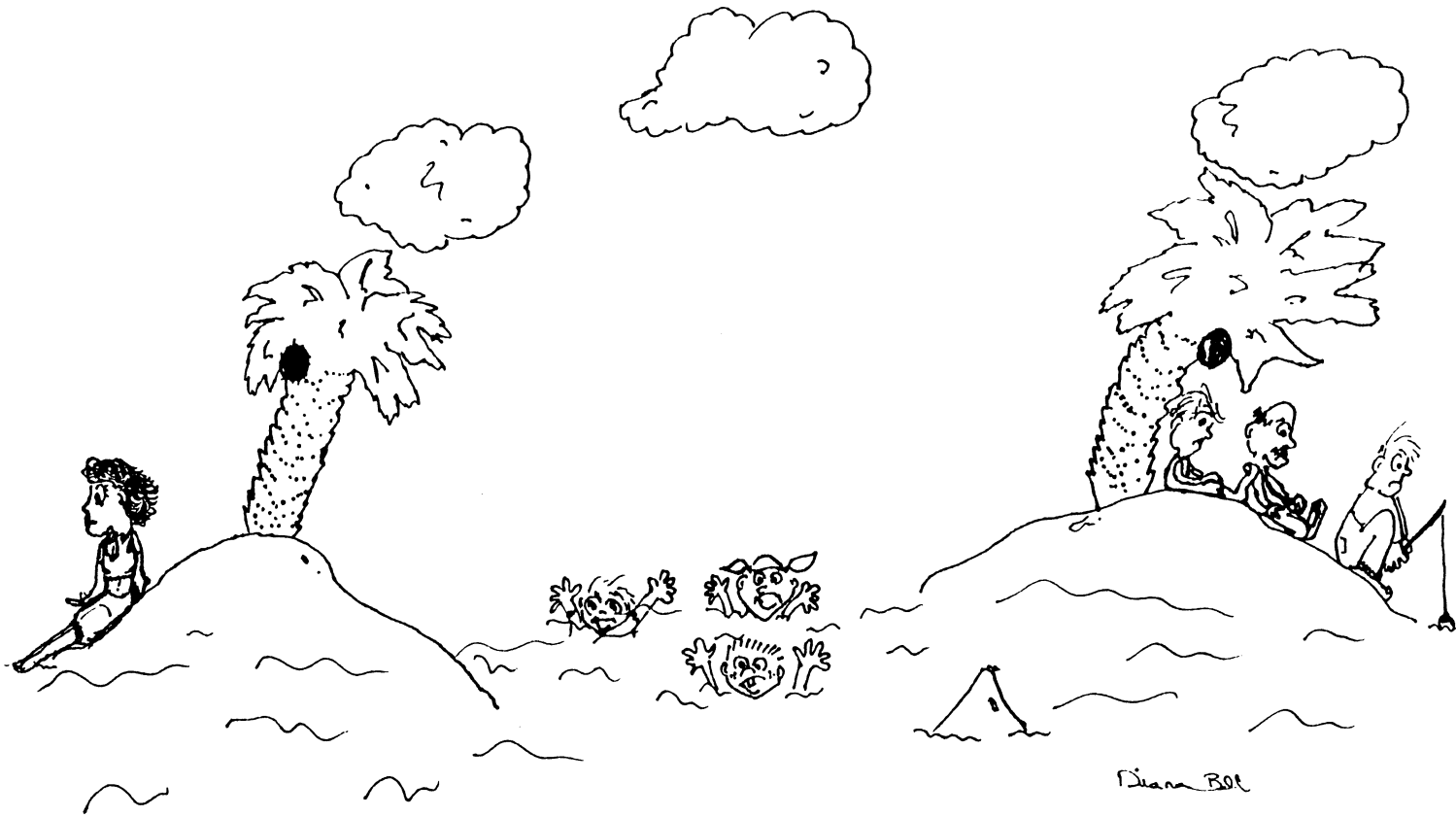
“Flexible” Rigid Library Schedule

Hour	Day 1	Day 2	Day 3	Day 4	Day 5
8:00 - 8:45	Brown	Davis	Fisher	Day	Adams
8:45 - 9:30	Moss	Blake	Sanders		Schultz
9:30 - 10:15		Smith	Thompson	Dillon	Wright
10:15 - 11:00	Stephens			Joplin	Orr
11:00 - 11:45	Wendel	Wilder	Clark		Sanders
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:15		Hinson	O'Malley	Peterson	Morris
1:15 - 2:00	Flores		Buckley	Haskel	Sanchez
2:00 - 2:45		Jones		Connery	Rollins

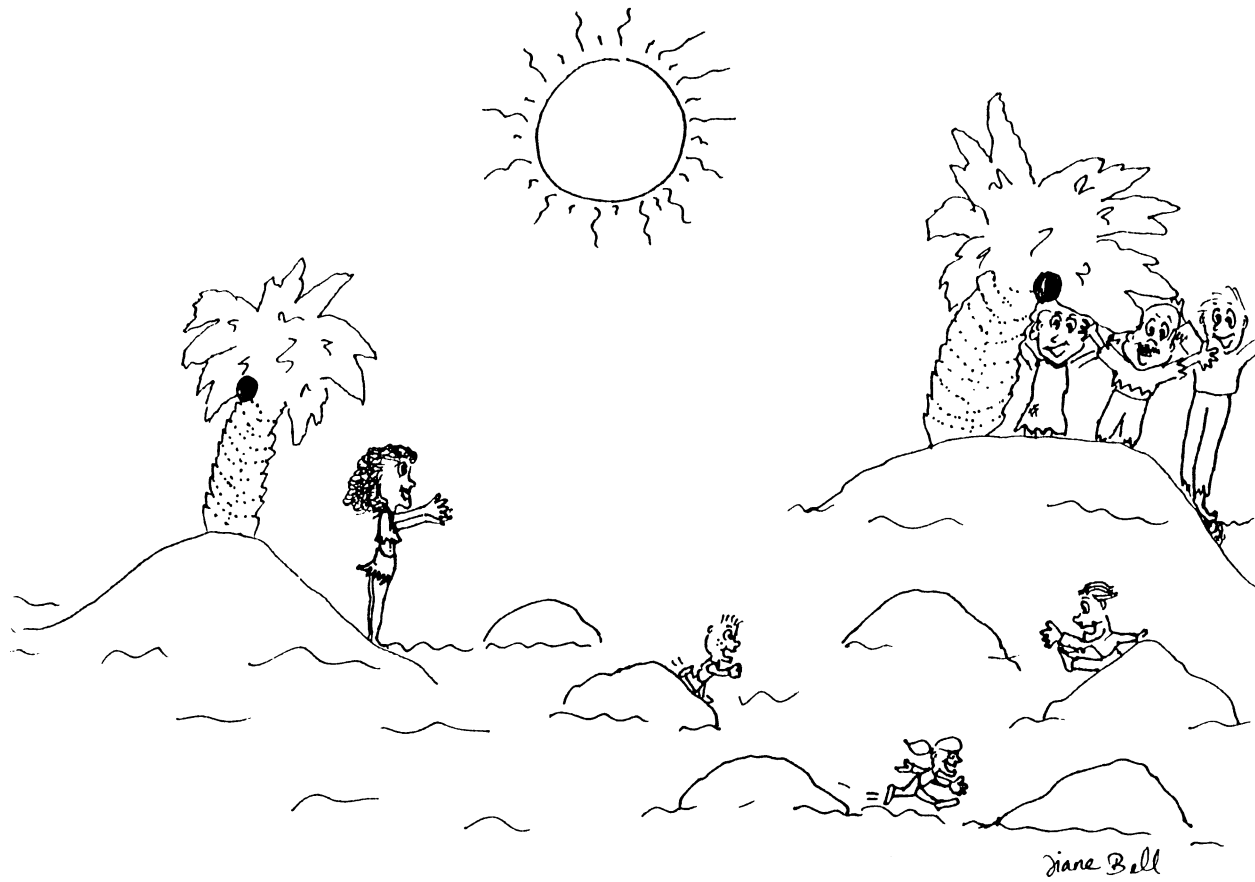




Diana Bell



SEA OF KNOWLEDGE

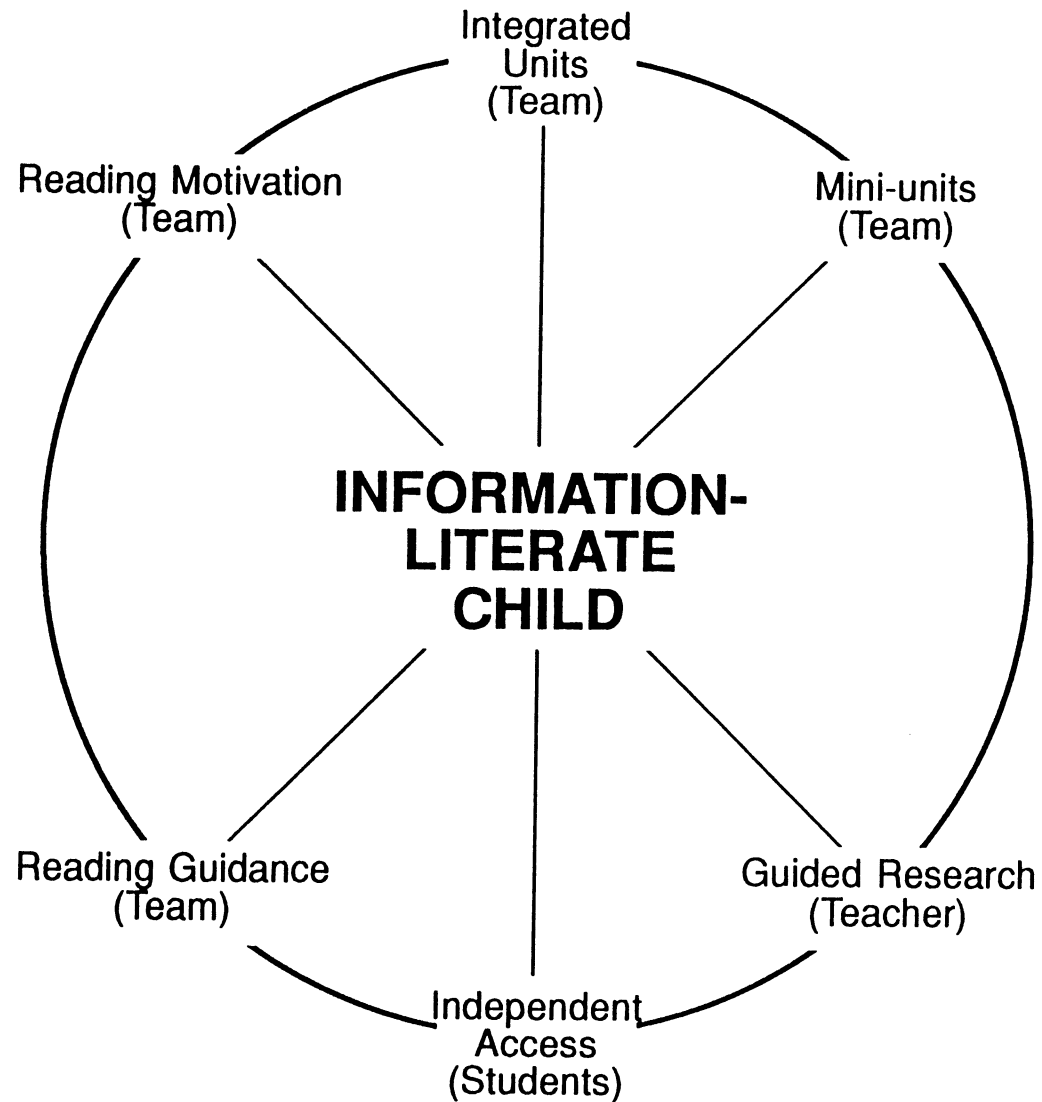


RE-EDUCATION

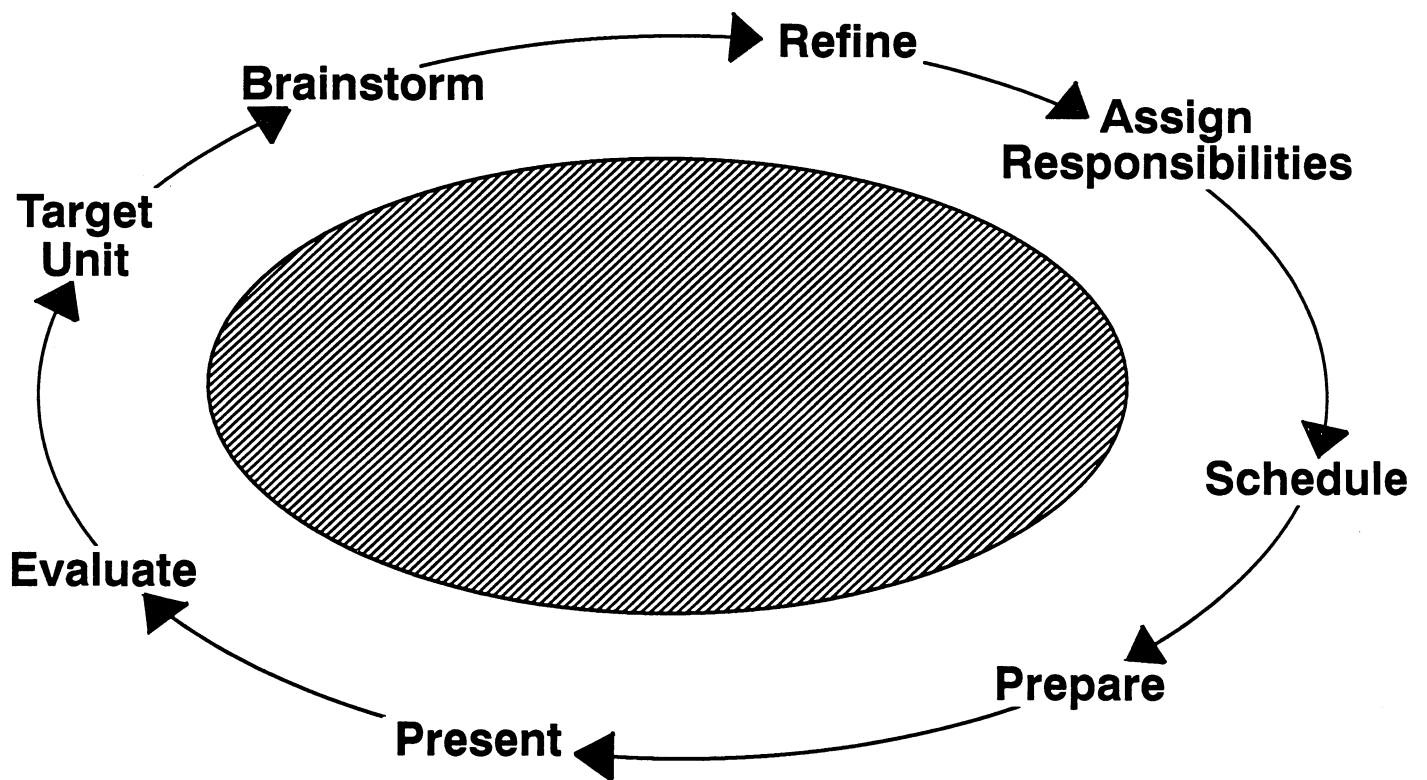
INTEGRATION

COMMUNICATION

FRAMEWORK FOR THE FULLY INTEGRATED LIBRARY PROGRAM



INTEGRATING THE UNIT



DEVELOPING THE INTEGRATED UNIT

1. TARGETING THE UNIT

Primarily the responsibility of grade-level teachers.

2. BRAINSTORMING

Grade-level teachers, librarians, and other team members select objectives and activities.

Various learning styles are addressed by the team including resource teachers, G & T teachers, and reading teachers.

Librarian suggests ways in which objectives can be met through information skills.

Team explores what portions of the unit must be taught and what portions students can discover.

3. REFINING

Librarian provides a bibliography of sources.

Librarian presents a rough draft of library-related activities.

Entire team makes final selection of concepts to be presented and activities to be used in the unit.

4. ASSIGNING RESPONSIBILITIES

Entire team decides who will provide instruction, who will procure materials, and who will develop activities for each curriculum area.

5. SCHEDULING LIBRARY ACTIVITIES

Many considerations are involved in deciding on time and length of visit. Entire team participates in the decision-making process.

6-7. PREPARING, PRESENTING

Each team member prepares and presents portions designated earlier.

All team members are prepared to alter the refined unit plan if necessary.

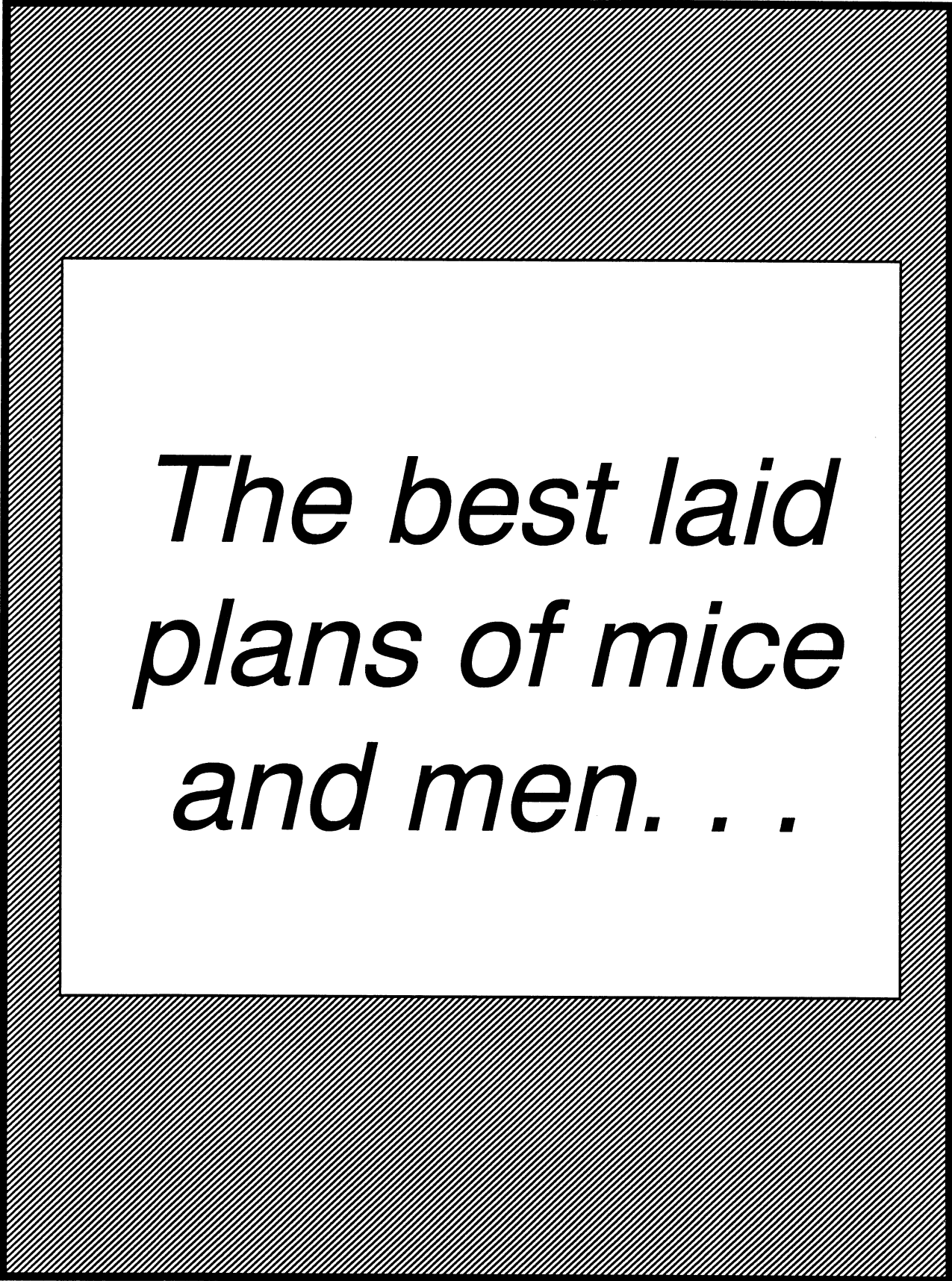
8. EVALUATING

Entire team notes and share observations of both successes and failures of the unit.

Library Schedule

Week Of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>8:00 - 10:00 Second Grade Groups</p> <p>10:30 - 11:30 Storytelling Third Grade</p>	<p>8:00 - 9:00 Storytelling First Grade</p> <p>9:00 - 10:30 Second Grade</p> <p>10:30 - 11:30 Storytelling</p>	<p>8:00 - 8:45 Booktalks - 5th</p> <p>8:45 - 9:30 Booktalks - 5th</p> <p>9:30 - 11:30 Second Grade Groups</p>	<p>8:00 - 9:00 Storytelling 1st Grade</p> <p>9:00 - 11:00 Second/Third Grades Groups</p> <p>11:00 - 11:30 Storytelling 1st Grade</p>	<p>8:00 - 8:45 3rd Team Mtg</p> <p>9:00 - 9:45 5th Team Mtg</p> <p>10:00 - 11:00 Second/Third Grade Groups</p> <p>11:00 - 11:30 Storytelling 1st Grade</p>
Afternoon	<p>1:00 - 2:30 Third Grade Groups</p>	<p>1:00 - 2:30 Third Grade Groups</p>	<p>1:00 - 2:30 Third Grade Groups</p>	<p>12:30 - 1:15 1st Team Mtg.</p> <p>1:30 - 2:30 Second/Third Groups</p>	<p>1:30 - 2:00 Kindergarten</p> <p>2:00 - 2:30 Kindergarten</p>



*The best laid
plans of mice
and men. . .*

EVALUATING THE UNIT

NOTES

RESULTS OF STUDENT
EVALUATIONS

QUESTIONNAIRE

DISCUSSION

LISTING STRENGTHS AND
WEAKNESSES

ALTERATIONS

MINI-UNIT PROJECTS



MINI-UNITS

Build Bridges

Provide Links

MINI-UNIT DESIGN

Driven by:

Students' needs

Unit content

Literature connections

Learned skills

New unit's focus

MINI-UNIT

Common elements are:

Curriculum connections

Team-planned

More student independence

Length

Preparation required

MINI-UNIT FORMS

Single tasks

Storytelling and followup

Centers

Small group reports

GUIDED RESEARCH

Student-initiated

Teacher-guided

Library-supported

GUIDED RESEARCH

Nature of projects:

Personal

Unique

**INDEPENDENCE
IS BUILT
THROUGH
COMMITMENT
AND
RESPONSIBILITY.**

GUIDING READERS WITH

Advice

Booktalks

Book displays

Book reviews

Bulletin board displays

READING MOTIVATION PROGRAMS

Based on cooperation
and effort.

Rewards are connected
to reading.

THE LIBRARY PROGRAM MUST

1. Prepare students to independently access information.
2. Present the process of information skills in concrete, relevant ways.
3. Become an integral part of classroom studies.

POWER BEYOND Z

EMPOWER STUDENTS TO BECOME LIFELONG LEARNERS

Incorporate the library program into major units of study.

Nurture students' abilities to learn independently by

Teaching information skills at the point of need.

Expand units to include library resources.

Gratify immediate need to know in an accessible library.

Rely on one another's special knowledge and skills by

Arranging frequent planning and sharing sessions.

Tie the library program to educational goals by

Encouraging and promoting higher-level thinking in:

YOUR LIBRARY

Handouts

The following handouts may be used or modified as needed for workshop participants.

p. 64: A to Z and Beyond in School Libraries

p. 65: A to Z and Beyond in School Libraries (Cornucopia)

p. 66: Sample Integrated Unit Planning Form

p. 67: Partnership Needed for a Successful Library Media Program

p. 68-69: Characteristics of an Excellent Library Media Program

p. 70: To Succeed, Your Librarian Must...

A TO Z AND BEYOND IN SCHOOL LIBRARIES

A B C	A Book Corner in a Classroom.
D E F	Designated Enclosed room Full of books/media.
G H	Great Helpers maintain collection.
I J K	Isolated, never Joined to the curriculum. Kept apart!
L	Librarian hired for Larger schools! What about the students in the smaller schools?
M	Master schedule. Back-to-back classes - Making one visit a week!
N O	NO lessons! NO continuity! NO connections!
P Q	Planning depends on Quick exchange of ideas!
R S	Reading and Research Rapidly increasing! but without Reasons or Results! library is Still Rigidly Scheduled!
T U V	Totally Unscheduled! Very accessible!
W X Y Z	Welcoming! eXciting! Youth-oriented center! Zoned for multiple uses!

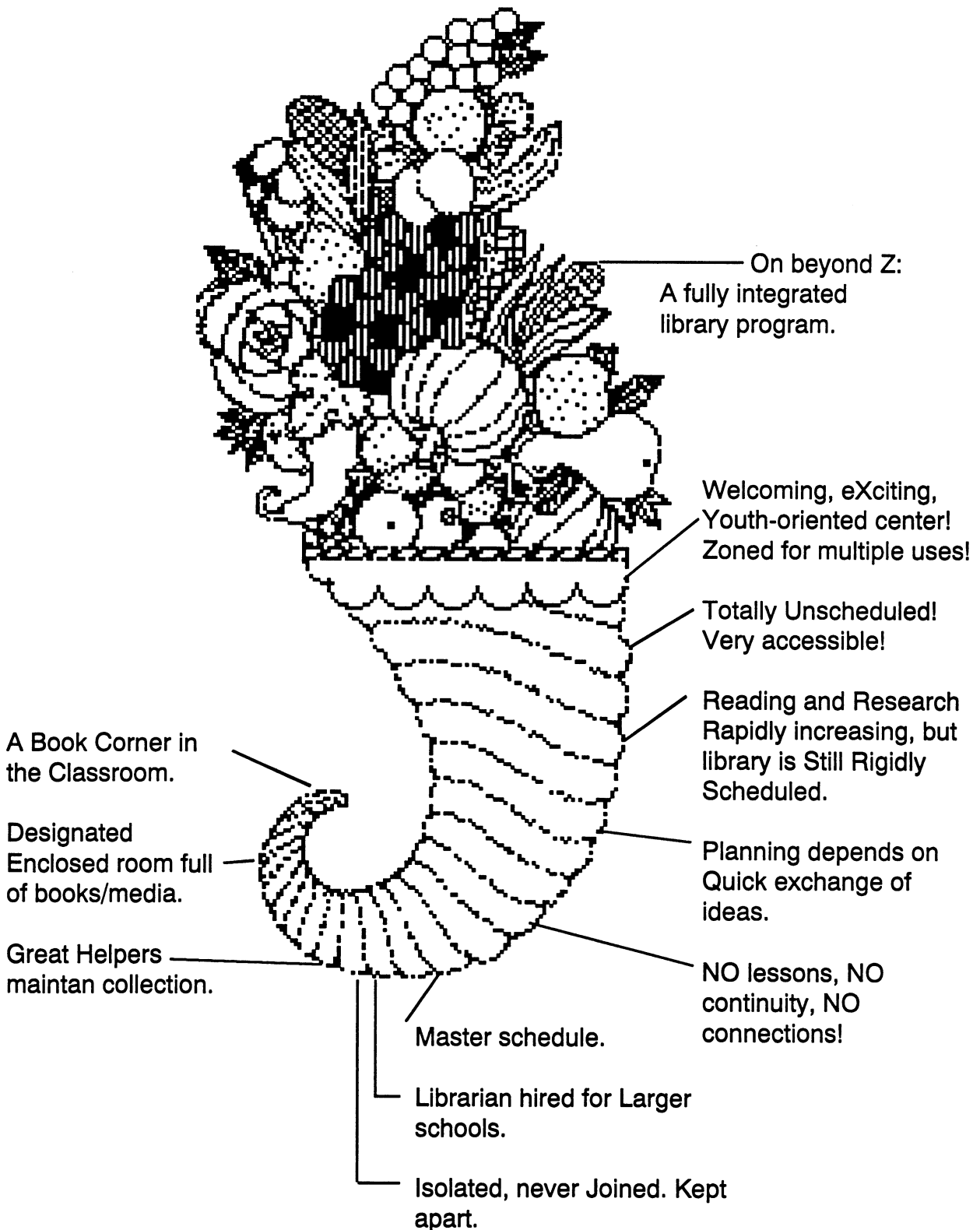
ON BEYOND Z:

**FULLY INTEGRATED LIBRARY PROGRAMS
THAT ARE CURRICULUM-DRIVEN!**

LEARNING IS MEANINGFUL!

**CONNECTIONS ARE MADE AS STUDENTS
PARTICIPATE IN ACTIVE LEARNING!**

A TO Z AND BEYOND IN SCHOOL LIBRARIES



UNIT TOPIC _____

GRADE _____

DATE _____

Lang. Arts

Soc.Studies

Science

Spell-Vocab

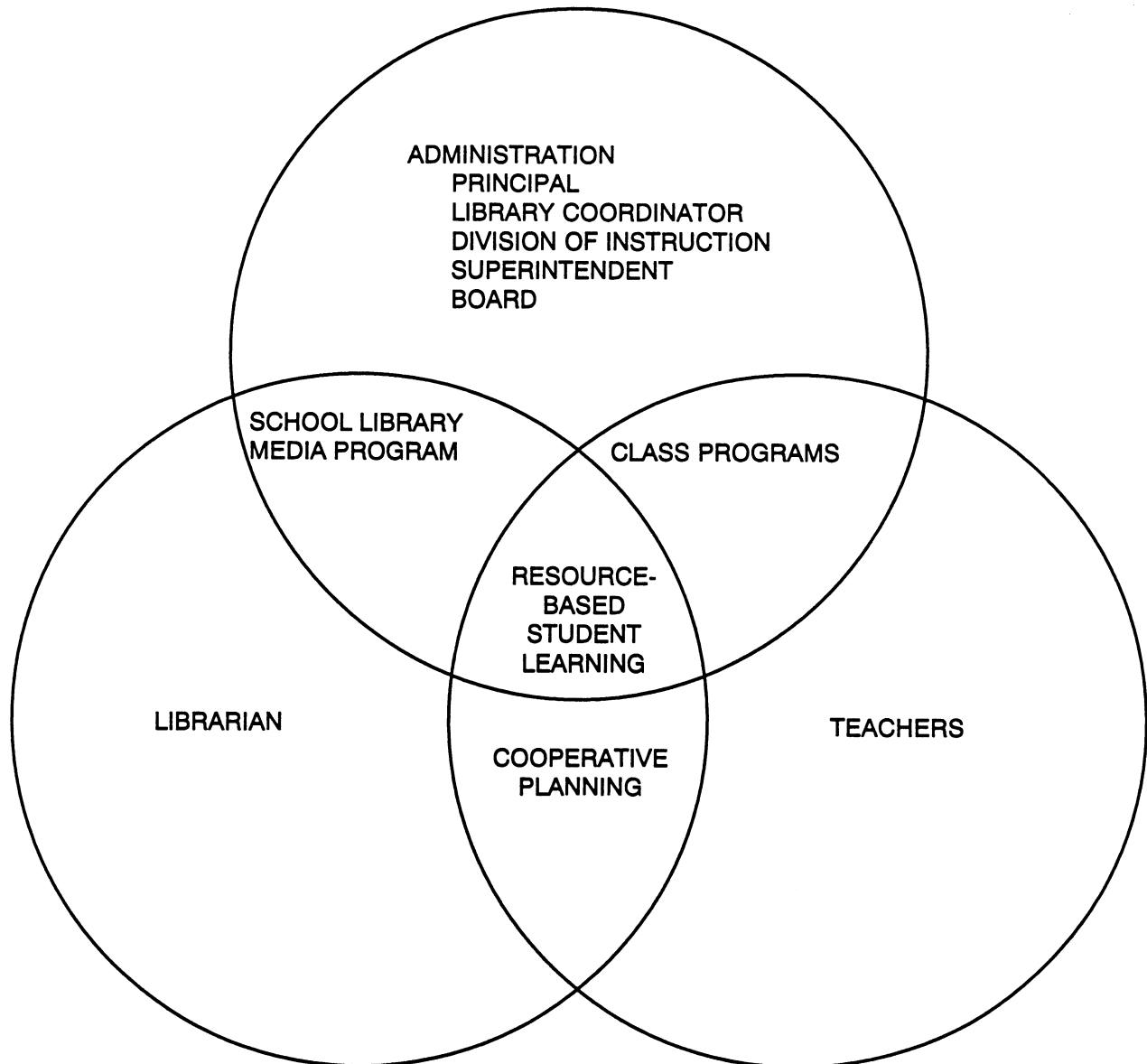
Health

Fine Arts

Math

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PARTNERSHIP NEEDED FOR A SUCCESSFUL LIBRARY MEDIA PROGRAM



CHARACTERISTICS OF AN EXCELLENT LIBRARY MEDIA PROGRAM

An excellent library media program ensures that students and staff are effective users of library facilities, materials, technology, ideas, and information.

Following is a list of descriptors for an excellent library media program.

Facilities and Access

1. The library must be a comfortable and an aesthetically inviting place that stimulates learning, reading, and research.
2. The library must have a carefully selected, systematically organized, and maintained collection of diverse learning resources representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems.
3. The librarian should be able to provide access to information outside the library and school through networking, online databases, and inter-library loan.
4. The physical facilities of the library should be designed for maximum flexibility. There should be space for:
 - reading, viewing, listening, and research by individuals
 - small group conferences
 - large group instruction
 - an office and workroom for library staff to perform the numerous clerical tasks required to keep the library functioning
 - a professional collection for teachers to plan and prepare units of study
 - an area for media production by faculty and students
 - adequate storage for equipment and materials.
5. The schedule should be flexible so teachers and students have access to library materials and assistance from the library staff throughout the entire school day - before, during, and after school.
6. The library should function as the information resource center of the school.
7. Staffing must be sufficient to fulfill all the responsibilities of the library.
8. Funding must be sufficient to provide necessary resources, equipment, and furnishings to meet the information requirements of the students and faculty.
9. The librarian must develop flexible policies for maximum access to the resources in the library.

Instruction and Consultation

1. A library media program that ensures the development of life-long learners requires a partnership between administration, the librarian, the teachers, and the students.
2. Each partner should have a serious commitment to the value of open access to information and ideas.
3. The librarian and teachers must provide learning activities for information skills that are integrated into the classroom units of study. These activities should develop strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all content areas.
4. The librarian must be able to assist students and faculty in locating information and resources for their educational needs and personal interests.
5. The librarian must be able to provide the leadership and expertise necessary to make the library media program an integral part of the instructional program of the school. The librarian accomplishes this by helping teachers develop, select, implement, and evaluate learning activities requiring various types of media.
6. Librarians must be part of the curriculum process by helping design ways in which library materials and technology can promote curricular goals.

TO SUCCEED, YOUR LIBRARIAN MUST...

1. Know the school's subject curriculum by:
 - a. Attending curriculum committee meetings,
 - b. Studying curriculum guides,
 - c. Visiting classrooms.
2. Know the school's information skills curriculum.
3. Know and enjoy working with teachers.
4. Know and enjoy working with students.
5. Know the library collection.
6. Organize library materials for easy access.
7. Be willing to educate, confer, and take a leadership role with the faculty.