

# Georgia Library Power!

## A Parent's Guide to School Library Media Centers

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## Introduction

The purpose of this book is to acquaint parents with the school library media center and its programs in Georgia schools and to provide other information that will help them become more involved in their child's education. The terms *school libraries* and *school library media centers* are used interchangeably throughout the book.

This book contains six sections: Introduction and Research, Information Literacy, Technology, Reading, Organizational Issues, and Exemplary School Library Media Centers.

*Section One, Introduction and Research*, provides some interesting information about the research and the impact of school media centers on student academic achievement. Professional/certified school media specialists are discussed as well as what it means to be a national board certified school media specialist.

*Section Two, Information Literacy*, discusses information literacy as a life skill. Parents are provided with ways they can help their child when they are involved in the research process for doing a project at school. Plagiarism is a major problem when students cut and paste information from the Internet. Parents are given suggestions about how they can help students doing research to think for themselves and to use information correctly.

Information for judging web sites is provided as well as places to find more information on evaluating web sites on the Internet. Parents are given some suggestions for student Internet safety. Parents are urged to develop critical and creative thinkers in their children. Tips for homework help are offered. The library media center and the textbook are discussed.

*Section Three, Technology*, offers some valuable information about the Digital School Library, Georgia's virtual library, GALILEO, and how to equip your child with the right tech tools.

*Section Four, Reading*, provides a vast array of information about your child's reading. Celebrate reading—Georgia style is chocked full of fun-filled events to celebrate reading. An advice column is offered about reading. One

interesting tidbit of information is a sure-fire way to raise a non-reader! Tips are offered about reading to you child. But, what about the child that hates to read? Some tips are offered. The public library/school media center combination help to bring success to your child. A book bag reading experience is given as an example of how students were encouraged to read in one school. Controversial books are discussed and some tips are offered on how objections to reading materials might be handled. The authors recommend book lists. Self-help for either students or parents when looking for specific topics is offered. Reading list web sites are offered by a variety of organizations, journals, and those interested in literature. People new to this country are reminded that school and public libraries are free. If you are feeling discriminated against, the library can help you.

*Section 5, Organizational Issues*, describes issues that relate to the organization of the school library media center and its administration. Responsibility, fines and returning books are discussed fully. An update is provided on classroom book collections and how the school media center and public library can help to keep it vital and interesting. Adequately funded school media centers are essential for excellent services and parents can offer help in many ways to support sufficient funding. One way to help is volunteering. Parents can also help the school library media specialist by being an advocate of the school media center. Parents can be active in seeing that a certified library media specialist is in charge of their child's school library media center. There are an abundance of quotes from media specialists describing their jobs, as well as quotes from students, administrators and teachers about the school media program in Georgia schools. There are even quotes about libraries and reading. Help from the school media center is offered for the bilingual child. Adequate staffing of the school library media center is crucial for a viable media program.

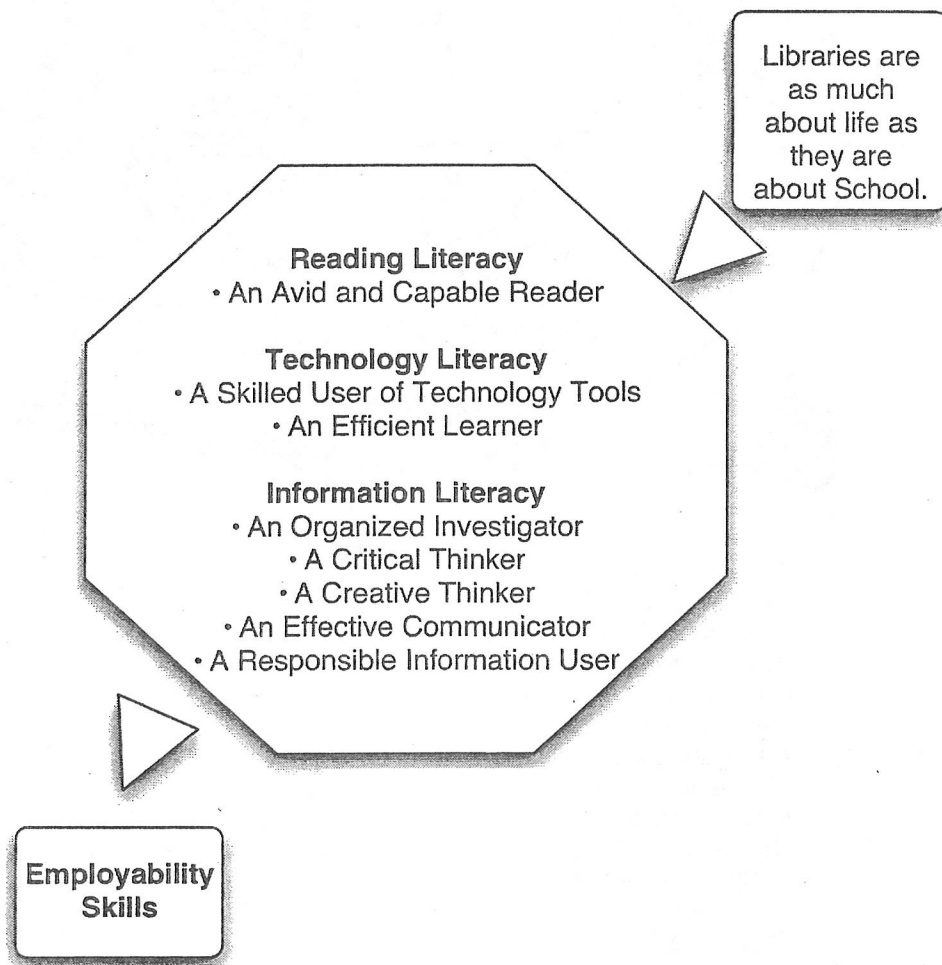
*Section 6, Georgia Exemplary School Library Media Programs*, gives a list of the recipients of the Exemplary School Library Media Program recipients as well as the criteria by which selections are made to receive the honor of being selected.

We hope you enjoy the book!

## A School Library Media Center Agenda for Your Child

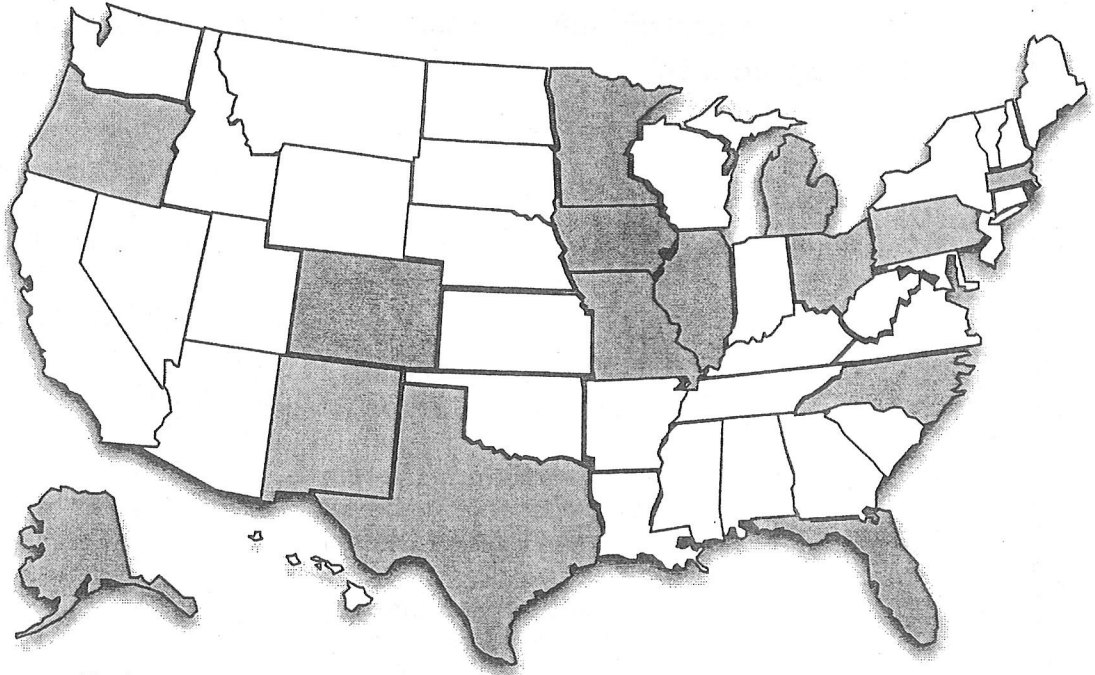
What type of person is likely to be successful in today's information-rich and technology-based world? What type of learner is likely to be successful in the world of the future insofar as we can foresee that world?

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



## Research on School Libraries: A National Picture

Since 1999, sixteen states have commissioned studies<sup>1</sup> about the impact of school libraries. In every instance, good school library media programs are linked to higher academic achievement—one part of a healthy educational diet.



Alaska, 2000  
 Colorado, 1993, 2000  
 Florida, 2003  
 Illinois, underway  
 Iowa, 2002  
 Massachusetts, 2000  
 Michigan, 2003  
 Minnesota, 2002  
 Missouri, 2003  
 New Mexico, 2002  
 North Carolina, 2003  
 Ohio, 2004  
 Oregon, 2001  
 Pennsylvania, 2000  
 Rhode Island, 2004  
 Texas, 2001

Georgia is considering the possibility of doing a similar study in the future.

<sup>1</sup> For a complete list of these studies, consult <http://www.davidvl.org> under "Research" or the Colorado State Library at <http://www.lrs.org/impact.asp>.



## What Every Parent Should Know About School Media Centers and Student Achievement

The school library media center is the hub of all learning in a school because it supports teachers and students with both print and electronic resources to enhance learning. Because of this support, it has a great impact on student achievement.

Research done in the last fifteen years by Keith Curry Lance, James Baughman and others clearly shows the importance of the school media center in your child's education. Student achievement is normally measured by standardized reading achievement tests. Parents need to be aware of what the research says about school media centers and its effect on these tests. Research findings of interest to parents show a positive learning outcome that raises achievement scores when:

1. A well-stocked media center is staffed by a professionally trained, certified media specialist.
2. Library media specialists collaborate with teachers, or they work together, to integrate literature and information literacy skills into the curriculum.
3. Library media specialists serve as instructional partners with teachers to help students conduct research using a variety of resources and present their findings.
4. The media center program is supported financially by the educational community and by the principal in each school.
5. The more often students receive library/information literacy instruction the higher the test scores.
6. The library media centers are open and staffed more than 60 hours per week.
7. Students read more books and use more materials during library visits.
8. There is a school library media program in schools.
9. The media center has a flexible schedule as opposed to a fixed schedule.
10. The media specialist is employed full-time.
11. Schools spend more money on media center programs.
12. The media center provides access to licensed databases via the school network.
13. Media centers have up-to-date materials.
14. Students visit the media center as part of a class or group.

15. Incremental improvements are made in staffing, collections and budgets. As a result, test scores will increase incrementally.
16. An adequate staff includes at least one full-time certified media specialist and one full-time clerical aide.
17. Media center collections of materials are part of school-wide initiatives to integrate information literacy skills into the teaching of standards and its curricula.
18. A technology-rich environment exists in the media center and the school.

What do parents need to do to assure that their child is enrolled in a school where test scores can be improved?

1. Make certain that the school library media specialist is certified.
2. Check to see that the media specialist has a paraprofessional or an aide so the media specialist can work more closely with teachers and students.
3. Look at the technology in the media center and the school. Does your child have access through the computer to the media center's listings of books? Can your child use reference materials from the media center at night when they are home?
4. Get involved in the PTA and make certain that the media center gets adequate funding.
5. Ask your children if their teachers collaborate or work with the library media specialist to teach lessons or to work on research in the media center. Find out if the class goes to the media center as a group.
6. Ask the teacher if your student is receiving library/information literacy instruction on a regular basis.
7. Stop by the media center to determine the hours it is open daily and on the weekend. Check if it is flexibly scheduled.
8. Check to see how many materials your child reads from the library media center.
9. Ask your child if there is evidence of new materials in the media center.
10. Please support your child's media center program in the school. You might even consider becoming a parent volunteer.

**Remember that school library media centers play a significant role in your child's achievement scores!**

## Why a Professional School Library Media Specialist?

"You mean we need a person with a Master's Degree in the school library? After all, can't the books just be checked in and out by an aide or even a volunteer parent?"

"I'm afraid not. The school librarian of today is a teacher who administers a very complex print and digital information environment and serves as an information coach for teachers and students."

Here's a few things professional school librarians do:

1. They help teachers create exciting learning experiences in an information-rich and technology-rich environment.
2. They help every student get the best information to fulfill their assignments.
3. They build and maintain a digital school library open to your children/teens 24 hours a day, 7 days a week from anywhere in the school and from home. And, they are interested in "smaller," "safe," and reliable information rather than the whole Internet.
4. They guide and teach students to evaluate information—particularly from the Internet (world wide web): "Who's saying what to me, for what reason, and with what credibility?"
5. They teach students the research process in a world where information overload is the norm at all ages.
6. When teachers bring classes to the library, the librarian serves as a second teacher so that every student gets individual attention.
7. And, by the way, the library is still reading's best friend.

### Requirements to be a professional school library media specialist in Georgia.

- Possess a Masters degree from an accredited institution.
- Complete School Library Media certification program.
- Pass the Praxis II for School Library Media Specialists

Certification for SLMS is for levels P-12 and is a service type certification. In Georgia, the Professional Standards Commission (PSC) is the certification agency. The URL for the GAPSC Web site is <http://www.gapsc.com>

### Is your school library staffed by a PROFESSIONAL library media specialist?

Ask the pointed question: "Are you a certified school librarian?" If your school does not have such a person, ask if they are working on certification in Media.

## Nationally Board Certified Library Media Specialists

Library media specialists are certified to teach students Pre-K through 12 (ages 3-18+) and they are required to know the range of information literacy, instructional collaboration, and the integration of technology.

Nationally Board Certified Library Media Specialists must have knowledge of learning styles as well as human growth and development of students. They must provide a learning environment that promotes teaching and learning principles and create an effective library media program. They integrate information literacy skills by collaborating, planning, and assessing learning as an instructional partner with teachers.

Library media specialists must serve as leaders in providing equitable access and effective use of technology. They also administer the library media program to ensure that students and teachers are effective users of information.

A nationally board certified media specialist shows leadership in the school, is an advocate for the library media program, and promotes life long learning for students.

A nationally board certified library media specialist must prove that he/she is able to:

- demonstrate that teaching practice meets the Library Media Standards.
- have access to a class in which 51% of the students are ages 3 through 18+ during the 12 months prior to submission of their portfolio.
- submit instructional materials and videotapes in English and/or Spanish showing interactions with students.
- demonstrate the ability to collaborate with others in the instructional community to create, plan, and implement learning experiences and assess student learning using a variety of resources.
- demonstrate the ability to foster an appreciation of literature in students and demonstrate the ability to create an inviting and supportive library media center environment that provides equal access to all learners.
- demonstrate effective selection and integration of technologies into the instructional program and foster learners' understanding of the ethical or legal use of information.
- present evidence of the impact of student learning through work outside of the classroom as the library media specialist interacts with colleagues, other professionals and organizations, and students' families and their community.

**Georgia has 46 Nationally Board Certified Library Media Specialists.**

## What Every Parent Should Know About School Library Media Specialists

Parents need to know the role of the school library media specialist in your child's education.

There are at least three important facts about school library media specialists that you need to know:

- They help students to improve their academic achievement scores.
- They collaborate or work with teachers to teach information skills so that students will do better on achievement tests.
- They serve every student and teacher in the school.

Library media specialists wear many hats. They are teachers, information specialists, and instructional partners and program administrators. Studies throughout the United States have proven over and over again that schools that have a library media center that is well funded, well staffed, and offers extended hours has a direct relationship on the academic achievement of the students.

Many Georgia Library Media Specialists offer extended hours during the school year and open the media center doors during the summer and on weekends. Most of this extra duty time is done without compensation except for the knowledge they are helping students.

### Interesting Facts

The average age of a Georgia library media specialist is 47.

**Ethnic group:** 85.7% of Georgia library media specialists are Caucasian, 12.4% are African American, and the remaining groups include Hispanic, Multiracial, Asian and Native American.

**Education level:** 3.9% of Georgia library media specialists have a Bachelor's degree, 63.6% have a Masters, 29.9% have a Specialist, and 2.5% have a Doctorate.

**Number of Library Media Specialists:** In 2003-2004, there were 2,189 library media specialists in Georgia.

**Male/Female:** 93.8% of media specialists in Georgia are female, 6.2% are male.

**Georgia Library Media Specialists that are Nationally Board Certified:** 46

**Demographics:**

Elementary: There are 1,225 elementary schools in Georgia

Middle: There are 407 middle schools in Georgia.

High: There are 364 high schools in Georgia.

A Georgia school library media specialist may serve grades PreK through 12<sup>th</sup> grade.

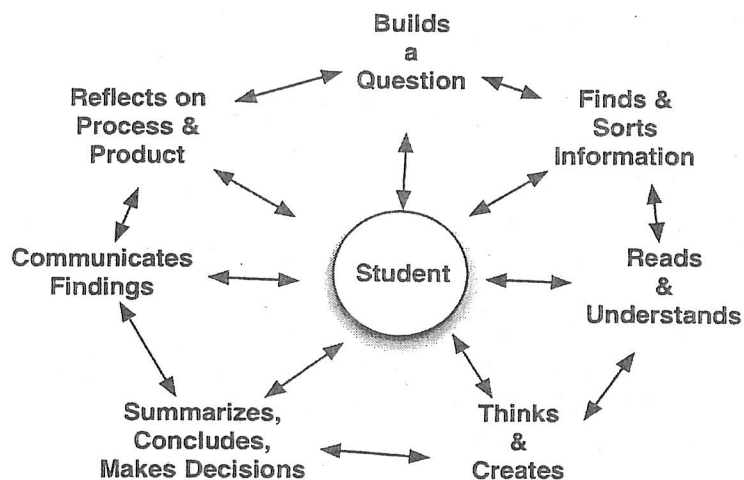
## Information Literacy: A Life Skill

Conducting research in the world of information, whether a kindergartener or an advanced high school senior, is what school library media specialists do to assist every student as they study science, social studies, or any other school topic. Teaching of Information Literacy Skills is the ultimate responsibility of the classroom teacher; however, the library media specialist plays a collaborative role in creation and teaching of such skills at the most appropriate point of instructional need.

The challenge for the students of today is to sort through all the information and voices crowding into their world. Though overwhelming, they must learn to make sound decisions, evaluate information, and prepare for jobs and careers.

Given a topic, a problem to solve, an assignment, a paper to write, or just a personal quest, the child or teen might follow the process pictured below. It's a messy process, sometimes frustrating, and requires lots of work and hard thinking.

The Information Literacy Process



## Helping Your Child with Information

As young people do various assignments/projects that require the finding and using information, parents can help and support what the school LMS is teaching. Here are some ideas as the research process develops.

The Research Task	What the LMS Teaches	How Parents Can Help
<b>Build a Question</b>	<ul style="list-style-type: none"> <li>Building background knowledge about a topic.</li> <li>The difference between a good question and a poor question.</li> <li>Narrowing a topic.</li> <li>Forming key words.</li> </ul>	<ul style="list-style-type: none"> <li>Find books on the topic with lots of pictures to share together.</li> <li>Explain concepts and define terms.</li> <li>Help narrow a topic to something manageable in the time available.</li> </ul>
<b>Find and Sort Information</b>	<ul style="list-style-type: none"> <li>Search strategies.</li> <li>Locating resources.</li> <li>Skim, scan and consider.</li> <li>Evaluate resources.</li> </ul>	<ul style="list-style-type: none"> <li>Ask about the quality of the information being used.</li> <li>Is this source the best information?</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>Reading strategies.</li> <li>Actively read, view and listen.</li> <li>Reading pictures.</li> <li>Use features of non-fiction text.</li> <li>Note-taking.</li> </ul>	<ul style="list-style-type: none"> <li>Keep asking and helping to find the "main ideas" and the "supporting ideas" as reading/viewing/listening occurs.</li> </ul>
<b>Think and Create</b>	<ul style="list-style-type: none"> <li>Using graphic organizers.</li> <li>Sorting, comparing, and classifying information.</li> <li>Looking for patterns and trends.</li> <li>Compare and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Help make logical connections between ideas across the various sources being used.</li> </ul>
<b>Summarize, Conclude, Make Decisions</b>	<ul style="list-style-type: none"> <li>How to summarize ideas.</li> <li>Drawing conclusions.</li> <li>Making decisions.</li> <li>How not to plagiarize.</li> </ul>	<ul style="list-style-type: none"> <li>Does the conclusion, decision, or summary follow logically from the information collected?</li> </ul>
<b>Communicate Findings</b>	<ul style="list-style-type: none"> <li>Techniques of presenting information in print or multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>Are the ideas presented more important than a flashy presentation?</li> </ul>
<b>Reflect on Process and Product</b>	<ul style="list-style-type: none"> <li>How to reflect: what I know and am able to do.</li> <li>How well did I do?</li> <li>How can I do better over time?</li> </ul>	<ul style="list-style-type: none"> <li>No matter the grade, what do they know and what are they able to do?</li> <li>How can they do better next time?</li> </ul>

## Cut and Paste (Plagiarism)—A Major Problem

The number one complaint of teachers and library media specialists today is that students cut and clip information from the Internet, books, and other resources and then turn that information into the teacher as if it were their own work. There are services available on the Internet where, for a fee, the student can download a research paper to print out and hand in. The impact on learning is devastating. Zero learning.

Replace CUT and CLIP with:

Cut, Clip, THINK!

Let's get a few things straight:

1. It's OK to cut and clip articles, pictures, quotes, or anything else as you assemble information for a project.
2. Hint: When cutting and clipping, be sure that the source (or citation) follows the information, so you don't lose the author, title, date, Internet URL, and so forth.
3. When we use information from a source, we cite it properly with the author, title, publisher, date or Internet URL. If we don't, we have plagiarized.
4. We may quote and summarize the ideas of others, but it is our own creative thought, analysis, and decisions that will be evidence of learning.
5. How to THINK is the true objective of learning and the life-blood of our society.

You can help by asking good questions as your child's/teen's project develops. Question starters will stimulate discussion and perhaps some appropriate advice.

1. Have you recorded the sources as you found information?
2. What is the difference between what this author says and what you think?
3. How did your teacher or LMS teach you to record the sources of ideas you have gathered?
4. How do you weave your ideas and others' ideas into a finished product?



## Judging an Internet Site: A Critical Skill

Use this guide to help decide whether or not the web pages are reliable sources for research. Need help? Ask your school library media specialist.

URL: \_\_\_\_\_

<b>Author:</b>	
<b>Who is the author?</b> (Can't find a name? Look at the top and bottom of the page. Click through other pages on the site looking for an author).	Based on the information you found, rate this source:
<b>What makes the author an expert</b> on this topic? What do you learn about the author's <b>occupation, years of experience, education, or other facts</b> that make him an expert?	
List any <b>connection the author has to a university, research laboratory, governmental agency, or other reputable organization</b> related to the topic.	
	<b>Credible</b>
	<b>Not Credible</b>

<b>Purpose:</b>	
What is the <b>purpose of the website?</b> To sell something? To provide <b>information?</b> To convince you of something? What does the <b>domain name</b> (.com, .gov, .org, .edu, .info) tell you about the purpose of the site?	Based on what you found out about the purpose, rate this source:
If only <b>one side of the argument</b> is presented, which side is left out?	
What is <b>another resource</b> or type of resource that might provide the <b>other side</b> of the story?	
	<b>Biased</b>
	<b>Not Biased</b>

<b>Accuracy:</b>	
Note any <b>obvious errors</b> on the page, including <b>spelling or grammar errors</b> . What does this suggest about the care in producing the page?	This information is
How does the <b>information factually compare to information from other sources</b> you've already read?	
	<b>Accurate</b>
	<b>Not Accurate</b>

<b>Content and Currency:</b>	
If statistics are provided, <b>how old is the data?</b>	This information is
How <b>recent is the other information</b> on the page? Does this information make the data more or less valuable?	
<b>When was the page written?</b> <b>When was it last revised?</b>	
Does the author provide a <b>bibliography, works cited page, or footnotes</b> that tell us where he got the information?	
	<b>Current</b>
	<b>Cited</b>
	<b>Not Current</b>
	<b>Not Cited</b>

<b>Summary:</b>	The best reasons for using or rejecting this website are:
-----------------	---

## Evaluating Web Sites:

### Teaching Students to Evaluate Web Sites

One of the skills that should be an essential part of any information literacy skills curriculum is that of teaching students to evaluate the reliability and credibility of web sites. Anyone can publish on the web; all it takes are some modest computer skills and space on a computer fileserver somewhere. So deciding what is and is not an acceptable source for information on the web is something all students should be taught. Below are some Internet resources to teach students about evaluating web sites.

### Evaluating Web Resources

<http://www2.widener.edu/Wolfgram-Memorial-library/webevaluation/webeval.htm>

Two librarians provide evaluation criteria for a variety of web sites such as advocacy webs; business/marketing pages; general, informational, and news web pages; as well as providing original teaching materials, including a PowerPoint presentation and a bibliography of web evaluation articles and books.

### Kathy Schrock's Evaluation Criteria for Educators

<http://school.discovery.com/schrockguide/eval.html>

This site includes criteria for all three school levels, plus an evaluation survey for virtual tours. Other items included are evaluation articles and additional websites.

### Susan Beck's "Evaluation Criteria: The Good, the Bad & the Ugly"

<http://lib.nmsu.edu/instruction/evalcrit.html>

This site reviews five basic criteria: accuracy, authority, objectivity, currency, and coverage.

### North Carolina Department of Public Instruction Criteria for Evaluating Web Sites

<http://www.ncwiseowl.org/Professional/criteria.htm>

This web site divides criteria into two broad categories of content and technical aspects.

### ALA's Great Web Sites for Kids:

<http://www.ala.org/parentspage/greatsites/criteria.html>

These selection criteria were established by the first ALSC Children and Technology Committee in 1997 and are used in selecting their 100+ great web sites.

### Hadley Parrot Health Science Library Checklist of Website Evaluation Criteria

<http://www.emh.org/hll/hpl/criteria.htm>

Though this source is a health science library, it contains five basic criteria plus other considerations such as market orientation (i.e., is it commercial to sell a product?), quality of links, instability, and so forth to evaluate sites.

## A Critical Thinker

Many educators have been interested in the idea of critical thinking in the past decade. Indeed, there is a major body of literature on the topic. Library media specialists see critical thinking as one of the components of building an information literate person. The objective is to create neither students who are sponges (believing everything they read, view, and hear) nor skeptics (believing nothing they read, view, and hear), but healthy skeptics (using evidence and authoritative sources to judge believability).

### CRITICAL THINKING CONTINUUM

Sponges - - - - - Healthy Skeptics - - - - - Cynics

Becoming a healthy skeptic is one of the life skills library media specialists try to build in students. One of the major challenges, for example, is to educate children and teens to evaluate information they find on the Internet. Parents will want to help their children by asking:

Who is saying what to me, for what reason, and when was it said?

Another way of involving young people is to make them answer questions about a source before they can use it in their projects/research papers. We want the questions to become second nature so they are able to discriminate among the flood of messages they encounter.

### Evaluative Questions for Judging Quality Information

- Is the source authoritative? (Trustworthiness is a key factor.)
- Is the information current? (Current insofar as the topic requires the latest information.)
- Is the information fact or opinion? (Opinions are fine as long as we recognize them as such.)
- Is the information accurate? (Information available in more than one source.)
- Is the information easily understood and useful? (This is a critical factor for children and teens who lack the time or skill to delve into complex information sources.)
- Does the provider of the information have a hidden motive? (Beware of the information source that is really out to sell the reader something, or is offering propaganda.)
- Does the library media center provide access to different points of view on controversial issues?

## Internet Safety for Kids

Here are a few tips from the FBI about Internet Safety



There are some very important things that you need to discuss with your child or teen about using a computer at home or at school.

- First, remember never to give out personal information such as your name, home address, school name, or telephone number in a chat room or an online bulletin board. Also, never send a picture of yourself to someone you chat with on the computer without your parent's permission.
- Never write to someone who has made you feel uncomfortable or scared.
- Do not meet someone or have them visit you without the permission of your parents.
- Tell your parents right away if you read anything on the Internet that makes you feel uncomfortable.
- Remember that people online may not be who they say they are. Someone who says that "she" is a "12-year-old girl" could really be an older man.

New FTC site for kids:

<http://www.ftc.gov/bcp/online/edcams/kidzprivacy/index.html>

To read more about new privacy rules, visit the Federal Trade Commission's Web site at <http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

This Web site discusses the Children's Online Privacy Protection Act (COPPA).

To read more about Internet safety rules visit the American Library Association Web site at <http://www.ala.org/ala/pio/availablepiomat/safetytips.htm>

## Help Your Child Become an Expert: Start at the School Library Media Center

"I've been crazy about frogs since I was a kid. I collected them along with snakes, ants, and other critters, and even joined the Wisconsin Herpetological Society as a charter member—at age 14. Now, as a zoologist-photographer, I get to combine my two great passions. For a guy like me, an assignment to cover Brazil's Atlantic forest was a ticket to Frog Heaven."

-Mark W. Moffett. "Frog Heaven," *National Geographic*, March, 2004, p. 24.

On winning the Academy Award for 2004, Peter Jackson, the Director of The Lord of the Rings movies said, "Thanks to my parents who gave me an 8mm movie projector at age nine."

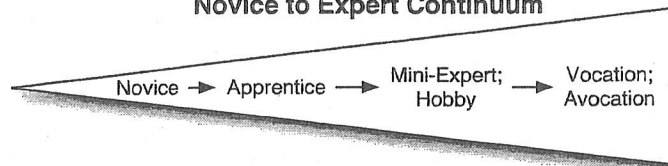
Depending on the school your child attends, the focus of education may be on gaining basic knowledge about many topics. Projects and research or natural curiosity may lead your child into topics far beyond the expertise of teachers or the school's curriculum.

When your child becomes interested in dinosaurs, science fiction, inventions, the Antarctic, whales, or a myriad of other topics, talk to the school library media specialist about ways to turn the interest into expertise.

You and your child might:

- ❖ Explore the school library media center together.
- ❖ Explore the public library.
- ❖ Explore the Internet.
- ❖ Gain access to advanced collections, such as academic libraries.
- ❖ Do experimentation and research.
- ❖ Check for bias and accuracy in all information.

### Novice to Expert Continuum



## A Creative Thinker

Is your child/teen creative? All have creative capacities and they can be improved. Creativity can also be squashed. Consider the definition at the right<sup>1</sup> and an advertising poem used by Apple Computer.<sup>2</sup> School libraries are full of creative ideas and books that stimulate creativity. Enjoy.

### To the Crazy Ones

Here's to the crazy ones.

The misfits.

The rebels.

The troublemakers.

The round pegs in the square holes.

The ones who see things differently.

They're not fond of rules.

And they have no respect for the status quo.

You can praise them, disagree with them, quote them,  
disbelieve them, glorify them or vilify them.

About the only thing you can't do is ignore them.

Because they change things.

They invent. They imagine. They heal.

They explore. They create. They inspire.

They push the human race forward.

Maybe they have to be crazy.

How else can you stare at an empty canvas and see a work of art?

Or sit in silence and hear a song that's never been written?

Or gaze at a red planet and see a laboratory on wheels?

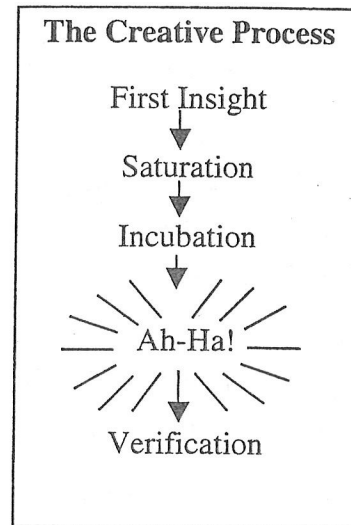
We make tools for these kinds of people.

Because while some see them as the crazy ones, we see genius.

And it's the people who are crazy enough to think they can change the world,  
who actually do.

**Think different.**

c. 1997. Apple Computer Inc.



<sup>1</sup> The creative process is Getzel/Kneller's description in von Wodtke, Mark. *Mind Over Media: Creative Thinking Skills for Electronic Media*. New York: McGraw-Hill, 1993, p. 115.

<sup>2</sup> © 1997, Apple Computer, Inc. Used by permission.

\* *Georgia Library Power!* © 2005 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> \*

## Tips for Homework Help

### Homework: A Concern for the Whole Family

#### How to Help: Show That You Think Education and Homework Are Important

- ❖ Set a regular time for homework
- ❖ Pick a place
- ❖ Remove distractions
- ❖ Provide supplies and identify resources
- ❖ Set a good example
- ❖ Be interested and interesting

#### How to Help: Monitor Assignments

- ❖ Ask about the homework policy
- ❖ Be available
- ❖ Look over completed assignments
- ❖ Monitor time spent viewing TV and playing video games

#### How to Help: Provide Guidance

- ❖ Help your child get organized
- ❖ Encourage good study habits
- ❖ Talk about the assignments
- ❖ Watch for frustration
- ❖ Give praise

From: "Helping Your Child With Homework." U.S. Dept. of Education, Accessed, March 2, 2004 at <http://www.ed.gov/parents/academic/help/homework/index.html>

The entire manual is available for downloading in a number of formats.

\*Georgia eLearning web site:  
<http://www.glc.k12.ga.us/pandp/gel/homepg.htm>

\*Internet Public Library  
<http://www.ipl.org/>

### Know How the School and Public Library Can Help

#### Resources

- ❖ Know the open hours of school and public libraries since homework time often surpasses those hours.
- ❖ Know what's on the *Georgia eLearning\** and the *Internet Public Library\** web sites.
- ❖ Expect lists of the best websites to be available on the library websites—several well-chosen websites will save countless hours of searching.
- ❖ Know if there is a "virtual reference service" available—a librarian online to help at any time of day or night.
- ❖ Know what online databases and digital periodical collections can be accessed from home including any passwords needed for access.
- ❖ If a password is required for access, ask your child's library media specialist.

#### Advice:

- ❖ Be a supportive guide on the side.
- ❖ Help your child with organizational skills and timelines for the assignments.
- ❖ Help the child meet milestone deadline dates along the way for longer projects.
- ❖ **Don't do the projects for your child!**

## The Library Media Center and the Textbook

Textbooks are extremely expensive sources of information. With the rise of students who are learning English or who are poor readers, it would not be uncommon for students to struggle with reading the textbook.

Textbooks constitute a core element in most school's curricula in the United States because they provide structure, even content and guidance for teachers on how to teach a course.

Georgia law provides that textbooks be used in schools. Each year publishers are given notice of the courses and grade levels for which textbooks will be recommended. The publishers provide textbooks for review by teachers and parents for possible adoption. Each local school system chooses their textbooks from the state approved list with input from parents, teachers, library media specialists, and administrators

A typical teacher faced with students who cannot read and understand the textbook has an alternative information source—the school library media center. If your child does not read well, think of the library media center as a source of help.

Typically, for less than half the budget of textbooks, the library collection will contain:

1. Multiple reading levels
2. Depth of subject treatment vs. the breadth of treatment in textbooks
3. Pictures, diagrams, charts, and real objects
4. Multimedia such as videos, audio, and computer software
5. Periodicals, maps, atlases, and reference books
6. A wide variety of perspectives, such as cultures and opinions
7. Internet access

The point is not to cancel the textbook. The point is to supplement any textbook with a fine collection of library materials that can support every learner—your child included. Schools with the most at-risk students should have the best school library media center if every child is to succeed.



## The Digital School Library

More and more school library media specialists have web pages available 24 hours a day and 7 days a week. Find out your child's school URL and use it yourself and guide your child or teen to use it. Here is a list of features you might find useful:

<b>Connections to Assignments</b>	When assignments by teachers involve the library collections, links to those assignments are a common school library web page feature.
<b>Bibliographies to Complete Assignments</b>	Many librarians try to save learners time by posting the best web sites, tips, guides to helpful books, or online databases.
<b>Tips on Research</b>	A wide variety of helps might be available such as citing sources, where to find information, helpful experts, and tutorials on the research process.
<b>Online Periodical Collections</b>	The web page should lead students to digital online magazines either purchased by the school, the public library, or the state. These digital collections will be invaluable in finding current articles on almost any topic.
<b>Online Databases</b>	Databases contain all sorts of factual data such as weather information, science data, population statistics, lists of government agencies, or other current factual or experimental data.
<b>Selected Internet Sites</b>	Instead of turning the students loose in the ocean of the full Internet, many library media specialists select a body of "the best" of the web for use by their students.
<b>Best Book Lists</b>	There are hundreds of recommended lists of good books for kids and teens to read. The library media specialist might link to some of these sources and encourage students to post their own favorites for others to access.
<b>Published Student Work</b>	Many students create very high quality papers, poetry, fiction, or other projects and these can be posted on the library media center's web site for other students to enjoy.
<b>Connections to Other Libraries</b>	There may be links to other library media centers, public libraries, academic libraries, state libraries, and national libraries.
<b>Homework Helps</b>	Virtual reference—a service providing online help 24 hours a day is beginning to emerge in many communities. The school library web page links to these kinds of services accessible to the community.
<b>Connections to School Activities</b>	The library web page normally links to the school web page, school activities, sports events, competitions, and important school announcements.
<b>Parent Help Pages</b>	Tips and helpful resources for parents might include emergency information, homework assistance, educational opportunities, and sources for scholarships.
<b>Resources For Teachers</b>	While the teachers could use all the information sources listed above, special helps might include special subject web sites, professional development opportunities, and tips for busy teachers.

Great resource: The virtual library from Georgia is accessible by any K-12 student or holder of any Georgia public library card: <http://www.galileo.usg.edu>. To access information about Georgia's public libraries, check out the web site at <http://www.georgialibraries.org>.

## GALILEO: Georgia's Virtual Library

GALILEO stands for Georgia Library Learning Online. GALILEO is available in over 2,000 institutions in Georgia, including the University System of Georgia, K-12 schools, public libraries, the adult technical institutes and colleges, and a group of private academic colleges and universities. At this time, only educational institutions are eligible to participate in GALILEO and offer their services to the citizens.

GALILEO is a World Wide Web-based virtual library that your child can use to find information from a computer at your home or in the media center at school. Your child can do research using over 100 databases that index a tremendous number of magazines. Over 2,000 magazine titles are available in full-text, meaning the whole article is there as it appeared in the magazine. Other resources available through GALILEO include encyclopedias, business directories, and government publications.

One of the goals for using GALILEO is to provide equal access to information to all citizens of Georgia. Libraries and media centers share resources that lowers the cost of services and allows a larger array of materials to be available for use. Any resident of Georgia can use GALILEO no matter where a citizen lives. Both public and private libraries must provide public access to GALILEO either through open access to all library facilities, through open access to designated computer workstations in the library, or through waiting lists. Libraries who provide services are encouraged to participate in collaborative resource activities such as training in how to use GALILEO, interlibrary loan, and reciprocal borrowing.

GALILEO is an excellent source for your child to use to do research. For more information, contact this website: <http://www.galileo.usg.edu>. You will need a password to access GALILEO. Go to the website above to find out how to get your password or contact your local public library, college library (if you are a student) or your school's library media center. There are several resources specifically designed for K-12 students. Click Kids at the top of the home page and you will find the following resources: SIRS Discoverer, Searchasaurus, Middle Search Plus, DLG (Digital Library of Georgia), FirstGov for Kids, and Student Resources K-12.

## Equip Your Child with the Right Technology Tools

Every year, computer technology makes advances and the industry hopes the public will upgrade home and school information systems. Some schools have found the funds to provide every child a laptop computer linked to school networks, the library media center and the public library. Experimentation is underway to link to information systems with hand-held devices that double as phones, personal data assistants, and Internet access. Wireless technology is a new development that allows students access to information systems anywhere in the school.

### What are your child's computer needs?

- ❖ A basic computer with a current operating system that can access school networks: computer, keyboard, mouse, monitor, floppy disk, and CD burning drive is a beginning point.
- ❖ An Internet provider to connect to the school and the school library media center network.
- ❖ A reliable printer. An ink jet or a laser printer is recommended.
- ❖ Software. It is best to have the same or similar software package that your child will be using at school. An "office package," such as Microsoft Office, will be essential. Many times computers are sold with these products already installed.

### What if I can't afford a system like the one discussed above?

- ❖ Find a place your child can use a computer—school library media center after hours, public library, or computer lab.
- ❖ Ask the school library media specialist for advice. Some schools have programs to help equip students at very inexpensive costs. There will always, however, be costs associated with computer systems such as supplies, and connection fees.
- ❖ The school may supply one.

**How old should a child be to have their own computer?** There is no right answer to this question. Some start early, some later. This is your choice as a parent.

## The School Library, Reading, and Your Child

Krashen<sup>1</sup> and McQuillan<sup>2</sup> reviewed 100 years of reading research and came to the following conclusions: The more a child/teen reads, the better they are at:

**Comprehension, Spelling, Grammar, Vocabulary,  
Writing Style, Verbal Fluency, General Knowledge**

**Thus, how well your child reads is the number one predictor  
of how well they will do in school!**

The most powerful reading your child can do is "free voluntary reading"—the kind they want to do rather than what they are required to do. Fiction, nonfiction, comics, newspapers, magazines, web sites—all contribute.

Here are a few tips for helping your child want to read more:

1. See that your child has and uses a library card (school and public).
2. See that your child's LMC has flexible scheduling to allow students access to materials at the time of need.
3. See that there is a bed lamp and a safe place to store borrowed books at home. Even a cardboard box by the bedside will do. Encourage the "read-yourself-to-sleep" habit to form. It is a gift for life.
4. Read to your pre-school child every day. This can continue as long as it is a pleasurable experience—even into teenage years. The child/teen can read to you as their skill develops.
5. Talk about what everyone in the family is reading. Movie/book tie-ins are one strategy (ex.: *Holes* the book vs. *Holes* the movie).
6. If you have reluctant readers, keep looking until you find interesting material. (dinosaurs, skateboards, cars, space, fantasy, graphic novels)
7. Do everything you can to make reading a pleasant experience.
8. Buy books so that every family member has a personal library. Books as gifts are always appropriate.
9. Remember, the library media specialist and the public librarian are your best friends in helping your child to become a capable and avid reader.
10. Read, read, read.


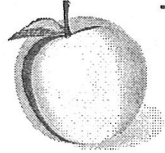
<sup>1</sup> Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993




<sup>2</sup> McQuillan, Jeff. *The Literacy Crisis*. Heinemann, 1998. Also: Cunningham, Anne E. and Keith E. Stanovich. "What Reading Does for the Mind," *American Educator*, Spring/Summer, 1998, p. 1-8.

\* *Georgia Library Power!* © 2005 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> \*

## Celebrate Reading—Georgia Style

Celebrating reading is appropriate anytime, any place. A listing of Georgia celebrations of reading are listed below.

Award	Information about Award
Georgia Children's Book Award (elementary and middle)	 <p>The award is given in two categories—picture books and novels—and is chosen from a list of titles suggested by a committee of librarians, teachers, and children's literature specialists. The books receiving the most votes from children in grades K-4 (picture book category) and 4-8 (novel category) are the winners. The authors and illustrators of the winning books are often featured speakers at the annual Conference on Children's Literature held at the Georgia Center for Continuing Education in Athens, Georgia.  <a href="http://www.coe.uga.edu/gachildlit/">http://www.coe.uga.edu/gachildlit/</a></p>
Georgia Peach Award (secondary)	 <p>The purpose of the Georgia Peach Award is to highlight and promote the best current young adult literature for Georgia high school age students, to encourage young adults to read and to promote the development of cooperative school and public library services for young adults.  <a href="http://www.glc.k12.ga.us/pandp/media/peachbookaward.htm">http://www.glc.k12.ga.us/pandp/media/peachbookaward.htm</a></p>
Helen Ruffin Reading Bowl	<p>The book award programs listed above are used in the Helen Ruffin Reading Bowl Competition for students in elementary through high school.  <a href="http://www.dekalb.k12.ga.us/~canbylane/hrrb/Georgia.htm">http://www.dekalb.k12.ga.us/~canbylane/hrrb/Georgia.htm</a></p>
Georgia Center for the Book	<p>The Georgia Center for the Book is the state affiliate of the Center for the Book at the Library of Congress in Washington, D.C. The Center's mission is the support of libraries, literacy and literature, particularly Georgia's rich literary heritage. There are Centers in each of the 50 states; the Georgia Center was chartered in early 1998 with the DeKalb County Public Library serving as the host site.  <a href="http://www.georgiacenterforthebook.org/">http://www.georgiacenterforthebook.org/</a></p>
Georgia Dept. of Education suggested reading list	<p>This link has <i>sample</i> reading lists for grades 4 through High School (there are no lists for K-3). The reading lists simply indicate the rigor of text that students should be encountering at each grade level. They do not imply required reading.  <a href="http://www.glc.k12.ga.us/pandp/media/samplerreadinglists.htm">http://www.glc.k12.ga.us/pandp/media/samplerreadinglists.htm</a></p>

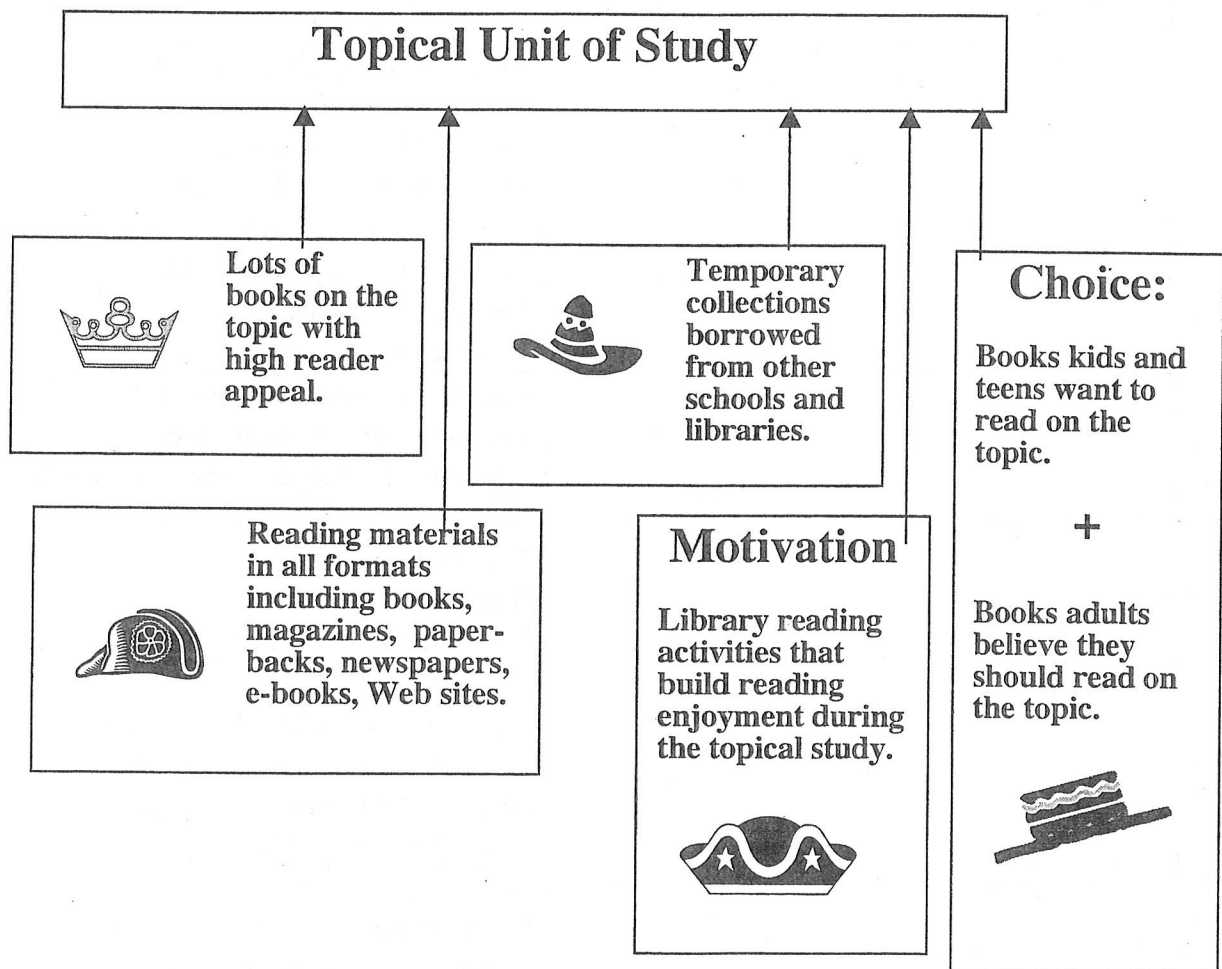
<p>Georgia Top 25 Reading List</p>	<p>The Georgia Top 25 Reading List is a project of the Georgia Center for the Book. The list is made up of books set in Georgia or written by a resident or former resident of the state. The Advisory Council of the Georgia Center for the Book solicited nominations from citizens across the state and selected the titles they believe represent quality Georgia literature. The purpose of the Top 25 is to promote reading and discussion of Georgia's rich literary traditions.  <a href="http://www.georgiacenterforthebook.org/top25.htm">http://www.georgiacenterforthebook.org/top25.htm</a></p>
<p>Reading Capital of the World: Tifton, GA</p>	 <p>Tifton, Georgia is known as the Reading Capital of the World because of the program that started in the school has spilled over into the community.  <a href="http://www.readingcapital.com/">http://www.readingcapital.com/</a></p>
<p>Georgia Read More</p>	 <p>In order to promote reading, the Georgia Department of Education is providing an opportunity for state leaders, dignitaries, and celebrities to read aloud a children's book and have the reading accessible for viewing by students, parents, and teachers through Webcasting on the Georgia Department of Education's Web page.  <a href="http://www.glc.k12.ga.us/passwd/trc/ttools/attach/mediaspec/georgia%20read%20more.pdf">http://www.glc.k12.ga.us/passwd/trc/ttools/attach/mediaspec/georgia%20read%20more.pdf</a></p>
<p>Reading First</p>	<p>National Reading First focuses on putting proven methods of early reading instruction in classrooms. The Reading First program will assist Georgia as we seek to develop and implement research-based reading programs for students in kindergarten through third grade.  <a href="http://www.glc.k12.ga.us/pandp/readingfirst/homepg.htm">http://www.glc.k12.ga.us/pandp/readingfirst/homepg.htm</a></p>
<p>The Ferst Foundation for Childhood Literacy</p>	 <p>In participating Georgia counties, each month, until age 5, a new book will be mailed directly to the registered child's home address. The Ferst Foundation is currently in Calhoun, Catoosa, Effingham, Greene, Hancock, Hart, Jasper, Meriwether, Morgan, Newton, Putnam, Seminole, Washington counties and they have 2 urban pilot programs functioning:  <a href="http://216.168.37.213/~atlanta/ferst/">http://216.168.37.213/~atlanta/ferst/</a></p>

## Georgia's Calendar of Reading Events

Month	Event
February	Library Lovers Month Georgia Library Legislative Day (date fluctuates) Jewish Book Week (date fluctuates) Black History Month
March	Read Across America (March 2) Freedom of Information Day (March 16) World Book Day
April	School Library Media Month School Library Week National Library Week Young Peoples Poetry Week National Poetry Month
May	National Library Legislative Day National Book Month Reading is Fun Week
June	Caldecott winner announced Newbery winners announced Coretta Scott King winner announced
September	Library Card Sign up Month International Literacy Day Banned Books Month, Hispanic Heritage Month
October	Teen Read Week International School Library Day October National Book Month National Storytelling Festival (Jonesborough, TN.)
November	Children's Book Week National Author's Day National Family Literacy Day National Young Reader's Day

## If We Believe the Reading Research, What Should Teachers and the Library Media Center (LMC) Provide to: “Read to Learn”

As skills in reading build, the concentration of the reading program shifts to using reading as a tool to learn as well as reading for enjoyment. The school library program has much to contribute to all subject disciplines. Content knowledge is expected to mushroom. All teachers are reading teachers—helping students use strategies they have mastered in learning to read and applying them to reading to learn. The school library media program provides resources to help them read to learn.

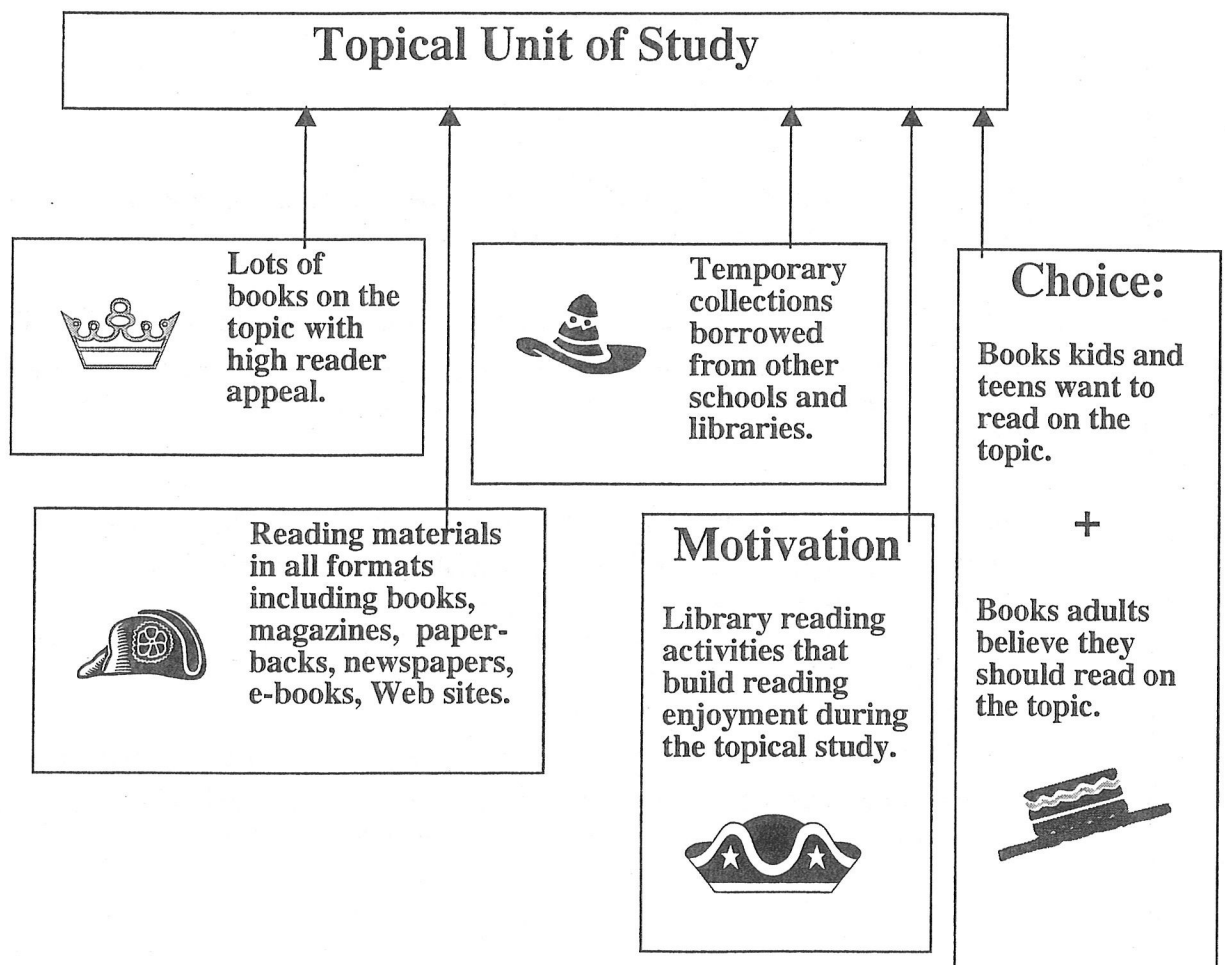


**Bottom line:** The library media center’s contribution to reading in the subject areas should stimulate more reading for information and therefore more in-depth knowledge and understanding. Does your school’s library media center reading program measure up? Are you and your child taking advantage of the school library media resources as your child/teen explores school subjects and other topics of interest to them?



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## Advice About Reading and Your Child

Here are a few common questions about reading and some possible solutions.

**1. How do you get a child excited about reading and keep them that way through teenage years?** The tried and true methods include:

- a. Read to your child every day from birth.
- b. Make frequent trips to the public library and school library media center.
- c. Give books as gifts.
- d. Talk about books, and talk, and talk, and talk.
- e. Have something to read all around the house: newspapers, magazines, books—materials that your kids want to read
- f. Make reading a pleasant thing.
- g. Share books with the family.
- h. Read what your child is reading and talk, talk, talk.

**2. My child reads nothing but series books. Should I worry?** Definitely not. Don't worry. It is good your child is reading.

**3. My son reads nothing but science fiction and fantasy. Should I worry?** This literature is escapist for many boys and if they are participating in normal life activities, there is little to worry about. Read a title they recommend and have a family discussion.

**4. Many of the teen novels seem to be so graphic about dysfunctional families, drugs, sex, and legal trouble. What should we do?** A number of writers treat teen lives realistically in their books. It all depends on your family values whether you want to allow, encourage, or restrict such literature for your own teens. The best advice is to read what your teens are reading and talk, talk, talk.

**5. What are library media specialists doing about the various ways young people are taught to read?** Library media specialists often remain neutral in reading methodology because they serve all teachers. What they do emphasize is the love of reading.

## A Sure Fire Way to Raise a Non-Reader!

It is much easier to raise a non-reader than a reader. Here are a few critical suggestions:

1. Don't let your child see you reading.
2. Use TV and videos as the primary babysitter.
3. Don't buy books for your child—they're too expensive.
4. If your child has a library fine or loses a book, cut off the library privileges.
5. Don't take your child to the public library or to the bookstore.
6. Talk about TV and movies but never about books.
7. Keep your child away from those pop culture magazines, series books, and picture books (after the 2<sup>nd</sup> grade).
8. Don't allow reading in bed or your child to have a bed lamp.

For similar suggestions, see: "Unlucky Arithmetic: Thirteen Ways to Raise a Nonreader" by Dean Schneider and Robin Smith. *Horn Book*, March/April 2001. Find at [www.hbook.com](http://www.hbook.com) in the archives. Also: "Ten Ways to Prevent Reading by the Parent," LEA Working Parties, at <http://www.stockportmbe.gov.uk/docs/literacy/leaparties/repleasure/adult/t3.htm>. And thanks to Lynne Michels for sharing her list.

## I'm a Reader—And I Don't Apologize

Daniel Pennac in his wonderful book entitled *Better Than Life*<sup>1</sup> lists the following rights of a reader:

### The Reader's Bill of Rights

1. The right not to read  
\*
2. The right to skip pages  
\*
3. The right to not finish  
\*
4. The right to reread  
\*
5. The right to read anything  
\*
6. The right to escapism  
\*
7. The right to read anywhere  
\*
8. The right to browse  
\*
9. The right to read out loud  
\*
10. The right to not defend your taste

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<sup>1</sup> Pennac, Daniel. *Better Than Life*. Pembroke Publishers (Canada); Stenhouse Publishers (U.S.) (<http://www.stenhouse.com>) "Anyone who loves to read and wants our young people to develop a similar passion will savor *Better Than Life*—an enchanting, beautifully written and wise book." Regie Routman.

## Reading to Your Child: A Few Tips

Reading time is a special time. Hold your child in your lap. Cuddle. Be close. This works with a small child, a big child, and more teens than you'd expect. Reading together is a special time and the consequences of togetherness are far-reaching. Here are a few suggestions for that special time.

### For Young Children

- ❖ Turn pages, name things, name colors; attention span will be at a minimum.
- ❖ Have frequent, short book encounters—don't worry about a short time span.
- ❖ Have some regular times for reading: bedtime, quiet time, every time Grandma comes.
- ❖ Repeat favorites.
- ❖ Always make reading time a pleasant experience.

### Developing Readers

- ❖ Repeat sounds, words, and phrases.
- ❖ Use favorite books regularly but introduce new ones also.
- ❖ Use a variety of books to improve the richness of your child's language development.
- ❖ Note that attention spans are growing as well as an understanding of story lines.
- ❖ Talk about the story.
- ❖ Remember that children will begin to recognize letters and words. You need not press them to read.
- ❖ Note that listening vocabulary is more developed than reading vocabulary.
- ❖ Always make reading time a pleasant experience.

### Beginning Readers

- ❖ Remember that word and letter sounds can be a regular part of reading, but not the focus.
- ❖ Blend the two readers: you and the child. Sometimes the child reads, sometimes you.
- ❖ Encourage expression by questions, phrasing, and vocally mimicking story characters.
- ❖ Read aloud stories above their reading level to enrich the child's language.
- ❖ Talk about the story; predict what will happen; ask what just happened; ask what they like and don't like.
- ❖ Always make reading time a pleasant experience.

### Reading Aloud

- ❖ Use expression in your voice; get excited, sad, loving, or angry as the story requires.
- ❖ Read with fluency. Your listener will pick up on your smooth delivery and the beauty of the language.
- ❖ Act out parts or have the child do the acting at the appropriate times.
- ❖ Read aloud even if you don't read well.
- ❖ Remember that it's ok to become emotional. Five handkerchief books are great read-alouds.
- ❖ Always make reading aloud time a pleasant experience.

## My Child Hates Reading! Is That Really True?

My child/teen doesn't read:

- ❖ Novels
- ❖ Assigned textbook chapters
- ❖ Any book I recommend
- ❖ Anything that is "required"

However, the other day, I caught that kid reading:

- ❖ The Sports Page
- ❖ An Internet site
- ❖ A rollerblade magazine
- ❖ A comic book
- ❖ A car-repair manual
- ❖ A fashion magazine

What to do:

- ❖ If you discover an interest, feed it.
- ❖ Don't belittle or say such things as "You're dumb, you can't read."
- ❖ Don't talk about your child's reading problems or lack of reading interest when family, friends, or strangers are around.

**Reading is its own reward.**

**No need to bribe, beg, threaten, or cajole.**


Almost all children/teens will read something they really want to know about. Find the hook.<sup>1</sup> Of course there are exceptions for dyslexic children and those with special needs.

If your child really has reading skills issues, find a knowledgeable tutor with a good track record. But mostly, have lots of things your child wants to read within reach and see that there is a good school and public library close by.

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<sup>1</sup> Fader, Daniel. *The New Hooked on Books*. Putnam, 1977. The classic of the field. Fader worked with kids in prison and got them to read. Check a library. It's now out of print. Also: Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993. One hundred years of research about reading can't be wrong.

## A Reading Technique by a Classroom Teacher

<p><b>Goal:</b></p> <p>Each child from kindergarten through 2<sup>nd</sup> grade reads <b>500+</b> books per year.</p>		<p><b>Result:</b></p> <p>Every reader will read at or above grade level and develop a reading habit.</p>
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**Book Bags.** Each classroom acquires enough canvas book bags (either from commercial sources or by making them) for each child in the classroom, plus a few extras. Each book bag is numbered and can be decorated. Once a month, the class goes to the library, where the children help select the books for the book bags. Into each book bag goes a book that children can "read for themselves" (a wordless picture book, an alphabet book, books with a few words, highly illustrated books, etc.) and one book that can be read to the child by an older sibling, parent, friend, or caregiver (a good read-aloud picture book, a folktale, a nonfiction animal book). Back in the classroom, the book bags are hung on hooks or in cubby holes. Each day as the children go home they take a different book bag, rotating throughout the month. The teacher keeps a list on a clipboard to record the book bag number next to the child's name. The homework for a kindergartner through second grader is to read two books a day. If the child forgets to bring the book bag back, the spares can be used. In no case is a child denied access to a book bag, because reading practice is considered essential. The management of this program is considered a success when both the teacher and the library media specialist agree that the system requires very little monitoring. At the end of the month, the class revisits the LMC, where the books are exchanged for new ones. Books in the book bag program are checked out to the room.

In addition to using the book bags, the class comes to the library once a month to choose books for the classroom collection (a minimum of 100 books at a time). And the students make other visits during the month to select their own personal books to take home in addition to the book bags. The typical kindergartener, first or second grader should have read a minimum of 500 books during the school year and then linked into the public library system for regular reading during vacation periods.

**Curiosity Kits.** A variant on the book bag program is the creation of curiosity kits where each child creates a book bag filled with 2+ books on a theme that they think other members of the class might be interested in: whales, riddles, drawing books, hobbies, paper airplanes, kite flying, and so forth.

**Theme Bags:** During a month when the teacher will be studying a topic, children fill a third or half the bags with books on the topic.

## Public Libraries and School Library Media Centers

It's really to Benjamin Franklin's credit that public libraries were developed in this country. He convinced people to bring one book to a room and allow others to check it out. Give one book, get many. Thus began the Library Company of Philadelphia that evolved into our public libraries. That institution is an American gem. Everyone contributes the cost of one or several books through tax dollars and we have the "free" public library.

Today, school library media center collections serve curriculum needs and public library collections serve more diverse needs for all ages. School libraries reach 90% of the U.S. youth - public libraries, fewer. Using both collections provides diversity of information and depth in selected topics.

School library media specialists are anxious to introduce children to the public library. They want students to become acquainted with services for nights, weekends, and vacation periods.

Check out some of the services of the public library that might be vital to your child's/teen's success:

- ❖ Digital collections of periodicals and databases that can be accessed from home.
- ❖ Special in-depth collections such as local history and genealogy.
- ❖ Large fiction and nonfiction collections.
- ❖ Virtual reference services (the general public can ask questions over the Internet and library staff are on duty to help almost any time of day or night).
- ❖ Internet terminals.
- ❖ Special programs such as story hours, term paper clinics, guest speakers, workshops, children or teen book clubs.
- ❖ Comfortable study and reading areas.
- ❖ After school programming; homework help.
- ❖ Special assistance for home schoolers.



## When Parents and Books Cross Swords: A Few Tips

The ideas in books have always stirred controversy. The treatment of religion, politics, cursing, sex, violence, and stereotypes such as culture or race can stir anger and resentment as these ideas conflict with parent and family values. One thing to always keep in mind:

**There is no such thing as a non-controversial book!**

Throughout world history, the ideas in books have been dangerous. Reading the Bible has been banned, books have been burned, and parents have requested that certain titles be removed from libraries.

Schools, teachers, parents, and librarians respect a parent's right to limit the exposure of their children to certain ideas and will try to help both the child and the parent to work on ways to carry out those wishes. The trouble comes, however, when parents insist that certain ideas not be available to other children in a class or school. They might, for example, ask that a book be removed from the library media center.

Almost all library media centers have a "Materials Selection Policy" that explains how materials of all types are selected for the school library collection. This policy usually spells out ways for parents to register objections to materials in an orderly fashion. Most school systems have a Reconsideration form and a process in place for dealing with objectionable materials. Remember that if a library media center removed all objectionable materials, there would be nothing left on their shelves. Here are a few other tips:

1. Help your child understand the family's values and know how to recognize objectionable materials and ideas.
2. Help your child to deal with objectionable ideas and materials when encountered. (Close the book/stop reading; "That's what you might think; that's not what I think," "I don't read that kind of material.")
3. Ask both teachers and librarians for alternatives to books or materials that have been assigned. There are many alternative titles for literally any topic that is being studied.
4. Respect the right of other parents to allow their children to encounter ideas other than those you value.

5. Talk, talk, talk to your children about the ideas they encounter daily in school, with friends, from the mass media, and from books. Give them strength to stand up for what they believe and value.
6. Help children and teens understand that just because everyone else is reading something, doesn't mean they need to participate. There is nothing wrong with being different.
7. Read the books your children/teens are reading and discuss them as a family.
8. Be sympathetic to library media specialists and teachers who may understand the specific needs of your child but who are also dealing with other individuals and their needs.

The American Library Association (ALA) provides guidance both to librarians and the general public on the topic of intellectual freedom. In their words:

Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas. It is a core value of the library profession and a cornerstone of democracy.

<http://www.ala.org/Template.cfm?Section=oif>

## Picture Books and Authors Too Good to Miss

There are so many wonderful picture books for the younger age and for those of all ages. A short list follows of authors and titles for your child to read.

### Titles for Beginners

- *Berenstain Bear* books
- *Brown Bear, Brown Bear, What Do You See? See?* by Bill Martin.
- *Changes, Changes, Changes* by Pat Hutchins
- *Curious George* in all languages
- *Harry the Dirty Dog* books by Gene Zion
- *Inch by Inch* by Eric Carle
- *The Little Engine That Could* by Watty Piper
- *Mother Goose* books
- *Peter Rabbit* books by Beatrice Potter
- *The Story of Ferdinand* by Munro Leaf

### Authors For Beginners

- Dr. Seuss books
- P.E. Eastman
- Frances Hoban
- Ezra Jack Keats
- Stephen Kellogg
- Richard Scarry
- Maurice Sendak
- Davis Shannon
- David Weisner
- Rosemary Wells

### Other Books For Beginners

- Simple cookbooks designed for small children and help them cook.
- Animal books are a favorite
- Wordless picture books
- A child's pictiory with hundreds of pictures.
- Alphabet books—Animal ABCs are a good start.
- Counting books.

### Titles for Kids a Bit Older

- *Aesop's Fables*
- *Alexander and the Wind-Up Mouse* by Leo Lionni
- *How Much Is a Million?* by David M. Schwartz
- *The Mitten* by Jan Brett
- *The Polar Express* by Chris Van Allsburg
- *The Red Balloon* by Albert Lamorisse
- *The Very Hungry Caterpillar* by Eric Carle
- *Where the Sidewalk Ends* by Shel Silverstein
- *Why Mosquitos Buzz in People's Ears* by Verna Aradema

### Authors for Kids a Bit Older

- Eric Carle
- Ed Emberly
- Arnold Lobel
- David Macauley
- Gerald McDermott
- Patricia McKissack
- Bill Peet
- Patricia Polacco
- Jon Scieszka
- Seymour Simon

### Picture Books for Teens/Everybody

- *The Bracelet* by Yoshiko Uchida
- *Crazy Horse's Vision* by Joseph Bruchac
- *Fibblestax* by Devin Scillian
- *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow, illus. by Christopher Bing.
- *There's No Such Place As Far Away* by Richard Bach
- *When Marion Sang* by Pan Munoz Ryan

## Chapter Books and Authors Too Good to Miss

There are so many wonderful chapter books for grades 2-6 in the following list:

### Authors For Beginning Chapter Readers

- Marc Brown—any Arthur book
- Beverly Cleary
- Dav Pilkey—Captain Underpants series
- Laura Ingalls Wilder

### Titles for Older Readers

- *The Borrowers* by Mary Norton
- *Bridge to Terabithia* by Katherine Paterson
- *Bud Not Buddy* by Christopher Paul Curtis
- *Catherine Called Birdy* by Karen Kishman
- *The Cay* by Theodore Taylor
- *Charlie and the Chocolate Factory* by Roald Dahl
- *Charlotte's Web* by E. B. White
- *Cricket in Times Square* by George Selden
- *The Giver* by Lois Lowry
- *The Great Gilly Hopkins* by Katherine Paterson
- *Holes* by Louis Sachar
- *Hundred Penny Box* by Sharon Bell Mathis, et al
- *Incredible Journey* by Sheila Burnford
- *Out of the Dust* by Karen Hesse
- *Shiloh* by Phyllis Naylor
- *A Single Shard* by Linda Sue Park
- *Souder* by William Armstrong
- *The Summer of My German Soldier* by Bette Greene
- *The True Confessions of Charlotte Doyle* by Avi
- *Tuck Everlasting* by Natalie Babbitt
- *A Wrinkle in Time* by Madeleine L'Engle

### Authors for Older Readers

- Avi
- Roald Dahl
- E. L. Konigsburg
- Madeleine L'Engle
- C. S. Lewis
- Lois Lowery
- Katherine Paterson
- Richard Peck
- J. K. Rowling
- Cynthia Voigt
- Lawrence Yep
- Jane Yolan

### Nonfiction Winners

- *Animals in Flight* by Steve Jenkins and Robin Page
- *Black Potatoes* by Susan Campbell
- *The Chimpanzees I Love* by Jane Goodall
- *Diary of Anne Frank* by Anne Frank
- *An Extraordinary Life: The Story of a Monarch Butterfly* by Laurence Pringle
- *The Greatest: Muhammad Ali* by Walter Dean Myers
- *Homesick: My Own Story* by Jean Fritz
- *Leonardo da Vinci* by Diane Stanley
- *Lincoln: A Photobiography* by Russell Reedman
- *Navajo Code Talkers* by Nathan Aaseng
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *This Land Was Made for You and Me* by Woodie Guthrie
- *The World at Her Fingertips: The Story of Helen Keller* by Joan Dash

## Teen Books and Authors Too Good to Miss

There are so many wonderful teen books that we could not resist recommending some of our favorites:

### Authors for Teens

- Chris Crutcher
- Will Hobbs
- Milton Meltzer
- Walter Dean Myers
- Richard Peck
- Robert Newton Peck
- Gary Paulsen
- William Sleator

### Titles for Teens

- *The Bridge Across Forever* by Richard Bach
- *Buried Onions* by Gary Soto
- *A Day No Pigs Would Die* by Robert Newton Peck
- *Deathwatch* by Robb White
- *A Hero Ain't Nothin' But a Sandwich* by Alice Childress
- *Hiroshima* by John Hersey
- *I Heard the Owl Call My Name* by Margaret Craven
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Living, Loving and Learning* by Leo Buscaglia
- *October Sky* by Homer H. Hickman
- *The Outsiders* by S. E. Hinton
- *The Pigman* by Paul Zindel
- *The 7 Habits of Highly Effective Teens* by Sean Covey
- *Slake's Limbo* by Felice Holman
- *Stargirl* by Jerry Spinelli

### Authors of Science Fiction/Fantasy

- Isaac Asimov
- Ray Bradbury
- Marion Zimmer Bradley
- Orson Scott Card

### Authors of Science Fiction/Fantasy cont.

- Philip K. Dick
- Robert Heinlein
- Frank Herbert
- Ursula K. LeGuin
- Anne McCaffrey
- Robin McKinley
- J.R.R. Tolkein

### Adult Authors for Young Adults

- Jeffrey Archer
- Jane Austin
- Agatha Christie
- Sir Arthur Conan Doyle
- Dick Francis
- Tony Hillerman—Mysteries of the Native American reservations
- Stephen King
- Louis L'Amor
- Dave Pelzer
- Nicolas Sparks

### Adult Titles for Teens

- *The Chosen* by Chaim Potok
- *The Color Purple* by Alice Walker
- *The Da Vinci Code* by Dan Brown
- *The Gold Coast* by Nelson DeMille
- *Gone With the Wind* by Margaret Mitchell
- *The Notebook* by Nicolas Sparks
- *To Kill a Mockingbird* by Harper Lee
- *Sam's Letters to Jennifer* by James Patterson
- *A Walk to Remember* by Nicholas Sparks
- *A Woman of Substance* by Barbara Taylor Bradford

## Reluctant Reader? Try Information Books.

Just because kids are not readers of novels, does not mean they have to be non-readers. Try nonfiction (information books). Information books have dramatically improved over the past decade. Visit the school and public library or a large bookstore to find books on:

- ❖ Space and space exploration
- ❖ Animals, animals, animals
- ❖ "Eyewitness Books" published by Dorling Kindersley
- ❖ Insects—the more close-up photos, the better; giant spiders; snakes
- ❖ The morbid—terrible and sick things that have happened
- ❖ Projects, experiments and cookbooks of things to make, like slime
- ❖ Sports non-fiction—record books, how to play, equipment, biography
- ❖ Disasters—shipwrecks; earthquakes
- ❖ The Human Body (you know they'll go for the sex first)
- ❖ *The Guinness Book of World Records* and derivative titles in their series
- ❖ Cars, rollerblades, snowboards, motorcycles.
- ❖ Drawing
- ❖ Cut-away picture books showing the insides of castles, submarines, pyramids
- ❖ Web sites of museums, art galleries, Northwest Indian masks
- ❖ Cookbooks (experiment with them)
- ❖ Wars
- ❖ Airplanes and missiles
- ❖ The latest technology toys
- ❖ Rocks, minerals, and jewels
- ❖ Diseases
- ❖ Coping with death and loss
- ❖ Jokes and riddles

This list is never ending. Once your kids get started on a topic, they will exhaust every library and bookstore in town.

Essential book: Jobe, Ron and Mary Dayton Sakari. *Info-Kids: How to use nonfiction to turn reluctant readers into enthusiastic learners*. Stenhouse, 2002.

## Self-Help at Your School Media Center and Public Library

Need help as a parent or as a child/teen? Try the school and public library. Here are just a few of the topics available for the asking.

1. Sex, drugs, alcohol, child abuse and other topics.
2. Sexually-transmitted diseases—prevention, reality.
3. Legal information for those having a brush with the law.
4. Lists of social agencies that can help with all types of family problems.
5. Books and resources for teen parents.
6. Career information for all ages.
7. College and university information.
8. Scholarships, grants, and other monies for education and training.
9. Guides to parenting.
10. Information on divorce or other dysfunctional family problems.
11. Divorce and its affects on children and teens.
12. Gay and lesbian issues.
13. Cultural issues such as surviving as a minority in a majority environment.
14. Materials in the languages you speak and read.
15. Family finances.
16. Information on major family purchases such as buying cars, appliances, homes, and insurance.
17. Medical information.
18. Books about dieting, bulimia, anorexia.
19. Inspirational books or just a good read for the beach

## Best Books Web Site Lists

There are hundreds of best book lists for children and teens on the Internet. Here are a few of the recommended lists.

Association of Library Services for Children (ALSC) (American Library Association)	<a href="http://www.ala.org/ala/alsc/alsc.htm">http://www.ala.org/ala/alsc/alsc.htm</a> ALSC offers both practical and fun resources for children. If you are looking for book suggestions for your child's reading pleasure, click on award winning books and children's notable book lists.
Black History Month Book Lists	<a href="http://www.hbook.com/blackhistory.shtml">http://www.hbook.com/blackhistory.shtml</a> If you are looking for Black History Month materials, this is the place.
<i>Booklist</i> . Books for Youth; Adult Books for Young Adults; Media (Audio, Video, CDs)	<a href="http://www.ala.org/ala/booklist/booklist.htm">http://www.ala.org/ala/booklist/booklist.htm</a> There's lots of information at this site: ALA's "best" lists, special lists and features, and "top 10" list plus much more.
<i>Bulletin for the Center of Children's Books</i>	<a href="http://www.lis.uiuc.edu/puboff/bccb/">http://www.lis.uiuc.edu/puboff/bccb/</a> A wealth of book lists can be found at this site, including Children's Book Award Winners, Bulletin Blue Ribbons and Guide Books to Gift Books.
Carol Hurst's Children's Literature Site	<a href="http://www.carolhurst.com/">http://www.carolhurst.com/</a> Scroll down to find Children's Books where you will find Featured Children's Books and All Reviewed Children's Books.
<i>Children's Literature Choices</i> (Annual Top Choices List)	<a href="http://www.childrenslit.com/clc.htm">http://www.childrenslit.com/clc.htm</a> The Children's Literature Choice List began in 1996. It is a national book award list of 150 outstanding children's books from approximately 4000 books reviewed annually.
Children's Literature Web Site	<a href="http://www.acs.ucalgary.ca/~dkbrown/">http://www.acs.ucalgary.ca/~dkbrown/</a> This site offers a vast array of all kinds of book lists. There is even a list of lists of recommended books.
History of Children's Literature by Kay Vandergrift	<a href="http://www.scils.rutgers.edu/~kvander">http://www.scils.rutgers.edu/~kvander</a> This site is like visiting the candy store. There's so much information that you need and want that you don't know where to begin.
<i>Horn Book</i> Parent's Page	<a href="http://www.hbook.com/parents.shtml">http://www.hbook.com/parents.shtml</a> This page includes newly updated and revised lists of both classic and recent books that both parents and children should know. The lists are downloadable so you can printout a copy and take with you to your nearest library or media center.
International Reading Association	<a href="http://www.reading.org/choices/cc2004.html">http://www.reading.org/choices/cc2004.html</a>



(IRA)	<a href="http://www.reading.org/choices/tc2004.html">http://www.reading.org/choices/tc2004.html</a> <a href="http://www.reading.org/choices/yac2004.html">http://www.reading.org/choices/yac2004.html</a> Three book lists are provided at this site: Children's choice, Teacher's choice, and Young adult choice.
Jim Trelease's Book Lists	<a href="http://www.trelease-on-reading.com/video_biblio.html">http://www.trelease-on-reading.com/video_biblio.html</a> <a href="http://www.trelease-on-reading.com/booklist.html">http://www.trelease-on-reading.com/booklist.html</a> Look for the book lists on the left side of the screen. His lists are those mentioned in his seminars.
Multicultural Resources for Children	<a href="http://falcon.jmu.edu/~ramseyil/multipub.htm">http://falcon.jmu.edu/~ramseyil/multipub.htm</a> Anyone looking for multicultural books will find them at this site.
National Council for the Social Studies	<a href="http://www.socialstudies.org/resources/notable/">http://www.socialstudies.org/resources/notable/</a> This site provides Notable social studies trade books for young people from the year 2000. These annotated lists may be downloaded, except for the current year, which is only available to members.
National Science Teachers Association	<a href="http://www.nsta.org/ostbc">http://www.nsta.org/ostbc</a> Outstanding Science Trade Books for Students K-12 is included in this listing. From 1996 through 2001, the list was targeted primarily at grades K-8; however, in 2002 the list was expanded to include high school as well.
New York Public Library Recommended Lists	<a href="http://kids.nypl.org/reading/recommended2.cfm?ListID=61">http://kids.nypl.org/reading/recommended2.cfm?ListID=61</a> <a href="http://kids.nypl.org/reading/recommended.cfm">http://kids.nypl.org/reading/recommended.cfm</a> This site contains many reading lists, including <i>100 Picture Books Everyone Should Know</i> .
<i>School Library Journal</i> best book lists	<a href="http://www.slj.com">http://www.slj.com</a> Scroll down and search for best books.
Young Adult Library Services Association (YALSA) American Library Association	<a href="http://www.ala.org/ala/yalsa/yalsa.htm">http://www.ala.org/ala/yalsa/yalsa.htm</a> This site has a number recommended book lists developed by YALSA.

**We're Poor—Can the Library Help? YES!**

# **School and Public Libraries are Free, Free, Free!**

What many parents don't realize, particularly if you have just come to this country, is that your family can use school and public libraries for free! That means that as we work and pay taxes, some of our tax money goes to support the libraries we use. It is one of the most wonderful things about living in America.

I went to the library. They gave you books for nothing. You had to bring them back, but when you did, they let you take others.

- Barbara Cohen, *Gooseberries to Oranges*, 1982

School and public libraries may have:

1. Books to help learn the language
2. Tutoring programs to help both parents and children
3. After-school programs for homework, tutoring, and extra learning
4. Computer terminals to use the Internet and the digital library
5. Programs that teach, help, or entertain such as storytelling
6. Books, books, and more books
7. Books in native languages
8. Magazines, newspapers, pamphlets
9. Information to solve personal problems
10. Materials to help children with their homework

**School and public libraries are the best bargain around!**

## We Feel Discriminated Against! Can the Library Help?

# Everyone Feels Discrimination At One Time or Another

It is sad but true that in every society worldwide, discrimination is alive and well. It may be the color of your skin. It might be whether you are tall or short, speak a different language, go to the "wrong" church, are overweight, and so forth.

What can a library possibly do?

1. Provide books, magazine articles, videos, and audio recordings that describe discrimination. The authors will recount their stories and tell how they coped.
2. Supply information on employment rights, courts, society, housing, and financial matters.
3. Offer self-help suggestions for dealing with potential problems.
4. Provide information on how to excel in a field. Competence and hard work have been keys to opening doors in sports, music, film, and the business world.
5. Make available information on self-defense mechanisms such as: What do I say when they say... What do I do when they do that?
6. Suggest organizations that deal with discrimination.

## Responsibility, Fines, and Returning Books

A perennial problem in every library is lost, missing, and overdue materials. No other issue makes so many library enemies. The digital library has advantages because physical items do not have to circulate. Nevertheless, just as soon as children come to Kindergarten, they are asked to check out books, take them home, and bring them back. An amazing feat indeed! Teachers often remark that getting anything from school to home and back to school is a miracle.

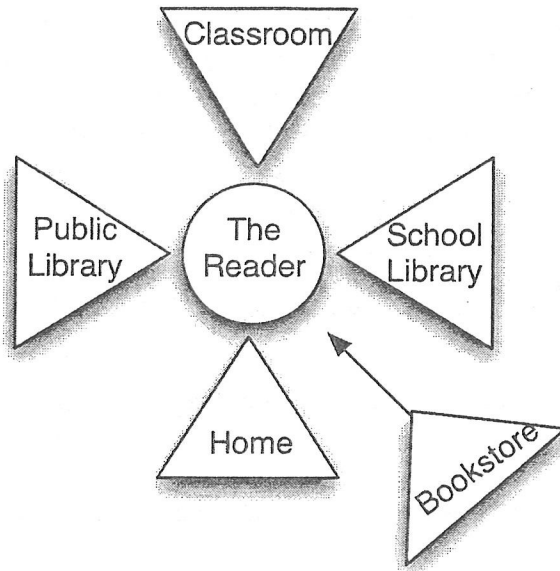
We all try to help children and teens learn responsibility. Yet they must have books to read—and lots of them. How can we do both? If for example, a child doesn't handle materials very well, shall we deny access to books? **NO!** There is no alternative. Literacy must always win. Children and teens must have lots of books in their possession if they are to learn to read and continue reading. And they need to learn responsibility.

Here are a few suggestions:

1. Get acquainted with the librarian and understand the rules of circulation, lost books, fines, and check-out periods. Make special arrangements.
2. Do the same for public library materials.
3. Have a family conference at the beginning of the school year about library books, textbooks, notes, and other things that must go from school to home to school. Set up a reminder system so that everyone helps everyone else.
4. Have a few special places at home where library books are stored—a box beside the child's bed; a box in the family room where books are generally shared; a special "library" shelf, or personal bookcases.
5. Have an appropriate container—a bag or backpack or wheelie cart to transport items to and from school—with identification on it.
6. Teach children how to care for books or other materials. The school librarian will probably do this, so you can review those tips.
7. Decide as a family what to do about lost books and fines. Since the solution is not to cut off book borrowing, how can the whole family help? Can children earn the fines or replacement cost? How?
8. If a book is lost, don't shout. It happens to most of us at one time or another. Figure out a solution. Dwell on that solution, not the lost book.
9. **THE MAIN OBJECTIVE IS TO BUILD A LIFE-LONG READING HABIT,** and second, to be responsible.

## Classroom Collections, School Media Centers and Public Libraries

### Sources of Reading Materials



Where should children/teens have access to reading materials? Everywhere is the simple answer, yet sometimes things happen in schools that prevent logical programs from happening. Sometimes parents can help.

The classroom collection has become quite popular in the past few years with funding coming from states and the federal government—sometimes at the expense of the school library budget.

The advantage of the classroom collection is that it is close at hand for students to use while school and public libraries are either down the hall or some distance from the school.

The disadvantage of the static classroom collection is that it is too small, becomes uninteresting soon after the school year begins and cannot hope to compete with the larger collections close by.

There is a simple solution—create rotating collections from the school library and perhaps the public library in the classroom. Every few weeks, a fresh supply of materials replaces an older set.

Such an arrangement can work with students taking the leadership to check out and return collections to and from the library in the school or public library. Perhaps parents can help organize such a system and streamline it until it works.

The goal is to have something fresh to read at arms length so that more is read. And this translates into a reading habit—producing higher achievement. It works. It can work in your child's classroom.

## Money, Money, Money: What You Can Do

It would be nice to report that school library media centers cost very little and can be run by volunteers; however, that is not true. As a parent, it is important to learn about your library media specialist's credentials. A volunteer or a paraprofessional is not trained to do their complex job. Certified school library media specialists are trained as teachers, technology specialists, information specialists, program administrators, as well as serving as an instructional partner with the classroom teacher. Research has shown that a school with a qualified library media specialist and a well run media program results in higher student achievement scores.

### A Parents Look at the Budget

Fill out this abbreviated budget worksheet to see how your child's school adds up on media materials.

First, ask the librarian how much per student the school/district spends for library materials. Enter that figure here: \_\_\_\_\_

Second, ask how much per child is spent from federal, state, and other sources for the library. Enter that figure here: \_\_\_\_\_

Total spent per student for library materials: \_\_\_\_\_

#### Consider this:

Just to stay afloat, a library needs to add one book per student per year. (\$20-\$30 a book)

To build a collection, the library needs to add two books per student per year (\$40-60 for two books)

How much money would your school library need to either build or just maintain its collection over and above what it gets now? \_\_\_\_\_

#### Here are a few things you could do:

1. Contribute \$20-30 each year for a birthday book for your child.
2. Ask grandparents to do the same.
3. Ask your child to "earn" the cost of a book and contribute it to the library.
4. Talk to the administrators about funding the library better and get a commitment for the school to do it.
5. Work on a grant for the library.
6. Talk to community organizations that would be willing to help.
7. Support Book Fairs and other library fund raisers.
8. PTA Support

## Volunteering at the School Library Media Center

Many parents or grandparents would like to help out in spare moments and wonder what they can do for the library media center.

1. **Subject Expert.** From firemen to business executives, to chemists, to homemakers; many students doing topical research could benefit by parental expertise. Volunteer to be a person students can interview or supply answers to questions by email. You might be asked to be a guest speaker or a resource person in the library media center when students are doing research, or just be available by telephone or email.
2. **Help with the Nitty-Gritty and More.** There are seemingly hundreds of jobs in any library media center begging to get done. Some are familiar tasks such as shelving or repairing books, but others might require more expertise such as
  - a. Help a child read or understand a web site.
  - b. Organize a reading celebration; head a library media center fund-raising campaign.
  - c. Serve as a library media center advocate on a PTA parent council.
  - d. Carry a bill through the state legislature to fund library media center databases for every child in the state.
  - e. Be an artist-in-residence based in the library media center.
  - f. Do storytelling or reading aloud to classes as they come to the library media center.
  - g. Serve as a one-on-one tutor in the library.
  - h. Help students make a library quilt to be auctioned for the library fund.
  - i. Find experts to help students with sophisticated research.
  - j. Find sources for free or inexpensive supplies needed by the library.
  - k. Repair a piece of equipment.
  - l. Help paint the library or repair a worn spot in the carpet.
  - m. Install anti-theft devices on the library computers.
  - n. Lead and organize/train the parent volunteers for the library.

### School Safety and Volunteers

Don't be surprised in today's world if there is a fair amount of red tape and scrutiny involved in volunteering in any school or being on school grounds during school hours, let alone the concerns about insurance and liability. Safety concerns are paramount in all schools.

## Advocate for the School Library Media Center

Most school children live with their school library media center for 3-6 years. They have little voice in what goes on there, how large the collection is, who the staff are, or how the place operates. They need advocates.

It may seem odd, but many library media specialists feel helpless as they try to provide first-rate information systems for very little money. Can you imagine a winning football or basketball team without a parent's booster club? Likewise, a single voice in the school pleading for better information systems, materials, and staff is often unheard. Library media specialists need advocates.

Advocacy requires constant and steady pressure over time. There is no such thing as an instant or one-time library fund allocation that solves all the problems. Parents who demand the best education must demand over and over and over.<sup>1</sup>

Adequate funding and staffing are probably the two most at-risk factors in good school library service. As budgets fluctuate, and the pressure for cuts increases, library media centers are regularly on the chopping block. What does it cost your child when the only information available is outdated or simply non-existent? What is the cost of ignorance and misinformation?

Advocacy requires strong, steady voices. It requires accompanying the library media specialist to the board meeting presentation of library needs; requires vigilance; requires speaking to administrators regularly. Yes, good school library media centers cost money. There is no alternative. No free lunch. No instant solution. Sorry, the Internet is not the answer.

**How well your child reads and handles information will predict academic achievement. It's that simple.  
The school library is an essential key.**

<sup>1</sup> Helpful publication: *Toolkit for School Library Media Programs: Messages, Ideas And Strategies For Promoting The Value Of School Library Media Programs And Library Media Specialists In The 21<sup>st</sup> Century @ Your Library*. American Library Association, 2003. Available at <http://ala.org>

\* *Georgia Library Power!* © 2005 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> \*



## No Certified School Library Media Specialist? What to Do

The national research on school libraries links the professional school library media specialist with achievement.<sup>1</sup> Staffing the school library with only a clerk or an aide does not make a difference in test scores.<sup>2</sup> Why? Because the professional concentrates on teaching and the use of information while aides concentrate on the organization.

If the library media center is considered just a room full of books to be circulated to students, no special expertise is needed. If, however, scores, achievement, reading, information literacy, and Internet information systems are to be emphasized, then a professional is needed.

Fortunately in Georgia most schools have professional library media specialists. At the very time when children are learning to read and setting patterns for information use, we have professionals to help them. Scores, achievement, reading—all increase when this vital person is in the school.

### Here are a few tips.

1. Understand what a good school library media center program can do for your child.
2. Know what the research says about the contribution of a good school library media center program to achievement.
3. Find out why the administrators do not have a school library media specialist as a priority.
4. Find a great school library media center program and visit it. Take others with you—other parents, administrators, board members, and community leaders.
5. Begin to lobby for a school library media specialist. It is usually a matter of priorities rather than money. If it is money, what sources are available for any additional school staff?
6. Understand what really takes money vs. a realignment of priorities.
7. Don't take no for an answer.

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<sup>1</sup> Keith Lance speech, White House Conference on School Libraries. At <http://www.imls.gov/pubs/whitehouse0602/keithlance.htm>

<sup>2</sup> See the Alaska Study at <http://www.davidvl.org> under Research.

## How Parent Groups Can Help the School Library Media Center

Many parent groups such as the PTA have a library committee and library issues are presented to the entire group for suggestions, recommendations, and action. Consider the following checklist for your parent organization dealing with library issues:

1. Understand how the school library media center is funded.
  - a. School funds
  - b. District funds
  - c. State/federal funds
  - d. Grant funds
  - e. Parent group funds
2. Understand the budgetary needs a library media center program must have to operate and provide the service your children must have.
3. Make plans to close the gap between what governmental sources are providing and what parent groups can do. (Governments should fund at least 90% of the needs).
4. Set up a volunteer program to help the library media specialist.
5. Help plan and conduct various library media center activities:
  - a. Book fairs
  - b. Reading motivation activities
  - c. Research/term-paper clinics for parents/students
  - d. Helping every child to have a public library card and access to their databases. Some neighboring academic libraries might also welcome students.
6. Every time a politician/board member comes to the school, have the meeting in the library media center and have a large poster showing the needs that library has. Always mention library media center contributions and needs to outsiders, visitors, and other parents. Have a "contributions jar" always prominently displayed.
7. Whenever school funding is discussed, never forget the library media center.
8. Create a library media center fund account and monitor that the money is actually spent for the library media center. Pass out "how to contribute" book marks at all meetings in the library media center and elsewhere.
9. Sponsor a birthday book contribution program. Families who can't afford \$25/\$30 should have a program to earn it. Don't forget the out-of-town grandparents as a source of these gifts.
10. When the subject comes up, say something good about the library.

## Bilingual Children: How Can the School Library Media Center Help?

Many schools in the United States are filled with students who are learning English. The school and public library can help. Here are a few tips:

1. Check out books from school and public libraries in both languages. Have many of these books in your home. They can be checked out free.
2. Books from the public and school library can be checked out free as long as your child brings them back on time. If books are not back on time or lost, there might be a fee. Help your children/teens be responsible.
3. Reading a lot in English will help your child learn English fast.
4. Read in English with your child/teen. Teach each other as you read.
5. Find lots of "picture" books at the library about the topics your child is studying in school. Look at the pictures together and name what you see in English.
6. Have a bilingual dictionary handy such as a Spanish-English, English-Spanish dictionary. You can look up words in either language for help.
7. If your teen cannot understand the textbook, find an easy children's book on the topic of the textbook chapter. It will help your child get the main idea about the topic.
8. Meet and talk to the librarian often. When the librarian understands what you and your child need, you can expect help.
9. Ask the librarian for help in finding web sites both in English and the child's first language.
10. Ask the librarian to let your child watch videos on the topic the class is studying. The visuals in the film will help the child understand the concepts being taught.
11. If you do not have many books in your home, ask the librarian to help you find inexpensive or free books your child would like to read.
12. See that your child can visit the school library media center several times or more per week.
13. Take your children to the public library often.

## School Library Media Center Staffing

The school library has become a complex information hub of the school—not the small book room of yesteryear. Here is the staffing scoop:

### Every school library media center needs:

#### At least one full-time professional librarian.

Why: The librarian will be a teacher; a teacher of reading; a teacher of information handling and research skills; a coach of technology; a co-creator of exciting learning experiences with your child's teacher. When the majority of their day is spent on these tasks, your child will receive an important boost. Research demonstrates that it is the professional who makes the actual difference in achievement.<sup>1</sup>

#### At least one (preferably two) full-time paraprofessional/clerical

Why: These people keep the library media center running in its myriad and time-consuming functions of circulation, retrieval, shelving, discipline, materials processing, traffic control, facility monitoring and decorating. Nothing works if nothing is organized.

### Rationale

The library media center staff is an unbeatable team in working within the school to provide equity of access to information and supportive help for every child and teacher in dealing with information and technology. The more your child needs help in school, the more critical the school library media center becomes. In schools over 1,000 students, staffing needs are even greater.

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<sup>1</sup> The Alaska Study, under research, can be read at <http://www.davidvl.org>.

## School Library Media Center Horror Stories: A Dilemma

We have heard from students many horror stories about school libraries. Your children may tell you others:

1. The computers in the library don't work or are sadly outmoded.
2. The librarian is rushing around in a dither doing three jobs at once and so there is no personal help.
3. The collection is so old and outdated that our reports are flawed.
4. There is nothing in the library we want to read.
5. The library is a social center for goofing off.
6. The staff is unfriendly, not helpful.

Contrast these statements made by students in Ohio.<sup>1</sup>

"I needed help doing a project for government that had to do with presidents and they had so many books and then the librarian helped me find web sites. But then they gave me ways of sorting through all the ideas to extract the key points so I could get my head around it all."

"I needed to write a paper and I went to the Library where I was ultimately able to write a paper successfully. My ideas were a mess and talking to the librarian gave me a way to organize my ideas and present the argument. I did really well!!! I've never forgotten that - used it to do many other assignments."

"It helped me find info on racism for a 10<sup>th</sup> grade project, and made me really think about that, especially I didn't realize how racist some of my ideas were."

"We had a big research project my sophomore year of high school. I had to do my report on heart attacks and the library helped me out with PowerPoint and finding information. I actually learned the food I eat is not so good for me, so I've made a few changes there."

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<sup>1</sup> Todd, Ross. *Student Learning Through Ohio School Libraries: The Ohio Research Study Review of the Findings, 2002-2003*. PowerPoint Presentation, Feb., 2004. (at: <http://www.oelma.org/studentlearning.htm>) 13,000 students in 39 schools that had "excellent" school libraries were polled about the help they received from the library. The overwhelming majority had very positive things to say.

## What Georgia Library Media Specialists Say About Their Jobs

Media specialists in Georgia have good things to say about their job as a media specialist. Below are a few of their comments:

I love being a Media Specialist because I get to make a difference in the life of many children. By promoting reading and providing a student-centered media facility, I see students who didn't like to read become "eager readers." I also read to low-level students, introducing them to stories that they would otherwise never know. I've shared great books with the students who are not able to read on their own, such as the Joey Pigza series, *Holes*, *A Long Way from Chicago*, and other novels. These students remember the books for years after we read them together. They still talk about the characters to me, and remind me of their favorite parts in the story. That reflects the connection and bond that a librarian has with her students. When my students gain so much from the attention and talents that I offer them as their media specialist, which is why I am a school library media specialist.

*Sheron Rundall, East Paulding Middle School, Dallas, GA*

Watching a student's expression change from frowning puzzlement to "Oh wow! Cool!" when just the right resource to answer his or her information need is the best part of being a library media specialist. *Catherine Chastain, Westside Middle School, Barrow County Schools*

What a dream job! I get to buy books, read books to classes, and talk about books with students and staff. What's not to like!

*Susan Lamothe, Media Specialist, Russell Elementary*

I love being a media specialist. I'm never, ever bored. It's hard to make time for the long-term projects because we're too busy putting out fires (i.e., the emergencies that seem to come up every ten minutes). This is a job just perfect for those who, like me, like variety and excitement. The most important reason that I love being a media specialist, though, is that I get to work with students in a different way from the teachers. We can do creative projects with students who are not high achievers in their regular classrooms, but who thrive with us. Also, we tend to be the vanguard in lots of projects. Whether it's curriculum or technology, we are usually in on the beginnings. *Bev Wenham, Pope High School*

## What Georgia Students Say About Their School Library Media Centers

- I can relax there.
- The librarians always have a positive attitude and give us loving care.
- We always have new books so there is always something interesting to read.
- Whenever I enter the library, I can count on a laugh from the librarians.
- If a book isn't there, they will hold it for me when it comes back, and they aren't mean if you get confused.
- This library is awesome; the best I've ever had!
- The bookracks are in a neat order.
- Our school library has great books and even greater librarians.
- I love the homey atmosphere.

*Thanks to Sheila Holloway, Media Specialist at Bert Rumble Middle School in Houston County.*

- The media center is fabulous because it has almost every book in the world.
- The media center is fantastic because you can look up almost anything.
- I love the media center because if you name a book, the media center has it.
- I love going to the media center because it is quiet and you can use your imagination any way you want.
- I love going to the media center because I just LOVE the books.
- I love going to the media center because it is a wonderful place to relax and calm down. I love to read, so it's great to have a place to sit and read.
- I love going to the media center because there are so many books. No matter what you are interested in, there's always something for you.
- I enjoy the media center because reading is fun and easy. Also you get to participate in fun programs like "Georgia Reading On My Mind."

*Thanks to Jane Toth, Carrollton Elementary, for these quotes from her students about why they love the Media Center.*

- The main thing I like about our library is variety. They have so many books in there, but yet with all the books they're still organized.
- The thing I like about our library is our wonderful selection of books. The librarian and clerk seem cheerful and helpful - seems like they like their jobs. I know if I really need help with research or finding a book I can simply ask them.
- This is my first year at this school. Already this is the best library in a school I have ever been to. This library has a very good selection of books. I checked out a book and it was the fourth book in a series and it didn't make any sense. My teacher took my book to the librarian and she said she would order the other books in the series as fast as she could. I was amazed that she cared about our opinions like that. I admire how hard they try to fit our needs.
- One reason I enjoy our library is the nice people who work there. They always have the supplies you are looking for. The librarian is always in a good mood. Even when there is bad news she says it in the nicest way possible and says she is sorry about it.

*Thanks to Marianne Chapman, Feagin Mill Middle School, for these quotes.*

## What Georgia Administrators Say About the Library Media Program

- The media center serves as the hub of the school. All students, staff, and the community are enriched by the services provided and the resources available. This media center is the most enriching and dynamic center it has ever been my privilege to work with.
- Our media specialist does a superb job integrating the media center into the school. There are always special programs going on as well as the daily things. There is a live student broadcast each morning, which the media specialist supervises. Not only do we have purchased books for check out, but also student written and illustrated books are available. Computers are also an integral part of the media center. Research skills are not only taught, but actively used by the students.
- Our media specialists, along with the media secretary, work diligently to integrate the media program into the total school program. Their helpful attitude and knowledge of the total school curriculum promotes widespread use of the media center and its many resources. They work diligently, along with the Media Technology Committee, to develop motivating goals and promote reading. Their leadership in the area of technology is instrumental in assisting teachers to more effectively use available technology to support instruction. They relate to students, parents, and teachers in a professional manner. Under our media specialist's leadership, our media center enriches the lives of our students, teachers, and parents.
- The media center and media specialist are always available for students and teachers. The program is open before and after school and promotes reading at every opportunity. Our media specialist is always looking for ways to support teaching and learning. She has sought out and worked to provide authors and illustrators with whom students and their teachers are able to meet and learn about, often at no cost to the school, sometimes at minimal cost and occasionally funded by other resources or combinations of resources. Aware of the limitations of our small, often referred to as impoverished area, our media specialist collaborates with all available and appropriate resources to make items available. Through the in-school closed circuit television system, she provides a myriad of options that are available through tape in the media center as well as direct feed. She tapes and catalogs, informing teachers of their availability and takes part in the early morning program which is broadcast every morning. All of this is done in a professional and pleasant manner.

\*These quotes were taken from Georgia Exemplary School Media Program nominations



## What Georgia Classroom Teachers Say About the Library Media Program

- Our media center is such an integral part of our instructional program. Our media specialist attends all curriculum meetings, plans innovative, high-level research projects with all teams, and welcomes all students into the media center to either read, research, or work on a computer or laptop. She is a strategic part as to why our students excel. She chairs the media tech meetings and is the co-chair for our huge technology night showcasing all the high-level projects our students have done. This event brings in the entire community. Our students feel very comfortable asking any questions. They truly feel at home in our media center. Our media specialist involves our parents as volunteers and maintains a customer service attitude that is a true blessing to our teachers and students. She is always available to help with resources, plan with teachers, and even maintains our Web site with current links so that students can access needed information. The media specialist and the teacher create a rubric together to assess the success of each project. Data is analyzed each year so that improvements can be made for the following year. Because she does great book talks, our media center is open before and after school as well as several days throughout the summer in order to keep our students reading! I have never seen such a great media specialist and such a warm, inviting, and instructionally focused media center!
- Our media center has a warm, inviting environment. Music plays in the background, a beautiful aquarium decorates one corner, and the reading rug and rocker welcomes students as the librarian begins a poem, "Come one, come all - there's a story on the way..." The students join in the poem and settle in for a story. Other students may visit to do research or to check out a book. We have a library that uses flexible timing as well as flexible groups. As teachers or students identify a need, our media specialist is always there to assist in any way she can. Amidst all the busyness, she has the system running like clock work as she greets students and bids them good day. She is responsive to our needs and makes sure we have the materials we need to teach well. As a teacher, I find our media center to be a delightful place to visit, and judging by the fact that my students like to visit that area of the school on a daily basis... I believe my students feel the same way.
- Our media specialist does a fantastic job, especially with my class. I currently have a special education self-contained class with students in grades K-5. The media specialist always includes my children and treats them as the individuals that they are. My kids really enjoy going to the library. I have seen a drastic change from my kids not caring about reading, to over excelling in the area. I thank our media specialist for everything that he has done to make my kids feel important and valued.

These quotes were taken from Georgia Exemplary School Media Program Nominations

## Great Quotes About Libraries and Reading

Books were my pass to personal freedom. I learned to read at age three, and soon discovered there was a whole world to conquer that went beyond our farm in Mississippi - Oprah Winfrey.

I started reading. I read everything I could get my hands on... By the time I was thirteen I had read myself out of Harlem. I had read every book in two libraries and had a card for the Forty-Second Street branch. - James Baldwin.

No entertainment is so cheap as reading, nor any pleasure so lasting. - Lady Mary Wortley Montagu, letter 1753.

You don't have to burn books to destroy a culture. Just get people to stop reading them. - Ray Bradbury.

My most prized possession was my library card from the Oakland Public Library - Bill Russell, basketball player.

It was unlawful, as well as unsafe, to teach a slave to read. - Frederic Douglass, *Escape from Slavery*.

I cannot live without books - Thomas Jefferson.

Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him. - Richard McKenna.

Reading aloud is the best advertisement because it *works*. It allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience, not a painful or boring one. - Jim Trelease. *The New Read-Aloud Handbook*, p. 9.

To me, nothing can be more important than giving children books. It's better to be giving books to children than drug treatment - Lebowitz, Fran. *The Columbia World of Quotations*. 1996.

When I got my library card, that was when my life began. - Rita Mae Brown.

What in the world would we do without our libraries? - Katharine Hepburn.

I have always imagined that Paradise will be a kind of library. - Joge Luis Borges.

It is a man's duty to have books. A library is not a luxury, but one of the necessities of life. - Henry Ward Beecher.

Did it ever occur to anyone that if you put nice libraries in public schools you wouldn't have to put them [15 year-olds] in prisons? Lebowitz, Fran. *The Columbia World of Quotations*. 1996.

I went to the library. They gave you books for nothing. You had to bring them back, but when you did, they let you take others. - Barbara Cohen, *Gooseberries to Oranges*, 1982.

Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation. - Walter Cronkite.

Reading is to the mind what exercise is to the body. - Richard Steele.

If we would get our parents to read to their preschool children fifteen minutes a day, we could revolutionize the schools. - Superintendent of Chicago Public Schools, 1981.

The man who does not read good books has no advantage over the man who cannot read them. - Mark Twain.

Some books are to be tasted, others to be swallowed, and some are to be chewed and digested. - Francis Bacon. *Essays* 1625.

Good books may not save the world but they are one of the reasons the world is worth saving - Bernice E. Cullinan

## Georgia Exemplary Library Media Program Awards

Three exemplary school library media programs on the elementary, middle, and high school level are recognized at the Georgia Department of Education State Board meeting each May. The selection process for the State Board Recognition Program is an initiative of the Instructional Technology & Media Unit.

### Past Recipients

Year	Elementary	Middle	High
2004	<b>Carrollton Elementary,</b> Carrollton City Schools Media Specialist: Jane Toth	<b>Bonaire Middle,</b> Houston County Media Specialist: Lisa Hill	<b>Gordon Central High School,</b> Gordon County Media Specialists: Cawood Cornelius, Sue Gable
2003	<b>Calhoun Elementary,</b> Calhoun City Schools Media Specialist: Julie Stephens	<b>Creeklane Middle,</b> Gwinnett County Media Specialists: Louise Doughty, Betsy Simmons	<b>Pope High School,</b> Cobb County Media Specialists: Connie Kone, Bev Wenham, Anne Hudson
2002	<b>Manning Oaks Elementary,</b> Fulton County Media Specialist: Claudia Zurbrick	<b>Feagin Mill Middle,</b> Houston County Media Specialist: Marianne Chapman	<b>Brunswick High School,</b> Glynn County Media Specialists: Paula Galland, Pam Williams

## Criteria for Judging Exemplary School Media Programs

The Exemplary Library Media programs are chosen using the following rubric. The scoring rubric is based on citations in law, policy, and standards from the Georgia legislature, the Georgia State Board of Education rules, and the American Association of School Librarians. All Exemplary programs will meet or exceed the definitions below for Basic, Proficient, and Exemplary programs. All Exemplary programs will have achieved the requirements set out in state education laws, state board policies, state guidelines, and selected National Standards.

Target Indicators And Categories	Levels of Proficiency		
Category 1 - Student Achievement and Instruction	Basic	Proficient	Exemplary
1. Information Literacy Standards, as defined in QCC Standards, are integrated into content instruction ( <i>Information Power</i> ; Principle 2; Pg. 58)	Information Literacy Skills curriculum is comprised of basic library media orientation skills and instruction on how to find information.	Information literacy skills are integrated into the curriculum through the collaborative efforts of the library media specialist and teachers.	The library media program fosters critical thinking skills and independent inquiry so students can learn to choose reliable information and become proactive and thoughtful users of information and resources.
2. Collaborative planning includes library media specialists and teachers to ensure use of library media center resources that support on-going classroom instruction and implementation of state curriculum (IFBD 160-4-4-.01)	Library media specialist participates in collaborative planning when initiated by the teacher.	Library media specialist encourages collaborative planning among teachers who are teaching units of similar content. The library media specialist is familiar with the <i>Georgia Learning Connections (GLC)</i> web site and encourages teachers to use the resources available on the <i>GLC</i> .	Library media specialist actively plans with and encourages every teacher to participate in the design of instruction. Learning strategies and activities for <u>all</u> students are designed with all teachers who are willing to plan collaboratively. All students with diverse learning styles, abilities, and needs are included in collaborative plans.

<p>3. Professional library media staff are engaged in active teaching role/s. (<i>Information Power</i>; Principle 4, p. 58)</p>	<p>The library media specialist makes recommendations to students for class projects and pleasure reading. The library media specialist provides basic orientation and instruction on information location skills.</p>	<p>The library media specialist and teachers plan and teach collaboratively so that the library media program is an extension of classroom instruction.</p>	<p>The library media specialist uses a variety of teaching styles to meet diverse needs of students. Collaborative planning Determines where and how student assessment takes place, and whether the teacher or the library media specialist does the assessment.</p>
<p>4. <i>The library media center resources encourage and support reading, viewing, and listening.</i> (<i>Information Power</i>; Principle 6, p. 58)</p>	<p>Bulletin boards and displays of books and reading materials reflect different aspects of the curriculum, holidays, and community interests to support recreational reading.</p>	<p>The library media center offers events and activities that appeal to a wide range of interests. Attendance statistics verify students' use.</p>	<p>The library media center is a critical element in the school's reading program. The library media program meets the needs of both the reading/language arts curriculum and recreational reading.</p>
<p>5. Services are provided to students who have diverse learning abilities, styles, and needs. (<i>Information Power</i>; Principle 7, p. 58)</p>	<p>The library media center resources reflect diverse learning abilities, styles, and needs.</p>	<p>The library media staff selects resources and informs teachers of these resources with recommendations to support students' diverse learning abilities and styles.</p>	<p>The library media specialist and teachers collect and use student data to design activities that will lead to student achievement. The library media program supports instructional strategies and learning activities that meet individual needs.</p>
<p>6. Student achievement is routinely assessed. (<i>A Planning Guide for Information Power</i>; p. 36)</p>	<p>The classroom teacher is responsible for assessing student achievement.</p>	<p>Together the teacher and library media specialist develop a rubric(s) or another effective means for assessing student achievement.</p>	<p>The teacher and library media specialist use a variety of collaboratively designed tools for assessing student achievement, e.g., rubrics, student self-evaluations, and student presentations to peers and/or adult professionals in a field of study.</p>

Category 2 - Staffing	Basic	Proficient	Exemplary
<p>7. If less than base size: A school system shall provide no less than half-time services of a library media specialist for each school less than base size and shall provide adult supervision in the library media center for the entire instructional day. (Base size defined by unweighted FTE: K-5, 450; 6-8, 624; 9-12, 970) (CGB, 160-5-1-.22)</p>	<p>In compliance with state board rule.</p>	<p>Full-time library media specialist is employed, but may be shared outside the library media center. Adult supervision may be parent/peer volunteers.</p>	<p>Full-time library media specialist is employed and is not shared at any other time with other areas in the school nor does he/she provide services outside the library media center. Adult supervision by certified personnel is available for the entire day.</p>
<p>7. If base size or larger: A school system shall employ a full-time library media specialist for each base size school or larger. (Base size defined by unweighted FTE: K-5, 450; 6-8, 624; 9-12, 970) (CGB, 160-5-1-.22)</p>	<p>In compliance with state board rule, but the library media specialist may be required to perform other duties on a daily or frequent basis.</p>	<p>Library media specialist is not required to perform other duties on a daily or frequent basis. A part-time library media paraprofessional is employed.</p>	<p>The following criteria that exceed state rules are in place: Additional support personnel are employed in areas of the library media program. Library media staff is always available throughout the instructional day to assist teachers and students. Support staff is not shared in other areas of the school. A full-time paraprofessional person (clerk) is on staff in the library media center.</p>

## Target Indicators

Category 3—Facilities, Access, and Resources	Basic	Proficient	Exemplary
<p>8. There shall be a plan for flexibly scheduled library media center access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need. (IFBD 160-4-4-.01)</p>	<p>Flexible scheduling makes resources and assistance available at the time of learning need, but school schedules may override this preferable flexibility. Library media staff is available to teachers and students for most of the school day.</p>	<p>Flexible scheduling and library media staff are available throughout the day to assist teachers and students regardless of ability or disability. The library media center is available either before or after school.</p>	<p>Flexible scheduling is maintained allowing full participation of teachers and the library media specialist in collaborative planning and allowing students to come to the library media center at any time. The library media center is available both before and after school. Some evening hours may be scheduled for instructional needs of students and families.</p>
<p>9. School library media center square footage requirements based on FTE. (<i>Square Footage Requirements for Use in Developing the Local Facilities Plans</i>)</p>	<p>Based on FTE, the library media center meets minimum square footage requirements.</p>	<p>Based on FTE, the library media center exceeds minimum square footage requirements and is large enough to accommodate large and small groups and individuals working simultaneously. Shelving, storage areas, and electric wiring meet the needs of the collection.</p>	<p>Based on FTE, the library media center exceeds minimum square footage requirements and is large enough to accommodate large and small groups and individuals working simultaneously. Shelving, storage areas, and electric wiring meet the needs of the collection. In addition, production and presentation space is available.</p>
<p>10. Central electronic media distribution system for television and radio programs are available. (<i>Square Footage Requirements for Use in Developing the Local Facilities Plans</i>)</p>	<p>School is not new; this requirement is in the facilities plan for future capital expenditures.</p>	<p>By the end of 2004-2005 school year the electronic distribution system will be complete.</p>	<p>Electronic distribution system meets state requirements.</p>

<p>11. Print and non-print resources and access to online information are basic to a library media program. A school network is effective for delivering media resources to the classroom and beyond. Multiple computers are available for student access to online resources that enhance instruction. <i>(FY02 Computers in the Classroom Technology Project - A Georgia Lottery Grant)</i></p>	<p>Print and non-print library media center resources are adequate to support the core curriculum. Two or three computers for student access to online resources are available in the library media center.</p>	<p>Print and non-print resources, including subscription databases and other library media center resources are available online to multiple networked computers within the library media center only. A LAN (Local Area Network) is fully functional. Network services are delivered to all classrooms.</p>	<p>Print and non-print resources, including subscription databases access to the Internet, and other library media center resources are available on a LAN throughout the school. Some library media center resources are accessible via Internet access outside the school. Students use library media center technology independently for extended projects and information retrieval.</p>
<p>12. All library media resources are managed for maximum efficient use. The library media center has an electronic online public access catalog (OPAC). Funds for acquisition of computers are utilized to implement the goals/objectives set forth in the System Three-Year Technology Plan 1999 - 2002 or in the System Comprehensive School Improvement Plan. <i>(FY02 Computers in the Classroom Technology Project - A Georgia Lottery Grant)</i></p>	<p>Management and circulation workstations and at least one online catalog access (OPAC) exist in the library media center. MARC format is used.</p>	<p>The OPAC is electronically networked to several computers within the library media center. New acquisitions are added based on reliable review sources, state and national award books, and curriculum needs. Weeding is an ongoing practice. A network distribution of resources beyond the library media center is not available.</p>	<p>The OPAC is available on a LAN throughout the school. All resources are recorded in MARC format so that access is available on the LAN and weeding of out-of-date materials can be timely. The OPAC is up-to-date and reflects the library media center holdings. Some library media center resources are accessible via Internet access outside the school.</p>



<p>13. One of the national educational technology goals states: "Effective and engaging software and on-line resources will be an integral part of every school's curriculum." The GALILEO on-line service provides Georgia students and teachers access to exceptional on-line resources at no cost to the local school district. . Searches performed in GALILEO databases will exceed one million annually and the number of full-content items viewed will exceed one million annually.</p> <p>State of Georgia Technology Plan 2003- 2006.</p>	<p>Number of GALILEO searches by students and staff will be the same as the previous year.</p>	<p>Number of GALILEO searches by students and staff will be more than the previous year</p>	<p>Instruction and promotion of GALILEO will be in an organized manner. Searches will be conducted in such a way that maximize efficiency and result in a high quality product Best Practices and Learning Models that encourage and endorse GALILEO will be produced, taught, and shared with other library media specialists throughout the state.</p>
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## Target Indicators

Category 4— Administrative Support	Basic	Proficient	Exemplary
<p>14. The local system superintendent shall appoint a system media contact person (SMCP) to serve as a liaison to the department. (IFBD, 160-4-4-.01 )</p>	<p>A system media contact person (SMCP) is appointed and communication from the SMCP is received and posted for all library media specialists and staff. The media coordinator or curriculum coordinator may serve as the SMCP to facilitate communication to and from DOE. The SMCP has Lotus Notes on his/her workstation.</p>	<p>The SMCP coordinates communication among all library media specialists in the district, and disseminates messages from DOE, GALILEO, and other entities. The SMCP has Lotus Notes on his/her workstation.</p>	<p>The SMCP has Lotus Notes on his/her workstation and maintains communication among library media specialists in the district. District level administrators facilitate the communication among the SMCP, library media specialists, and themselves. The SMCP understands the role of the library media specialist and encourages opportunities for library media specialists to meet regularly. The district encourages links on school and district websites for library media center announcements and services.</p>
<p>15. Administrative staff support at both the school and district levels is essential for the development of a strong library media program. (Information Power; Principle 4, p. 100)</p>	<p>The school principal provides support to the library media program and makes time to meet with the library media specialist occasionally.</p>	<p>The school principal and district administrators take an active role in encouraging teachers to integrate library media resources into the curriculum. School, department, and district level administrators meet regularly with the library media specialist.</p>	<p>The school principal and district administrators take a leadership role in encouraging teachers to integrate library media resources into the curriculum, fostering a climate of collaboration and inquiry, encouraging the library media specialist to be knowledgeable about current educational trends, promoting occasional visits to exemplary programs, and providing budgetary support.</p>

<p>16. Each local board of education shall adopt a library media policy that provides for the establishment of a media committee at the system level and at each school. A library media committee makes recommendations and decisions relating to planning, operation, evaluation, and improvement of the library media program. This committee shall annually evaluate library media services and develop a multi-year media plan for budget services and priorities. (IFBD, 160-4-4-.01)</p>	<p>System and local school library media committees support implementation of the library media program. A media advisory committee exists and meets once or twice a year. (This committee may be the same as the technology committee in some local schools.)</p>	<p>A library media advisory committee exists and meets a minimum of twice a year. Planning and evaluation of the library media program is executed regularly. (This committee may be the same as the technology committee in some schools.)</p>	<p>A library media advisory Committee is effective in the development of library media policy, e.g., budget development, acquisition of resources, and reconsideration of materials. This policy, which may be the media/technology plan in some schools, is the basis of operation for actions of the advisory committee, the library media staff, and administration. It is evaluated, reviewed, and updated annually.</p>
<p>17. Local Board approved library media policy is current. This policy requires development of procedures for the school system and for selecting materials locally, handling requests for reconsideration of materials, considering gifts of instructional resources, using non-school owned materials, and complying with the copyright law. (IFBD, 160-4-4-.01)</p>	<p>A library media policy and exists and is implemented inconsistently.</p>	<p>A library media policy exists is implemented consistently, and the library media specialist recommends periodic revisions.</p>	<p>A library media policy sets out clear and comprehensive policies and is reviewed annually with guidance from the library media advisory committee for update consideration and subsequent local board approval. It is used by the library media staff as a guiding document for the operation of the library media center.</p>

<p>18. Each local school system shall spend 100 percent of the funds designated for library media center costs for such costs, and a minimum of 90 percent of such funds shall be spent at the school site in which such funds were earned. (O.C.G.A. 20-2-167)</p>	<p>The library media program receives an allocation for expenditures every year. This amount meets the minimum expenditure tests.</p>	<p>The library media program budget exceeds the minimum state allocation. Local funding supplements state allocation.</p>	<p>The library media specialist, with guidance from the library media advisory committee, is a partner with school and district administrators in planning the media budget. Long-range strategic planning and supplemental funding plans are made cooperatively, and can include bond issues, grants, school fundraising, and business partnerships to supplement the budget.</p>
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**Target Indicators**

<p><b>Category 5 - Staff Development</b></p>	<p><b>Basic</b></p>	<p><b>Proficient</b></p>	<p><b>Exemplary</b></p>
<p>19. Staff development opportunities are available both for the library media staff to enhance their own professional knowledge and for the library media staff to provide information and technology literacy skills to other teachers and administrative staff. Professional resources and services for all faculty members are provided in the library media center for the "learning community". (Information Power; Principle 8, p. 100)</p>	<p>Library media specialist participates in staff development options and provides informal staff development instruction during collaborative planning with teachers. Current professional resources are maintained in the library media center if the district does not provide a centralized professional resource center.</p>	<p>Library media specialist seeks to enhance his/her professional skills, particularly technology skills, beyond those required for recertification or by the school district. Library media specialist provides occasional formal staff development instruction and informal instruction during collaborative planning with teachers. The school system makes staff development options available for library media support staff. The library media specialist is knowledgeable of the district professional development services.</p>	<p>Library media specialist continually seeks to enhance professional, particularly technology, skills. The library media specialist, when funding permits, also participates annually in state or national conferences. The library media specialist is included in planning the staff development program for the school staff and assists in teaching and organizing sessions. The library media specialist is recognized as a master teacher and provides staff development options beyond routine planning, e.g., providing a formal needs assessment to determine staff development needs of the faculty and designing formal courses to address those needs. The library media specialist draws on professional resources both at the local and district levels and online to provide individual assistance to teachers using technology and designing curriculum. The library media specialist may also offer assistance to the teacher in his/her graduate research and secure professional resources for them through interlibrary loan.</p>
<p><b>Category 6 - Other</b> (Write an additional indicator here)</p>			

List of references used in designing this rubric for exemplary school media programs:

*Information Power: Building Partnerships for Learning.*

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division of the American Library Association, Chicago, 1999, ISBN # 0-8389-8073-2

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State Board Rule: IFBD, 160-4-4-.01 Media Programs

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<http://techservices.doe.k12.ga.us/edtech/edtechcomputerclass.htm>

State Facilities Guidelines: *Square Footage Requirements for Use in Developing the Local Facilities Plans;*

[http://www.doe.k12.ga.us/\\_documents/schools/facilities/squareft.pdf](http://www.doe.k12.ga.us/_documents/schools/facilities/squareft.pdf)

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- ❖ Jobe, Ron and Mary Dayton-Sakari. *Info-Kids: How to Use Nonfiction to Turn Reluctant Readers into Enthusiastic Learners*. Stenhouse Publishers, 2002.
- ❖ Kropp, Paul. *How to Make Your Child a Reader for Life*. Broadway Publishing, 1995.
- ❖ Pennac, Daniel. *Better Than Life*. Stenhouse, 1999.
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### School Library Media Centers

- ❖ American Association of School Libraries and AECT. *Information Power: Partnerships For Learning*. American Library Association & AECT, 1998. This book contains the national standards for school library media centers. American Association of School Libraries. *Issues and Advocacy*. Retrieved from: <http://www.ims.gov/pubs/whitehouse0602/whitehouse.html>. See the advocacy link for materials on how to promote a good school library media program at your school. There are also valuable resources on information literacy and intellectual freedom.
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- ❖ *National Education Technology Standards for Students*. International Society for Technology in Education, 2001. Retrieved from the ISTE web site: <http://www.iste.org>. These standards explain what young people should know about technology as a basis for success in the 21<sup>st</sup> century.
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