

DOCUMENT RESUME

ED 393 465

IR 055 871

TITLE Library Media Program Curriculum Frameworks.
 INSTITUTION Elmira City School District, N.Y.
 PUB DATE Sep 95
 NOTE 22p.
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Curriculum Guides; *Educational Objectives;
 Elementary Secondary Education; Information
 Technology; Librarian Teacher Cooperation; Library
 Role; *Library Services; Library Skills; *Library
 Standards; Media Specialists; Mission Statements;
 School Districts; *School Libraries

IDENTIFIERS *Elmira City Public Schools NY

ABSTRACT

This document presents a curriculum framework for Elmira City School District library media programs. Its intent is that library media specialists and teachers in all areas of instruction (Pre-K to 12) work collaboratively under the supervision of the principal to design and implement their own site-based version of this curriculum plan. This guide includes the Elmira City School District Mission and goals for 1997; seven district standards for learner outcomes; a description of how the library media program can enable students to achieve each of the district standards; and an overview of the development of library services to include information technology, facility requirements, and the role of the library media program as an integral part of teaching/learning in the school. Following the library media program philosophy statement and five program standards, objectives of the library media curriculum and program assessments are charted for each of the standards. Descriptive statements and action steps for enabling quality programs are provided for each of the curriculum standards; the program assessments identify learning objectives according to educational level. Finally, assessment criteria to help create the building-based component of the district's media center program are noted. A glossary of terms is also included. (AEF)

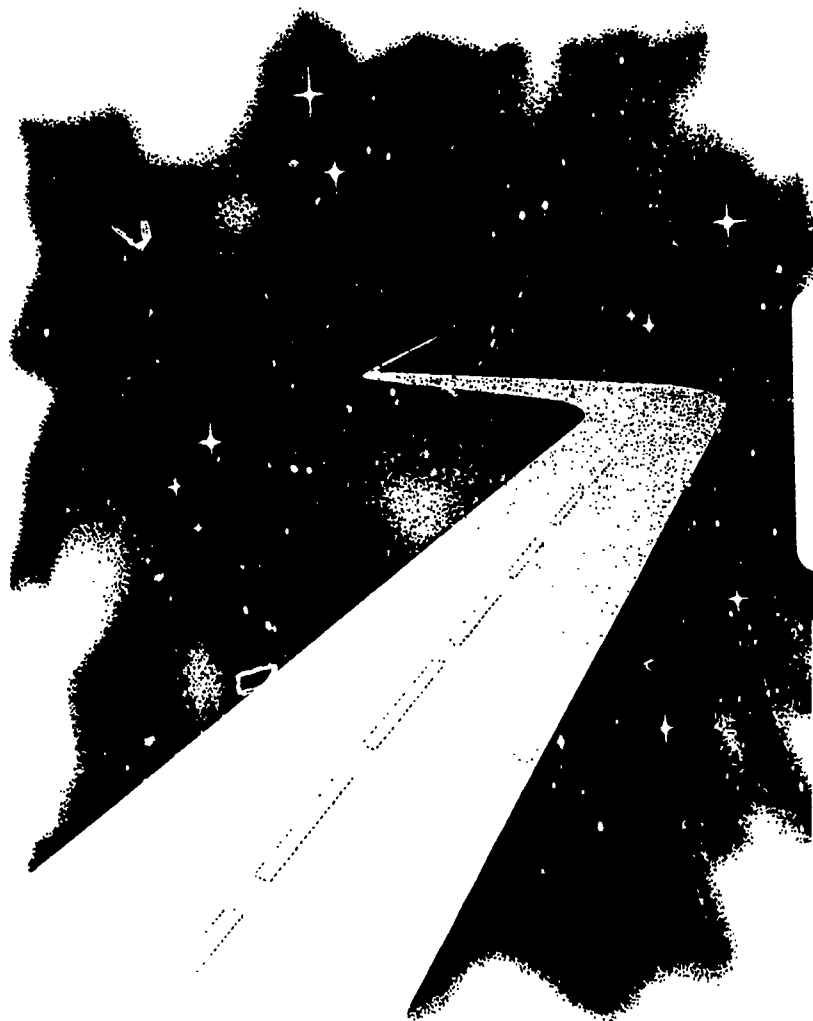
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LIBRARY Media

PROGRAM CURRICULUM

FRAMEWORKS

ED 393 465



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Library
Media Program
Committee
September 1995



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LIBRARY MEDIA PROGRAM CURRICULUM FRAMEWORKS

GRADES K-12 ELMIRA CITY SCHOOL DISTRICT

INTRODUCTION

The library media center is a vital and integral hub of learning in the school. Its environment encourages students to be effective users of ideas and information, and thus, life-long learners. It expands the students' experience by providing resources for enrichment that encourage the life-long habit of reading for pleasure and information.

The educational, instructional, and administrative circumstances of each library in the Elmira City School District are unique depending upon the needs of the population it is serving. However, there are similarities in philosophy and general goals. The following document reflects both these similarities and differences, presenting a framework(*) within which we can pursue common goals in ways which best serve the needs of our school communities.

To implement this program:

Library Media Specialists and teachers in all areas of instruction (Pre K - 12) will work collaboratively under the supervision of the building principal to design and implement their own site based component of this curriculum plan.

The District Library Media Program Frameworks was completed during the 1994/95 school year by the District's library staff: Lynn Henry, Beecher; Jan Rogers, Booth; Diane Woodhouse, Broadway Elementary, Jill Rogan, Broadway Jr. High; Debbie Emerson, Coburn; Alta Stevenson, Davis Jr. High; Judy Sell, Diven; Mary Ellen Morgan and Judy Sykes, Elmira Free Academy; Debbie Spezialetti, Hendy Avenue; Debbie Barton, Pine City; Adair Maroney, Riverside; Jan Copley and Ethel Keefer, Southside High School; Sharon Slingerland, Washington; Barbara Wirth, Retired; and Richard Shore, Facilitator.

ELMIRA CITY SCHOOL DISTRICT MISSION

The mission of the Elmira City School District is to empower our students with knowledge, skills, and a passion for life-long learning so they will thrive in an ever-changing global society, by providing an educational environment that demonstrates our commitment to Continuous Improvement.

BELIEFS

We believe:

- Collaboration among stakeholders is essential for success.
- Everyone can learn, although at different rates and in different ways.
- Self confidence inspires personal achievement.
- A sense of humor enhances life and the learning process.
- By valuing individual uniqueness we enhance personal potential.
- Learning how to learn is critical for success in a changing world.
- People thrive when cared about and supported.
- The appreciation of beauty in all forms is vital to the quality of life.
- Learning is essential to survival.
- Expectations drive outcomes.
- Diversity is an asset when focused on a common goal.
- Taking risks promotes growth.
- A safe, secure, and welcoming environment promotes a desire to learn.

OBJECTIVES

By 1997:

- Each student will demonstrate successful integration of the knowledge and skills necessary to thrive in a an ever-changing global society.
- Each student will complete the requirements of a collaboratively designed program leading to a post-secondary student and/or a career-related position of their choice.

DISTRICT STANDARDS

LEARNER EXPECTATIONS: What learner outcomes must be established in order for our students to be able to perform their life goals successfully?

THE GRADUATES OF ELMIRA CITY SCHOOL DISTRICT WILL BE:

Visionary Self-thinkers who

- identify needs and apply appropriate resources.
- demonstrate higher level skills and processes.
- define Goals and attain them.
- monitor and adjust their learning.
- ask "why" and "what if" of themselves and others.
- are self-starters.
- communicate thoughts, feelings and beliefs to others.

Confident resourceful individuals who

- find joy in life.
- develop a personal value system and respect the values of all.
- are responsible for the wellness of themselves and others.
- demonstrate organizational skills.
- establish a sense of service.
- set priorities.

Responsible supportive collaborators who

- assess themselves and adjust conditions when necessary.
- model respect for others.
- resolve conflicts.
- apply effective problem solving techniques and strategies.

Sensitive discerning participants who

- celebrate diversity of all cultures.
- participate in the arts.
- communicate their traditions to the community.
- make informed decisions concerning mass media.

Far-sighted cooperative caretakers who

- are environmentally responsible world citizens.
- demonstrate knowledge and understanding of other cultures.
- comprehend global economies.
- analyze the political systems of the world.

Involved perceptive citizens who

- participate in the democratic process.
- demand equality for themselves and others.
- model the principles of our nation.
- provide time, energy and ideas to group efforts.

Multi-faceted quality producers who

- consistently produce quality.
- take risks.
- explore and employ emerging techniques.
- meet world class standards.
- model quality work standards, ethics, and values.
- enjoy work.

DISTRICT STANDARDS: LIBRARY MEDIA PROGRAM

LEARNER EXPECTATIONS: How does the Library Media Program Curriculum enable students to achieve District Standards(*)

Visionary Self Directed Thinkers: Students will identify their needs and apply the resources of the Library Media Center to establish and attain personal goals. Through reading and using the library's "electronic doorway", students can ask "Why" and "What if". Internalizing those models will help them to better communicate their thoughts, feelings, and beliefs to others.

Confident Resourceful Individuals: A personal value system is dependent upon understanding the diverse and global nature of the world. The library is a place where service, learning, use of organizational skills, and setting personal and professional priorities are encouraged and practiced.

Responsible Supportive Collaborators: Through the Library Media Center, students are exposed to various multi-cultural literary resources which encourage them to respect the beliefs, opinions, and lifestyles of others.

Sensitive Discerning Participants: The Library Media program provides a multitude of resources to broaden students' horizons enabling them to explore various cultures, races, creeds, orientations, and beliefs. Students are life-long learners who recognize the value of libraries and reading, and make informed decisions concerning mass media.

Far-sighted Cooperative Caretakers: Using a variety of resources provided by the Library Media program, students will comprehend global economies, political systems, and become environmentally-responsible world citizens.

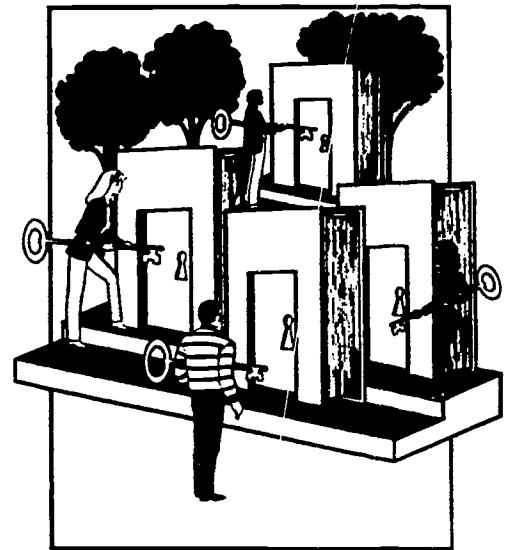
Involved Perceptive Citizens: Using the resources of the Library Media program, students are able to comprehend current national and global events in order to analyze social, political, and economic issues.

Multi-faceted Quality Producers: Students will explore and employ all Library Media Center resources (including the technology) to create quality works that are expressive of their unique viewpoints.

LIBRARY MEDIA PROGRAM LEARNING THEORY

The New York State Library curriculum provides a definition of the Electronic Doorway Library:

"An electronic doorway library uses computer telecommunications technology, a full range of library resources, and the services of skilled librarians to meet the library and information needs of business, government, and people of all ages, background, and interests, and abilities, extending services into people's homes, work places, and other locations, going beyond the library's walls to obtain information and resources, facilitating access by people with disabilities, and providing powerful new ways of assembling, evaluating, and using information."



Libraries and their related services have expanded from traditional books and printed materials to include electronic and computer information systems of storage and retrieval. These new media require, and provide, a much greater opportunity for the interactive exchange of knowledge and ideas. A parallel change has occurred in the move toward whole language and the integrated approach to instruction. The role of the librarian and the staff of the Library Media Center has changed to reflect the electronic doorway concept.

Facilities:

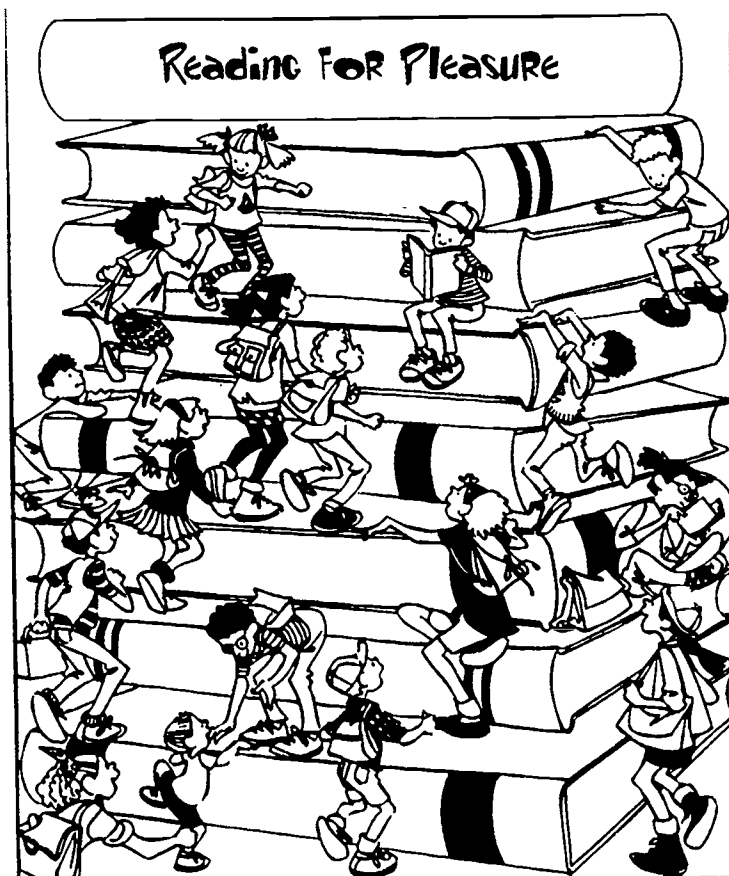
American Library Association "Guidelines for School Library Media Program"

"Library media center facilities within a district or a school provide the space for the materials, equipment and services, needed to achieve the mission, goals, and objectives of the library media program. Since differences exist in the goals and patterns of educational programs, facilities within the school are designed to reflect its curriculum and the particular instructional requirements of its students and teachers. The size and characteristics of school populations and the rapidly changing technologies for instruction demand alternatives and maximum flexibility in the design and relationship of functional spaces within the library media program facilities."

PROGRAM:

"Neither the schools, nor the library media programs within them, can operate in a vacuum. What happens within the school mirrors external expectations and constraints. Public pressure for accountability has caused schools to adopt more effective approaches to planning programs and allocating resources. Funding continues to be an issue, and decisions about which resources and programs to provide must be based on careful analysis of educational needs. As needs change, teaching and learning resources must be reorganized, reallocated and/or expanded to provide for new and different learning alternatives.

The leadership and commitment of the library media professional are crucial factors in developing credibility for the library media program as an integral part of teaching and learning in the school. The library media specialist, the principal, and the district director of library media programs - working individually and as a team - create an atmosphere that inspires others to identify with and support the goals of the program. These individuals must jointly develop library media program goals, establish priorities, and allocate the resources necessary to accomplish the mission."



LIBRARY MEDIA PROGRAM CURRICULUM

PROGRAM PHILOSOPHY

The Library Media Center, as the information center of the school, exists to promote life-long learning. Effectively meeting the instructional, informational, and personal needs of the learner requires a partnership among library media specialists, all staff, administration, parents, and community members.

Program Standards

- Standard 1:** EVERY SCHOOL LIBRARY MEDIA SPECIALIST WILL COLLABORATE WITH CLASSROOM TEACHERS TO PROVIDE RESOURCES AND LITERATURE-BASED INSTRUCTION INTEGRATING INFORMATION SKILLS INTO THE DIFFERENT AREAS OF THE CURRICULUM.
- Standard 2:** EVERY SCHOOL LIBRARY MEDIA CENTER IS AN ELECTRONIC DOORWAY THAT PROVIDES RESOURCES FOR OUR STUDENTS TO FACE THE NEEDS AND CHALLENGES OF THE FUTURE.
- Standard 3:** EVERY LIBRARY MEDIA PROGRAM PROMOTES READING FOR PLEASURE AS A LIFE-LONG LEARNING EXPERIENCE.
- Standard 4:** EVERY LIBRARY MEDIA PROGRAM PROVIDES OPPORTUNITIES FOR STUDENTS TO BECOME INDEPENDENT LEARNERS AND THINKERS, EXPANDING AND ENRICHING THEIR EXPERIENCES WITHIN THE GLOBAL SOCIETY.
- Standard 5:** EVERY LIBRARY MEDIA PROGRAM IS PROVIDED WITH FULL-TIME, CERTIFIED LIBRARY MEDIA SPECIALISTS AND SUPPORT STAFF, TIME, AND FUNDING TO FULFILL THE LIBRARY MEDIA PROGRAM STANDARDS.

GLOSSARY

(*) Definition of Terms Used Throughout This Document:

Program Curriculum:

A detailed description and delivery plan for a defined set of services and resources. The plan includes standards and criteria for measuring success.

Framework:

A broad description of commonly shared principles, topics, and elements that provide the basic structure for site-developed library media curricula.

Program Standards:

District wide established measures of quality for library media curricula.

Program Descriptors:

Descriptive statements of the central components needed to successfully achieve the shared standards of the District wide framework(*).

Enabling Descriptors:

Action steps that enable the individual sites to achieve quality library media programs.

Performance Indicator/Assessments:

Examples/evidence of what students might do that demonstrates a successful library media program.

Recommended Building Objectives:

Examples of program action steps that you may wish to include in your site-developed library media curriculum plan.

Primary:

Students entering school through approximately grade three, ages 4 through 9.

Intermediate:

Students approximately in grades three through six, ages 9 through 12.


Middle level:

Students approximately in grades six through eight, ages 11 through 14.

Commencement

Students approximately in grade nine through graduation, ages 13 through 19.


LIBRARY MEDIA PROGRAM CURRICULUM

PROGRAM STANDARDS (*)	PROGRAM DESCRIPTORS (*)	PROGRAM ENABLERS (*)
<p>Program Standard 1.</p> <p>Every school Library Media Specialist will collaborate with classroom teachers to provide resources and literature-based instruction integrating information skills into the different areas of the curriculum.</p> 	<p>Under the supervision of the Library Media Specialist, the Library Media Center staff will....</p> <ol style="list-style-type: none"> integrate curriculum objectives with information skills objectives. collaboratively plan learning experiences where students (individually or in groups) are actively involved in the meaningful use of appropriate print, non-print, new technologies, and human resources. foster open and flexible access to the LMC at the time of need or interest. 	<p>Each Library Media Center is provided.....</p> <ol style="list-style-type: none"> common planning time and/or workshops for staff. time to plan with students. open and flexible access.

LIBRARY MEDIA PROGRAM ASSESSMENTS (*)

PRIMARY (*)	INTERMEDIATE (*)	MIDDLE LEVEL (*)	COMMENCEMENT (*)
1. Students will use the Library Media Center to fulfill classroom curriculum needs.	Students will participate in Curriculum Advisory Councils to help plan, evaluate and promote library media service and selection of materials.	.... Same	.... Same
2. Students (individually and in groups) will help to shape their own learning using Library Media Center resources.	.... Same	.... Same	.... Same
3. Students will use Library Media Center at time of need.	.... Same	.... Same	.... Same


LIBRARY MEDIA PROGRAM CURRICULUM

PROGRAM STANDARDS (*)	PROGRAM DESCRIPTORS (*)	PROGRAM ENABLERS (*)
<p>Program Standard 2.</p> <p>Every school Library Media Center is an "electronic doorway" that provides resources for our students to face the needs and challenges of the future.</p> 	<p>The Library Media Center staff will....</p> <ol style="list-style-type: none"> 1. promote and publicize to administration, faculty, students, staff, and community, the concept of electronic information resources as becoming primary sources of information, along with books, journals, and other printed information. 2. provide opportunities for users to become familiar with the concept of electronic information resources. 3. acquire technology geared to enhance information retrieval and resource sharing through the Statewide Library Network. 	<p>District and Building resources will be provided to.....</p> <ol style="list-style-type: none"> 1. support training of Library Media Specialists and staff to keep current with electronic information advances by attending conferences, workshops, meetings, and/or making professional visits, especially to libraries designated by the State as "electronic doorway" libraries. 2. gather and disseminate information about electronic information resources and relate the roles of electronic information to other printed information. 3. support the acquisition and maintenance of emerging technologies

LIBRARY MEDIA PROGRAM ASSESSMENTS (*)

PRIMARY (*)	INTERMEDIATE (*)	MIDDLE LEVEL (*)	COMMENCEMENT (*)
1. Students will learn about electronic resources and tell how they differ from books .....	...and use a variety of electronic sources (CD ROM, telecommunications and data bases).	..and select the appropriate electronic sources after assessing their individual needs.	...and create a unique end product.
2. Students use electronic devices to obtain information.	..... Same	Students explore and select appropriate electronic resources after assessing their individual needs.	... and create a unique end product.
3. Students in each school Library Media Center will participate in networks that enhance access to resources located outside the school. i.e. automated catalogues, interlibrary loan, electronic mail.	..... Same	..... Same	..... Same


LIBRARY MEDIA PROGRAM CURRICULUM

PROGRAM STANDARDS (*)	PROGRAM DESCRIPTORS (*)	PROGRAM ENABLERS (*)
<p>Program Standard 3.</p> <p>Every Library Media program promotes reading for pleasure as a life-long learning experience.</p> 	<p>Under the supervision of the Library Media Specialist, the Library Media Center staff will</p> <ol style="list-style-type: none"> 1. establish and maintain a large variety of fiction and non-fiction materials written on various reading levels. 2. develop programs and instructional strategies for the continued development of good reading habits for all students. 3. encourage students to read a variety of different types of books (adventure, mystery, plays, poetry, biography, etc.) to broaden their understanding of the world. 	<p>Each Library Media Center is able to</p> <ol style="list-style-type: none"> 1. Provide a fiction and non-fiction collection that supports student reading for pleasure, provide material to supplement and support curriculum, and enhance students' reading experiences. 2. Provide material and instructional support that motivates reading for pleasure through such activities as book displays, book fairs, book talks, and story hours. 3. Provide resources that support independent student selection of books/materials influenced by personal needs and interests.

LIBRARY MEDIA PROGRAM ASSESSMENTS (*)

PRIMARY (*)	INTERMEDIATE (*)	MIDDLE LEVEL (*)	COMMENCEMENT (*)
1. Students are ready to and use the library for reading-for-pleasure activities.	Students use library materials and resources for both directed and informal reading-for-pleasure activities.	Students use library resources for reading-for-pleasure activities that are provided on a regular and accessible basis for all students.	Students use library circulated-material to read for pleasure.
2. Students and their parents share in reading-for pleasure activities.	Students and their parents are participants in reading-for-pleasure activities.	Students and parents assume responsibility for planning, managing, and operating reading-for-pleasure activities.	Student volunteers plan and initiate Library Media Center reading-for-pleasure activities.
3. Students are instructed and practice the skills necessary to access library materials and resources.	..... Same	Students independently access Library Media materials and services.	..... Same

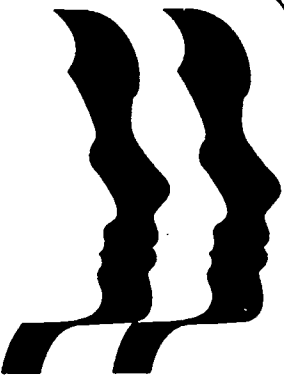
LIBRARY MEDIA PROGRAM CURRICULUM

PROGRAM STANDARDS (*)	PROGRAM DESCRIPTORS (*)	PROGRAM ENABLERS (*)
<p>Program Standard 4.</p> <p>Every Library Media Program provides opportunities for students to become independent learners and thinkers, expanding and enriching their experiences within the global society.</p> <div style="text-align: center;">  </div>	<p>The Library Media Center staff will</p> <ol style="list-style-type: none"> 1. encourage all students to read daily — books, newspapers, magazines, etc. 2. assist students to become life-long learners by recognizing the value of libraries and reading. 3. provide a multitude of resources that will enable the student to broaden their horizons and develop their opinions by exploring various cultures, races, creeds, orientations, and beliefs. 	<p>Each Library Media Center will provide...</p> <ol style="list-style-type: none"> 1. resources and promote their use to encourage all students to read daily. 2. current, quality resources which are relevant to the individual needs of Library Media Center customers. 3. multiple resources with diverse opinions (i.e. INTERNET as well as traditional print materials).

LIBRARY MEDIA PROGRAM ASSESSMENTS (*)

PRIMARY (*)	INTERMEDIATE (*)	MIDDLE LEVEL (*)	COMMENCEMENT (*)
1. Students select and look at books	...and read independently	...Same	...Same
2. Students use the Library Media Center on their own initiative.	...Same	...Same	...Same
3. Students listen and actively participate in stories, folk tales, multicultural media literature	...and select, use, analyze, and apply what they learn to their own belief systems.	...Same	...Same

LIBRARY MEDIA PROGRAM CURRICULUM

PROGRAM STANDARDS (*)	PROGRAM DESCRIPTORS (*)	PROGRAM ENABLERS (*)
<p>Program Standard 5.</p> <p>Every Library Media Program is provided with full-time, certified Library Media Specialist(s) and support staff, time, and funding to fulfill the Library Media Program standards.</p> <div data-bbox="154 928 540 1353" style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;">  </div>	<p>Each Library Media Center is able to....</p> <ol style="list-style-type: none"> 1. meet the personal, instructional, and curricular needs of administration, staff, faculty, and students by providing each Library Media Center with a) a full-time certified library media specialist who is an instructional consultant and planner with the classroom teacher and b) an adequate support staff based on student population. 2. meet the personal, instructional, and curricular needs of administration, staff, faculty, and students by purchasing suitable materials for the Library Media Center. 3. stay current with present and future trends in Library Media Centers — for example — automation, electronic doorway, etc. 	<p>Each Library Media Center will provide...</p> <ol style="list-style-type: none"> 1. library staffing plans, based upon population, to meet the personal, instructional, and curriculum needs of administrators, staff, faculty, and students. 2. the financial resources for purchasing suitable materials and to meet the personal, instructional, and curriculum needs of administrators, staff, faculty, and students. 3. library staff with adequate time and funding for professional development, i.e. conferences, workshops, staff training.

LIBRARY MEDIA PROGRAM ASSESSMENTS (*)

PRIMARY (*)	INTERMEDIATE (*)	MIDDLE LEVEL (*)	COMMENCEMENT (*)
1. Students, faculty, administrators access the Library Media Center services and see the Library Media Center as a valuable resource.	..... Same	..... Same	..... Same
2. Students, faculty, and administrators use a wide variety of library resources.	..... Same	..... Same	..... Same
3. Students are prepared with current, usable skills to participate in the global society thus meeting District standards. Media Center at time of need.	..... Same	..... Same	..... Same

BUILDING BENCHMARKS

Assessment criteria to help create the building-based component of the District's Library Media Center Program.

The building-based component provides:

- Resources to meet the requests of students and staff
- Planning time with staff for integrating the library program with curriculum
- On-going, two-way communication with the school community
- A teaching librarian who facilitates integrated instruction
- A minimum of one week without classes for end-of-year inventory
- Time provided for maintenance and administration of the facility and resources
- An entrance-to-exit program for student use of Library Media Center resources in reports and research projects
- A plan for access which provides opportunities for all students to explore and use the Library Media Center
- Building-wide programs to encourage using the Library Media Center resources for reading for pleasure
- A technology plan for updating the technology resources of the Library Media Center
- An instructionally-designed Library media Center to meet the needs of the school community (See American Library Association Standards)

LIBRARY MEDIA CENTER QUALITY ASSESSMENT PLAN

The overall purpose of the assessment is to assist buildings in developing a quality Library Media Center based upon these standards and benchmark assessments.

1. Establish a regularly-scheduled program assessment for individual library sites relative to their achievement of this plan - Every two or four years.
2. This assessment plan will be introduced to the building staff as a continuous improvement model.
3. The monitoring function will be carried out by
 - a) A District curriculum committee, if formed, or
 - b) A committee made up of District building administrators and the District library staff
4. The purpose and operation of the monitoring function is to review the site operation relative to the standards of this plan, recommending improvements and resources to the site.

