

SCHOOL LIBRARY 101 Online Tutorial – Script

Welcome	<p>Welcome to the School Library 101 tutorial. This tutorial is designed for the new school library paraprofessional or professional. It provides an overview of running a school library and includes many resources for learning more on your own. At the end of the tutorial you'll have a chance to complete a quiz. Those who receive an 80% or better score will receive a certificate of completion from CLiC. The tutorial may be completed all at once or can be broken down in to separate segments to fit your schedule.</p>
What's a school library or media center?	<p>What is the purpose of a school library media center?</p> <p>School libraries have a slightly different purpose from that of a public library in that both services and resources should support the classroom curriculum. In these days of standards-based education, essential learnings, differentiated learning, and many other models, this really means providing support for the state or your district's board-adopted curriculum. No matter which terminology is used, the bottom line is being able to measure what students should know and be able to do when they complete a specific grade level or course.</p> <p>Application of Information: Find a copy of your district's adopted curriculum. This document will be located either in the district's curriculum office, on the district's website, or perhaps in the principal's office at your school. Keep a printed or electronic copy of your district's curriculum for future use as you plan your instruction and purchases during the year. Since curricula is updated frequently, make sure to have the most current version available.</p> <p>What is the mission of your school library media center? <i>Information Power: Building Partnerships for Learning</i> (AASL, 1998) aka IP2 is a book that presents national guidelines for school libraries. This book also includes a global mission statement for all library media centers as well as a set of information literacy standards for students.</p> <p>In addition to this book, the American Association of School Librarians recently published a document titled <i>Standards for the 21-Century Learner</i> that includes updated information literacy standards.</p> <p>Application of Information: You can obtain a copy of IP2 and</p>

multiple copies of the *Standards for the 21st Century Learner* from the American Library Association's online store at <http://www.ala.org> or by calling 866-SHOP ALA. Single copies of the 21st Century Learner standards can be downloaded at <http://www.ala.org/aasl/standards>.

Read the mission statement included in IP2. Then check to see whether your district has a mission statement for its school library or libraries by asking another library media specialist, the district library media coordinator if one is present, or your school's principal. Compare your district's library mission statement to that of IP2 to see whether they align. If not, suggest that it be rewritten to follow national guidelines. If no district library mission statement exists, take the initiative to meet with your library colleagues and draft a statement. Once the mission statement is written, take it forward to the appropriate administrator in your district and request that it be presented for board approval.

Extra: To further understand the differences among school, public, and academic libraries and determine the legal definition of a school library, read these definitions from the "Colorado Library Law" at <http://www.cde.state.co.us/cdelib/LibraryLaw/Part1.htm#24-90-103>

To Learn More:

Print Resources:

American Association of School Librarians. *Standards for the 21st-Century Learner*. Chicago: American Library Association, 2007.

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

Andronik, Catherine, ed. *School Library Management, 5th ed.* Worthington, OH: Linworth Publishing, 2003.

Santa Clara County Office of Education, Library Services. *Where Do I Start?: A School Library Handbook*. Worthington, OH: Linworth Publishing, 2001.

Web sites:

American Library Association: <http://www.ala.org/>

Colorado Association of School Libraries: <http://www.cal-webs.org/associations2.html>

<p>School Library Management and Policies and Procedures</p>	<p>What are the parameters within which school libraries operate?</p> <p>The behind the scenes, maintenance and management responsibilities in a school library can be daunting at best. However, they are necessary to ensure that the library’s customers, i.e. students and staff, have ready access to materials and services. Thus, school librarians must have clear policies and procedures and follow them consistently so that the library program runs smoothly.</p> <p>In the book <i>Where Do I Start: A School Library Handbook</i> (Linworth Publishing, Inc., 2001) four policies are listed as those which have “major impact on the library”</p> <ol style="list-style-type: none"> 1) Selection policies – these provide both process and criteria for selecting and purchasing books and other library materials. 2) Challenge policies – they describe how complaints or attempts to censor materials should be handled. 3) Copyright policies – these explain federal copyright law and “fair use guidelines” for educational institutions. 4) Internet Acceptable Use policies – they describe procedures for student access to the Internet. <p>To ensure that these policies work effectively, your library should have procedures in place to explain how the policies will be implemented. The procedures typically derive from the policies. Most policies emanate from the board of education or other governing entity and provide the “why” of library management, but the procedures to carry out these policies, or the “how’s” are typically developed by the school librarian or district library coordinator. The procedures describe the day-to-day management tasks that school librarians need to perform.</p> <p>Application of Information: Look at the policies included in your district’s library media policies and procedures manual. (In case your district does not have a manual, many examples are available in print such as in the books listed above or via Web sites Examples are also included at the end of this section. When writing policies and procedures manuals, questions to ask are: Are all four of the above policies included? Are procedures included to describe how the policies will be implemented? Are board adopted policies that impact libraries included? If not, plan to help revise your manual accordingly or write one for your own school library. Be sure to get your principal’s approval before writing policies, as they typically require school board approval. It is also important that your principal knows about the procedures that will be followed as policies are enacted in your library. Example: If there is a board</p>
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policy on charging fees for lost or damaged material, your principal needs to know what process you will follow to collect fees from students, how the money will be accounted for and records kept, and at what point parents will be contacted.

Cross-reference: See the School Library Privacy Issues page on the Colorado State Library website for information on the Colorado Library Statute regarding privacy of user records.
<http://www.cde.state.co.us/cdelib/SchoolLibraryPrivacyIssues.htm>

To Learn More:

Books:

Anderson, Cynthia. *District Library Administration: A Big Picture Approach*. Columbus, OH: Linworth Publishing, Inc., 2005.

Baule, Steven M. *Technology Planning for Effective Teaching and Learning, 2nd ed.* Worthington, OH: Linworth Publishing, 2001.

Intellectual Freedom Manual, 7th ed. Chicago: American Library Association, 2005.

Morris, Betty J. *Administering the School Library Media Center, 4th Edition Revised and Expanded*. Westport, CT: Libraries Unlimited, 2004.

Stephens, Claire Gatrell and Franklin, Patricia. *Library 101: A Handbook for the School Library Media Specialist*. Westport, CT: Libraries Unlimited, 2007.

Santa Clara County Office of Education, Library Services. *Where Do I Start?: A School Library Handbook*. Worthington, OH: Linworth Publishing, 2001.

Simpson, Carol. *Copyright for Schools: A Practical Guide, 4th ed.* Worthington, OH: Linworth Publishing, 2005.

Toor, Ruth and Weisburg, Hilda K. *New on the Job: A School Library Media Specialists's Guide to Success*. Chicago: American Library Association, 2007.

Woolfs, Blanche. *The School Library Media Manager, 4th Edition*. Westport, CT: Libraries Unlimited, 2008,

Web Sites:

American Library Association: <http://www.ala.org>

Coping with Challenges: Strategies and Tips for Dealing with Challenges to Library Materials: School Libraries:

www.ala.org/alaorg/oif/coping_inf.html#schoollibs

Mankato District Media Services:

<http://www.isd77.k12.mn.us/district/media/media.html>

Mesa County Valley School District #51 – Video Policy:

<http://www.mesa.k12.co.us/DSE/Media/Libhome.cfm>

Resources for School Librarians – Links to Numerous Policy Manuals:

<http://www.sldirectory.com/libsf/resf/manage.html#manuals>

Sample Policy Manual:

<http://www.shastacoe.org/services/library/documents/Library-SamplePolicyManual.pdf>

Workbook for Selection Policy Writing:

www.ala.org/alaorg/oif/workbook_selection.html

<p>Curriculum Support and Instruction</p>	<p>School librarians are teachers first!</p> <p>As was mentioned previously, the primary mission of the school library (and the librarian) is to support the classroom curriculum, i.e. content/curriculum standards/essential learnings, or other terms used to describe what will be taught in the classroom. In the State of Colorado, library media specialists must have teaching certification and one year of teaching experience before they can be granted an endorsement in library media. For those new to the field or for those without formal library science training, many tools are available to assist you in becoming more knowledgeable about the library media field. (See the resource list following this section.)</p> <p>For secondary library media specialists, classroom teachers will more than likely inform you about what their students need to learn to complete library/research projects and how you can help in this process. If this does not happen, the library media specialist must be proactive in soliciting this information from teachers. So that you can develop a quality collection to support the curriculum, it is imperative that you become knowledgeable about the curriculum that is being taught at all grade levels and in all subject areas. A daunting task indeed! But classroom teachers are usually very willing to help you learn about what they are teaching, and may actually appreciate the fact that you have a sincere desire to learn more about what they do and their students' needs. If the teaching staff at your school is not willing or able to work closely with you, resources are available to help you better serve the information literacy and research needs of students.</p> <p>Elementary library staff may actually collaborate with teachers to design instructional units that are library-based or incorporate library resources into classroom assignments, but, if not, it is important that you find resources to assist you in teaching various *information literacy skills. As you will see from your reading, when information skills are integrated into the curriculum students truly learn them, whereas skills taught in isolation from the classroom and not applied to assignments have little meaning to students.</p> <p>Unfortunately, in some schools, teachers' planning time is scheduled at the same time as students' fixed library time each week. Thus, it is left up to library staff to decide what will be taught to students.</p> <p>Application of Information:</p> <ol style="list-style-type: none"> 1) Secondary librarians: talk to department heads in each subject area and start making a list of those instructional,
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research units that will require library support.

- 2) Elementary librarians: look at your school or district's curriculum map or other curriculum guide and find skills and competencies that can be taught in or supported by the library. The reading/literacy curriculum is always a good place to start as many of the standards addressed in this area have a direct relationship to the information literacy skills that are taught in the library. Ask grade-level teachers to let you know when they plan to address the specific standards for each subject in their classrooms. Then develop a schedule to help you determine when to teach the corresponding information literacy standards or provide additional resources to teachers.
- 3) Ask your principal or school secretary for a copy of your district's adopted content standards for all subject areas or grade levels.
- 4) Use copies of your district or the state standards to help you select materials to add to the collection and also to help you know what information skills should be taught to students to assist them in finding and using library resources to complete research assignments.
- 5) Begin asking teachers what role you can play in delivering instruction on library resources and services to support various units of instruction.

Not just content standards but information literacy standards must be taught to students.

So that students can fulfill classroom assignments that use information resources, they must first understand how to access, select, understand, and use these resources. "Information literacy" is a real-life skill that enables students to do just this. Thus, it is not only important for library media specialists to help teachers teach the content standards, but they must also teach students to be information literate so that they can learn to be independent library users.

If your district uses the Colorado State Adopted information literacy standards, go to the CDE Web site to access these.

<http://www.cde.state.co.us/litstandards/index.htm>

Your district will also have an Educational Technology/Information Literacy or ET-IL plan, as required by the state. Examine this document to see what information literacy components are present and decide how you will incorporate these into lessons or units.

In addition to local and state-adopted information literacy standards,

the American Association of School Librarians recently developed and adopted, as was mentioned previously, the national *Standards for 21st Century Learners*. See the previous section of this tutorial on the library's mission for complete information on obtaining this document.

An important component of information literacy deals with teaching students the research process.

Typically when students have a research assignment, they turn to the library media specialist (LMS) and the library for help. It is not enough for LMS's to simply point a finger and indicate that, "All the material on cloning is over there." Instead LMS's, hopefully in collaboration with teachers, must serve as information facilitators, continually guiding, coaching, assisting, and encouraging students throughout the entire research process.

To aide in the above process, it is helpful to have some type of model or system for approaching information problem-solving, the heart of the research process. One such model is called the *Big6 Skills: Information Problem Solving Approach* created by Dr. Michael Eisenberg and Bob Berkowitz. This model is comprised of six steps and twelve sub-steps to give students a step-by-step, logical approach to tackling information problem-solving and engaging in the research process. To learn more about this model, read the books listed below and visit the web site. Note: a wealth of free resources are provided on the Big6 web site.

Application of Information:

- 1) Go to the Colorado Department of Education's Web site to access and print the state information literacy standards. Then go to the American Association of School Librarians' web site to access and print the 21st century learner standards. Compare the two, and decide which ones you will use as the basis for teaching students at your school to become information literate.
- 2) Go to the Big6 web site. Click on *What is the Big6?* and read the description and steps of this model.
- 3) Begin to develop a plan for using the Big6 model to teach an information-based lesson or unit in the library that corresponds to a classroom assignment.
- 4) Share the preliminary plan with a classroom teacher to start a dialog about how you could collaborate to develop and teach this lesson.

But what about literacy and literature?

Library media specialists must always, promote a love of books and

reading! This means that in addition to making sure the collection contains resources to support the classroom curriculum, you must also include books for pleasure reading for students. How can you find both curriculum-based and recreational reading material for students? By using “professional selection tools” which contain critical reviews of books and technology-based library materials for school libraries. These selection tools take various forms such as on-line databases, books, web sites, or magazines. Regardless of what type of format you prefer (or what your budget will allow), it is important that you use these tools rather than simply selecting materials from publishers’ catalogs.

Professional selection tools typically include reviews that are written by library media specialists with much experience and expertise! Thus, you can usually trust that the materials you select from these reviews will be of high quality. There are numerous selection tools available to be purchased, some of which are periodicals that are sold on a subscription basis. In addition, many library book vendors now include professional reviews on their web sites, and subscriptions to these services are free. Below are examples of various types of selection tools.

Collaboration with teachers is a very important key to student achievement!

Numerous studies have been done within the last few years that correlate improved student learning with having a quality library collection, access to technology in the library, and collaboration between the library media specialist and classroom teachers, especially as demonstrated by scores on standardized tests. Studies have been done in several states including Colorado, Pennsylvania, Alaska, Massachusetts, California, and Texas to name only a few. All are unanimous in reporting that the library’s collection as well as the teaching role of LMSs positively correlate with student achievement. Thus, the instructional role of the LMS is critical!

Application of Information: Download the research foundational document *School Libraries Work!* Provided free by Scholastic, Inc. at

http://librarypublishing.scholastic.com/content/stores/LibraryStore/pages/images/sl_w_04.pdf.

Then share pertinent information with your principal and classroom teachers to begin a dialogue about how you can more effectively collaborate with teachers in delivering instruction to students.

To Learn More:

Books:

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

Eisenberg, Michael and Bob Berkowitz. *The New Improved Big6™ Workshop Handbook*. Worthington, OH: Linworth Publishing, Inc., 1999.

Eisenberg, Michael and Bob Berkowitz, et al. *Teaching Information & Technology Skills: The Big6™ in Elementary Schools*. Worthington, OH: Linworth Publishing, 1999.

Eisenberg, Michael and Bob Berkowitz, et al. *Teaching Information & Technology Skills: The Big6™ in Secondary Schools*. Worthington, OH: Linworth Publishing, 2000.

Miller, Donna. *The Standards-Based Integrated Library: A Collaborative Approach for Aligning the Library Program with the Classroom Curriculum, 2nd Edition*. Columbus, OH: Linworth Publishing, Inc., 2004.

Harker, Christa and Putonti, Dorette. *Library Research with Emergent Readers: Meeting Standards through Collaboration*. Columbus, OH: Linworth Publishing, Inc., 2008.

Kuhlthau, Carol C., Maniotes, Leslie K., and Caspari, Ann K. *Guided Inquiry: Learning in the 21st Century*. Westport, CT: Libraries Unlimited, 2008.

Lance, Keith Curry. *Powering Achievement: School Library Media Programs Make a Difference: The Evidence*. San Jose, CA: Hi Willow Research and Publishing, 2001.

Miller, Pat. *Reaching Every Reader: Promotional Strategies for the Elementary School Library Media Specialist, 2nd Edition*. Worthington, OH: Linworth Publishing, Inc., 2008.

Web Sites:

All the Web: <http://www.alltheweb.com/>

American Association of School Librarians:
<http://www.ala.org/aasl/>

Bartlett's Quotations: <http://www.bartleby.com/100/>

Big6: <http://www.big6.com>

Colorado Department of Education: <http://www.cde.state.co.us>

Colorado K-12 Academic Standards:
http://www.cde.state.co.us/index_stnd.htm

Colorado Information Literacy Standards:
<http://www.cde.state.co.us/cdelib/slinfolitindex.htm>

Darshan and Neal's site for creating bibliographies that adhere to the 5th edition of *The MLA Handbook*: <http://www.easybib.com>

David Warlick's Son of Citation Machine:
<http://citationmachine.net/>

Kathy Schrock's Guide for Educators:
<http://school.discovery.com/schrockguide/index.html>

Linworth Publishing, Inc.: <http://linworth.com>

Merriam-Webster OnLine: <http://www.n-w.com/>

Official U.S. Time: <http://www.time.gov/>

Thesaurus.com: <http://www.thesaurus.com/>

Selection Tools:

Books:

Best Books for Children, latest edition, by Bowker Publishing.

Best Books for Junior High Readers, latest edition, by Bowker Publishing.

Best Books for Senior High Readers, latest edition, by Bowker Publishing.

Best Books for Young Adult Readers, latest edition, by Bowker Publishing.

Elementary School Library Collection, latest edition, by Brodart.

Guide to Reference Books for School Media Centers by Libraries Unlimited.

	<p>Herald, Diana Tixier. <i>Teen Genreflecting, 2nd Edition</i>. Westport, CT: Libraries Unlimited, 2003.</p> <p><i>Reference Books for Young Readers</i>, by Bowker.</p> <p>York, Sherry. <i>Picture Books by Latino Writers</i>. Columbus, OH: Linworth Publishing, Inc., 2002.</p> <p>Magazines:</p> <p><i>Booklist</i> magazine published by the American Library Association.</p> <p><i>Library Media Connection</i> magazine published by Linworth Publishing, Inc.</p> <p><i>School Library Journal</i> magazine published by Cahners Business Information.</p> <p><i>Voice of Youth Advocates</i> (VOYA) magazine published by Scarecrow Press, Inc.</p> <p>Free Web Sites:</p> <p>American Library Association: http://www.ala.org</p> <p>Baker & Taylor, Inc.: http://www.btol.com/</p> <p>Follett Library Resources Titlewave: http://www.flr.follett.com/</p> <p>Mackin Library Services: http://www.Mackin.com</p>
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<p>“Classroom” Management</p>	<p>The library media specialist must know how to create a positive, yet structured learning environment.</p> <p>Note: this section is fairly comprehensive in scope because it is the area in which success is critical for the library media specialist to work effectively with students. Classroom management is all about relationships with students. For students to be successful learners, library media specialists must learn to establish positive relationships with them whenever possible. This does not mean, of course, that every student in school will love the librarian and always behave nicely while in the library media center, but it does mean that for students to have success, the library media specialist must create an environment that fosters learning.</p>
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Everything that we know about successful parenting also applies when working with children in the classroom or school library media center. Students must first know that you genuinely care about them. Then they must know what the rules are, what the consequences of breaking the rules are, and that the rules will be enforced consistently and fairly. Simple, right? Wrong! While the concepts are indeed simple, finding the energy and having the persistence to be consistent and fair is not always an easy task! So what can the harried library media specialist do to ensure that that this happens? The first and most important factor is having a set of behavior expectations, i.e. rules, consequences, and rewards that are easy to enforce and understandable by students and their teachers. If a school-wide behavior plan has been adopted such as the Positive Behavioral Interventions and Supports (PBIS) program (<http://www.pbis.org/main.htm>) it is important that expectations and guidelines for student behavior in the library aligns with school-wide expectations and guidelines. If no such system is in place, the library media specialist will need to develop a behavioral plan for the library, making sure to obtain approval from the principal and buy-in and support from classroom teachers.

First, some rules about rules.

- ❖ So that there is no guessing, rules should be posted in the library and be large enough for all to see. It is certainly not fair to expect students to have your rules memorized – especially since every teacher may have his/her own rules, many of which are different.
- ❖ Do not have more than five rules. Your students will not remember a list of 10 to 20 rules, nor will they have time to read them each time they enter the library.
- ❖ Make the last rule a catchall type of rule so that all the bases are covered and you do not have to list every single situation that could possibly happen.
- ❖ Just as the rules should be posted, so should the consequences and any rewards to reinforce positive behavior.
- ❖ State the rules in the positive. Instead of having a list of “don’ts” posted, make them a list of “dos”. State the behavior that you **do** expect!
- ❖ So that everyone has a thorough understanding of the rules, practice them with students for a couple of weeks. During this time, do not enforce the consequences, but instead talk about what would have happened if the rules were in force. This gives students a feeling that there will be neither tricks nor secrets and that you truly do want them to be successful when they come to the library. It’s also good to discuss

with students why it's important to have certain rules. You will be surprised at how rational kids are if they feel that they are a part of the solution rather than just a part of the problem in the library media center!

- ❖ Create a "severe clause" to deal with extreme behavior, i.e. behavior that is dangerous or extremely inappropriate such as physical or verbal abuse. Again, you should discuss with students what specific behaviors are considered "severe" before holding them accountable.
- ❖ Try not to discipline students when you are angry. That only exacerbates the situation. This means that you must learn to disengage, distance yourself from your emotions and not take things personally. A good mental mantra to remember when you're having a particularly bad experience with a student is, "Somebody has to be the adult!" Also, the old "count to ten" idea for cooling down is always helpful – both for you and for the student. One easy way to do this is to tell the student that you will meet with him/her briefly after library time is over to discuss the situation rather than immediately dealing with the problem.
- ❖ Never, ever argue with a student about what happened. You are the adult in charge, and, while a student may indeed need to explain a situation to you so that you have a clearer understanding of how to proceed, the final decision on action to be taken rests with you.
- ❖ While it is sometimes necessary and beneficial to ask what, when, how, and who, it is not a good idea to ask why a student did something. This opens the door for the type of verbal sparring that was cautioned above.

The following is an example of four practical, easy-to-understand rules, and a few reasonable and enforceable consequences appropriate for younger students.

LIBRARY RULES:

- 1) Be on time with your materials. (This means to be in the proper place such as in an assigned chair, have library books ready to turn in, and have a pen or pencil and other requested supplies.)
- 2) Raise hand for permission before talking. (Not only should students raise their hands and get permission, but they also need to use their "library voices" in order not to disturb other students.)
- 3) Stay on task. (This means that whatever you've asked students to do is exactly what they should be doing. It also covers things like keeping your hands to yourself, paying attention and listening, etc.)

4) Follow instructions the first time they are given! (This is the catch-all rule, and it covers everything else so that you don't have to have a lengthy laundry list of additional rules like no gum chewing, treat others property and persons with respect, no running, no hitting, etc. Again, this rule should be "practiced" so that you discuss all of the no-no's with students but you don't have to list every single one of them.)

CONSEQUENCES:

First violation – a warning is issued. (Students are given a chance to self-correct before you actually take action.)

Second violation – go to a time out area. (You could also have some type of writing assignment such as a behavior contract to complete for grades 3-8.

Third violation – student is sent to the office or back to the classroom. (Be sure you have the support of either the principal or classroom teachers before you make this a part of your discipline.

SEVERE CLAUSE:

Go immediately to the office! (No warning, no time out. Just get the student out of the library as quickly as possible and with a minimum amount of fuss! It is helpful to actually list behaviors that are considered severe so that students know what they are.)

For older students, rules can be more general in nature. Noted author and educator Doug Johnson from Mankato, Minnesota suggests the following two rules;

- 1) Be doing something productive.
- 2) Be doing it in a way that is respectful of others.

These two rules are comprehensive, and they place responsibility on the student to make good judgments about appropriate behavior and behave accordingly.

Application of Information:

Write a preliminary list of library rules and consequences. Wait at least 24 hours; then, after you've re-examined these and made needed revisions, discuss them with a respected teacher or library media specialist. Next, take them to your principal, and get his/her input. Once you are satisfied that these are fair and workable, make a sign or poster with the rules and consequences for posting in the library. Explain the rules to groups and classes, and "practice" them for at least two weeks or two library visits. Implement the rules and consequences for a trial period. Then revise them if needed and begin to use them consistently.

Classroom Management Tips:

The following are some common sense, but not always commonly practiced tips for maintaining a positive teaching and learning environment in your library media center.

- ✓ ALWAYS have something for students to do. NEVER let them be “task less”. (Standing in line to check out books or having an entire class of second graders up and “browsing” at the stacks is a sure way to create discipline problems!)
- ✓ If your library is not automated, implement a self-checkout system. See the explanation that follows.
- ✓ Whenever possible, use cue phrases. (Instead of saying over and over again “put your pencils down, look at me, sit down, be quiet, listen to me”, etc. use a cue phrase such as “listening position”, or “library voices” or “story time positions” to get students to perform a particular behavior. As with the rules, you need to describe these in detail and then give students a period of time to practice these behaviors. One particularly effective cue phrase to use with elementary students and even middle school students is “give me five” in which you hold up one hand with each finger standing for a desired behavior. The class soon learns that “give me five” means, for example, look at me, close your mouths, be still, listen to me, be ready to answer a question.)
- ✓ Try to “catch students” being good and give praise rather than always correcting bad behavior.
- ✓ Don’t threaten students and then not follow up. (This is a sure way to lose credibility along with control!)
- ✓ Be sure you can indeed enforce what you say! (In no time at all students will figure out that you won’t really “send the whole class to the office” for example, so don’t even say it!)
- ✓ Find an experienced, master teacher to observe and mimic. (This works well especially if you have changed levels. For example, you were a high school teacher, and now you are an elementary library media specialist, or vice versa.)
- ✓ Labels are important! Calling high school students “boys and girls” is not only insulting, it also says that you are not cool about how to treat young adults! By the same token, if you refer to first graders as “ladies and gentlemen”, they will be highly amused and entertained! If you’re unsure about how to refer to the students with whom you work, ask a respected and admired teacher. This may seem minor, but it can truly impact the learning environment negatively if not handled in an age-appropriate, savvy manner!

Self Checkout System (for non-automated libraries):

This system is appropriate for all levels -- even with “little kids”.

How does it work? Each morning take a stack of blank, colored circulation cards that can be purchased from any library supply company, and stamp the upcoming due date on them. Place them in a bowl, basket, or other container on top of the circulation desk. When students checkout books, they get a card from the desk and go back to their assigned table. Then, they will pull the white card out of the book, write/print their name and either the homeroom or first period teacher's name/initials/or room number on both cards (depending upon whether you work in an elementary school or a secondary school), place the colored card in the book pocket, place the white card in a designated place on the circ desk, and return to their table. The colored card stays in the book so that if a student either turns the book in early or misplaces it somewhere and it gets turned in to you, you can easily see what student in which teacher's class had the book checked out. You can then check the book in easily. This system also prevents you from being a slave to the circulation desk while stamping books and allows you to be up and helping students – as you should be! Again, don't forget to practice the system with the students. For kindergarten students, you will probably ask them to print only their first names on the cards and maybe just the first two or three letters of their teacher's name.

Using incentives:

Over the years, many behavioral studies have been conducted to determine whether incentives (rewards) are effective in shaping desired behavior and, if so, what types of rewards are most effective. Findings from research studies indicate that rewards are most effective when used intermittently, and, over the long term, intrinsic rewards appear to be more effective than extrinsic rewards. Research also indicates that positive reinforcement is more effective than negative reinforcement, i.e. punishment. If indeed these findings are accurate, there are several implications for using incentives or rewards with students in the library media center. Some of the implications are included below with suggestions for implementation.

- Giving students rewards every time they behave in an acceptable manner leads to an unrealistic expectation by students that they will always “get something” for following the rules. Thus, it is more effective to give rewards randomly and try to give more intrinsic kinds of rewards than extrinsic ones. Example: positive verbal reinforcement is a powerful motivator that is best used when a student or students have done something truly outstanding.
- Rather than always giving tangible types of incentives such as bookmarks, erasers, pencils, etc., give students special

privileges such as extended browsing time, extra time to “play” educational computer games, using the listening center to listen to favorite music, first check-out of new books, time for recreational reading of magazines or other high interest material, lunch with the librarian (or principal or teacher), or other activities that are appreciated and valued. If you do not know what these types of activities are, ask! You can take an informal survey of students in which you ask them what their favorite activities are.

- Peer pressure is a powerful motivator! Instead of only giving individual rewards and incentives, give some group or class rewards such as some of those mentioned above but for an entire class.
- Token economies work well in which classes, groups, or individuals can earn points or tokens toward special incentives for the entire group once a certain number of points has been earned. These types of incentives may require a bit of record-keeping if tracking numbers of points, but they can be effective motivators for students. One example is a library “Class of the Week” award in which the class with the most points for good library behavior for a week earns points toward a library “Class of the Month” or Semester. A special party or gaming event can be held to reward the class earning that title.
- A “Library Stars” bulletin board that recognizes students who exhibit good behavior or do quality work in the library can be an effective incentive. With older students, it’s a good idea to initially select students whom others admire to create the impression that it is “cool” to be selected for this honor. However, be certain that these students are indeed deserving, or other students will quickly realize that this reward is meaningless.

Application of Information:

- 1) Make a list of the behavior problems that you have had with students over the previous month or so. Reflect upon how you could use a discipline/incentive system to better deal with these problems.
- 2) Conduct an informal survey with students asking what types of incentives they would appreciate. It is also good to get classroom teachers’ input on this as they often know students needs and desires better than you may.
- 3) Develop an incentive program for your library.
- 4) Implement the incentive program and, after a period of six weeks, reflect about whether or not it has had a positive impact upon the environment in your library media center by

	<p>reducing the number of behavior problems with students. If so, continue the program. If not, revise it, and try again.</p>
<p>Collection Development</p>	<p>Collecting and organizing all of the “stuff” in the library media center is an important, on-going responsibility of library media specialists.</p> <p>Unlike a public library’s collection, the primary purpose of a school library media center’s collection is to support the classroom curriculum. However, lest you think that this means only purchasing scholarly, academic tomes, remember, inspiring a love of reading is indeed a way to support the curriculum and encourage life-long learning! Thus, the library’s collection must contain a balance of materials consisting of those specifically designed to help students fulfill classroom assignments, those materials designed to whet students’ appetites to learn more about topics of interest, and those materials which give them delight and appreciation of literature. Additionally, teachers will need materials to help them improve their teaching and learn how to work with students more effectively, i.e. professional materials.</p> <p>So that users, both students and teachers, have access to materials to satisfy their information needs as well as their needs for recreational reading/viewing/listening, LMS’s must know how to select and acquire library resources in a variety of formats. In addition, as materials become damaged beyond use or out of date, they must be removed from the library’s collection.</p> <p>Of utmost importance when working in the area of collection development is having a written, board-approved selection and challenge policy. These policies will include the who, what, how, and why of library collections, and it is imperative that LMS’s always follow their district’s policies. If there are no written policies in place, develop them immediately! Otherwise the collection will be developed in a haphazard manner which will not meet users’ needs and may well result in the library becoming a graveyard of useless, worthless materials stored in a place which no one frequents. Also, selecting materials without having written criteria can result in would-be censors considering the library fair game for protest and complaints. See the information for the book <i>Where Do I Start: A School Library Handbook</i> which is included in the policies section of this tutorial for more information on selection policies. Also, many model policies can be found on the world wide web by searching for “library selection policies”. Be careful that the policies you use as models are prepared by reputable organizations, and be sure to write for permission before “borrowing” and distributing others’ policies.</p>

Important Terms to Remember:

- Selection – means choosing materials to purchase
- Acquisition – means actually acquiring or purchasing the materials
- Weeding – means “de-selecting” or removing materials that have become damaged or out-of-date

The above terms represent three time-consuming, on-going tasks that must be done for the library media center to remain vital and serve the needs of users. The following tips will help you facilitate these tasks:

1) As was mentioned above in the curriculum section, it is important to use professional selection tools to aide in choosing high quality materials. If you are unable to afford to purchase a variety of selection tools, form a pool with other library media specialists in your district or geographical area and share these materials, or use free web-based resources that include critical reviews. Also, many school districts post lists of high quality books and other materials on their web sites, so it is possible to select at least some of your fiction collection using these sites. See the list of high quality, professional selection tools included in both the curriculum section and in this section of the tutorial for additional suggestions.

2) Each school district has its own board-adopted policies and processes in place for purchasing needed materials. See your school secretary for necessary forms and information on the purchasing process before making purchases, and be sure that you understand and follow these policies and processes. The Colorado Library Consortium (CLiC) and the Bibliographic Center for Research (BCR) both have material discount programs that will save you money when ordering materials. See their web addresses following this section.

3) The procedures and criteria for weeding materials are also typically covered in a district-adopted selection policy. Generally, when materials are damaged beyond use, they should be removed from the collection for two reasons: 1) They will be more difficult to use or not usable at all. 2) Leaving damaged materials in the collection sends a message to users that it’s OK to abuse library materials. Materials that contain out-of-date or incorrect information should also be removed as the school library may provide the only access to information that some students have. Thus, to give them books that state that man has not yet been to the moon or that the typical computer is a mainframe is ethically wrong!

Application of Information:

Find and print a school district’s library selection policy. Read the policy and compare it to your district’s policy to determine which is most complete and up to date. If a policy already exists, be prepared

to discuss necessary revisions with your principal or district library coordinator. If your district has no policy, highlight the sections that you think would work for your district, and start a discussion with either your principal or the district library coordinator about how to develop a policy in your district.

To Learn More:

Collection Development Resources:

Books:

Hughes-Hassell, Sandra and Mancall, Jacqueline C. *Collection Management for Youth: Responding to the Needs of Learners*. Chicago: American Library Association, 2005.

Baumbach, Donna J. and Miller, Linda L. *Less Is More: A Practical Guide to Weeding School Library Collections*. Chicago: American Library Association, 2006.

Bishop, Kay. *The Collection Program in Schools: Concepts, Practices, and Information Sources, Fourth Edition*. Westport, CT: Libraries Unlimited, 2007.

Selection Tools:

Books:

Best Books for Children, latest edition, by Bowker Publishing.

Best Books for Junior High Readers, latest edition, by Bowker Publishing.

Best Books for Senior High Readers, latest edition, by Bowker Publishing.

Best Books for Young Adult Readers, latest edition, by Bowker Publishing.

Elementary School Library Collection, latest edition, by Brodart.

Herald, Diana Tixier. *Teen Genreflecting, 2nd Edition*. Westport, CT: Libraries Unlimited, 2003.

York, Sherry. *Picture Books by Latino Writers*. Worthington, OH: Linworth Publishing, Inc., forthcoming Spring 2002.

Magazines:

Booklist magazine published by the American Library Association

	<p><i>Library Media Connection</i> magazine published by Linworth Publishing, Inc.</p> <p><i>School Library Journal</i> magazine published by Cahners Business Information</p> <p><i>Voice of Youth Advocates</i> (VOYA) magazine published by Scarecrow Press, Inc.</p> <p>Web Sites:</p> <p>ACLIN (Access Colorado Library Information Network): http://www.aclin.org/</p> <p>American Library Association: http://www.ala.org</p> <p>Bellingham Public Schools Library Collection Site: http://www.bham.wednet.edu/library/tablec.htm</p> <p>BookHive: http://www.bookhive.org/</p> <p>KidLit Children’s Literature: http://mgfx.com/kidlit/index.htm</p> <p>Selecting and Using a Core-Reference Collection, 4th Edition: http://www.tsl.state.tx.us/ld/pubs/corereference/</p> <p>Various school district and public library Web sites</p> <p>Vendor web sites included previously in this tutorial</p> <p>Discount Programs: Colorado Cooperative Purchasing Agreement: Vendor Awards updated annually: http://www.clicweb.org/cooperative_purchasing/clic_coop_purchasing_agreement_current.pdf</p> <p>Bibliographic Center for Research (BCR): http://bcr.org/discounts/library-office.html</p>
<p>Classification and Cataloging</p>	<p>Who the heck is Dewey, and why should I care?! The vast majority of school library media center collections are organized by the Dewey Decimal Classification System. Most people have at least a basic knowledge of this system and know that it deals with assigning numbers to various types of materials. To</p>

review: these numbers (Call numbers) are placed on some type of label on the outside of various items, and the items are arranged sequentially from the smallest number to the largest. The call numbers are also included in some type of searchable record for each item in the library. The format for the records is either a paper card catalog, a rather obsolete system, or an on-line, computerized database that contains an electronic, MARC (machine-readable catalog) record for every item in the library.

Each of the Dewey numbers consists of at least three digits, and those that include decimals are extended to include more digits. Thus, the system starts with the 000's and progresses to the 999's. Various reference materials and Web sites can assist LMS's in becoming more familiar with this system.

Paper card catalogs vs. the OPAC (On-line Public Access Computer):

The paper card catalog is typically located in a wooden cabinet with drawers that hold the alphabetically arranged cards. Three types of cards are included: an author card, a title card, and a subject card.

An electronic "card catalog" also contains records that can be accessed by author, title, or subject heading, but these records can also be accessed by keywords that are sometimes simply natural language words, similar to the way one uses a web site search engine. Users access the records at OPAC (online public access computer) terminals in the library or, if there is a local or wide area network, records can be accessed from all computers within a certain school or school district that are on the network. If the library automation software is accessed via the Internet, users can also get to the electronic catalog from any computer that has Internet access.

Paper records for items are called "catalog cards", and electronic records for items are called "MARC" (machine-readable cataloging) records.

What are subject headings, and where will I find them?

Subject headings are controlled vocabulary words assigned to identify various topics. As with Dewey numbers, these are included on paper card catalog records or in electronic catalog records. There are two major types of subject headings: Sears subject headings and Library of Congress subject headings. The Sears subject headings are not as widely used as they were in the past. In fact, most electronic catalog records, i.e. MARC records include the Library of Congress subject headings, so when deciding which subject

headings to use in your library's catalog, keep in mind that if you ever change from a paper card catalog to an electronic one, the standard subject heading system to use is the Library of Congress subject heading system.

When I select and purchase books and other items, how can I get those shiny covers put on them, get labels with Dewey numbers prepared and attached to the book spines or AV containers, have date due slips placed inside books or other material?

Most library vendors offer the above services called "processing" for the items they sell. There is typically a small, per-item fee for these services, and the fee information is usually found inside the vendors' catalogs. It is possible to order items "shelf ready" so that very little additional work needs to be done to them prior to actually putting them on the shelf.

OK, so I know how to get items "processed". But how do I get them cataloged?

In the past, some library media specialists prepared their own paper catalog records for every item in the library. Some LMS's still do this, and some actually prepare electronic records for items and enter the data into their library automation software database. However, there are many sources for catalog records, some of which are low-cost or even free. Some are Colorado-specific.

Prices are coded as follows:

- \$ free or relatively inexpensive
- \$\$ inexpensive to moderate
- \$\$\$ more expensive

Paper catalog records:

- Book and AV vendors such as Baker & Taylor, Follett, Mackin, etc. \$ - minimal charge per record; usually prepared by non-professionals
- Professional cataloging services such as Marcive and OCLC. \$\$\$ fee based; prepared by professional catalogers

Electronic (MARC) records:

- Book and AV vendors such as Baker and Taylor, Follett, Mackin, etc. \$ to \$\$ - minimal charge per records; usually prepared by non-professionals; may not be full MARC format; quality varies from vendor to vendor
- Commercial cataloging vendors such as BookWhere, Cat Express, E-Z Cat, Marcive and OCLC, etc. \$\$ to \$\$\$ - quality and cost vary greatly; some are simply software

	<p>template-type programs that require LMS's to "fill in the blanks"; others actually prepare full MARC records that can be uploaded into various library automation software systems</p> <p>To get further help in finding cataloging sources, contact your CLiC Regional consultant.</p> <p>To Learn More: Books:</p> <p><i>Abridged Dewey Decimal Classification and Relative Index</i>, Edition 14. OCLC Forest Press, Inc., 2004. (Available in both print and online versions at http://www.oclc.org/dewey/versions/default.htm.)</p> <p>Fountain, Joanna F. <i>Subject Headings for School and Public Libraries: An LCSH/Sears Companion, Third Edition</i>. Englewood, CO: Libraries Unlimited, Inc., 2001.</p> <p>Kaplan, Allison G. and Ann Marlow Riedling. <i>Catalog it!: A Guide to Cataloging School Library Materials</i>. Columbus, OH: Linworth Publishing, Inc., 2002.</p> <p>Web Sites:</p> <p>"Do We" Really Know Dewey? (game format to learn the Dewey Decimal System – can be used with students): http://tqjunior.thinkquest.org/5002/index.shtml</p> <p>Library of Congress http://www.loc.gov/</p> <p>OCLC Forest Press: http://www.oclc.org/fp/</p> <p>Understanding MARC: http://lcweb.loc.gov/marc/umb/umbhome.html</p> <p>Application of Information: If you are not familiar with the Dewey Decimal System, go to the "Do We" Really Know Dewey? Site, read the information, and take the quizzes.</p>
Copyright	<p>How can I ensure that I am not violating federal copyright law? The federal copyright law is very complex, and educators sometimes violate the law because they erroneously think that they are exempt and do not have to follow it. Not so! Just as with other laws of the land, ignorance of this law is no excuse! In fact, not only is every</p>

individual responsible for following the law, but those folks who may innocently “aid and abet” violators can also be held liable. Library media specialists are in a very vulnerable position with regard to this situation, so it behooves you to be knowledgeable and ethical when dealing with copyright issues. Of course, the very best solution would be to have your own copyright attorney on staff with whom you could consult regularly. School budgets being what they are, this is, of course, ludicrous. However, many excellent resources exist to help you better understand this complex legislation.

So exactly what are your responsibilities and how can you stay compliant without alienating your colleagues? Should you be the “copyright police” watching every staff member and student in your school and reporting all infringements? Or should you turn your head and ignore all that goes on around you? Somewhere between those two extremes is a prudent answer to the question of copyright violations. Here are some commonsense suggestions to help you deal with this complex issue.

- 1) As much as possible, learn about and stay abreast of current copyright law and cases. This means doing your homework by reading books and articles, attending workshops at conferences, and paying attention to copyright situations in other school districts. Note: The *Library Media Connection* magazine listed below includes a “Copyright Question of the Month” in each issue that provides on-going staff development in this area.
- 2) Post the standard copyright violation warning on all photocopy machines, VCR’s, and other machines that enable users to reproduce the works of others or show media such as DVD’s or videos. The copyright warning notice is available in the book *Copyright for Schools: A Practical Guide* by Carol Simpson as well as in other resources about copyright.
- 3) If you are involved in borrowing from or lending materials to other libraries, i.e. interlibrary loan or “ILL”, make sure you have done your homework regarding rules that govern the number of times you can photocopy articles from one journal per year, who is responsible for the record-keeping, and all other issues.
- 4) Remember that you are liable if you participate in a copyright violation in any way. This can include such innocent seeming tasks as helping a teacher use a photocopy machine to illegally reproduce “class sets” of materials, so be careful not to put yourself in situations where you are helping someone else to violate copyright. Post the notices

in the appropriate places; give correct information or refer colleagues to experts or resources; then stay out of the situation!

- 5) Become familiar with the “fair use guidelines” which are applicable to educators. These do not give educators carte blanche to make unlimited copies of material nor to show movies to kids for rewards, just to mention a couple of typical misconceptions.
- 6) If your district has a written copyright policy, follow it! If not, be instrumental in helping develop one.
- 7) When possible, seek out and use copyright experts to help you. One such source is the Association for Information Media and Equipment or AIME which is a copyright watchdog organization. One of their roles is to provide assistance and answer questions about copyright. For a nominal fee, your district can obtain a membership which entitles anyone in your district to call their toll free number, ask questions, and have a copyright expert call you back with answers.
- 8) Finally, when in doubt, err on the side of NOT violating copyright by always assuming that an item is copyrighted and permission must be obtained to reproduce it. Be polite but firm when colleagues ask you to break the law. Remember, if you are involved in a copyright violation in any way, you are just as liable as the person who directly violated the law.

So what are these “fair use guidelines” and how do they work.

The fair use guidelines, “while they are not law, are interpreted to be the Congress’ intent in enacting the law” according to Carol Simpson in her book *Copyright for Schools: A Practical Guide, Fourth Edition*. The “fair use exemptions” do give educators some rights that others may not have, but they are very limited and conditional. Factors to be considered are such things as the purpose, i.e. commercial or nonprofit educational use, the nature of the copyrighted work, how much of a work is copied and how many copies are made, and the effect upon the potential market for the copyrighted work. (Simpson, p. 14)

In brief, the fair use guidelines give teachers **limited** rights to make copies of certain types of materials and to show or play certain types of media to students in a direct teaching situation within their classrooms. So, when you as the library media specialist are asked to make copies, reproduce media, lend recording equipment, or perform other tasks that may involve copyright, be sure you’ve done your homework, and refuse requests that could cause you to violate

	<p>the law.</p> <p>Application of Information:</p> <p>1) Find out whether your district has in place a board-adopted, written copyright policy. If so, read it and follow it. Also, be sure your principal is aware of the policy.</p> <p>2) Use one or more of the resources below to start becoming knowledgeable about copyright and fair use. Most of these are in “plain English” and are therefore fairly understandable.</p> <p>To Learn More:</p> <p>Print:</p> <p><i>Library Media Connection</i> magazine, published by Linworth Publishing, Inc. (features a <i>Copyright Question of the Month</i> in each issue)</p> <p>Russell, Carrie. <i>Complete Copyright: An Everyday Guide for Librarians</i>. Chicago: American Library Association, 2004.</p> <p>Simpson, Carol. <i>Copyright for Schools: A Practical Guide, 4th edition</i>. Worthington, OH: Linworth Publishing, Inc., 2005.</p> <p>Web Sites:</p> <p>AIME: http://www.aime.org/</p> <p>American Library Association: http://www.ala.org/ala/washoff/woissues/copyrightb/copyright.cfm</p> <p>AV Producers Offering Public Performance Rights: http://www.courses.unt.edu/csimpson/cright/ppr.htm</p> <p>Stanford University’s Copyright and Fair Use Center: http://fairuse.stanford.edu/</p> <p>United States Copyright Office: http://lcweb.loc.gov/copyright</p>
Automation and Technology	<p>OPAC’s, MARC records, computers, oh my!</p> <p>The language of library automation can be very technical and confusing, but as a library media specialist who will probably be confronted with this technology at some point in your career, learning this language now will prove invaluable later. This section will provide you with some very basic, beginning information and then refer you to resources to help you learn more. So when your</p>

principal comes into the library media center and says, “Guess what, we’re going to automate the library,” or “Guess what, we’re going to migrate to a new, less expensive (always) automation software system” you’ll be ready and eager!

Three areas to be considered when selecting an automation system are hardware, software, and networks.

Hardware: You must not only decide what platform you will use – PC or MacIntosh – but you must decide about the specific specifications of the hardware, i.e. how much memory, processing speed, etc. That is the bad news. The good news is that as you are selecting your software, the software vendor’s rep can give you suggestions about the type of hardware that will work best for the software program. Thus, these two areas – hardware and software – go hand in hand.

- ❖ **Software:** Selecting the right software program can be daunting indeed! The suggestions below are certainly not all-inclusive, but they can help you get started with this task.
- ❖ If possible, form a software selection committee so that you are not required to do all of the work and make all of the decisions alone.
- ❖ Library automation can be quite expensive, so you want to be sure that the software you select fits your needs. Thus, you will want to brainstorm (with others if possible) about the exact features you want and need.
- ❖ Prioritize these features so that you know which ones are most important and which ones you can do without if necessary. Pricing varies greatly depending upon features included.
- ❖ Visit other schools which have automated libraries or have different automation software from yours if you are thinking of migrating to a new system, and ask them not only to demonstrate how the software works, but ask about the pros and cons of the system they selected. It also helps to have a checklist or survey of the specific questions you want to ask.
- ❖ Contact your CLiC regional consultant. Your CLiC consultant is a valuable resource who can provide you with assistance and refer you to others who can help you as well.
- ❖ Keep a notebook with good documentation about everything you’ve learned. As you get closer to making a final decision, this notebook can be invaluable!
- ❖ Check library automation vendor web sites. When you have gathered names of library automation software vendors, search for their sites and take a tour of each.
- ❖ Once you narrow your selection to two or three software

systems, ask vendors to come to your site and give you a demonstration. Be sure the principal, district IT staff members, and automation selection committee members attend these. Their buy-in is essential, especially given the fact that software can be very expensive.

- ❖ Ask vendors for a written proposal which includes features, pricing, and after the sale service and support information.
- ❖ Remember, no one automation system can typically do everything you want for the price you are willing to pay, so you must have a clear picture of necessities versus luxuries.

Networks: Before you decide upon the system to purchase, be aware of your district's philosophy regarding library resources and resource-sharing among libraries. If school libraries lend and borrow materials from each other, then you will want software that works across a wide area network. This will allow you to have a shared, union catalog so that every school can see every other school's library holdings. Also, if your software is web-based, you will need internet access on all computers.

There are a couple automation networks in Colorado such as MARMOT and ASCC. The directors of these networks can answer questions about various aspects of library networks and tell you which software systems are compatible with their respective networks.

In Colorado, most schools' library holdings are included in the Colorado Virtual Library (CVL), even if their libraries are not automated. Your holdings can be included in CVL without having an automated library, but this requires you to have electronic MARC records prepared and sent to the State Library as well as having paper catalog cards prepared for your library. Since the CVL network is very accessible and includes valuable teaching resources as well as library holdings, this may provide you with sound rationale for automating your library. Ask your principal to let you demonstrate CVL for teachers. The excitement that this can generate may well help you gain support for automating the library.

Open Source:

The overwhelming majority of library automation software is offered through commercial companies as proprietary, closed-source software where the source code is closely guarded. This proprietary model involves paying a license fee upfront to acquire the software, plus paying annual maintenance fees for updates and support. In the last few years some open source integrated library systems have emerged to challenge the commercial offerings.

An open source ILS (Integrated Library System) is considered to be a practical option to the traditional commercial (closed) system. The appeal of using an open source ILS is that the software is free, and the source code is accessible and relatively simple to modify. This customization feature allows the library to create an interface (“look”) to meet the needs of library staff and patrons alike. Typically, libraries incur costs in the open source model through developing and maintaining the software. Support companies who maintain the software and can provide a hosting environment are springing up beneath the software (see support companies listed in table below). Open source software is considered by many to be the next generation of computing.

Examples of Open Source ILS products

Koha (www.Koha.org)

Evergreen (www.open-ils.org)

OPALS –NA (K-12 Schools) (www.opals-na.org)

LearningAccess ILS (www.learningaccess.org)

Avanti (www.avantibrarysystems.com/about.html)

Emilda (emilda.org/index.php?q=about)

WEBLIS ([link to WEBLIS](#))

Open Source ILS Support Companies

LibLime (www.liblime.com)

Equinox (www.esilibrary.com/esi)

Index Data (www.indexdata.dk/)

Care Affiliates (www.care-affiliates.com)

To Learn More:

Open Source ILS Software

Koha (www.Koha.org)

Evergreen (www.open-ils.org/g)

LearningAccess ILS (www.learningaccess.org/)

Avanti (www.avantibrarysystems.com/about.html)

Emilda (www.emilda.org/index.php?q=about)

OPALS –NA (K-12 Schools) (www.opals-na.org)

WEBLIS

(www.portal.unesco.org/ci/en/ev.php-URL_ID=16841&URL_DO=DO_TOPIC&URL_SECTION=201.html)

SUPPORT Companies:

Equinox Software (www.esibrary.com/esi)

LibLime (www.liblime.com)

Index Data (<http://www.indexdata.dk/>)

Care Affiliates (www.care-affiliates.com/)

Books:

Bilal, Dania. *Automating Media Centers and Small Libraries: A Microcomputer-Based Approach, Second Edition*. Westport, CT: Libraries Unlimited, 2002.

Cohn, John M., et al. *Planning for Automation: A How-To-Do-It Manual for Librarians*, 2nd edition. New York: Neal-Schuman, 1997.

Day, Teresa T., et al. *Automation for School Libraries: How to Do It from Those That Have Done It*. Chicago: American Library Association, 1994.

Jones, Barbara Schultz. *Automation Primer for School Library Media Centers and Small Libraries*. Columbus, OH: Linworth Publishing, Inc., 2006.

Santa Clara County Office of Education, Library Services. *Where Do I Start?: A School Library Handbook*. Worthington, OH: Linworth Publishing, 2001.

Web Sites:

Library Automation System Vendor List from the Texas State Library: <http://www.tsl.state.tx.us/ld/pubs/automationvendors/>

Library Technology Guides: Key Resources in Library Automation:
<http://www.librarytechnology.org/index.pl?SID=20080328174377441>

Marmot Library Network: <http://www.marmot.org/>

A library automation system is not the only type of technology most libraries have.

In addition to selecting and implementing an automation system, there are other types of “information technologies” that are housed in the library. Since the library media specialist is considered to be the information authority, it stands to reason that you are expected to assist teachers and students in knowing about and using these technologies just as you help them use print resources. Thus, it is important to become knowledgeable about the current types of information technology resources in your library media center and to continue to learn about new technology-based resources.

Regarding student technology use, just as there are information literacy and content standards, standards exist for student technology use also. The International Society for Technology in Education (ISTE) provides these standards on their web site. Additionally, they provide print resources to assist teachers and librarians in integrating these standards into the teaching and learning environment. Web site information follows.

Information technology resources are in many formats including DVD’s, videotapes, audiotapes, music CD’s, play-aways, MP3 files, e-books, downloadable audio and video, on-line databases, streaming video, computer-based games, and web sites. It is certainly not possible for LMS’s to know about all of these, but having a basic knowledge about how to incorporate information technology into your collection and how to plan for new technology is very important. Additionally, information literacy usually incorporates technology literacy as well. So library media specialists must become the technology resource experts too!

First, it is important that you know what is currently in the library. One of the best sources for this information is your students. They can tell you what types of technology they have used in the library and which resources were beneficial. That can provide for you a starting point for getting acquainted with your current technology. Students can also help you decide what types of new technologies are needed to help you as you plan to make new purchases. Teachers are also a good resource for helping you learn about current and needed information technologies. Your school library

colleagues are also good resources for help with information technology as are your CLiC regional consultant and the state library staff. Finally, your district may have an instructional technology plan in place. If so, be sure to obtain a copy and see which sections deal with information technology applications.

Web 2.0 resources are critical learning tools.

In addition to the information technology resources mentioned previously, a plethora of web-based technologies exist, many of which are free. The only limitations for their use are your own imagination and perhaps your district filtering software or firewall. Thus, you may need to start the exciting process of incorporating these tools by only trying one tool at a time and slowly expanding your web 2.0 repertoire as students and teachers are ready to use them. Some of the free web 2.0 resources that are available are: wikis, blogs, RSS feeds, podcasts, vodcasts, social networking sites such as MySpace and Facebook, digital photography sharing sites such as Flickr, virtual reality sites such as SecondLife, customizable webpages such as iGoogle, and nings.

Considerations about information technology and web 2.0 tools:

1. Don't forget that technology resources should be included as a part of your collection development efforts. So, when writing a selection policy, include criteria for selecting technology-based resources.
2. Part of your budget may need to be allocated specifically for information technology. Check with your school secretary or principal to see whether these are separate line items in your budget or whether your library budget is inclusive of both print and non-print, allowing you to decide how much to spend for various types of materials.
3. Some on-line databases are purchased on a subscription basis. You will need to find out whether funding for these databases is provided each year or whether you will need to make a new request in your budget annually.
4. Just as with your library automation system, you will need to make sure that the information technology software you select is compatible with the hardware in your library. So if you purchase DVD's, for example, make sure you have players available or have funding to purchase players.
5. Just as you should have a selection policy to govern what types of technology you will purchase, you should have policies governing the use of such technology. Will students be allowed to print articles from on-line encyclopedias? If so, will they be charged, or will they be limited as to the number of pages they can print? Is there an Internet

Acceptable Use Policy that dictates how students must “behave” when they access the Internet? Is parental permission required for Internet access? Consider such aspects as chat rooms, pornographic Web sites, and games.

6. How will technology be accessed? Will you allow students to check out music CD’s? If so, what are the copyright implications? How many students will be able to use computers at one time – an entire class, small groups, individuals?
7. Who will maintain the hardware and software? How will upgrades be handled – by whom, with what funding?

There are numerous questions and considerations that need to be dealt with regarding technology-based resources. As with other areas, the learning process may seem daunting, so it is best to start small – learning just what you absolutely must know to survive – and then increase your learning a bit at a time. Colorado’s Technology in Education Conference (TIE) which is held annually every summer is a great place to have hands-on experience in using various technologies as well as hearing professional educators share their knowledge about current and emerging technology use and trends.

Application of Information:

Spend some time observing students who use technology in the library. Once you have a good idea of which students are truly “technology savvy”, interview a few of them and ask them what technology they use in the library, whether it meets their needs, and what technology they may use at home that would be appropriate for the library. Then do the same process with teachers. Visit local technology stores, and try out some new technology applications that you have not used previously. After you finish these interviews and store visits, make a preliminary list of the types of information technology that you will need to purchase; look for software in library and computer catalogs to get pricing information; keep the list as a starting place for the next year’s purchases.

To Learn More:

Books:

Baule, Steven M. *Technology Planning for Effective Teaching and Learning*, 2nd edition. Worthington, OH: Linworth Publishing, Inc., 2001.

Courtney, Nancy. *Library 2.0 and Beyond: Innovative Technologies and Tomorrow’s User*. Westport, CT: Libraries Unlimited, 2007.

	<p>D’Ambrosio, Jay. <i>E-Teaching: Creating Web Sites and Student Web Portfolios Using Microsoft PowerPoint</i>. Columbus, OH: Linworth Publishing, Inc., 2003.</p> <p>Griffey, Jason and Coombs, Karen A. <i>Library Blogging</i>. Columbus, OH: Linworth Publishing, Inc., 2008.</p> <p>Levitt, Eric J. and Seamon, Mary Ploski. <i>Digital Cameras in the Classroom</i>. Columbus, OH: Linworth Publishing, Inc., 2003.</p> <p>Web Sites: International Society for Technology in Education: http://www.iste.org/index.html</p> <p>School Library Learning 2.0 by the California School Library Association: http://schoollibrarylearning2.blogspot.com/2007/02/23-things_27.html</p> <p>Technology in Education: http://www.tie-online.org/</p>
<p>Advocacy and Professional Growth</p>	<p>In today’s society of rapid change in information, continuing education in the school library field is mandatory!</p> <p>Being a school library media specialist can often feel like a very lonely position. In smaller districts, there may only be one LMS in the entire district! Even in larger districts, there is often only one library staff member in each school. So networking with colleagues, developing a support base, and continuing to learn is sometimes daunting. However, with the Internet so accessible, sometimes finding help and guidance is only a “click” away!</p> <p>There are regional, state, and national organizations, most of which have already been mentioned, that can offer resources, referrals, training, and ideas for promoting your program. In Colorado, CLiC has professional staff members who serve as resource persons and consultants throughout the state. These staff members are very helpful, and they give sound advice in many areas or know other sources to refer their members to when necessary. The Colorado State Library, a division of the Colorado Department of Education, also offers support and assistance.</p> <p>In addition to the above resources, there are also professional organizations that offer services and assistance. State organizations are as follows. The Colorado Association of Libraries (CAL), is our state professional organization, and the school library association which is a part of CAL is the Colorado Association of School</p>

Librarians (CASL). CASL has a listserv for its members to join at caslcommunity@yahoogroups.com.

The American Library Association (ALA) is the national organization for all types of libraries, and the American Association of School Librarians (AASL) is the division of ALA that specifically supports school librarians. These organizations all have web sites, staff email addresses, and phone numbers to call when help is needed. See below for information.

Many school districts have web sites with their library staff members or district library coordinator's contact information posted. Also, there is a well-known, Internet listserv (LM_NET), especially for school librarians with over 4,000 members. Continual "discussion" occurs on this listserv about current issues, trends, and problems. Membership is free. To sign up, send an email message to:

LISTSERV@LISTSERV.SYR.EDU
with the following text (no subject necessary):
SUBSCRIBE LM_NET Firstname Lastname
(Example: SUBSCRIBE LM_NET Jane Doe)

The bottom line is that many support systems exist for school librarians, and your colleagues are generally happy to help and share ideas with you. All it takes is a phone and a computer with internet connections to help you improve your practice and grow and learn.

Application of Information:

If you have not met your CLiC consultant, contact him/her and introduce yourself. Prior to contact, develop a list of three or four questions that you want to ask. Join LM_NET by sending an email message as described above.

To Learn More:

American Association of School Librarians:

<http://www.ala.org/aasl/>

American Library Association: <http://www.ala.org>

Colorado Association of Libraries): <http://www.cal-webs.org/>

Colorado Association of School Libraries: <http://www.cal-webs.org/associations2.html>

Colorado State Library: http://cde.state.co.us/index_library/htm

	<p>Colorado Library Consortium (CLiC): http://www.clicweb.org</p> <p>Library Education Opportunities (LEO) calendar: http://leo.clicweb.org</p>
	<p><u>CONGRATULATIONS!</u> You've completed the School Library 101 online tutorial. Continue to revisit those sections when you have questions and contact those resources listed in the tutorial for additional assistance.</p>