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Competencies for School Library Media Specialists in the 21st Century

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1. The Vision

Information literacy—the ability to find and use information—is the keystone of lifelong learning. Creating a foundation for lifelong learning is at the heart of the school library media program. Just as the school library media center has moved far beyond a room with books to become an active, technology-rich learning environment with an array of information resources, the school library media specialist today focuses on the process of learning rather than dissemination of information. The library media program combines effective learning and teaching strategies and activities with information access skills. Information availability will undoubtedly continue to mushroom into the next century, which will make a strong school library media program even more essential to help its users acquire the skills they will need to harness and use information for a productive and fulfilling life.

The school library media specialist can use the information literacy standards for student learning to create and maintain a program for a broad learning community—students, teachers, administrators, parents, and the neighborhood—that will support lifelong learning. The philosophy statement of the standards follows; a mission and goals statement also appears below.

Philosophy

Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information in a variety of formats. Innovations in traditional printing techniques have joined with advances in electronic technologies to transform the ways we seek and gain information. Students now routinely encounter information in formats as simple as the picture book, as complex as the multimedia package, and as diverse as the literary classic and the personal homepage. The information explosion has provided countless opportunities for students and has dramatically altered the knowledge and abilities they will need to live productively in the twenty-first century. Students must become skillful consumers and producers of information in a range of sources and formats to thrive personally and economically in the communication age. Library media programs must be dynamic, enthusiastic, and student centered to help ensure that all students achieve this status.

Contemporary learning theory describes the student as an active and engaged information user and underscores the importance of students' developing information expertise. Cognitive psychologists define learning itself as the active building of knowledge through dynamic interaction with information and experience. Theorists in the information field contend that the information search process mirrors this description of the learning process: students actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Core elements in both learning and information theory

thus converge to suggest that developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote.

Promoting authentic learning demands both an acceptance of current learning and information theory and a new conception of the context of education. For all students, that context will include learning environments that are fundamentally different from any that we have known. Central to this new context is the idea of the “learning community.” This phrase suggests that all of us—students, teachers, administrators, and parents as well as our local, regional, state, national, and international communities—are interconnected in a lifelong quest to understand and meet our constantly changing information needs. This new learning community is not limited by time, place, age, occupation, or disciplinary borders but instead is linked by interest, need, and a growing array of telecommunications technology.

Helping students flourish in this learning community is the central concern of student-centered library media programs. The goal is to assist all students in becoming active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity. With these abilities, students can become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and to society as a whole.

Library media specialists have always drawn upon a distinctive expertise about information, and a growing body of research is demonstrating the unique contribution this expertise can bring to student achievement. The library media specialist’s mastery has traditionally encompassed a wide range of information formats as well as a sensitivity to the information needs of a wide range of audiences. Especially in recent years, the profession has pioneered in identifying and meeting learning needs brought about by the rapid and continuing expansion of information delivered through a variety of new technologies. Now, as the keystone of a student-centered library media program, the library media specialist is poised to work collaboratively with teachers, administrators, and others to facilitate students’ entry into the communication age. As an essential partner who both contributes to and draws from the expertise of the entire learning community, the library media specialist plays a role that

- begins with promoting and reinforcing students’ interests and abilities in reading, listening, and viewing
- expands to include fostering the full range of information concepts, strategies, and abilities students must master to profit from the global resources that are quite literally at their fingertips
- includes developing the full range of abilities that students need to interact effectively with information and to construct meaningful knowledge:
 - analyzing complex and conflicting presentations of information
 - appreciating the variety of perspectives offered by individual viewpoints, scholarly disciplines, and cultural understandings
 - using information competently in critical thinking, decision making, and problem solving
 - producing new information and creating products and presentations that communicate ideas efficiently and effectively
 - acting responsibly in regard to information, particularly with respect to the difficult issues of intellectual freedom, equitable access to information, and intellectual property rights in an age of global interconnectivity

— developing into lifelong learners who can assimilate varying viewpoints, accommodate change, and contribute to the well-being of the community.

As the essential link who connects students, teachers, and others with the information resources they need, the library media specialist plays a unique and pivotal role in the learning community. To fulfill this role, the effective library media specialist draws upon a vision for the student-centered library media program that is based on three central ideas: collaboration, leadership, and technology. These ideas underlie the vision presented in the information literacy standards and provide unifying themes for guiding the library media specialist and the library media program. They are interwoven throughout the following descriptions of the library media specialist's specific responsibilities:

- As teacher, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations—particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff—both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.
- As instructional partner, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.
- As information specialist, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools.
- As program administrator, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and

provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

Issues related to information and communication have long been the concern of the library media specialist and the library media field. Drawing upon contemporary understandings as well as the field's traditional emphasis on the critical evaluation and use of information, the library media specialist plays a unique and vital role in helping students, teachers, and other school and community leaders develop the knowledge, abilities, and attitudes that are crucial to the broader learning community in the communication age.

Mission And Goals of the School Library Media Program

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
 - by working with other educators to design learning strategies to meet the needs of individual students.

— *Information power: Guidelines for school library media programs* (1988), p.1

The mission statement for *Information power: Guidelines for school library media programs* is as relevant today as it was in 1988, and so it remains the mission statement for the information literacy standards for student learning as well as for *Information power: Building partnerships for learning*. Although changes in society, education, and technology have transformed many of the challenges facing library media programs during the past decade, the mission itself remains the same. Today, this mission focuses on offering programs and services that are centered on information literacy and that are designed around active, authentic student learning as described in the information literacy standards for student learning. The goals of today's library media program point to the development of a community of learners that is centered on the student and sustained by a creative, energetic library media program. These goals are as follows:

1. To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum
2. To provide physical access to information through
 - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
 - b. a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format
3. To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology
4. To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning
5. To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities

6. To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus

7. To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

—excerpted from
Information Power: Building partnerships for learning, 1998.
pp. 1-7.

Competencies of Library Media Specialists

Learning and Teaching

1 The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals. *The library media specialist:*

1. Develops a thorough knowledge of subject area and grade level curricula, and promote competency in information literacy across the curriculum
2. Works on subject area and grade level teams and committees at the building, district, and state levels
 - to develop curriculum
 - to establish learning goals and objectives that incorporate information-literacy skills
 - to recommend appropriate information resources to support information literacy and critical thinking throughout the curriculum
3. Participates on technology committees at all levels to focus technology plans on information literacy
4. Collaborates with teachers, staff, and other members of the learning community to integrate information literacy competencies throughout the teaching and learning process.

2. The information literacy standards for student learning are integral to the content and objectives of the school's curriculum. *The library media specialist:*

1. Develops a deep understanding of the information literacy standards for student learning and of the specific relationships between the standards and the curricular goals of the school and the district
2. Creates and promotes a rationale for infusing the information literacy standards for student learning into curricular and instructional policies for the district and the school
3. Develops and promotes specific plans for incorporating the information literacy standards for student learning into day-to-day curricular and instructional activities
4. Collaborates regularly with teachers and other members of the learning community to encourage students to become information literate, independent in their learning, and socially responsible in their use of information and information technology

3. The library media program models and promotes collaborative planning and curriculum development. *The library media specialist:*

1. Uses the information literacy standards for student learning as a basis for curricular and instructional planning
2. Collaborates regularly with teachers and other members of the learning community to develop curricular content that integrates information-literacy skills, to plan instructional activities, and to identify resources that support and enhance the curriculum
3. Teaches and assesses student achievement of information-literacy concepts and processes as determined through collaborative planning with teachers and other members of the learning community

4. The library media program models and promotes creative, effective, and collaborative teaching. *The library media specialist:*

1. Maintains a current professional collection that supports instructional excellence across the curriculum

2. Designs and implements teaching and learning activities, both individually and in collaboration with other faculty, that reflect the best in current research and practice
3. Applies basic principles of instructional design in creating activities and resources for learning
4. Promotes the full range of information literacy skills in such areas as reading programs, literature appreciation, information-seeking skills, and the uses of information technology
5. Promotes information literacy skills to teachers and other staff as integral to subject-matter learning in all areas

5. Access to the full range of information resources and services through the library media program is fundamental to learning. *The library media specialist:*

1. Builds and maintains expertise in a wide range of information issues, resources, and technology
2. Collaborates with teachers, administrators, and others to ensure that the full range of information resources is available to promote student learning
3. Evaluates, acquires, provides, and promotes information resources to meet the learning needs of all learners
4. Advises and assists the school community in evaluating and acquiring school-based information resources
5. Establishes and maintains ties with information resources and services within the local community that can help meet learning needs
6. Participates in electronic networks and resource sharing systems that expand the library media center's capacity to access information globally

6. The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment. *The library media specialist:*

1. Models the effective and enthusiastic use of books, videos, films, multimedia, and other creative expressions of information as sources of pleasure and information
2. Works collaboratively and individually to design, develop, and implement programs that encourage reading for enjoyment and for information
3. Works collaboratively and individually to design, develop, and implement programs that develop skills in media literacy, including the critical analysis of film, television, and other mass media
4. Becomes an advocate inside and outside the school for reading and for literacy in print, graphic, and electronic formats

7. The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs. *The library media specialist:*

1. Maintains a collection that is diverse in format and content to support the learning needs of students and other members of the learning community with a wide spectrum of abilities, backgrounds, needs, and learning styles
2. Works individually and collaboratively with other faculty to analyze individual students' learning needs, particularly as they relate to information literacy
3. Recommends appropriate resources and activities to meet individuals' learning needs
4. Applies basic principles of instructional design to develop learning activities
5. Creates, implements, and evaluates resources in various formats to meet individuals' learning needs, and assess students' achievement
6. Develops activities and resources to address the individual needs of all members of the learning community, particularly students, in mastering the concepts of information literacy and

the uses of information resources and technology

8. The library media program fosters individual and collaborative inquiry. *The library media specialist:*

1. Provides students and other members of the learning community with intellectual access to the full range of information resources, both traditional and electronic, as appropriate to their learning needs
2. Models the attitudes and skills of an independent, lifelong learner who values inquiry and is competent in all its stages and with all its tools
3. Collaborates with teachers and others to educate students in the steps and criteria for efficient and effective inquiry
4. Promotes excellence and responsibility in individual and group uses of information and information technology
5. Promotes the information literacy standards for student learning as guidelines for student engagement with the full array of information resources.

9. The library media program integrates the uses of technology for learning and teaching. *The library media specialist:*

1. Builds and maintains expertise in assessing various technology products and processes for their potential to enhance learning
2. Guides and assists the learning community in the use of new media and technologies for learning and teaching and in evaluating and selecting appropriate informational and instructional resources
3. Works collaboratively with teachers and others to use the principles of instructional design to create, implement, evaluate, and revise information-based learning activities
4. Model and promote effective uses of technology for learning and teaching

10. The library media program is an essential link to the larger learning community. *The library media specialist:*

1. Creates and sustains an environment that encourages information literacy, independent and collaborative inquiry, and lifelong learning
2. Orchestrates access to information resources within and beyond the school
3. Promotes relationships with external information sources, such as public libraries, government agencies, and business organizations, in support of learning
4. Updates personal knowledge and skills on an ongoing basis, identify and assess the school staff's learning needs in areas related to information, and provide appropriate professional development opportunities
5. Promotes curriculum and instructional development based on the information literacy standards for student learning to equip students with the knowledge and skills they need to participate actively and effectively in the learning community

Information Access and Delivery

11. The library media program provides intellectual access to information and ideas for learning. *The library media specialist:*

1. Maintains current and in-depth knowledge about the complete range of educational and informational materials, about the characteristics of students, and teachers, and about ways of matching individual needs and interests with appropriate materials
2. Develops and implements, in collaboration with teachers and others, a collection development policy that provides access to current and appropriate resources for all members of the school community
3. Develops and implements, in collaboration with teachers and others, policies and procedures that provide appropriate access to external resources, such as those available on the Internet
4. Assists students and staff, through comprehensive reference service and such vehicles as bibliographies and resource lists, in identifying appropriate information resources and in interpreting and communicating their intellectual content
5. Designs programs and services, in collaboration with teachers and others, based on the information literacy standards for student learning to provide intellectual access to resources that meet learning and information needs

12. The library media program provides physical access to information and resources for learning. *The library media specialist:*

1. Collaborates with administrators, teachers, and others to design and renovate library media center facilities and to identify all physical elements, including informational and instructional technology, to be acquired
2. Selects the most advanced resources and equipment, both traditional and electronic, that are appropriate for accessing and producing information related to students' and others' learning needs
3. Coordinates the acquisition and circulation of all information and instructional resources, including
 - printed materials
 - realia
 - hardware and software
 - production equipment
 - adaptive resources for students and others with special needs
4. Organizes all resources for effective and efficient use, through such measures as cataloging, classifying, and arranging all elements of the collection
5. Maintains centralized systems for bibliographic control, materials and equipment circulation, and information distribution
6. Manages space, equipment, resources, and supplies for the full range of library media programs and services
7. Encourages flexible access to the programs and services of the library media program by developing and implementing policies for scheduling, space management, and materials circulation that meet the needs of students, teachers, and other members of the learning community

13. The library media program provides a climate that is conducive to learning. *The library media specialist:*

1. Collaborates with teachers, administrators, students, parents, and others to create programs, facilities, services, and schedules that students and others find welcoming and appealing
2. Creates and maintains an inviting, attractive physical environment within the library media center and in relation to all the physical elements of the program
3. Is energetic and enthusiastic with students and other members of the learning community
4. Organizes materials, resources, equipment, schedules, and space to stimulate and support productive and focused learning
5. Promotes the library media program as an attractive, welcoming, and essential venue

14. The library media program requires flexible and equitable access to information, ideas, and resources for learning. *The library media specialist:*

1. Works collaboratively with the learning community to develop and implement policies and practices that
 - make resources, facilities, and professional assistance available at the time of learning need through such mechanisms as flexible scheduling, extended service hours, and after-hours technological access
 - reflect principles of intellectual freedom and flexible and acceptable uses of information resources, technologies, and facilities
2. Maintains an environment that meets the information needs of all members of the learning community, regardless of disability or other difference, through appropriate physical adaptations and instructional policies and practices
3. Encourages the widest possible use of program resources and services by making them available throughout the school and through remote access as well as in the library media center
4. Welcomes parents, families, and other members of the learning community to use program facilities, materials, and personnel

15. The collections of the library media program are developed and evaluated collaboratively to support the school's curriculum and to meet the diverse learning needs of students. *The library media specialist:*

1. Maintains current and comprehensive knowledge of the curriculum, of students' characteristics and needs, and of instructional and informational resources in the full range of formats and topic areas
2. Collaborates with teachers and others to develop and publicize policies that govern selection and deselection of resources as well as reconsideration of questioned or challenged resources
3. Develops and directs a continuous collection development and evaluation process that focuses on regular, collaborative assessment of teaching and diverse learning needs and the formats and resources to meet them
4. Maintains and uses a variety of appropriate, up-to-date tools and techniques - for example, reviewing sources, published evaluations, and selected Internet sites - to locate and select materials
5. Promotes learning resources by maintaining and circulating published evaluations of materials and equipment, by establishing opportunities for teachers and others to preview resources, and by soliciting teachers' and students' regular evaluations of program collections

16. The library media program is founded on a commitment to the right of intellectual freedom. *The library media specialist:*

1. Collaborates with teachers, administrators, parents, and other members of the learning community to create and disseminate policies related to freedom of information that are consistent with the mission, goals, and objectives of the school

2. Promotes the principles of intellectual freedom by providing services and resources that create and sustain an atmosphere of free inquiry and by serving as an active advocate for intellectual freedom within the school and in the larger learning community
3. Collaborates with teachers, administrators, and other members of the learning community to build and maintain collections that are appropriate to the learning needs of all the students in the school
4. Models the openness to the ideas and the free and robust debate that are characteristic of a democratic society
5. Guards against barriers to intellectual freedom, such as age or grade-level restrictions, limitations on access to electronic information, requirements for special permission to use materials and resources, and restricted collections
6. Collaborates with teachers to use the information literacy standards for student learning to design and integrate learning activities that equip students to locate, evaluate, and use a broad range of ideas responsibly and effectively

17. The information policies, procedures, and practices of the library media program reflect legal guidelines and professional ethics. *The library media specialist:*

1. Maintains an in-depth understanding of current legislation and regulations regarding access, copyright, and other legal issues that affect the library media program
2. Demonstrates a commitment to the principles of the library profession regarding intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns
3. Collaborates with teachers, administrators, and others to develop and publicize policies and procedures that advocate compliance with copyright and other relevant laws
4. Models ethical and responsible use of information and information technology by observing all legal guidelines related to access and duplication, by ensuring the confidentiality and security of information for all members of the learning community, and by providing equitable access to information and ideas in accordance with the principles of intellectual freedom and the needs and abilities of learners

Program Administration

18. The library media program supports the mission, goals, objectives, and continuous improvement of the school. *The library media specialist:*

1. Develops and implement a mission statement, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school
2. Integrates the information literacy standards for student learning into all formal documents related to the library media program
3. Serves on the school's decision-making body
4. Uses appropriate administrative channels to ensure that the library media program is understood as essential to the school's instructional program
5. Participates fully in needs assessments and evaluations related to school improvement and include the results, particularly those related to information technology, into the development of programs and services

19. In every school, a minimum of one full-time, certified/licensed library media specialist supported by qualified staff is fundamental to the implementation of an effective library media program at the building level. *The library media specialist:*

1. Interacts regularly with supervisory personnel within and beyond library media services at district and other appropriate levels to help ensure that the program is adequately staffed with professional and supporting employees
2. Continuously updates personal competencies in information literacy, learning and teaching, information access and delivery, administration and supervision, technology utilization, and other areas to fulfill the requirements of a professional position
3. Participates regularly in activities within the district and at other appropriate levels to gain support and feedback for the program and to be aware of efforts and issues beyond the building
4. Participates in performance appraisals, both as a supervisor responsible for other staff and as an employee committed to seeking continuous professional development
5. Is active in local, state, and national professional organizations and in other professional activities to remain current with recent trends and to contribute to the profession

20. An effective library media program requires a level of professional and support staffing that is based upon a school's instructional programs, services, facilities, size, and numbers of students and teachers. *The library media specialist:*

1. Analyzes instructional program requirements, the number of students and teachers served, and other pertinent features of the school and the program to determine appropriate staffing patterns
2. Advocates appropriate numbers of professional and other staff to meet the learning needs of the school's full learning community
3. Collaborates with all staff, especially the school's information technology staff, to identify and use the full range of technologies required to meet students' and others' learning and information needs
4. Monitors and supervise technical and clerical staff to facilitate smooth operation of the program
5. Provides access for teachers and students to the school library media center and staff throughout the school day and at other times, as needed, to support the integration of the information literacy standards for student learning

21. An effective library media program requires ongoing administrative support. *The library media specialist:*

1. Initiates collaboration with the principal and other appropriate administrators to develop the mission, goals, and objectives of the library media program
2. Communicates regularly with the principal and other appropriate administrators about program plans, activities, and accomplishments
3. Participates on the school's administrative team to provide information about financial and other needs of the program
4. Works with the principal and other appropriate administrators to develop assessment criteria and processes for the library media program and personnel
5. Encourages the principal and other appropriate administrators to support the school library media program by communicating to all members of the learning community the program's contribution to student learning

22. Comprehensive and collaborative long-range, strategic planning is essential to the effectiveness of the library media program. *The library media specialist:*

1. Establishes program planning as a priority and devote adequate time and resources to this process on an ongoing basis
2. Participates on committees charged with developing and implementing long-range, strategic

plans for the school (such as teams for site-based management, school improvement, technology planning, and curriculum development)

3. Works regularly with teachers, students, administrators, and other members of the learning community to develop and implement long-term, strategic plans that align the library media program and the information literacy standards for student learning with the school's goals, priorities, and national curriculum standards

4. Creates plans for the library media program that

- defines the program's mission and goals and give direction to the allocation, organization, and management of human, physical, and financial resources
- shapes the roles and responsibilities of all program staff and focus attention on program effectiveness and accountability
- accommodates changes in such critical areas as the nature of the school's population and the development and availability of new resources and technologies

23. Ongoing assessment for improvement is essential to the vitality of an effective library media program. *The library media specialist:*

1. Remains current on all issues related to the use of information and information technology for learning and on methods and tools for assessing library media programs

2. Collaborates with teachers, students, administrators, and others to develop and implement a comprehensive plan for identifying the information needs of the school community and assessing the program's role in meeting them

3. Schedules regular, systematic data collection from a wide range of users and potential users of the library media program

4. Uses both quantitative and qualitative methods (e.g., both statistical information and observations and interviews) and both input and output measures to collect and analyze assessment data

5. Makes decisions based on the results of data analysis to develop plans and policies for the continuous improvement of the library media program

6. Reports the results of program assessment on a regular basis to teachers, students, administrators, and other community members

24. Sufficient funding is fundamental to the success of the library media program. *The library media specialist:*

1. Works with the learning community to determine the school's information and instructional needs and to develop a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs

2. Administers the budget according to sound accounting procedures to meet all informational and instructional needs and report all expenses as required by local policies

3. Maintains current information on the costs of traditional and electronic resources, on such auxiliary expenses as telecommunications rates and other professional charges, and on sources of funding beyond the school budget for meeting these expenses

4. Investigates and use financial methods and resources to meet the information needs of the learning community, including centralized processing, purchase discounts, partnerships with local organizations, and collaborative grant writing for special purchases and programs

25. Ongoing staff development-both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community-is an essential component of the library media program. *The library media specialist:*

1. Maintains current and in-depth knowledge of the research and best practices in all aspects of the field-learning and teaching, information seeking and use, program administration and management, advances in informational and instructional technologies, and the implementation of the information literacy standards for student learning
2. Works with members of the learning community to request a staff development budget that provides program staff with adequate opportunities to attend workshops, courses, and other programs to remain current in all areas related to program effectiveness
3. Collaborates with teachers, administrators, and others to identify the school community's learning needs -particularly those related to information literacy and information technology - and to design and fund staff development programs that meet those needs
4. Offers and promotes an ongoing staff development program for the full school community, particularly in the integration of information technology and the use of the information literacy standards for student learning

26. Clear communication of the mission, goals, functions and impact of the library media program is necessary to the effectiveness of the program. *The library media specialist:*

1. Maintains and communicate current knowledge and research findings related to the impact of school library media programs on student learning
2. Reports regularly on the program's plans, policies, and achievements to teachers, the principal, other administrators, and parents
3. Develops and maintains an effective advocacy program that demonstrates the value of the program to a broad audience
4. Uses a variety of written, verbal, and visual formats-for example, fliers, presentations, displays, and student products-to inform teachers and others of program resources, activities, and services and to promote the program throughout the school and the local community

27. Effective management of human, financial, and physical resources undergirds a strong library media program. *The library media specialist:*

1. Maintains expertise in strategies and techniques of budgeting, supervision, scheduling, and all other areas of management responsibility
2. Serves on the school's management team, and collaborate regularly with teachers and administrators through other formal and informal mechanisms to maintain the visibility and quality of the program's management
3. Reports regularly to administrators and others regarding the program s holdings, services, uses, and finances
4. Participates in hiring, training, and evaluating all program staff, and maintain responsibility for assigning and scheduling staff and volunteers
5. Administers the program budget and oversee acquisition and use of space, furnishings, equipment, and resources
6. Oversees all aspects of the daily operation of the library media program

Glossary of Terms

Library media specialist: A professional teacher, preferably with a minimum of two years of successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works with other teachers to design and implement resource-based instructional programs. Other terms: school librarian; teacher-librarian; library media teacher.

School library media center: The instructional center in a school that coordinates and provides on site and off site access to information, resources, services and programs that integrate information literacy, the intellectual access to information, with teachers, to develop independent learners who are effective users of information and ideas and committed to informed decision-making. Other terms: school library; media center; resource center.

School library program: The collaboratively planned and taught units of study developed through the shared expertise and equal partnership of classroom teachers and library media specialist, based on the principles of resource-based learning and designed to achieve the educational goals of the school.

Support staff: Under the direction of a library media specialist, may include graduates of a post-secondary library technician program who organize and maintain the resources and equipment and provide reference and technical support services to teachers and students; clerical staff who provide support services in areas such as acquisition, circulation and processing of resources, and typing or word processing; adult and student volunteers.

Information literacy: The ability to: recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; access information for quality, authority, accuracy and authenticity. Includes the abilities to use the practical and conceptual tools of information technology, to understand form, format, location and access methods, how information is situated and produced, research processes, and to format and publish in textual and multimedia formats and to adapt to emerging technologies.

Preparation of School Library Media Specialists

School library media specialists have a broad undergraduate education with a liberal arts background and hold a masters degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory, and technology.

The academic program of study includes some directed field experience in a library media program, coordinated by a faculty member in cooperation with an experienced library media specialist. Library media specialists meet state certification requirements for both the library media specialist and professional educator classifications.

While there may be many practicing library media specialists who have only an undergraduate degree and whose job performance is outstanding, the masters degree is considered the entry-level degree for the profession.

The graduate degree is earned at colleges and universities whose programs are accredited by appropriate bodies such as the American Library Association (ALA), the National Council for the Accreditation of Teacher Education (NCATE), or state education agencies.

The Role of the School Library Media Program

The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study. The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students individual learning styles. The school library media center is a place where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

The school library media program serves all of the students of the community—not only the children of the most powerful, the most vocal or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

The school library media center is the symbol to students of our most cherished freedom—the freedom to speak our minds and hear what others have to say. I urge that the decision of this board be one which reaffirms the importance and value of the freedom to read, view, and listen and sends a message to students that in America, they have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices; rather than allowing others to do this for them.

Information Literacy: A Position Paper on Information Problem Solving

To be prepared for a future characterized by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively. By mastering information problem-solving skills students will be ready for an information-based society and a technological workplace.

Information Literacy is the term being applied to the skills of information problem-solving. The purpose of this position paper is to identify the key elements of information literacy and present a rationale for integrating information literacy into all aspects of the K-12 and post-secondary curriculum. Many aspects of both the school restructuring movement and library media programs relate directly to information literacy and its impact on student learning.

Today, many different groups are helping to define information literacy. For example, information literacy is one of five essential competencies for solid job performance according to the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). The SCANS report makes the case for developing high-performance skills to support an economy characterized by high skills, high wages, and full employment. A high-skill workforce is also called for in President Clinton's National Technology Policy for America.

Educators are recognizing the importance of information literacy. In 1991, the Association of Supervision and Curriculum Development (ASCD) adopted the following statements:

Information literacy...equips individuals to take advantage of the opportunities inherent in the global information society. Information literacy should be a part of every student's educational experience. ASCD urges schools, colleges, and universities to integrate information literacy programs into learning programs for all students.

ASCD is one of 60 educational associations which have formed the National Forum on Information Literacy (NFIL).

Restructuring and Information Literacy

Research on the restructuring of schools calls for the teachers role to change from a textbook lecturer to that of a coach. Students become active learners who create their own knowledge after interacting with information from a variety of resources. Learning which results from use of multiple resources is often referred to as resource-based learning.

Resource-based learning requires that students are effective users of information regardless of format. Print resources such as books and magazines as well as electronic resources such as computer databases and laser videodiscs will be used by students. Students will master information literacy skills when teachers and library media specialists guide them as they use information with a discipline or through an interdisciplinary project. Another component of restructuring, performance assessment, flows from active resource-based learning. Learning is assessed by observing student demonstrations of ability, knowledge or competencies. In a fully functioning performance assessment setting, student portfolios and other assessment techniques are used to measure outcomes or competencies.

Curriculum and Information Literacy

To become effective information users, students must have frequent opportunities to handle all kinds of information. Locating, interpreting, analyzing, synthesizing, evaluating, and communicating information should become a part of every subject across the curriculum. Resource-based learning calls for all members of the educational community to become partners in a shared goal, providing successful learning experiences for all students. Learning environments should be structured to allow students unlimited access to multiple resources in the classroom, the library media center, and beyond the school walls. The principal, as instructional leader, fosters resource-based learning by providing adequate planning time and budget support. As instructional partners, the classroom teacher and library media specialist are actively involved in identifying the learning needs of the students, developing teaching units, and guiding their progress. The library media specialist facilitates activities which offer meaningful practice in using a variety of information resources.

In an effective information literacy curriculum, the students experience with information moves away from learning traditional library location skills taught in isolation. Rather, the student learns information literacy skills, as defined in this paper, embedded into the core curriculum. Once acquired, a solid foundation of information literacy skills will prepare students for a lifetime of learning.

Library Media Programs

The role of the library media program is to ensure that students and staff are effective users of ideas and information. The library media program supports the curriculum by providing adequate resources, personnel and training so that both students and teachers become independent users of information.

The library media specialist plays a critical role in a schools instructional program. To foster information literacy, the library media specialist:

- Works with the classroom teacher as a partner to plan, design, deliver, and evaluate instruction using a variety of resources and information problem-solving skills.
- Serves as a teacher and consultant in the transition from a textbook centered classroom to a resource-based classroom.
- Provides leadership, expertise and advocacy in the use of technology and resources.
- Partners with teachers to empower students to accept responsibility for their own learning, thereby becoming capable of learning over a lifetime.
- Manages a program (personnel, resources, facility, and services) in which students receive instruction and practice in the use of information.
- Guidance is given for reading, viewing, and listening so that students can locate resources for both personal enrichment as well as for information problem-solving.

A school library media program that is truly integrated into the schools curriculum is central to helping students master information literacy skills.

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for

lifelong learning, because they can always find the information needed for any task or decision at hand.

ALA Presidential Committee on Information Literacy

Introduction

The ability to access and use information is necessary for success in school, work and personal life. The following steps represent the basic element in an information literacy curriculum.

I. Defining the Need for Information

The first step in the information problem solving process is to recognize that an information need exists and to define that need. The student will be able to:

- A. Recognize different uses of information (i.e. occupational, intellectual, recreational)
- B. Place the information needed within a frame of reference (who, what, when, where, how, why)
- C. Relate the information needed to prior knowledge
- D. Formulate the information problem using a variety of questioning skills (i.e. yes/no, open ended)

II. Initiating the Search Strategy

Once the information problem has been formulated, the student must understand that a plan for searching has to be developed. The student will be able to:

- A. Determine what information is needed, often through a series of sub-questions
- B. Brainstorm ideas and recognize a variety of visual ways of organize ideas to visualize relationships among them (i.e. webbing, outlining, listing)
- C. Select and use a visual organizer appropriate to subject
- D. List key words, concepts, subject headings, descriptors
- E. Explain the importance of using more than one source of information
- F. Identify potential sources of information
- G. Identify the criteria for evaluating possible sources (i.e. timeliness, format, appropriateness)

III. Locating the Resources

At the onset of a search a student will recognize the importance of locating information from a variety of sources and accessing specific information found within an individual resource. The student will be able to:

- A. Locate print, audiovisual, and computerized resources in the school library media center using catalogs and other bibliographic tools
 - B. Locate information outside of the school library media center through online databases, interlibrary loan, telephone and facsimile technology
 - C. Identify and use community information agencies (i.e. public and academic libraries, government offices) to locate additional resources
 - D. Use people as sources of information through interviews, surveys and letters of inquiry
 - E. Consult with library media specialists and teachers to assist in identifying sources of information
 - F. Access specific information within resources by using internal organizers (i.e. indexes, tables of contents, cross references) and electronic search strategies (i.e. keywords, boolean logic)
- Library media specialists help students build positive attitudes toward the use and communication of ideas.

IV. Assessing and Comprehending the Information

Once potentially useful information has been located, the student uses a screening process to determine the usefulness of the information. The student will be able to:

- A. Skim and scan for major ideas and keywords to identify relevant information
- B. Differentiate between primary and secondary sources
- C. Determine the authoritativeness, currentness and reliability of the information
- D. Differentiate among fact, opinion, propaganda, point of view, and bias
- E. Recognize errors in logic
- F. Recognize omissions, if any, in information
- G. Classify, group or label the information
- H. Recognize interrelationships among concepts
- I. Differentiate between cause and effect
- J. Identify points of agreement and disagreement among sources
- K. Select information in formats most appropriate to the students individual learning style
- L. Revise and redefine the information problem if necessary

V. Interpreting the Information

Following an assessment of the information, the student must use the information to solve the particular information problem. The student will be able to:

- A. Summarize the information in the students own words; paraphrase or quote important facts and details when necessary for accuracy and clarity
- B. Synthesize newly gathered information with previous information
- C. Organize and analyze information in a new way
- D. Compare information gathered with the original problem and adjust strategies, locate additional information or re-examine information when necessary
- E. Draw conclusions based on the information gathered and the students interpretation of it

VI. Communicating the Information

The student must be able to organize and communicate the results of the information problem-solving effort. The student will be able to:

- A. Use the search information to identify the important conclusions or resolutions to the problem to be shared with others
- B. Decide on a purpose (i.e. to inform, persuade, entertain) for communicating the information and identify the intended audience
- C. Choose a format (i.e. written, oral, visual) appropriate for the audience and purpose
- D. Create an original product (i.e. speech, research paper, videotape, drama)
- E. Provide appropriate documentation (i.e. bibliography) and comply with copyright law

VII. Evaluating the Product and Process

Evaluation is the ability to determine how well the final product resolved the information problem and if the steps taken to reach the desired outcome were appropriate and efficient. Students may evaluate their own work and/or be evaluated by others (i.e. classmates, teachers, library media staff, parents). The student will be able to:

- A. Determine the extent to which the conclusions and project met the defined information need and/or satisfied the assignment. (i.e. how well did I do?)
- B. Consider if the research question/problem, search strategy, resources, or interpretation should have been expanded, revised or otherwise modified.(i.e. what could/should I have done differently?)

C. Re-assess his/her understanding of the process and identify steps which need further understanding, skill development, or practice (i.e. how can I do better in the future?)

Information Literacy in Action

Students practice information literacy in many different ways. In the following scenarios that exemplify cooperative instructional efforts between teachers and library media specialists, students demonstrate their information problem-solving skills through significant learning experiences.

Scenario #1—Three students in the elementary school library media center are working at a multimedia workstation completing a report of interviews with elderly community residents. They are incorporating stories about their community during World War I, photos of some of the community residents, photos of the community from that period of time and a table with community population figures. This report will go into each child's portfolio.

Scenario #2—In the middle school media center students are using electronic mail to work with scientists and other students on the International Arctic Project. Using the Internet, an international electronic communication network, students are sharing data from their own lake study project with students as far away as Russia. They are also following an arctic training expedition, questioning and receiving information from the explorers.

Scenario #3—In the high school library media center students are preparing to produce a video news report set in the Civil War. They are searching the school district online catalog, a database of statewide library resources and online historical magazine indexes and a laserdisc of resources from the Library of Congress. Among the resources selected by one student are primary source newspapers, a videotaped documentary, an audio recording of folk songs, along with books and magazine articles. Electronic mail is used to request some items through interlibrary loan.

Scenario #4—Elementary students who are setting up a fresh-water aquarium in their classroom during a study of aquatic life, plan their class time with the teacher before they consult and work with the library media specialist to locate and use print and nonprint sources. They collect the materials, plants, and animals based on their completed research. The teacher and library media specialist locate biological data through the internet and students confer with the local experts via telephone interview and internet e-mail.

Scenario #5—A team of middle school teachers and the library media specialist plan a study of life in the middle ages that will involve a special mock celebration. They group students, identify projects that will be completed, and suggest roles each will play in the study. The teachers and library media specialist review the requirements and identify resources necessary, the best information access points for each group, and the most efficient scheduling of time and resource use.

Scenario #6—Advanced high school students involved in an independent study in chemistry are matched with mentors with whom they communicate through telephone and internet. The mentors guide students in projects and suggest sources with which to work. The students negotiate with teachers on the project expectations and completion time. Information needs are formulated with the library media specialist, and materials are collected for completion of projects.

Scenario #7—A district staff development workshop is planned by a team of curriculum personnel, principal, library media specialist and teachers. The workshop emphasis is on critical thinking skills. Information searches are completed in ERIC and other national databases to identify research in the field, people as speakers, and resources for student use. Plans are completed, packets of information collated for distribution, and the workshop sponsored.

Scenario #8—Elementary students involved in a whole language reading program listen to storytellers of folk tales before selecting related books to read. After reading, students advise the teacher and library media specialist on the themes and characters that they think they should pursue. The students, teacher, and library media specialists locate nonprint and other print sources in local and statewide catalogs for further student reading and study. Students use gathered materials for their own storytelling festival.

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Adopted by the National Forum for Information Literacy, an umbrella group of over 60 organizations.

Flexible Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

The Board of Education endorses the philosophy that the library program is an integral part of the districts educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

The district administration supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

The principal creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

The teacher uses resource-based instruction and views the library media program as an integral part of that instruction.

The library media specialist is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

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25(1): Exemplary teacher-librarians, 27.

- 22(3): Performance evaluation—with clear expectations and performance based on stated objectives and evidence, 33.
- 20(3): Trained support staff, 33.
- 18(1): Teacher-librarians need additional education and training in social interaction skills, 33.
- 17(2): Teacher-librarians require more extensive training in cooperative program planning and teaching which builds on prior successful classroom teaching experience, 35.
- 17(1): Role clarification for the teacher-librarian is an essential first step to improvement of library programs, 35.
- 16(5): More and more varied continuing education opportunities need to be provided for teacher-librarians in order for them to pursue their own professional growth, 31.
- 15(2): Teacher-librarians who are less cautious and more extraverted tend to be more successful, 31.

Information Power: Building Partnerships for Learning
Goals for Library Media Specialists
Clustered by Role

As a TEACHER

The *library media specialist* is able to;

- L&T 4.1.1. Develop a thorough knowledge of subject area and grade level curricula, and promote competency in information literacy across the curriculum
- L&T 4.1.2. Work on subject area and grade level teams and committees at the building, district, and state levels
- to develop curriculum
 - to establish learning goals and objectives that incorporate information-literacy skills
 - to recommend appropriate information resources to support information literacy and critical thinking throughout the curriculum
- L&T 4.1.3. Participate on technology committees at all levels to focus technology plans on information literacy
- L&T 4.1.4. Collaborate with teachers, staff, and other members of the learning community to integrate information literacy competencies throughout the teaching and learning process.
- L&T 4.2.1. Develop a deep understanding of the information literacy standards for student learning and of the specific relationships between the standards and the curricular goals of the school and the district
- L&T 4.2.2. Create and promote a rationale for infusing the information literacy standards for student learning into curricular and instructional policies for the district and the school
- L&T 4.2.3. Develop and promote specific plans for incorporating the information literacy standards for student learning into day-to-day curricular and instructional activities
- L&T 4.2.4. Collaborate regularly with teachers and other members of the learning community to encourage students to become information literate, independent in their learning, and socially responsible in their use of information and information technology
- L&T 4.3.1. Use the information literacy standards for student learning as a basis for curricular and instructional planning
- L&T 4.3.2. Collaborate regularly with teachers and other members of the learning community to develop curricular content that integrates information-literacy skills, to plan instructional activities, and to identify resources that support and enhance the curriculum
- L&T 4.3.3. Teach and assess student achievement of information-literacy concepts and processes as determined through collaborative planning with teachers and other members of the learning community
- L&T 4.4.1. Maintain a current professional collection that supports instructional excellence across the curriculum
- L&T 4.4.2. Design and implement teaching and learning activities, both individually and in collaboration with other faculty, that reflect the best in current research and practice
- L&T 4.4.3. Apply basic principles of instructional design in creating activities and resources for learning
- L&T 4.4.4. Promote the full range of information literacy skills in such areas as reading programs, literature appreciation, information-seeking skills, and the uses of information technology

- L&T 4.4.5. Promote information literacy skills to teachers and other staff as integral to subject-matter learning in all areas
- L&T 4.5.1. Build and maintain expertise in a wide range of information issues, resources, and technology
- L&T 4.5.2. Collaborate with teachers, administrators, and others to ensure that the full range of information resources is available to promote student learning
- L&T 4.5.3. Evaluate, acquire, provide, and promote information resources to meet the learning needs of all learners
- L&T 4.5.4. Advise and assist the school community in evaluating and acquiring school-based information resources
- L&T 4.5.5. Establish and maintain ties with information resources and services within the local community that can help meet learning needs
- L&T 4.5.6. Participate in electronic networks and resource sharing systems that expand the library media center's capacity to access information globally
- L&T 4.6.1. Model the effective and enthusiastic use of books, videos, films, multimedia, and other creative expressions of information as sources of pleasure and information
- L&T 4.6.2. Work collaboratively and individually to design, develop, and implement programs that encourage reading for enjoyment and for information
- L&T 4.6.3. Work collaboratively and individually to design, develop, and implement programs that develop skills in media literacy, including the critical analysis of film, television, and other mass media
- L&T 4.6.4. Become an advocate inside and outside the school for reading and for literacy in print, graphic, and electronic formats
- L&T 4.7.1. Maintain a collection that is diverse in format and content to support the learning needs of students and other members of the learning community with a wide spectrum of abilities, backgrounds, needs, and learning styles
- L&T 4.7.2. Work individually and collaboratively with other faculty to analyze individual students' learning needs, particularly as they relate to information literacy
- L&T 4.7.3. Recommend appropriate resources and activities to meet individuals' learning needs
- L&T 4.7.4. Apply basic principles of instructional design to develop learning activities
- L&T 4.7.5. Create, implement, and evaluate resources in various formats to meet individuals' learning needs, and assess students' achievement
- L&T 4.7.6. Develop activities and resources to address the individual needs of all members of the learning community, particularly students, in mastering the concepts of information literacy and the uses of information resources and technology
- L&T 4.8.1. Provide students and other members of the learning community with intellectual access to the full range of information resources, both traditional and electronic, as appropriate to their learning needs
- L&T 4.8.2. Model the attitudes and skills of an independent, lifelong learner who values inquiry and is competent in all its stages and with all its tools
- L&T 4.8.3. Collaborate with teachers and others to educate students in the steps and criteria for efficient and effective inquiry
- L&T 4.8.4. Promote excellence and responsibility in individual and group uses of information and information technology
- L&T 4.8.5. Promote the information literacy standards for student learning as guidelines for student engagement with the full array of information resources.
- L&T 4.9.1. Build and maintain expertise in assessing various technology products and processes for their potential to enhance learning
- L&T 4.9.2. Guide and assist the learning community in the use of new media and technologies for learning and teaching and in evaluating and selecting appropriate informational

and instructional resources

- L&T 4.9.3. Work collaboratively with teachers and others to use the principles of instructional design to create, implement, evaluate, and revise information-based learning activities
- L&T 4.9.4. Model and promote effective uses of technology for learning and teaching
- L&T 4.10.1. Create and sustain an environment that encourages information literacy, independent and collaborative inquiry, and lifelong learning
- L&T 4.10.2. Orchestrate access to information resources within and beyond the school
- L&T 4.10.3. Promote relationships with external information sources, such as public libraries, government agencies, and business organizations, in support of learning
- L&T 4.10.4. Update personal knowledge and skills on an ongoing basis, identify and assess the school staff's learning needs in areas related to information, and provide appropriate professional development opportunities
- L&T 4.10.5. Promote curriculum and instructional development based on the information literacy standards for student learning to equip students with the knowledge and skills they need to participate actively and effectively in the learning community

INSTRUCTIONAL PARTNER

The *library media specialist* is able to;

INFORMATION SPECIALIST

The *library media specialist* is able to;

- IA & D 5.1.1. Maintain current and in-depth knowledge about the complete range of educational and informational materials, about the characteristics of students, and teachers, and about ways of matching individual needs and interests with appropriate materials
- IA & D 5.1.2. Develop and implement, in collaboration with teachers and others, a collection development policy that provides access to current and appropriate resources for all members of the school community
- IA & D 5.1.3. Develop and implement, in collaboration with teachers and others, policies and procedures that provide appropriate access to external resources, such as those available on the Internet
- IA & D 5.1.4. Assist students and staff, through comprehensive reference service and such vehicles as bibliographies and resource lists, in identifying appropriate information resources and in interpreting and communicating their intellectual content
- IA & D 5.1.5. Design programs and services, in collaboration with teachers and others, based on the information literacy standards for student learning to provide intellectual access to resources that meet learning and information needs
- IA & D 5.2.1. Collaborate with administrators, teachers, and others to design and renovate library media center facilities and to identify all physical elements, including informational and instructional technology, to be acquired
- IA & D 5.2.2. Select the most advanced resources and equipment, both traditional and electronic, that are appropriate for accessing and producing information related to students' and others' learning needs
- IA & D 5.2.3. Coordinate the acquisition and circulation of all information and instructional resources, including
- printed materials
 - realia
 - hardware and software
 - production equipment
 - adaptive resources for students and others with special needs
- IA & D 5.2.4. Organize all resources for effective and efficient use, through such measures as cataloging, classifying, and arranging all elements of the collection
- IA & D 5.2.5. Maintain centralized systems for bibliographic control, materials and equipment circulation, and information distribution
- IA & D 5.2.6. Manage space, equipment, resources, and supplies for the full range of library media programs and services
- IA & D 5.2.7. Encourage flexible access to the programs and services of the library media program by developing and implementing policies for scheduling, space management, and materials circulation that meet the needs of students, teachers, and other members of the learning community

- IA & D 5.3.1. Collaborate with teachers, administrators, students, parents, and others to create programs, facilities, services, and schedules that students and others find welcoming and appealing
- IA & D 5.3.2. Create and maintain an inviting, attractive physical environment within the library media center and in relation to all the physical elements of the program
- IA & D 5.3.3. Be energetic and enthusiastic with students and other members of the learning community
- IA & D 5.3.4. Organize materials, resources, equipment, schedules, and space to stimulate and support productive and focused learning
- IA & D 5.3.5. Promote the library media program as an attractive, welcoming, and essential venue
- IA & D 5.4.1. Work collaboratively with the learning community to develop and implement policies and practices that
- make resources, facilities, and professional assistance available at the time of learning need through such mechanisms as flexible scheduling, extended service hours, and after-hours technological access
 - reflect principles of intellectual freedom and flexible and acceptable uses of information resources, technologies, and facilities
- IA & D 5.4.2. Maintain an environment that meets the information needs of all members of the learning community, regardless of disability or other difference, through appropriate physical adaptations and instructional policies and practices
- IA & D 5.4.3. Encourage the widest possible use of program resources and services by making them available throughout the school and through remote access as well as in the library media center
- IA & D 5.4.4. Welcome parents, families, and other members of the learning community to use program facilities, materials, and personnel
- IA & D 5.5.1. Maintain current and comprehensive knowledge of the curriculum, of students' characteristics and needs, and of instructional and informational resources in the full range of formats and topic areas
- IA & D 5.5.2. Collaborate with teachers and others to develop and publicize policies that govern selection and deselection of resources as well as reconsideration of questioned or challenged resources
- IA & D 5.5.3. Develop and direct a continuous collection development and evaluation process that focuses on regular, collaborative assessment of teaching and diverse learning needs and the formats and resources to meet them
- IA & D 5.5.4. Maintain and use a variety of appropriate, up-to-date tools and techniques - for example, reviewing sources, published evaluations, and selected Internet sites - to locate and select materials
- IA & D 5.5.5. Promote learning resources by maintaining and circulating published evaluations of materials and equipment, by establishing opportunities for teachers and others to preview resources, and by soliciting teachers' and students' regular evaluations of program collections
- IA & D 5.6.1. Collaborate with teachers, administrators, parents, and other members of the learning community to create and disseminate policies related to freedom of information that are consistent with the mission, goals, and objectives of the school
- IA & D 5.6.2. Promote the principles of intellectual freedom by providing services and resources that create and sustain an atmosphere of free inquiry and by serving as an active advocate for intellectual freedom within the school and in the larger learning community
- IA & D 5.6.3. Collaborate with teachers, administrators, and other members of the learning community to build and maintain collections that are appropriate to the learning needs of all the students in the school
- IA & D 5.6.4. Model the openness to the ideas and the free and robust debate that are characteristic of a democratic society
- IA & D 5.6.5. Guard against barriers to intellectual freedom, such as age or grade-level restrictions, limitations on access to electronic information, requirements for special permission to use materials and resources, and restricted collections
- IA & D 5.6.6. Collaborate with teachers to use the information literacy standards for student learning to design and integrate learning activities that equip students to locate, evaluate, and use a broad range of ideas responsibly and effectively
- IA & D 5.7.1. Maintain an in-depth understanding of current legislation and regulations regarding access, copyright, and other legal issues that affect the library media program
- IA & D 5.7.2. Demonstrate a commitment to the principles of the library profession regarding intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns
- IA & D 5.7.3. Collaborate with teachers, administrators, and others to develop and publicize policies and procedures that advocate compliance with copyright and other relevant laws
- IA & D 5.7.4. Model ethical and responsible use of information and information technology by observing all legal guidelines related to access and duplication, by ensuring the

confidentiality and security of information for all members of the learning community, and by providing equitable access to information and ideas in accordance with the principles of intellectual freedom and the needs and abilities of learners

PROGRAM ADMINISTRATOR

The *library media specialist* is able to;

- PA 6.1.1. Develop and implement a mission statement, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school
- PA 6.1.2. Integrate the information literacy standards for student learning into all formal documents related to the library media program
- PA 6.1.3. Serve on the school's decision-making body
- PA 6.1.4. Use appropriate administrative channels to ensure that the library media program is understood as essential to the school's instructional program
- PA 6.1.5. Participate fully in needs assessments and evaluations related to school improvement and include the results, particularly those related to information technology, into the development of programs and services
- PA 6.2.1. Interact regularly with supervisory personnel within and beyond library media services at district and other appropriate levels to help ensure that the program is adequately staffed with professional and supporting employees
- PA 6.2.2. Continuously update personal competencies in information literacy, learning and teaching, information access and delivery, administration and supervision, technology utilization, and other areas to fulfill the requirements of a professional position
- PA 6.2.3. Participate regularly in activities within the district and at other appropriate levels to gain support and feedback for the program and to be aware of efforts and issues beyond the building
- PA 6.2.4. Participate in performance appraisals, both as a supervisor responsible for other staff and as an employee committed to seeking continuous professional development
- PA 6.2.5. Be active in local, state, and national professional organizations and in other professional activities to remain current with recent trends and to contribute to the profession
- PA 6.3.1. Analyze instructional program requirements, the number of students and teachers served, and other pertinent features of the school and the program to determine appropriate staffing patterns
- PA 6.3.2. Advocate appropriate numbers of professional and other staff to meet the learning needs of the school's full learning community
- PA 6.3.3. Collaborate with all staff, especially the school's information technology staff, to identify and use the full range of technologies required to meet students' and others' learning and information needs
- PA 6.3.4. Monitor and supervise technical and clerical staff to facilitate smooth operation of the program
- PA 6.3.5. Provide access for teachers and students to the school library media center and staff throughout the school day and at other times, as needed, to support the integration of the information literacy standards for student learning
- PA 6.4.1. Initiate collaboration with the principal and other appropriate administrators to develop the mission, goals, and objectives of the library media program
- PA 6.4.2. Communicate regularly with the principal and other appropriate administrators about program plans, activities, and accomplishments
- PA 6.4.3. Participate on the school's administrative team to provide information about financial and other needs of the program
- PA 6.4.4. Work with the principal and other appropriate administrators to develop assessment criteria and processes for the library media program and personnel
- PA 6.4.5. Encourage the principal and other appropriate administrators to support the school library media program by communicating to all members of the learning community the program's contribution to student learning
- PA 6.5.1. Establish program planning as a priority and devote adequate time and resources to this process on an ongoing basis
- PA 6.5.2. Participate on committees charged with developing and implementing long-range, strategic plans for the school (such as teams for site-based management, school improvement, technology planning, and curriculum development)
- PA 6.5.3. Work regularly with teachers, students, administrators, and other members of the learning community to develop and implement long-term, strategic plans that align the library media program and the

information literacy standards for student learning with the school's goals, priorities, and national curriculum standards

- PA 6.5.4. Create plans for the library media program that
- define the program's mission and goals and give direction to the allocation, organization, and management of human, physical, and financial resources
 - shape the roles and responsibilities of all program staff and focus attention on program effectiveness and accountability
 - accommodate changes in such critical areas as the nature of the school's population and the development and availability of new resources and technologies
- PA 6.6.1. Remain current on all issues related to the use of information and information technology for learning and on methods and tools for assessing library media programs
- PA 6.6.2. Collaborate with teachers, students, administrators, and others to develop and implement a comprehensive plan for identifying the information needs of the school community and assessing the program's role in meeting them
- PA 6.6.3. Schedule regular, systematic data collection from a wide range of users and potential users of the library media program
- PA 6.6.4. Use both quantitative and qualitative methods (e.g., both statistical information and observations and interviews) and both input and output measures to collect and analyze assessment data
- PA 6.6.5. Make decisions based on the results of data analysis to develop plans and policies for the continuous improvement of the library media program
- PA 6.6.6. Report the results of program assessment on a regular basis to teachers, students, administrators, and other community members
- PA 6.7.1. Work with the learning community to determine the school's information and instructional needs and to develop a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs
- PA 6.7.2. Administer the budget according to sound accounting procedures to meet all informational and instructional needs and report all expenses as required by local policies
- PA 6.7.3. Maintain current information on the costs of traditional and electronic resources, on such auxiliary expenses as telecommunications rates and other professional charges, and on sources of funding beyond the school budget for meeting these expenses
- PA 6.7.4. Investigate and use financial methods and resources to meet the information needs of the learning community, including centralized processing, purchase discounts, partnerships with local organizations, and collaborative grant writing for special purchases and programs
- PA 6.8.1. Maintain current and in-depth knowledge of the research and best practices in all aspects of the field-learning and teaching, information seeking and use, program administration and management, advances in informational and instructional technologies, and the implementation of the information literacy standards for student learning
- PA 6.8.2. Work with members of the learning community to request a staff development budget that provides program staff with adequate opportunities to attend workshops, courses, and other programs to remain current in all areas related to program effectiveness
- PA 6.8.3. Collaborate with teachers, administrators, and others to identify the school community's learning needs - particularly those related to information literacy and information technology - and to design and fund staff development programs that meet those needs
- PA 6.8.4. Offer and promote an ongoing staff development program for the full school community, particularly in the integration of information technology and the use of the information literacy standards for student learning
- PA 6.9.1. Maintain and communicate current knowledge and research findings related to the impact of school library media programs on student learning
- PA 6.9.2. Report regularly on the program's plans, policies, and achievements to teachers, the principal, other administrators, and parents
- PA 6.9.3. Develop and maintain an effective advocacy program that demonstrates the value of the program to a broad audience
- PA 6.9.4. Use a variety of written, verbal, and visual formats-for example, fliers, presentations, displays, and student products-to inform teachers and others of program resources, activities, and services and to promote the program throughout the school and the local community
- PA 6.10.1. Maintain expertise in strategies and techniques of budgeting, supervision, scheduling, and all other areas of management responsibility

- PA 6.10.2. Serve on the school's management team, and collaborate regularly with teachers and administrators through other formal and informal mechanisms to maintain the visibility and quality of the program's management
- PA 6.10.3. Report regularly to administrators and others regarding the program's holdings, services, uses, and finances
- PA 6.10.4. Participate in hiring, training, and evaluating all program staff, and maintain responsibility for assigning and scheduling staff and volunteers
- PA 6.10.5. Administer the program budget and oversee acquisition and use of space, furnishings, equipment, and resources
- PA 6.10.6. Oversee all aspects of the daily operation of the library media program