

**REINVENTING INDIANA'S SCHOOL LIBRARY
MEDIA PROGRAMS IN THE AGE OF
TECHNOLOGY**

A

**Guide for Principals
and Superintendents**

David V. Loertscher

With assistance by

Connie Champlin

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Contents

Acknowledgements	2
Introduction	5
About the Authors	5
A New Vision.....	6
Successful Students in the Age of Technology.....	7
The Library Media Center as a Focal Point to Achieve Student Success.....	8
What the Research Says.....	9
Indiana Research Points to the Contribution of the LMC Program to Academic Achievement.....	10
Collaboration with Teachers in the Design of Learning	12
What Is Teacher/Library Media Specialist Collaboration?.....	13
Collaborative Planning (Traditional Method).....	14
Collaborative Planning (Constructivist Method).....	15
Collaborative Unit Planning Sheet.....	16
Teacher/Library Media Specialist Evaluation of a Collaboratively Taught Unit.....	17
Rating an Enhanced Learning Experience.....	18
Indiana Academic Standards and Indicators.....	19
National Standards and Guidelines.....	20
Ban the “Bird” Units From the Library Media Center!.....	21
Building a Better Bird Unit.....	22
A Sample Better Bird Unit.....	23
Indiana Unit #1: Historical Northern Wells County.....	24
Indiana Unit #2: Painted Lady Butterfly Cycle.....	25
How Collaborative Activities Can Be Recorded and Assessed.....	26
Sample Collaboration Log Summary Page.....	27
Collaboration Log Summary Page.....	28
What’s Your LMC Accessibility Score?.....	29
Indiana Resources to Stimulate Collaborative Projects.....	30
Checklist for Administrators of Collaborative Planning Success.....	31
What Does Collaboration Cost?.....	32
Do Your Own Assessment: The Impact of... Collaboration.....	33
Building Avid and Capable Readers	34
Reading Research Linking Free Voluntary Reading to Academic Achievement.....	35
If We Believe the Reading Research, What Should the LMC Provide to Learn to Read.....	36
If We Believe the Reading Research, What Should the LMC Provide to Learn to Reading.....	37
Linking Indiana English/Language Arts Standards and LMC reading Programs.....	38
Starter Sample of Library/Language Arts Program Links.....	39
Indiana Reading Example.....	40
Building Access to Books: the Indiana Reading Bill of Rights.....	44
Sample Problems/Sample Solutions of Library Media Center/Reading Integration.....	45
Checklist of Successful Practices for Reading When Supported by the LMC Program.....	46
Signs of Danger to Reading When Not Supported Well by the Library Media Center Program.....	47
Support of Reading Costs Money: A Figure-It-Yourself Worksheet.....	48
Do Your Own Assessment: The Impact of LMC/Reading Program Collaboration.....	49
Enhancing Learning Through Technology	50
Everyone a Skilled User of Technology.....	51
Does Technology Enhance Learning? What the Research Says.....	52
Building a Repertoire of Successful Strategies... to Enhance Learning.....	53

Technology and the English/Language Arts: A Model Integration.....	54
Examples of Enhancing Learning Through Technology.....	55
Integrating Information Technology into the School as a Whole.....	56
Idea for Principals #1: Do an AAR on Technology With Students.....	57
Idea for Principals #2: Plan a “Just in Time” Professional Development for Teachers.....	58
Wreck at Tech-Launch? A Yellow Flag or a Green Flag?.....	59
Danger Signs Checklist When Technology Not Supported Well by the LMC Program.....	60
What Does Information Technology Cost? A Figure-It-Yourself Worksheet.....	61
Do Your Own Assessment: The Impact of Information Technology on Learning.....	62
Creating an Information Literate Learner.....	63
An Organized Investigator.....	64
How to Help Students Become Organized Investigators.....	65
A Critical Thinker.....	66
A Creative Thinker.....	67
An Effective Communicator.....	68
A Responsible Information User.....	69
The Battle Rages On! Shall we Teach Content or Process?.....	70
Integrating Information Literacy into Indiana Curriculum Standards.....	71
Methods of Teaching Information Literacy.....	72
How Would I Recognize Information Literacy If I Saw It in Action?.....	73
Costing a Program of Information Literacy.....	74
Do Your Own assessment: The Impact of Information Literacy on Learning.....	75
Building an Information Infrastructure.....	76
Foundational Elements of the Information Infrastructure.....	77
Evaluate Your Technology Plan.....	78
Professional Development Opportunities for Administrators, Teachers, and LMS.....	79
Staffing the Library Media Program.....	80
Why a Professional Library Media Specialist?.....	81
Do Collections and Information Resources Measure Up?.....	82
Classroom Collections: What to Do?.....	83
Sample Interview Questions for a Library Media Specialist.....	84
Buying a Pig in a Poke: Recognizing Fads and Gimmicks.....	85
The Five Functional Areas of a Library Media Center Facility.....	86
Facility Usage of Network Central (The Library Media Center).....	87
The Elementary Library Media Center Schedule: A Quandary.....	88
Dealing With Challenged Materials and Technologies.....	89
Networking with Other Agencies.....	90
Adding Up All the Costs.....	91
Do Your Own Assessment.....	92
Resources.....	93
Index.....	94

INTRODUCTION

The need to reconceptualize school libraries has never been greater. The rush of technology has caused some to ask, “Is a school library media center needed?” “Is any library needed?” “Isn’t it all on the Internet?” Regular library and Internet users understand the benefits of integrating all forms of information technologies into a full-service organization with human interfaces as guides to the best and most practical information sources. In schools recently networked and upgraded for extensive technology use, administrators understand that the immense investment must translate into improved learning opportunities—and that key people make it happen! More and more emphasis is placed upon teachers to help every child achieve, every teacher must have the institutional support needed to carry out expected change. Demanding more does not make it happen.

This volume has been designed as a quick short course for administrators who want to maximize the impact of information technologies and the library media program on teaching and learning. Thus, it concentrates on program — not the hardware,

The book is divided into five main sections that discuss:

1. Collaboration with teachers in the design of learning.
2. Building avid and capable readers,
3. Enhancing learning through technology.
4. Creating an information literate learner.
5. Building an information infrastructure.

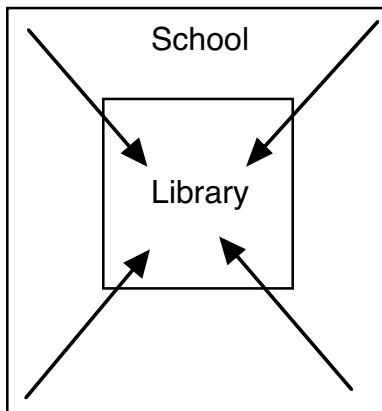
Within each section, pages have been designed in such a way that each can be used as a handout for a workshop, an interview, a planning session, or for a group of parents. Many pages contain checklists to stimulate thinking and planning. Two threads run through all sections — budget implications and assessment. Each of these topics is summed up at the end of the volume. Feedback to the author is appreciated at [DavidL@wahoo.sjsu.edu] or to the publisher.

A New Vision

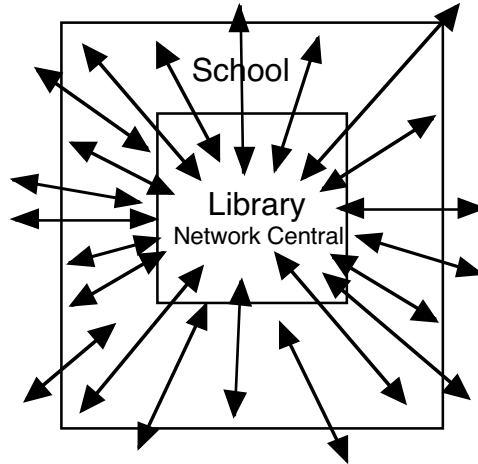
Twice in this century, school libraries have undergone a major redesign. The first was in the 1960s when book libraries had to be rethought to include a new wave of audiovisual devices and software. The second began in the 1980s with the proliferation of the microcomputer, computer networks and the Internet. The first redesign required only a shift in contents. The second requires an entire rethinking.

We have usually thought of the library as the “hub of the school,” a place where everyone comes to get materials and equipment. Now, however, in the age of technology, the library media center becomes “Network Central” with its tentacles reaching from a single nucleus into every space of the school and into the home. Where we once thought of the library as a single learning laboratory, now the entire school becomes a learning laboratory served by Network Central. It becomes both centralized and decentralized at the same time.

OLDER LIBRARY CONCEPT



NEWER LIBRARY CONCEPT



Traditional

Print rich
Print and AV oriented
Centralized (one location)
Rigidly scheduled
Single person staff
A quiet, almost-empty place
Open during school hours

New

Information rich in every format
Multiple technologies
Centralized / decentralized simultaneously
Flexibly scheduled
Professional and technical staff
A busy, bustling learning laboratory
Online services 24 hours a day, seven days a week.

With the advent of high technology and sophisticated networks, many schools have approached high technology as if it were separate and distinct from “the library.” But after the networks are in and the equipment in place, it soon becomes evident that materials and information merely have new paths to take. The concept of a vast store of materials and information poised to serve teachers and learners remains intact no matter what it is named — the library, the library media center, or network central.