



LIBRARIANS

Tuscaloosa County School System
Procedure/Guide Manual

Suggestions for Library Beginning -The - Year Checklist

1. Automation/Webbased Systems:

- 1.1 Locate passwords from previous year
- 1.2 CHECK --Update circulation system calendar
- 1.3 CHECK—Update of DESTINY
- 1.4 Add new faculty, remove faculty no longer employed
- 1.5 MARK withdrawn students INACTIVE—Kirk should export to Destiny--
- 1.6 Add newly enrolled students/ Check withdrawn students
- 1.7 Verify class lists with the office or classroom teachers
- 1.8 Prepare patron **Library Folders** or **ID cards** for faculty/student checkout
- 1.9 CHECK--Update your AR w/ new teachers
- 1.10 Send updated list of RENLEARN assigned passwords to teachers
- 1.11 Check overdue materials list
- 1.12 Send out overdue notices – from last year
- 1.13 Update fines paid by students

2. Mail:

- 2.1 Locate passwords from previous year/or change as needed
- 2.2 Sort through and respond to all summer mail
- 2.3 Read, **respond to email** messages from the summer, **delete** old emails
- 2.4 Process catalogs (file the new and toss the old)—*if you keep these*
- 2.5 Check in magazines and set-up back-file organization for the new year
- 2.6 File all magazines except the most current/weed if need space
- 2.7 Put current magazines in protective covers and display

3. Calendar:

- 3.1 Scheduling monthly Media/Technology Committee meetings
- 3.2 Set up your calendar/plan book (mark dates already scheduled)
- 3.3 Contact teachers about library orientation--date
- 3.4 Prepare **collaboration meetings** with **grade levels, departments or teachers**
- 3.5 Enter projects teacher want in flexible schedule plans
- 3.6 If you have fixed classes, set up your schedule and post it.

4. Library Materials:

- 4.1 set up time with principal to show **"Copyright Compliance"** power point at a faculty meeting—if you have new faculty
- 4.2 Contact your local paper and begin subscription
- 4.3 Publicize **ALEX** (Alabama Learning Exchange) –Remember **ALMO** –
- 4.4 Publicize Destiny's benefits—including AL COS standards (CCRS) **ELA and Literacy – New this year!**
- 4.5 Publicize **AVL** Library database
- 4.6 Discuss home access for AVL
- 4.7 Publicize **Thinkfinity, APT+ (plus)** – Look at Learn360
- 4.8 **Update Library web page and your web page-**
- 4.9 Check-in library books returned during summer

- 4.10 Change records to show books no longer missing
- 4.11 Delete weeded books from database—*if not done at end of year*
- 4.12 Assist faculty with request to begin school year
- 4.13 Place last year lost books on a reorder list—if need to replace
- 4.14 Correct problem books located during inventory
- 4.15 Process any special requests from staff to begin school
- 4.16 Check-out equipment for the year—*if applicable*
- 4.17 Publicize the services of the public library
- 4.18 Create an article for “Welcome Back” school newsletter

5. Staff:

- 5.1. Schedule and plan **new** teacher orientation.
- 5.2. Plan staff development for teachers.
- 5.3 Place library activities for the year on the school calendar/website.
- 5.4 Create teachers' Library Info Packets—i.e. “Guide to Library Material”
- 5.5 Check that Internet policy for FACULTY/STAFF has been signed
- 5.6 Learn the names and interests of the new faculty
- 5.7 Visit new teachers give them a brochure of services you provide
- 5.8 Meet with new teachers to show how to locate and check out material
- 5.8 Show new teachers what equipment is available
- 5.9 Introduce your ***Destiny*** and online databases- safe searches and readability
- 5.10 Update local school phone lists; email.
- 5.11 Solicit student and parent volunteers
- 5.12. Train volunteers as needed

6. Curriculum:

- 6.1. Review and formulate instructional goals for the year
- 6.2. Meet with each department, team, and/or grade level for long-term planning.
- 6.3 Work with faculty and show them the Insight Tool to help with implementation of CCRS for ELA and Literacy Standards (these involve ALL teachers and subjects)
- 6.4. Collaborate with teachers individually or in small groups to plan lessons, unit, and library scheduling.
- 6.5. Help develop an instructional outline for reviewing the curriculum
- 6.6. Organize teaching materials for instruction.
- 6.7 Use Library Power Tool filled out by faculty to determine teaching strategies for library for school year

7. Planning:

- 7.1. Attend staff leadership team meetings
- 7.2. Attend Library Services meetings
- 7.3 Locate webinars online
- 7.4 Plan reading incentive/motivation activities w/ new teachers and in gifted area (elementary) as well as strategies teachers(secondary)
- 7.5 Prepare for back-to-school night/PTO Meetings
- 7.6 Schedule your book fair or other fund raiser.
- 7.7 Make lesson plans for at least the first two weeks!

- 7.8 Plan book talks for library English classes or students
- 7.9 Plan for the observance of Banned Books Week (middle, high schools)
- 7.10 Plan for Dr. Seuss' Birthday—March 2
- 7.11 Plan for Childrens' Book Week, Teen Read Week, National Library Week, etc
- 7.12 Plan orientation activities for teachers and students
- 7.13 Plan orientation for **new** library volunteers, students assistants
- 7.14 Gather orientation materials
- 7.15 Check *Destiny* circulation and other media procedures
- 7.16 Prepare emergency sub plans.
- 7.17 POST safety plans, fire, lockdown diagrams
- 7.18 Plan for fall observation—if your year
- 7.19. Prepare for Library Expo; join Alabama School Librarians Association
- 7.20 Remember **to register in STIPD for meetings**
- 7.21 Remember have to **use SubFinder** even if no sub is needed to get Job #
- 7.22 Remember **to fill out Professional Leave form on line- IN ADVANCE**
- 7.23 Create/update list of larger projects that will occur during the year
- 7.24 Pick a new project for the New Year! Don't put this off--it won't happen.

*(Most of us are so overworked that we find it hard to fit in anything extra, but we need to try to focus on one **NEW** project each year, whether that's hosting a faculty tea, putting on a puppet play, organizing a Book Club, developing Literature Circle, initiating Family Night in the library, beginning a library newsletter. **(Be very visible and indispensable—we are—and we must show others, too.)***

8. Budget / Ordering:

- 8.1 Update and check library fund balance and confirm with local school Bookkeeper
- 8.2 Determine status of any outstanding Purchase Orders
- 8.3 Confirm budgets for the new school year
- 8.4 Set up folders for each budget account.
- 8.5 Make orders for anything that has to start at a certain time, like periodicals.
- 8.6 Place orders for newspapers
- 8.7 Make a trip to the local bookstore to pick up some brand new must have titles for the start of year
- 8.8. Order supplies; i.e. office, computer paper, processing supplies, etc.
- 8.9 Make a "Wish List" – Titles/AV materials you would like to have include things you would love to have if someone gave you money!

9. Facility

- 9.1. Arrange furniture, put things back after cleaning
- 9.2. Redecorate or rearrange in the library so there's something for all to see
- 9.3. Buy something new for your desk that lifts your spirits.
- 9.4 New beginnings require a renewed enthusiasm.
- 9.4. Decorate library so that it is inviting and welcoming
- 9.5. Create new displays and signs for beginning of school
- 9.6. Set up new books display

LIST OF TCSS SCHOOLS 2013-2014

BIG SANDY ELEMENTARY
BROOKWOOD ELEMENTARY
BROOKWOOD HIGH
BROOKWOOD MIDDLE
BUHL ELEMENTARY
COLLINS RIVERSIDE MIDDLE
COTTONDALE ELEMENTARY
CRESTMONT ELEMENTARY
DAVIS EMERSON MIDDLE
DUNCANVILLE MIDDLE
ECHOLS MIDDLE
ENGLEWOOD ELEMENTARY
FAUCETT VESTAVIA ELEMENTARY
FLATWOODS ELEMENTARY
HILLCREST HIGH
HILLCREST MIDDLE
HOLT ELEMENTARY
HOLT HIGH
HUNTINGTON PLACE ELEMENTARY
LAKEVIEW ELEMENTARY
MATTHEWS ELEMENTARY
MAXWELL ELEMENTARY
MYRTLEWOOD ELEMENTARY
NORTHPORT ELEMENTARY
NORTHSIDE HIGH
NORTHSIDE MIDDLE
SIPSEY VALLEY HIGH
SIPSEY VALLEY MIDDLE
TAYLORVILLE PRIMARY
TUSCALOOSA COUNTY HIGH
VANCE ELEMENTARY
WALKER ELEMENTARY
WESTWOOD ELEMENTARY

7. Committee deliberates and votes on challenged material in private.

8. **Committee shall reach a majority decision on challenged materials** using selection criteria. Then, the principal submits a written report within 10 working days to complainant & advises him/her of the right to appeal.

9. A copy of report is sent to Dr. Walter Davie & the Superintendent

10. Appeals to the committee's decision may be made to TCBOE for further consideration.

The written appeal must be made within 10 working days after notification.



Remain professional...

Remember to briefly explain and give instructions that School Board Policy must be followed.

All forms must be filled out

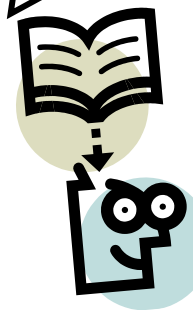
completely and deadlines met.



Book Challenges

Ms. LeeAnna Mills
Phone: 205-342-2755
Fax: 205-247-4188
lmills@tcss.net

Book Challenges



How to Handle a Book Challenge!

What do I need to do?
What do I say?

▶ See "Library Bill of Rights."

Stay calm. Talk with complainant.

▶ Review policy for print & non-print materials

1. No parent has the right to determine reading,



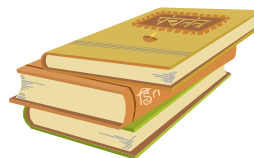
viewing, or listening matter for any student other than his/her own.

Book stays on the shelf in the LMC.

2. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

3. Any request for review or reconsideration of a particular instructional material should be referred to principal or librarian at the local school.

4. Upon receiving a complaint, explain school system has policy for selection and do not voice personal opinion. Only if



complainant is not satisfied

with your explanation or that of the LMS is the complainant given the "Request

For Review of Instructional Materials Form."

Procedures for review...

1. Form must be completed in its entirety signed & submitted to the principal.

2. A copy is sent to Dr. Walter Davie & Ms LeeAnna Mills. The princi-

pal appoints an *ad hoc* committee composed of: LMS, 2 teachers, 1 parent & the principal. Ms. LeeAnna Mills serves as a non-voting *ex officio* member.

4. Committee reads challenged materials & LMS compiles reviews about material for committee.

5. Meeting of *ad hoc* committee shall be scheduled within 30 working days—if not SOONER!

6. At this meeting the complainant presents his/her concerns relative to material & is excused.

Book Challenges

FILE: IFBE
FILE: IFBE-R
SCHOOL Policy

9. A copy of report is sent to Dr. Walter Davie & the Superintendent

10. Appeals to the committee's decision may be made to the Superintendent for further consideration. The written appeal must be made within 10 working days after notification. A District wide committee will then convene, reviews the request to review materials and makes a recommendation to the Superintendent. The Superintendent informs the complainant in writing of the decision. A final appeal may be then made to the Board whose decision is final.



Remain professional...

Remember to briefly explain the selection policy and give copy to complainant as well as a materials review request form and procedures .

School Board Policy must be followed.

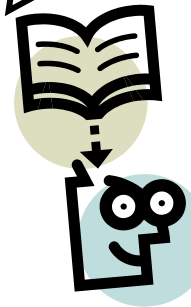
All forms must be filled out completely.



Book Challenges

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Phone: 205-342-2755
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Book Challenges



How to Handle a Book Challenge!

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► Review policy and procedures for print & non-print materials

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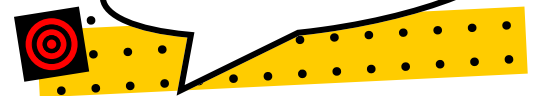
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6. At this meeting the complainant presents his/her concerns relative to material & is excused.

7. Committee deliberates and votes on challenged material in private.

8. Committee shall reach a majority decision on challenged materials using selection criteria.. The Principal informs the complainant in writing of the decision of the committee **within 10 working days** & advises him/her of the right to appeal.

Book Challenges



Challenged Materials:
4.30, 4.31



July 30, 2013

Dear Librarians:

Welcome back to another great school year in the Tuscaloosa County School System. We will have our first meeting **Wednesday, August 14, at 8:15 a.m.** in the library at Northport Elementary School. The meeting has been approved by Dr. Davie, please register in STIPD for the session LMS013, this is our beginning of the year meeting/training. We have two **mandatory** meetings this one and the one on *April 18, 2014* for End of Year Training; please make plans to attend both meetings. As we start the new school year we will have much to get accomplished so please make arrangements to stay until 3:00.

We would like to welcome Daneille Klink as the new Sipsey Valley High librarian and congratulate Robin Ragland on her new position at Big Sandy Elementary. We are greatly looking forward to working with both our new and returning librarians to ensure that each Library Media Center operates effectively.

We are scheduled for the entire day; the morning will consist of various State, District and local school updates, our back to school procedures, new board policies, CCRS implementation, and opportunities for Professional Development. We will conclude the morning session with a brief Destiny training focusing on cataloging and reports.

Lunch is on your own, we will have an hour and there are several places located nearby. You are also welcome to bring your lunch and stay onsite. We have a busy, busy day planned and need to be back on time so that we may finish on time.

The afternoon session will be very hands on with an opportunity to work on your school library website, learn about and explore a bit about eBooks, there will also be a session on using the Renaissance Learning programs more effectively and a session for secondary librarians to explore ways to promote reading and collaborations at their schools.

Please bring your **calendars, jump drives** and questions with you to the meeting so that we may begin our planning. Remember we are going paperless as much as possible. We will be updating the jump drives at the meeting. You are encouraged to bring your laptop or iPad but there will be computers there to use.

All libraries should be open to students by Monday August 26, 2013--unless elementary school students are using the library for DIBELS testing or secondary schools are using the library for

unforeseen events. These libraries should open as soon as possible following these special circumstances.

Destiny should be updated and ready to go by the end of first week in August. As for Renaissance Learning products please wait to do anything until you get an email from me saying that the data is ready, this should happen by the time we start school.

Please check your email and let me know if you have any problems using your account. I cannot stress how important is to access your email at least once daily (when school starts) as well as becoming familiar with your local school and our district website.

I hope you have had a restful summer and are eager to return to school for the 2013-2014 school year. Please do not hesitate to call on me if I may assist you in any way. I may be reached via email: lmills@tcss.net , cell 205-932-0329, home 205-932-6315 or 205-342-2740, #4. I know that we face many challenges but I hope that you will choose to look for the opportunities they present for us. With your help, I know that we make this school year the most successful yet.

Sincerely,

LeeAnna B. Mills
Library Media Services

Tuscaloosa County Guide/Procedures Manual

Preface

Suggestions for Library Beginning—The Yearly Checklist

LIST OF SCHOOLS

Pamphlet of Book Challenge Procedures

Welcome Letter

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INTRODUCTION & PHILOSOPHY



Charles Ammi Cutter



Mevil Dewey

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A. Foreword

The School Libraries of the Tuscaloosa County School System are integral to the education process of the school district and support the vision and mission as stated below. These Guidelines for School Libraries (incorporating TCSS *official* board policies) will serve as a uniform guide designed to aid the librarians' district wide in the daily operation of the facility as well as reinforce the curriculum by providing a variety of resources in multiple formats which enhance classroom activities.

B. Tuscaloosa County School System Statement of Beliefs

Following a rich tradition of community involvement, the mission of TCSS is to empower students to become life-long learners and productive citizens in a dynamic, global society by providing quality learning experiences that develop the knowledge, skills, abilities, and attitudes for continued success. The Tuscaloosa County School System is a safe environment ***"Where Students Learn, Grow, and Achieve."***

Life-long learning is essential for citizens of our community, nation, and world.

The family, school, and community share the responsibility for the positive development of youth.

Given opportunities, all individuals can reach their potential to learn.

Every individual has a right to a safe, nurturing environment.

Knowledge empowers.

Individuals are responsible for their actions.

Working toward a vision promotes success.

Every person is unique, has value, and deserves the opportunity to earn respect.

C. TCSS Libraries Mission Statement (Preface)

The mission of the TCSS libraries as an agency of both instruction and service is to encourage reading for pleasure and information, to support the curricular goals of our campuses, to teach appropriate research skills in an integrated context, and to aid each other .

As the term "library" has a universal recognition defining a place set aside to house books and other print materials, technology, and audio visuals it will be used in this document instead of "resource center", "library media center", or other similar terms. **"Librarian"** will denote the person who manages the library and its services as the term is preferred by the American Association of School Librarians and the Alabama School Library Association.

D. Goals of TCSS Libraries (see Board Policy)

II. Personnel

A. Librarian

Librarians in the Tuscaloosa County School System manage, plan, organize, and coordinate the entire library program. Librarians are both instructional and administrative leaders at our campuses. Librarians should serve with the **Leadership Team** or **Curriculum committee**. Our roles are instrumental to the staff and students at our schools.

Education/Certification:

Bachelors Degree

Masters Degree in Library Science (MLS)

Classroom experience (2 years)

ALSDE Teacher Certification (current)

Highly Qualified

Optional-- National Board Certification (National Board Professional Teaching Standards)

Doctorate

B. Job Descriptions

1. Library Media Center Advisory Committee Report**

2. Library Media Specialist

3. Library Media Para-Educator

4. Student helpers/assistants

5. Parent Volunteers

TUSCALOOSA COUNTY SCHOOLS
2013-2014 Library Media Center Advisory Committee Report

A Library Media Center Advisory Committee meeting for the _____

_____ School Library Media Center was held on

_____, 20___. Those in attendance* were as follows:

1. _____ Principal/Assistant Principal
2. _____ Librarian
3. _____ Librarian/Teacher
4. _____ Teacher
5. _____ Teacher
6. _____ Teacher
7. _____ Teacher
8. _____ Teacher
9. _____ Teacher
10. _____ Parent
11. _____ Parent

The needs of the school library media center as determined by the Library Media Center were prioritized as follows:

1. _____
2. _____
3. _____
4. _____
5. _____

Please be specific when listing needs (AV materials, books, software, search stations, etc.)

***Committee members must sign. Must have parents on the committee.**

JOB TITLE: LIBRARY MEDIA SPECIALIST

RESPONSIBLE TO: Principal with technical supervision by the Coordinator of Media Services

QUALIFICATIONS:

1. Alabama teaching certificate in library science or media specialist.

DUTIES AND RESPONSIBILITIES:

1. Development and implementation of library media program which is applicable and related to desired educational goals, objectives and student outcomes.
2. To maximize efficient use of available funds and provide faculty and students with the best possible materials, the position requires the preparation and administration of a library budget using standard accounting procedures.
3. Supervise and promote library activities which facilitate and enhance learning.
4. Assist students and faculty by cooperating with other schools and local libraries.
5. Maximize library functions by actively recruiting, hiring, training and supervising clerical help, student assistants and volunteers.
6. Initiates contact with faculty and students in promoting and providing library services, resources and guidance.
7. Actively participates in and works with other school personnel in the selection of books, equipment and other library materials which provide the student with the best learning opportunities.
8. Participates in professional growth and development activities including staff meetings and inservice and staff development activities as required or assigned.
9. Perform the technical responsibilities required to provide exemplary library service as part of an effective and successful educational facility.
10. Provide input and assistance to other school personnel by actively participating in departmental, faculty, curriculum and special meetings.
11. Assume other reasonable and equitable job-related duties assigned by the immediate supervisor.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

1. Good knowledge of content, curriculum, methods, materials and equipment needed by different departments in the school setting.
2. Good knowledge of materials and equipment appropriate for effective teaching and learning.
3. Good knowledge of school's program of studies related to mission, goals and organization.
4. Ability to apply knowledge of current research, technology and theory to library facility.
6. Ability to move around the room in order to monitor and assist students.
7. Ability to establish and maintain effective relationships with students, parents and peers.
8. Skilled and effective in oral and written communication.
9. Excellent human relations skills.
10. Knowledge and skill in the operation of computers and computer programs.
11. Physical ability to handle, move retrieve, and/or deliver large and/or heavy library materials and equipment.

JOB GOAL:

To provide for student and teacher access and utilization of a comprehensive program of library media skills and services which support the total school program.

EVALUATION:

Job performance for tenured personnel will be evaluated by the immediate supervisor based on Board policy. Non-tenured personnel will be evaluated annually.

APPEALS:

An employee who is not satisfied with his/her evaluation shall seek recourse by following the grievance procedure.

JOB TITLE: LIBRARY MEDIA PARA-EDUCATOR

RESPONSIBLE TO: Principal/Librarian

QUALIFICATIONS:

1. High school diploma or GED with general clerical skills required.
2. Documentation of the equivalent of two (2) years' post-secondary education (60 semester hours or a credential resulting from a two (2) year program of study).

DUTIES AND RESPONSIBILITIES:

1. Types orders, checks invoices, receives and verifies materials.
2. Processes new materials in accordance with library procedures.
3. Maintains computer programs related to library requirements.
4. Assists librarian with preparation of bulletin boards and displays.
5. Shelves books and materials.
6. Maintains circulation records.
7. Types general correspondence as directed by the librarian.
8. Assists students and faculty in locating and collecting material as needed to support the instructional program.
9. Maintains a check out and in system for audio-visual equipment.
10. Prepares and follows-up on overdue notices.
11. Prepares orders, reports, bibliographies, forms, schedules, research photocopies and other materials as requested.
12. Files a variety of items, including vertical file materials, publisher's catalogs, periodicals and correspondence.
13. Assists in inventorying all library media materials and equipment.
14. Assists teachers and students in the proper use, operation and care of equipment.
15. Assumes other reasonable and equitable job-related duties as assigned by the immediate supervisor.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

1. Demonstrated keyboarding skills using a computer and/or typewriter.
2. Ability and skill to operate and maintain audio-visual equipment, and make minor repairs.
3. Basic knowledge and skill in operation of computer programs and related technology.
4. Physical capability to handle, move, retrieve and/or deliver materials and equipment that may be large and/or heavy to various locations including classrooms and other areas in the school.
5. Physical ability to reach both very high and very low areas in order to retrieve and replace items.
6. Ability to establish and maintain effective relationships with students, administrators, teachers and other co-workers.
7. Be capable of moving and lifting moderately heavy weights.
8. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high-intensive work environment.

JOB GOAL:

To provide clerical and managerial assistance in the library in order that the librarian might work more closely with students and teachers in support of instruction.

EVALUATION:

Job performance for non-probationary personnel will be evaluated by immediate supervisor based on Board policy. Probationary personnel will be evaluated annually.

APPEALS:

An employee who is not satisfied with his/her evaluation shall seek recourse by following the grievance procedure.

Student helper/Assistant

Circulation duties—not to include fines

Shelve books

Straighten books and read shelves

Straighten furniture

Run errands as needed

Answer phone, take messages (secondary students)

Assist students in finding books

Help create displays and bulletin boards with supervision

Greet authors and special visitors

Parent Volunteers

Work under direction of a member of professional staff in accordance with district policies and procedures

Read shelves

Shelve books

Check books in and out

Monitor circulation desk

Assist with computer work as needed

Assist with special projects as directed by the librarian (i.e. book fairs, authors, cleaning of equipment, birthday book club, preparing showcases and bulletin boards)

TUSCALOOSA COUNTY LIBRARY MEDIA SPECIALISTS

SCHOOL	LMS	SCHOOL ADDRESS	PHONE
Big Sandy Elementary	Robin Ragland.....	11950 Upper Hull Road, Moundville, AL 35474	342-6904
Brookwood Elementary	Arielle Hughes.....	16049 Highway 216, Brookwood, AL 35444	342-2668
Brookwood High School	Janet Sanford.....	15981 Highway 216, Brookwood, AL 35444	342-2777
Brookwood Middle School	Lindsey Lolley.....	17021 Brookwood Parkway, Vance, AL 35490	342-2748
Buhl Elementary	April Fields.....	11968 Buhl School Road, Buhl, AL 35446	342-2640
Collins-Riverside Middle	Sandra Windle.....	1400 3 rd Street, Northport, AL 35476	342-2680
Cottondale Elem	Heather Bailey.....	2301 Cottondale Lane, Cottondale, AL 35453	342-2642
Crestmont Elementary	Reagan Ikard.....	2400 34 th Avenue, Northport, AL 35476	342-2695
Davis-Emerson Middle	Ronda Gamble.....	150 Bulldog Blvd., Cottondale, AL 35453	342-2750
Duncanville Middle	Seth Shaul.....	11205 Eagle Parkway, Duncanville, AL 35456	342-2840
Echols Middle	Kim Harvey.....	2701 Echols Avenue, Northport, AL 35476	342-2884
Englewood Elementary	Jaime Thompson.....	10300 Old Greensboro Road, Tuscaloosa, AL 35405	342-2644
Faucett-Vestavia Elementary	Holly Shepherd.....	1150 Vestavia Circle, Northport, AL 35473	342-2646
Flatwoods Elementary	Alicia Bynum.....	3800 66 th Avenue, Northport, AL 35473	342-2648

Hillcrest High School	Dustin Hatton/Sabrina Sheffield.....	300 Patriot Parkway, Tuscaloosa, AL 35405	342-2800
Hillcrest Middle School	Angela Nelson.....	401 Hillcrest School Road, Tuscaloosa, AL 35405	342-2820
Holt Elementary	Carole Huffman.....	2300 26 th Avenue, Northport, AL 35475	342-2650
Holt High School	Lisa Clark	3801 Alabama Avenue, Tuscaloosa, AL 35404	342-2768
Huntington Place Elementary	Kim Porter.....	11601 Huntington Place, Northport, AL 35475	342-2652
Lakeview Elementary	Angela Sherlock.....	21610 Youngblood Parkway, McCalla, AL 35111	477-7696
Matthews Elementary	Nancy Carson.....	1225 Rice Mine Road, Northport, AL 35476	342-2654
Maxwell Elementary	Ginny Busby.....	11370 Monticello Drive, Duncanville, AL 35456	342-2656
Myrtlewood Elementary	Samantha Harbin.....	14701 Gainsville Road, Fosters, AL 35456	342-2658
Northport Elementary	Cristal Avent.....	13695 Frankie Thomas Trace, Northport, AL 35475	324-2862
Northside High School	Dr. Shawn Parsons.....	19230 Northside Parkway, Northport, AL 35475	342-2755
Northside Middle	LeeAnna Mills(6306).....	19130 Northside Parkway, Northport, AL 35475	342-2740
Sipsey Valley High School	15815 Romulus Road, Buhl, AL 35446	342-2850
Sipsey Valley Middle School	Jeri P. Martin.....	15817 Romulus Road, Buhl, AL 35446	342-2870
Taylorville Primary	Beverly Jones	350 Bobby Miller Parkway, Tuscaloosa, AL 35405	342-2939

Tuscaloosa County High	Amanda Beardsley/Joy Black.....	12500 Wildcat Drive, Northport, AL 35475	342-2670
Vance Elementary	Christy Lyles.....	18202 Highway 11 North, Vance, AL 35490	342-2697
Walker Elementary	Susan Dickey.....	13051 Northside Road, Northport, AL 35475	342-2664
Westwood Elementary	Merry Livingston.....	11629 Westwood School Road, Coker, AL 35452	342-2666

SCHOOL	Telephone Numbers	
	INSIDE SYSTEM	OUTSIDE CALL OPTION #4
BSES		342-6904
BWES	3209	342-2840
BWMS	3508	342-2748
BWHS	3309	342-2777
BUHL	3704	342-2640
CDALE	3942	342-2642
CRMS	3807	342-2680
CMONT	4006	342-2695
DEMS	4207 or 4208	342-2750
DVMS	4412 or 4413	342-2830
ECHOLS	4610* or 4611	342-2884
EWOOD	4715	342-2644
FVES	4806	342-2646
FWOODS	4905	342-2648
HCHS	5514	342-2800
HCMS	5715	342-2820
HES	5009	342-2650
HHS	5107* or 5108	342-2768
HPES	5207	342-2652
LWMS	5411	342 2680
LVES	5307* or 5308	342-2951
MATT	5806	342-2654
MAX	5907	342-2656
MWOOD	6006	342-2658
NPES	2862	342-2862
NMS	6306 or 6309	342-2740
NSHS	6209	342-2755
SVHS	6417	342-2850
SVMS	6418	342-2870
TPS	6906	342-2939
TCHS	6712 or 6713	342-2670
VES	7009	342-2697
WES	7107	342-2664

WWOOD

7205

342-2666

Library Media Specialists

2013-2014

Email addresses

Big Sandy Elem	Robin Ragland BSES	342-6904	rragland@tcss.net
Brookwood Elem	Arielle Hughes BWES	342-2840	ahughes@tcss.net
Brookwood High	Janet E. Sanford BWHS	342-2648	jesanford@tcss.net
Brookwood Middle	Lindsey Lolley BWMS	342-2748	llolley@tcss.net
Buhl Elem	Aprile Fields BUHL	342-2640	afields@tcss.net
Collins-Riverside Middle	Sandra Windle CRMS	342-2680	swindle@tcss.net
Cottondale Elem	Heather Bailey CDALE	342-2642	hbailey@tcss.net
Crestmont Elem	Reagan Ikard CMONT	342-2695	rikard@tcss.net
Davis Emerson Middle	Ronda Gamble DEMS	342-2750	rgamble@tcss.net
Duncanville Middle	Seth Shaul DVMS	342-2830	sshaul@tcss.net
Echols Middle	Kim Harvey EMS	342-2884	kharvey@tcss.net
Englewood Elem	Jaime Thompson EWOOD	342-2644	jthompson@tcss.net
Faucett-Vestavia Elem	Holly Shepherd FVES	342-2646	hshepherd@tcss.net
Flatwoods Elem	Alicia Bynum FWOODS	342-2648	abynum@tcss.net
Hillcrest High	Dustin Hatton HCHS	342-2800	dhatton@tcss.net
Hillcrest High	Sabrina Sheffield HCHS	342-2800	ssheffield@tcss.net
Hillcrest Middle	Angela Nelson HCMS	342-2820	anelson@tcss.net
Holt Elem	Carole Huffman HES	342-2650	chuffman@tcss.net
Holt High	Lisa Clark HHS	342-2768	lclark@tcss.net
Huntington Place Elem	Kim Porter HPES	342-2652	kporter@tcss.net
LakeView	Angela Sherlock LVES	342-2951	asherlock@tcss.net
Matthews	Nancy Carson MATT	342-2652	ncarson@tcss.net
Maxwell Elem	Ginny Busby MAX	342-2656	gbusby@tcss.net
Myrtlewood Elem	Samantha Harbin MWOOD	342-2658	sharbin@tcss.net
Northport Elem	Cristal Avent NPE	342-2862	cavent@tcss.net
Northside High	Dr. Shawn Parsons NSHS	342-2755	sparsons@tcss.net
Northside Middle	LeeAnna Mills NSMS	342-2740	lmills@tcss.net
Sipsey Valley High	Danielle Klink SVHS	342-2850	dklink@tcss.net
Sipsey Valley Middle	Jeri P. Martin SVMS	342-2870	jpmartin@tcss.net
Taylorville Primary	Beverly N. Jones TPS	342-2939	bnjones@tcss.net
Tuscaloosa County High	Amanda Beardsley TCHS	342-2670	abeardsley@tcss.net
Tuscaloosa County High	Joy Black TCHS	342-2670	jblack@tcss.net
Vance Elem	Christy Lyles VES	342-2697	clyles@tcss.net
Walker Elem	Susan Dickey WES	342-2830	sdickey@tcss.net
Westwood Elem	Merry Livingston WWOOD	342-2666	mlivingston@tcss.net

Librarians of Tuscaloosa County
Hospitality Fund Guidelines
(as per Ethics standards)

Each library media specialist is encouraged to contribute \$5.00 for the school year. However, contributions are voluntary.

I. Memorial Donation

- A. Death of a librarian - \$25.00 donation to the public library, school library or church library
- B. Death in the family of a librarian - \$15 donation to the public library, school library or church library
 - 1. Spouse
 - 2. Child
 - 3. Parents

II. Cards

- A. Hospitalization of librarian

III. Gifts

- A. Wedding of librarian – \$15 - \$20 for a picture frame
- B. Birth of child or adoption to librarian - \$10.00 for a children's book
- C. Retirement of librarian - \$40.00 - \$50.00 for a silver engraved bookmark

IV. Unique Circumstances

In special circumstances, the courtesy fund committee reserves the right to acknowledge an occasion not listed and if necessary request a special contribution, separate from the hospitality fund treasury. This request will be made only when the committee deems it necessary.

- V. Funds will be rolled over from year to year. If the reserve gets too large we will not collect contributions that year.

- VI. Acknowledgments will be made all calendar year.

****Chairperson: Kim Harvey—Librarians must receive a report annually from committee. Two (2) signatures must be written on checks.**

2nd LeeAnna Mills

3rd Heather Bailey(2013-14)

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Jane Smith - November 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 1:30 McCreless-research project 9:00 OVERDUES 9:00 Lawley/Akridge 9:30 Watts 10:30 West 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out 12:30 Ballard	2 9:00 Townsend 9:30 McCreless 10:00 O'Bryant 10:30 Doss 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out 1:30 McCreless-research project	3 9:00 -1st Lit Circle 9:30 Driggers 10:00 Holeman 10:30 Burkhalter 12:30 Hatter 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out	4 9:00- 1st Lit Circle 9:30-1st Lit Circle 10:00 J.Green 10:30 Haddock 12:30 Webb 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out	5 9:00-1st grade Lit Circle 9:30 Dunnigan 10:00 Morgan 10:30 Hayes 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out	6
7	8 Enrichment Week 9:00 OVERDUES	9 Enrichment Week	10 Veterans' Program Enrichment Week	11 VETERANS' DAY HOLIDAY	12 Enrichment Week	13
14 AMERICAN EDUCATION WEEK District Accreditation	15 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open	16 9:00 Townsend 9:30 McCreless 10:00 O'Bryant	17 9:00 -1st Lit Circle 9:30 Driggers 10:00 Holeman	18 9:00- 1st Lit Circle 9:30-1st Lit Circle 10:00 J.Green	19 9:00-1st grade Lit Circle 9:30 Dunnigan	20

Quality Assurance Review Visit	check out 9:00 OVERDUES 9:00 Lawley/Akridge 9:30 Watts 10:30 West AMERICAN EDUCATION WEEK District Accreditation Quality Assurance Review Visit	10:30 Doss 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out AMERICAN EDUCATION WEEK District Accreditation Quality Assurance Review Visit	10:30 Burkhalter 12:30 Hatter 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out AMERICAN EDUCATION WEEK District Accreditation Quality Assurance Review Visit	10:30 Haddock 12:30 Webb Smarter than... 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out AMERICAN EDUCATION WEEK	10:00 Morgan 10:30 Hayes 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out AMERICAN EDUCATION WEEK	
21	22 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out 9:00 OVERDUES 9:00 Lawley/Akridge 9:30 Watts 10:30 West 12:30 Ballard	23 9:00 Townsend 9:30 McCreless 10:00 O'Bryant 10:30 Doss 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out	24 Thanksgiving Holidays	25 Thanksgiving Holidays	26 Thanksgiving Holidays	27
28	29 7:45-9:00 Morning Open Check out 12:00-1:30 Afternoon Open check out	30 9:00 Townsend 9:30 McCreless 10:00 O'Bryant				

	9:00 OVERDUES	10:30 Doss				
	9:00 Lawley/Akridge	7:45-9:00 Morning Open Check out				
	9:30 Watts	12:00-1:30 Afternoon Open check out				
	10:30 West					
	12:30 Ballard					

Chart Schedule

Week of schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-9:00 CHKOUT	7:45-9:00 CHKOUT	7:45-9:00 CHKOUT	7:45-9:00 CHKOUT	7:45-9:00 CHKOUT
9:00 Overdues				
9:00 Lawley/Akridge	9:00 Townsend	9:00CollinsWalkerCarroll	9:00LawleyWalkerCollins	9:00CollinsWalkerCarroll
9:30 Watts	9:30 McCreless	9:30 Driggers	9:30 Sides	9:30 Dunnigan
	10:00 O'Bryant	10:00 Holeman	10:00 J. Green	10:00 Morgan
10:30 West	10:30 Doss	10:30 Burkhalter	10:30 Haddock	10:30 Hayes
11:30 Lunch	11:30 Lunch	11:30 Lunch	11:30 Lunch	11:30 Lunch
12:00-1:30 Checkout	12:00-1:30 Checkout	12:00-1:30 Checkout	12:00-1:30 Checkout	12:00-1:30 Checkout
				1:00 Projects
1:05 Ballard	1:05 Downing	1:05 Hatter	1:05 Webb	Burkhalter--Famous people
1:00 Projects	1:00 Projects	1:00 Projects	1:00 Projects	
1:30McCreless simple machines	1:30 McCreless simple machine			
Enrichment				

Memo

To: All teachers
From: Library Media Center
CC: Principal
Date: 2013-2014
Re: Collaborative planning meetings/ideas

I would like to meet with you to discuss ideas for plans/research/curriculum/projects/presentations and the integration of the new College and Career Readiness Standards that we can do collaboratively in the Library Media Center. The school year will finish more quickly than you can imagine! To allow for each teacher to accomplish goals, we need to get items on the calendar.

When is a good time? Let me know. If you wish me to help develop a lesson plan, I will work with your ideas and subject area to collaborate create a lesson. If you have an idea, I will be glad to integrate it with *Information Literacy Skills* and help your class with the plan. If you have questions, please do not be shy!

I will be happy to arrange to meet with you at your convenience. We can plan to meet during your planning time, lunch or, after school 2:55-3:15 or you select a time!

Please let me know. You may return this memo or email a reply. I am looking forward to a successful year.

Thank you,

LeeAnna

LIBRARY POWER TOOL

Survey of Units of study taught

Survey for Collecting Data for COLLABORATION

Dear Faculty Member,

Please list five (5) emphasis **areas/units** that you teach and which lend themselves to the use of a variety of materials across the collection.

Definition: Emphasis areas are clumps of materials supporting a curricular area. There are two (2) types: general emphasis collections (supporting numerous units or whole courses of instruction) and specific emphasis collections (**support single topics or units**).

Date due: _____ **9/6/2013** _____

Teacher's name: _____

Grade level/discipline: _____

Emphasis areas: ____ *Famous people, inventors, scientists, etc.* ____ **EXAMPLE**

Adapted from a form developed by Price Middle School, Atlanta, Georgia

GRESHAM MIDDLE SCHOOL LESSON PLAN

Teacher: _____ Date(s): _____

Grade(s): _____ Course: _____ Class Period(s): _____

Lesson Topic: _____

Objectives As a result of this lesson(s), the student will be able to:	Correlation to State Documents		
	Alabama COS	SAT 10	AHSGE / Exit Exam

Activities / Methods	Resource Materials
Teacher will:	Textbook:
	Textbook:
	Workbook:
	Workbook:
Student will:	Handout(s):
	# of Copies Needed:
	Overhead Masters:
	Multimedia Materials:
	Hands-on Materials:
	Technology:
	Audio-Visual Materials:
	Other:

Assessment Method / Points Possible	Homework
Check Homework:	
Check Classwork:	
Quiz or Exam:	
Presentation:	Enrichment
Project:	Character Education
Teacher Questioning	
Teacher Observation	
Student Participation	Notes
Other:	
Other:	

Plans checked on _____ Initials _____

Collaborative Unit Planning Form

Teacher:

Grade Level:

Date

Content Area:

Unit name:

Time Frame:

Project description:

Objectives:

Information Literacy objectives:

Alabama State Course of Study Content Areas Standards:

CCRS:

Teacher Responsibilities:

Library Media Specialist Responsibilities:

Product:

Assessment/Evaluation tools:

Resources:

Collaborative Unit Planning Form

Teacher: Dunnigan

Date: February

Grade Level: 3d

Content Area: Language Arts; Technology

Unit name: "Afro-American scientists" Famous People

Time Frame: 1 day

Project description: Locate information on specific people.

Objectives:

1. Students will locate information about a people.
2. Students will prepare written facts
3. Students will cite sources of information

Information Literacy objectives:

- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.5 Use information technology responsibly.
- 1.4.4 Seek appropriate help when it is needed.
- 2.3.1 Connect understanding to the real world.

Alabama State Course of Study Content Areas Standards:

Language Arts:

- 12.) Demonstrate retrieval skills needed to research a topic.

Technology:

- 2.Communicate about technology using developmentally appropriate and accurate terminology.
- 9.Demonstrate respect for the work of others.
- 14.Identify the Internet as a resource for information.
- 15.Utilize information from a locally approved Internet web site.

Teacher Responsibilities:

The teacher will introduce the unit and develop the background for the students to come to the Library Media Center to expand and enrich their learning experience about famous people.

Library Media Specialist Responsibilities:

The LMS will provide enrichment activity for the students to extend their knowledge of the famous people. LMS will include explanation of "works cited" and why this is important.

Product: Work template prepared by librarian

Assessment/Evaluation tools: Teacher will assess and evaluate students.

Resources: <http://www.nationalgeographic.com/xpeditions/atlas>

AVL or Destiny web site for information

Template; Pencil



Model Lesson Checklist

This model lesson checklist was developed by the American Association of School Librarians (AASL). Register to search and contribute lesson plans to the AASL Standards for the 21st-Century Learner Lesson Plan Database at aasl.iesandco.org.

Title of Lesson: _____

The lesson includes all of the following elements:

- ☐ Name of person submitting lesson
- ☐ School/location
- ☐ Grade
- ☐ Type of Lesson
- ☐ Schedule
- ☐ Collaboration Continuum
- ☐ Content Area
- ☐ Content Topic

Standards for the 21st-Century Learner Goals*

- ☐ Skills Indicators (no more than 3)
- ☐ Dispositions, Responsibilities or Self-Assessment Strategies Indicators (no more than 3 of each)

- ☐ Scenario
- ☐ Overview* (75 words or less)
 - ☐ Essential Question
- ☐ Final Product
- ☐ Library Lesson
- ☐ Estimated lesson time

- ☐ Assessments for all of the following:*
- 1. Product
 2. Process
 3. Student Self-Questioning

Instructional plan*

- ☐ Resources
- ☐ Description of instruction/activities using four-step lesson design:
 1. Direct instruction
 2. Modeling and guided practice
 3. Independent practice
 4. Sharing and reflection
- ☐ Strategies for Differentiation

* Refer to lesson plan scoring rubric on the AASL website at www.ala.org/aasl/lessonplandatabase.

Learning4Life is an initiative of the American Association of School Librarians. Find other Learning4Life resources on the AASL website at www.ala.org/aasl/guidelinesandstandards, or for more information on AASL's plan for implementing the new learning standards and program guidelines, visit www.ala.org/aasl/learning4life.



Lesson Plan Rubric

This lesson plan rubric was developed by the American Association of School Librarians (AASL). Register to search and contribute lesson plans to the AASL Standards for the 21st-Century Learner Lesson Plan Database at aasl.jesandco.org.

Title of Lesson: _____

elements	ready for publication	publishable with minor editing	publishable with major editing	not publication quality
standards	Meets all of the following criteria: <input type="checkbox"/> Has realistic number of indicators <input type="checkbox"/> Relates directly to the lesson objectives <input type="checkbox"/> Is appropriate for the grade level	Meets two of the following criteria: <input type="checkbox"/> Has realistic number of indicators <input type="checkbox"/> Relates directly to the lesson objectives <input type="checkbox"/> Is appropriate for the grade level	Meets only one of the following criteria: <input type="checkbox"/> Has realistic number of indicators <input type="checkbox"/> Relates directly to the lesson objectives <input type="checkbox"/> Is appropriate for the grade level	Meets none of the following criteria: <input type="checkbox"/> Has realistic number of indicators <input type="checkbox"/> Relates directly to the lesson objectives <input type="checkbox"/> Is appropriate for the grade level
scenario	Clearly and succinctly answers all of the following questions: <input type="checkbox"/> What are the circumstances that make this instruction necessary? <input type="checkbox"/> How does this lesson fit into the context of content area instruction? <input type="checkbox"/> Does this lesson build upon previous instruction or experiences the students have had? <input type="checkbox"/> How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? <input type="checkbox"/> What roles will the librarian and teachers play in teaching and assessment? <input type="checkbox"/> What kinds of follow-up instruction or activities are planned (if any)?	Adequately answers at least five of the following questions: <input type="checkbox"/> What are the circumstances that make this instruction necessary? <input type="checkbox"/> How does this lesson fit into the context of content area curriculum? <input type="checkbox"/> Does the lesson build upon previous instruction or experiences the students have had? <input type="checkbox"/> How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? <input type="checkbox"/> What roles will the librarian and teachers play in teaching and assessment? <input type="checkbox"/> What kinds of follow-up instruction or activities are planned (if any)?	Adequately answers at least four of the following questions: <input type="checkbox"/> What are the circumstances that make this instruction necessary? <input type="checkbox"/> How does this lesson fit into the context of content area curriculum? <input type="checkbox"/> Does the lesson build upon previous instruction or experiences the students have had? <input type="checkbox"/> How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? <input type="checkbox"/> What roles will the librarian and teachers play in teaching and assessment? <input type="checkbox"/> What kinds of follow-up instruction or activities are planned (if any)?	Adequately answers three or less of following questions: <input type="checkbox"/> What are the circumstances that make this instruction necessary? <input type="checkbox"/> How does this lesson fit into the context of content area curriculum? <input type="checkbox"/> Does the lesson build upon previous instruction or experiences the students have had? <input type="checkbox"/> How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? <input type="checkbox"/> What roles will the librarian and teachers play in teaching and assessment? <input type="checkbox"/> What kinds of follow-up instruction or activities are planned (if any)?
overview	Clearly and succinctly describes all of the following: <input type="checkbox"/> Library context <input type="checkbox"/> Curricular connection <input type="checkbox"/> Essential question	Adequately describes two of the following: <input type="checkbox"/> Library context <input type="checkbox"/> Curricular connection <input type="checkbox"/> Essential question	Adequately describes one of the following: <input type="checkbox"/> Library context <input type="checkbox"/> Curricular connection <input type="checkbox"/> Essential question	Does not clearly describe any of the following: <input type="checkbox"/> Library context <input type="checkbox"/> Curricular connection <input type="checkbox"/> Essential question
assessment	Includes assessments for all of the following: <input type="checkbox"/> Product <input type="checkbox"/> Process <input type="checkbox"/> Self-questioning	Includes assessments for two of the following: <input type="checkbox"/> Product <input type="checkbox"/> Process <input type="checkbox"/> Self-questioning	Includes assessment for one of the following: <input type="checkbox"/> Product <input type="checkbox"/> Process <input type="checkbox"/> Self-questioning	Lacks the following assessments: <input type="checkbox"/> Product <input type="checkbox"/> Process <input type="checkbox"/> Self-questioning
instructional plan	Clearly and succinctly describes all of the following steps: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Modeling and guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Sharing and reflection	Adequately describes three of the following steps: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Modeling and guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Sharing and reflection	Adequately describes two of the following steps: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Modeling and guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Sharing and reflection	Describes only one of the following steps: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Modeling and guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Sharing and reflection

Learning4Life is an initiative of the American Association of School Librarians. Find other Learning4Life resources on the AASL website at www.ala.org/aasl/guidelinesandstandards or for more information on AASL's plan for implementing the new learning standards and program guidelines, visit www.ala.org/aasl/learning4life.



AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS



STANDARDS FOR THE
**21st-CENTURY
LEARNER**



COMMON BELIEFS

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Inquiry provides a framework for learning.

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught.

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs.

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.



The definition of information literacy has become more complex as resources and technologies have changed.

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills.

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.



LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1

Inquire, think critically, and gain knowledge.

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

3

Share knowledge and participate ethically and productively as members of our democratic society.

4

Pursue personal and aesthetic growth.

1

Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.



1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.



1.3 Responsibilities

- 1.3.1 Respect copyright/ intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.



3

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

- 3.1.5 Connect learning to community issues.

- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.

- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

- 3.3.4 Create products that apply to authentic, real-world contexts.

- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

- 3.3.6 Use information and knowledge in the service of democratic values.

- 3.3.7 Respect the principles of intellectual freedom.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.



4

Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.



4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.



4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.



American Association of School Librarians
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ISBN (bundle of 12) 978-0-8389-8445-1

This publication is available for download at
<http://www.ala.org/aasl/standards>.

Multiple copies may be purchased from the ALA store
at <http://www.ala.org> or by calling 866-SHOP ALA.



21st CENTURY LEARNERS

Skills

Key abilities needed
for understanding,
learning, thinking,
and mastering
subjects.

key question

*Does the student have
the right proficiencies
to explore a topic or
subject further?*

Dispositions in Action

Ongoing beliefs
and attitudes that
guide thinking and
intellectual behavior
that can be measured
through actions taken.

key question

*Is the student disposed
to higher-level thinking
and actively engaged in
critical thinking to gain
and share knowledge?*

Responsibilities

Common behaviors
used by independent
learners in researching,
investigating, and
problem solving.

key question

*Is the student aware that
the foundational traits for
21st-century learning require
self-accountability that extends
beyond skills and dispositions?*

Self-Assessment Strategies

Reflections on one's
own learning to
determine that the
skills, dispositions,
and responsibilities
are effective.

key question

*Can the student recognize
personal strengths and
weaknesses over time and
become a stronger, more
independent learner?*

I. Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
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- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

II. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations.
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III. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.
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- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
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IV. Pursue personal and aesthetic growth.

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Alabama Department of Education

Alabama's School Library Media Handbook for the 21st Century Learner



Our Mission:

In collaboration with the school's learning community, Alabama's 21st Century Library Media Programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

STATE BOARD OF EDUCATION

OUR MISSION STATEMENT

~To provide a state
system of education
which is committed
to academic excellence
and which provides
education of
the highest quality
to all Alabama students,
preparing them
for the 21st century.~



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"Alabama's School Library Media Handbook for the 21st Century Learner" was approved by the Alabama State Board of Education on September 11, 2008.



Alabama Department of Education
Joseph B. Morton, State Superintendent of Education
Melinda Maddox, Director of Technology Initiatives

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ACKNOWLEDGEMENTS

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**Grateful appreciation is given to the library media specialists
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PREFACE

The Alabama Department of Education advocates exemplary library media specialists and programs in the state's public school systems.

Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner publication, a revision of Literacy Partners, was developed by Alabama school library media professionals to provide guidelines for implementation of the *21st Century Standards – Alabama's School Library Media Programs*. Library media programs are constantly changing and evolving to enhance a 21st Century learning environment which contributes to student achievement. Research indicates a high correlation between quality library media programs and increased student achievement as documented in *School Libraries Work!*

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner incorporates state and national standards and guidelines which focus on the role of the library media program as an integral component in the teaching and learning process. *Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner* is designed to be used collaboratively by the learning community to guarantee that students improve in academics through 21st Century learning standards.



RESEARCH

School library media programs are important in providing information to students and in teaching students how to acquire and use that information. Research studies show that an active school library program run by a certified library media specialist with flexible open access to the library media center makes a significant difference to student learning outcomes. These studies illustrate the positive correlation between a good library media program and student achievement. A list of available research studies are listed in the Appendix.

(See Appendix A)

The following information related to the impact that school library media centers make on student achievement was acquired from The Ohio Research Study Fact Sheet.

“The findings indicate that the effective school library helps the strongest as a resource agent and a technical agent, providing access to information resources necessary for students to complete their research assignments and projects successfully. However, the qualitative responses show that the school library’s strength is not just as a passive information supply and exchange agency. Clearly helpful is the library’s part in engaging students in an active process of building their own understanding and knowledge—the library as an agent for individualized learning, knowledge construction and academic achievement.

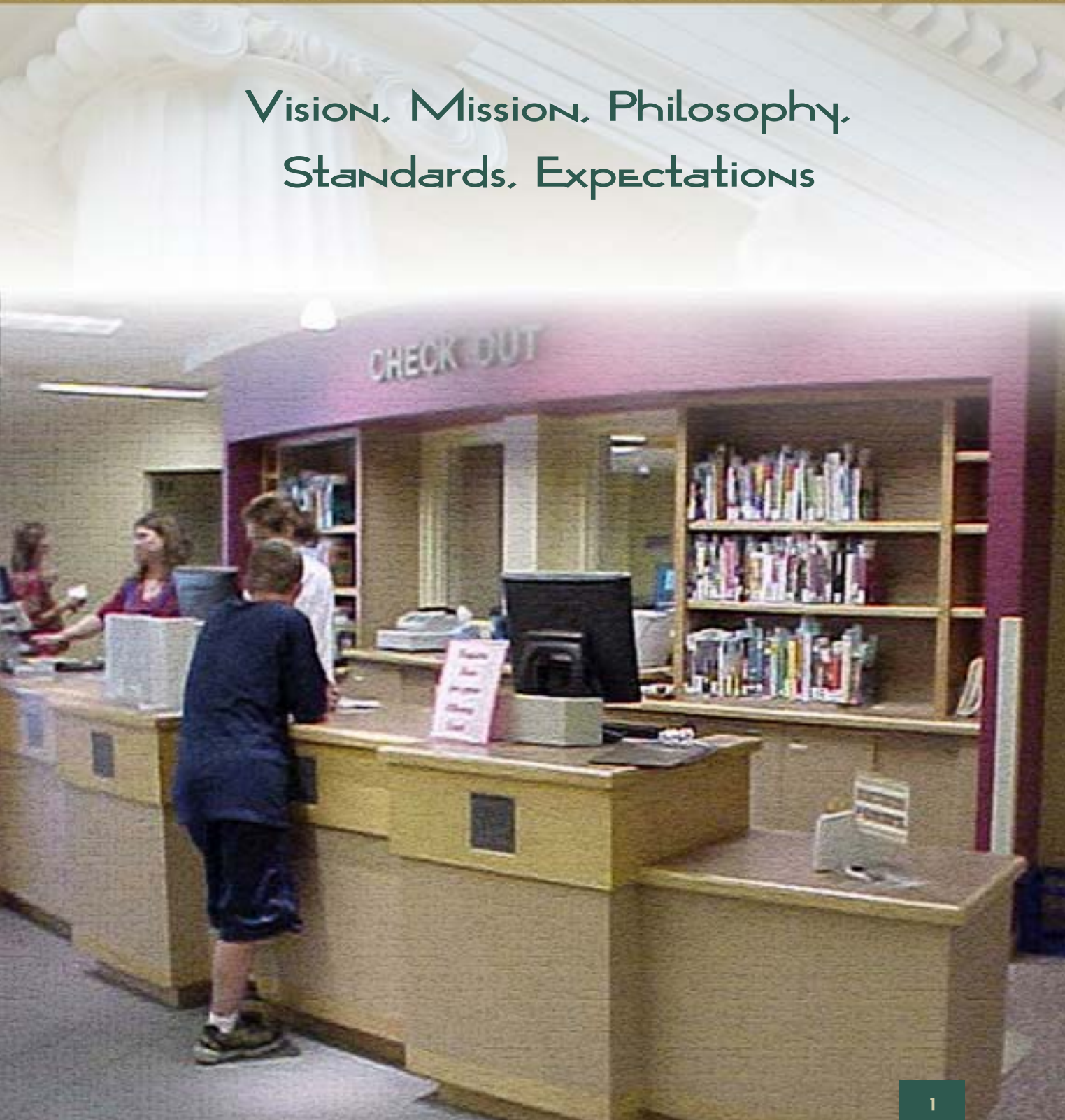
Correspondingly, the instructional intervention by the school librarian goes beyond teaching students how to use technology tools to access and evaluate information, but also provides instruction in how to use these tools effectively and reflectively to create products.”

“The study shows that an effective school library, led by a credentialed school librarian who has a clearly defined role in information-centered pedagogy, plays a critical role in facilitating student learning for building knowledge.”

<http://www.oelma.org/StudentLearning/SLFindings.asp>

SECTION I

Vision, Mission, Philosophy, Standards, Expectations



1.1 Vision Statement

In collaboration with the school's learning community, Alabama's 21st Century library media programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

1.2 Mission Statement

Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner expresses the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by

- ensuring learners will be able to independently inquire, think critically, and to gain, create, and share knowledge;
- providing real and virtual access to appropriate, high-quality resources and services during and outside the school day;
- participating in curriculum development and design of learning activities; and
- facilitating professional development for the learning community.

1.3 AASL Standards for the 21st Century Learner

The American Association of School Librarians (AASL) Standards for the 21st Century Learner offer a vision for teaching and learning to guide our profession. The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the

thinking skills that will enable them to learn on their own.

- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards describe how learners use skills, resources, and tools to:

- 1) Inquire, think critically, and gain knowledge.
- 2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- 3) Share knowledge and participate ethically and productively as members of our democratic society.
- 4) Pursue personal and aesthetic growth.

<http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>

1.4 Intellectual Freedom

"Intellectual freedom accords to all library users the right to seek and receive information on all subjects from all points of view without restriction and without having the subject of one's interest examined or scrutinized by others."

American Library Association (2006) *Intellectual Freedom Manual* Intellectual freedom is prerequisite to effective and responsible citizenship in a democracy and is one of the core values of the library profession. The American Library



Association's (ALA) *Library Bill of Rights* (LBOR) serves as the library profession's interpretation of the First Amendment of the U.S. Constitution.

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

A library media program is founded on a commitment to the right of intellectual freedom. By providing access to information and ideas essential for 21st Century learners, a library media specialist empowers learners who acquire skills to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to a pluralistic society. A library media specialist is a leader in meeting a school's responsibility to provide resources on all points of view on all questions and issues and to make these ideas and opinions available to anyone who needs or wants them, regardless of age, background, or views.

Eighteen interpretations of the LBOR have been written to define and clarify its guidance. One of the most pertinent to library media programs is *Access to Resources and Services in the School Library Media Program*.

<http://www.wla.lib.wi.us/ifrt/documents/accessschoollibrarymediaprogram.pdf>

1.5 Freedom to Read

The Freedom to Read (FOR) statement is the best known of the American Library Association's

documents supporting the principles of intellectual freedom and begins with the following:

"The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read."

In addition to providing a foundation for selection and/or collection development policies, the FOR provides a reminder that open communication is necessary in a free society and creative culture. Library media specialists help ensure students have access to information covering a wide range of issues and viewpoints.

<http://www.ala.org/ala/oif/statementspols/firststatement/freedomreadstatement.htm>



SECTION II

An Administrator's View



2.1 Characteristics of a 21st Century Library Media Program

The Program

- The library media center (LMC) is a place where individuals and groups of students use information to extend classroom studies and to further personal interests.
- Students have open, flexible access to library media resources and services.
- Library media resources are available to support the curriculum, encourage research, engage students in pleasure reading, and address individual needs and interests.
- Resources are organized by a recognized method and are available in an automated format.
- 21st Century skills are integrated with all subjects and developed in a curriculum context to provide a foundation for life-long learning.
- Library media services are implemented according to a written plan based on data analysis, needs assessment, and annual evaluation, consistent with the goals of the school and school system.
- A comprehensive program is provided that includes skills instruction, information access, program management, and media center management.
- Learners are taught to seek diverse perspectives, gather and use information ethically, and make use of social tools, i.e. personal space, responsibly and safely.

The Professional

- The library media specialist (LMS) is certified, evaluated annually by appropriate criteria, and has a plan for professional development.
- The library media specialist collaborates with the learning community to determine collection needs and implements local board-approved policies for collection development, use of resources, adherence to copyright law, protection of intellectual freedom, and reconsideration of challenged materials in the collection.

The Facility

- The library media center is physically accessible to all students.
- The library media center is adequately lighted

and contains furnishings appropriate in size to the student population.

- The library media center has the infrastructure needed to sustain existing and emerging technologies.

2.2 Administrators' Responsibilities

Administrators have the responsibility of ensuring successful school library media programs and also maintaining a safe and equipped library media center. Their active engagement and support is a vital element to the success of the library media program. Administrator responsibilities include:

- Hiring certified media specialists
- Assigning earned media units as provided by the Local Education Agency (LEA) Unit Breakdown
- Understanding the competencies needed for an effective library media specialist (LMS)
- Understanding the role of the school library media specialist in the educational setting
- Supporting the work of a Library Advisory Committee
- Ensuring funds are expended according to the Alabama Code
- Utilizing discretionary funds to enhance the LMC's resources and programs
- Ensuring the appropriate maintenance of the library media center, including the physical space, furnishings, and technology infrastructure
- Encouraging students, teachers, and parents to provide input into the development of the collection
- Supporting efforts to keep the collection current, which includes print, nonprint, and electronic resources
- Encouraging teachers to plan differentiated learning activities collaboratively with the library media specialist
- Supporting the establishment and maintenance of an automated catalog system
- Ensuring that technology resources are sufficient for teacher and student use
- Providing resources for the maintenance and upgrade of technology
- Including the library media specialist in the development of the school technology plan
- Ensuring that the library media specialist provides instruction in the ethical and safe

- use of technology and the Internet
- Collaborating with the library media specialist to develop schedules that facilitate open and flexible access
- Ensuring that the library media specialist and library staff follow job descriptions as developed by LEA in board policy and according to certification of LMS
- Ensuring that the library media specialist and teachers have time to collaborate in planning curriculum activities which integrate inquiry, 21st Century learning standards, and technology into the school curriculum
- Communicating the scheduling policy to the staff, ensuring that the library media specialist has 40% of their instructional week reserved for management responsibilities
- Planning periodic assessment of the LMS and library media program, using district-approved evaluations [i.e., Library Media Professional Education Personnel Evaluation
- Encouraging participation and securing financial support for the library media specialist to participate in local, state, regional, and national professional development
- Ensuring that the library media specialist provides professional development opportunities for teachers

2.3 Teacher Responsibilities

The active participation of teachers is essential to a successful library media program. Responsibilities of the teachers include:

- Collaborating with the LMS to plan and schedule library research units
- Collaborating with the LMS to design and co-teach instructional units
- Collaborating with the LMS to provide opportunities for students to have equitable and frequent access to the library media center and its resources at the point of need
- Collaborating with the LMS to develop and implement school-wide reading initiatives
- Serving on the Library Advisory Committee
- Providing information to help align the collection to the classroom curriculum
- Requesting materials related to specific units and areas of the curriculum
- Sharing the needs and interests of the students

- Sharing student work for display in the library media center
- Collaborating with the LMS to establish high quality Web sites for student use
- Using the library media resources effectively
- Communicating the value of the library media center and respect for the library media center to students
- Collaborating with the LMS to ensure student participation in special programs in the library media center, such as book fairs and author visits
- Co-teaching the ethical and safe use of technology with the LMS
- Participating in professional development opportunities offered by the LMS

2.4 Library Media Specialist's Responsibilities

A library media specialist has a unique role in the school setting. Responsibilities of the library media specialist include:

- Collaborating with teachers to plan and implement instructional units integrating the resources of the library media center with the classroom curriculum
- Participating in school curriculum planning meetings
- Providing instruction and resources to reach diverse student needs
- Providing access to available appropriate resources such as digital, visual, print, and technological materials
- Implementing the use of technology, both in library media program management and instruction
- Ensuring students have access to the library media center at the point of need for class-related research, individual investigation, independent reading, and personal inquiry
- Collaborating with teachers to integrate inquiry, 21st Century learning standards, and technology skills into school curriculum and to support their instruction
- Providing a welcoming and respectful climate in the library media center
- Developing and implementing reading initiatives to motivate and engage each student in independent reading
- Providing professional development for

teachers and administrators to demonstrate how technology and information skills can be used to support the curriculum and instruction

- Developing a scheduling policy which provides open and flexible access for all students and teachers
- Establishing, maintaining, and updating an automated catalog and organizing the collection using a system such as the Dewey Decimal System
- Maintaining fair and consistent circulation and use policies
- Developing a policies and procedures manual, approved by the local board of education, for the library media center
- Documenting, reporting, and maintaining records of use of library media center resources
- Working with technology personnel to maintain working and up-to-date computers, Internet access and other technology peripherals
- Staying current on the latest technologies and their use for teaching and learning
- Managing library staff and volunteers
- Establishing budget priorities based on assessment of needs, status of library collection, technology needed, library plan for improvement, input from the library media advisory committee, and industry trends
- Ensuring that library enhancement funding is allocated and spent each year according to Alabama Department of Education procedures and policies
- Maintaining budget and expenditure records
- Developing a vision, a mission, and goals for the Library Media Program with input from administrators, teachers, students, parents, and all other stakeholders
- Attending local, state, or national professional development workshops and meetings
- Communicating regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, Web page)
- Developing an ongoing advocacy program for the library media center
- Arranging the library media center for variety of uses by large groups, small groups, and individuals



- Promoting use of the library media center to teachers, students, and parents to ensure that the library is a vital and active center of learning for the entire school

2.5 Professional Development

The role of the library media specialist is crucial in ensuring that students obtain information literacy skills for the 21st Century. The success of students in the real world depends on their ability to access, evaluate, use, and produce information. Therefore, the library media specialist must learn about and incorporate the changing information environment in order to integrate 21st Century skills into the curriculum. To remain proficient, library media specialists must connect and share expertise and programs within the library media professional learning community.

Professional Development Opportunities

Throughout the year the Alabama Department of Education, Technology Initiatives, and other educational and professional agencies offer many professional development programs designed specifically for the library media specialist:

- Professional Development Sessions — Information about these sessions designed for library media specialists can be found on the Alabama Library Media Online (ALMO) Web page. <http://alex.state.al.us/librarymedia/>
- Technology in Motion—Offers sessions to update library media specialists on the Alabama Virtual Library and integration of emerging technologies into the curriculum.

- www.technologyinmotion.state.al.us
- Alabama Educational Technology Conference (AETC)—Offers technology sessions designed specifically for library media specialists. www.aetcc.org
- Alabama Virtual Library (AVL)—Offers training on the use of the AVL and curriculum integration. www.avl.lib.al.us
- Alabama Public Television (APT)—Offers training on the different resources available through their Web site, such as United Streaming, eLearning for Educators, Discovering Alabama. www.aptv.org
- American Association for School Librarians, (AASL) The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library media field. <http://www.ala.org/ala/aasl/aasindex.cfm>
- International Society for Technology in Education (ISTE)—Provides leadership and service to improve teaching and learning by advancing the effective use of technology in education. <http://www.iste.org/>
- National Education Technology Standards (NETS)—An ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of distinguished partners and co-sponsors. <http://cnets.iste.org/>
- International Reading Association (IRA)—A nonprofit professional organization for those involved in teaching reading to learners of all ages. <http://www.reading.org/>
- Regional and local in-service centers

Professional Journals

To keep current on what is happening in the 21st Century media center, the LMS reads professional journals regularly such as *School Library Journal*, *Library Media Connection*, *Voice of Youth Advocates*, *School Library Media Activities Monthly* and other professional journals. The LMS may also contribute his/her own articles for inclusion in professional journals.

Professional Associations

Library media specialists who wish to build professional relationships with other library media specialists and to develop an awareness of library issues across the United States are encouraged to obtain membership in professional organizations.

These organizations offer publications, discussion groups, and state and national conferences. Other associations that offer educational opportunities in technology, reading, and literacy can be found in abundance.

- Alabama Instructional Media Association (AIMA)—Offers conferences and memberships which assist in forming professional relationships with colleagues across the state of Alabama and developing an awareness of library issues and exemplary practices. www.alaima.org
- Alabama Library Association (ALLA) <http://allanet.org>
- American Association of School Librarians (AASL) <http://www.ala.org/aasl>
- American Library Association (ALA) <http://www.ala.org>
- International Reading Association www.reading.org/
- International Society for Technology in Education www.iste.org
- The library media specialist participates in Alabama Library Media Specialists (ALMS) listserv (www.alex.state.al.us/librarymedia), LM_Net or other listserves related to library media centers.
- The Library Media Specialist enrolls in library media university courses to keep abreast of new trends



2.6 National Board for Professional Teaching Standards

National Board certification is an additional, voluntary certification that is administered by the National Board of Professional Teaching Standards. NBPTS states that it “advances the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do.”

National Board prerequisites for eligibility state that the candidate must have completed three years of teaching (in any field), have a B.S. degree, and have a state teaching certificate or teaches in a school recognized by the state.

This standards-based teaching certification is available for library media specialists who teach students ages 3–18+. Working with students 12 months prior to the submission, candidates must submit four portfolio entries that demonstrate their ability to meet the standards for library media: fostering an appreciation of literature, integration of instruction, instructional collaboration, and documented accomplishments. Candidates

describe, analyze, and reflect in a written commentary their teaching practices. Two entries include video examples of their teaching and one includes student work samples.

Candidates must also answer six thirty-minute timed exercises that demonstrate their knowledge of ethical and legal tenets, collection development, technologies, organizational management, information literacy, and knowledge of literature.

Candidates who become certified by the NBPTS will receive a \$5,000 salary supplement annually for the life of the certificate. Additionally, upon completion, nationally board certified teachers receive a \$5,000 professional development. Some school districts offer other incentives to encourage candidacy.

The state of Alabama supports this certification by offering competitive grants that will pay the \$2500 assessment fee for candidates who pass the selection process and agree to teach for five years in the state of Alabama after certification. NBPTS certification may be used for license reciprocity and certificate renewal.

NBPTS states, “Research is consistently positive



about the impact of National Board Certification on improvements to teacher practice, professional development, and areas of school improvement that are critical to raising student achievement.”

As a prerequisite, candidates may also decide to submit the fostering appreciation of literature video

portfolio for the Take One process. This entry is identical to the one that a candidate would prepare if participating in the full certification; however, the benefits are limited.

For further information, check the NBPTS Web site at <http://www.nbpts.org>

NATIONAL BOARD LIBRARY MEDIA STANDARDS

The basic standards for NBPTS are given below. These standards require a strong commitment on the part of the library media specialist to actively participate in the instructional process.



What Library Media Specialists Know

I. Knowledge of Learners

Accomplished library media specialists have knowledge of learning styles and of human growth and development

II. Knowledge of Teaching and Learning

Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment

III. Knowledge of Library and Information Studies

Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs

What Library Media Specialists Do

IV. Integrating Instruction

Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning

V. Leading Innovation through the Library Media Program

Accomplished library media specialists lead in providing equitable access to effective use of technologies and innovations

VI. Administering the Library Media Program

Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively

How Library Media Specialists Grow as Professionals

VII. Reflective Practice

Accomplished library media specialists engage in reflective practice to increase their effectiveness

VIII. Professional Growth

Accomplished library media specialists model a strong commitment to lifelong learning and to their profession

IX. Ethics, Equity, and Diversity

Accomplished library media specialists uphold professional ethics and promote equity and diversity

X. Leadership, Advocacy, and Community Partnerships

Accomplished library media specialists advocate for the library media program, involving others in the greater community

**National Board for Professional Teaching Standards. www.nbpts.org*

SECTION III

The Library Media Center Learning Environment

"An abundance of evidence strongly supports the connection between student achievement and the presence of school libraries with qualified school library media specialists. When library media specialists work with teachers to support learning opportunities with books, computer resources, and more, students learn more, get better grades, and score higher on standardized test scores than their peers in schools without good libraries."

School Libraries Work, 2008, p. 4

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf



3.1 Understanding the Library Media Specialist's Role in Core Curriculum

The Library Media Specialist is not a core subject teacher, i.e. Reading, Math, Science, and should not be used as one. For example, reading goes beyond decoding and comprehension to interpretation and development of new understandings. While the LMSs are not trained to deliver reading instruction, they play an integral role in a school reading program.

The library media specialist's role in the reading program is that of managing and organizing the resources of the LMC, while the teacher's role is that of reading skills instruction. The LMS's extensive knowledge of the LMC collection and expertise at matching books to readers provides a crucial supportive role in the total reading program. This example could be applied to any core curricular subject.

The American Association of School Librarians published a Position Statement on the role of the school library media specialist in reading development. To access the document: <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementresource.htm>

Position Statement on Resource-Based Instruction: Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.

The following elements are integral to an effective reading program:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.

- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and library media specialists cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Continual staff development is critical to reading instruction.

The responsibility for successful implementation of reading development is shared by the entire school community—teachers, library media specialists, and administrators working together.

(adopted June 1993; revised July 1999)

3.2 Creating a Reading Environment

The school library media specialist has an important role in the school's reading program. The LMS is knowledgeable about the instructional reading program in order to provide resources and activities in the LMC that correlate with the reading program. A quality literacy program is developed through collaboration with the learning community. Greater access to books increases students' reading time which leads to gains in reading fluency, vocabulary, and comprehension.

The LMC is the heart of the school where frequent and flexible access is encouraged. The LMC is aesthetically pleasing and a barrier-free learning environment that encourages the enjoyment and excitement of reading. A vibrant program encourages students to visit the library, to become life-long library users, and to love books and reading.

3.3 National Reading Programs

National Reading Programs provide spring boards to collaboration with the learning community. Each year professional organizations provide special programming that enhances the library media program. Examples of these programs are provided in the Appendix of this document. (See Appendix B)

3.4 Understanding Collaboration

Collaboration with the learning community is an essential element that enhances student achievement and the school curriculum. Collaboration sometimes must be adjusted in response to different situations.

The following information is given to assist the library media specialist in collaborating with grade

level and subject area teachers to create a quality learning environment.

Facts to Remember:

- Planning is the first step in collaboration between the teacher(s) and the library media specialist. Together they agree on the objectives to be addressed, the process for teaching the unit, what products, if any, that will be created, what assessment will be used for evaluation, the timeline for the unit of study, and how the teaching responsibilities will be divided.
- Collaboration is based on shared goals and visions, and an atmosphere of trust and respect. Educators have different strengths and viewpoints that contribute to the teaching process.
- The library media specialist has knowledge of information and technology skills and the methods needed to integrate them into the unit

SUGGESTED READING ACTIVITIES AND INCENTIVES

- Book talks
- Blogs
- Wikis
- Web pages
- Podcasts
- Guest readers
- Author studies
- Author visits
- Author displays
- Bulletin boards
- Book character parades
- Reading bowl
- Battle of the books
- Book Clubs
- Library Clubs
- Reader's Theatre
- Literacy Circles
- Book buddies (different grade levels read to each other)
- Book covers (students design covers)
- Read alouds (listening to good readers)
- Reading environment (atmosphere/environment conducive to reading)
- Silent Sustained Reading (SSR)
- Drop Everything and Read (DEAR)
- Principals/Teachers Challenge
(challenge students to read a certain number of pages, etc.)
- Book Fairs
- Treasure Hunts/Scavenger Hunts
- Summer Reading Lists





of study. The library media specialist also has the knowledge for teaching these skills and an understanding of the research process.

- The teacher has an understanding of the strengths, weaknesses, attitudes, and interests of the students, and of the curriculum content to be taught.
- Each educator has his/her area of expertise.
- Each educator has equal input and contributions to the planning process which involves a shared responsibility for implementation and evaluation.
- Communication between the library media specialist and the teacher is essential to success.
- Curriculum mapping is important so that the library media specialist has knowledge of the curriculum content being taught in the classrooms.
- A planning template is essential to the success of the unit of study.
- The time to plan for collaboration is sometimes difficult to find. Educators have to be creative.

- Collaborative lessons may occur within the library and continue in the classroom setting.
- At the end of the collaborative unit of study, there is reflection for revision by collaborative partners.

Included in the Appendix is:

From Cooperation to Collaboration, a chart adapted from the AASL Collaboration Brochure, Fall 1996, that describes distinct levels of involvement between classroom teachers and the LMS. These range from low level efforts to high end collaborative efforts involving curriculum development.

(See Appendix C)

3.5 Promoting Flexible, Open Access

Guidelines for Library Media Center Scheduling:

In order for the library media center to be the core of the educational setting, the library media specialist, with the assistance of the administrator, must be allowed to schedule the library media center for its most effective use.

Weekly schedules that list whole-class and small-group instruction, administrative periods, special programs, planning times, and other planned library activities are collected for documentation of library use through the year.

Points to Remember:

- The library media specialist, with the assistance of the administration, sets the schedule. The schedule is posted and available at all times.
- The library media center should not be closed for non-library purposes. The LMC is open for student use at all times.
- Forty percent of the library media specialist's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the library media specialist, although students and teachers may still use the LMC.
- The LMS is provided a scheduled lunch time.
- Teachers and administrators should understand the difference in flexible scheduling, open access, and fixed scheduling.

Definition of Flexible Scheduling:

The library media center does not have a set daily or weekly schedule for classes to use the library. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum. In this case the LMC is an extension of the classroom; used to provide access to resources, information fluency, and independent and group learning.

Points to Remember:

- All students and teachers have access at their point of need
- Teachers and library media specialists can collaborate to develop enhanced curriculum units
- Student achievement is higher with this type of scheduling
- Flexible scheduling provides equity of access
- The LMS can work with all grade levels and subject area teachers to build research units around schoolwide themes

Definition of Open Access:

In order to maximize the benefit of the LMC, learners must have access to resources and services at their point of need. The library media center may also be scheduled for individuals,

groups, or classes to use resources, check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources. If an aide is not available to assist with circulation when the LMS is working with a class, students are taught how to check materials in and out. Student aides and community volunteers may be trained to assist with the circulation procedures.

Variations of Flexible Scheduling:

- Completely flexible
The LMS provides a scheduling calendar with time for teachers to schedule their classes. A collaboration log to ensure that every teacher is scheduling regular library media time is maintained.
- Partially flexible
This scenario is seen in lower elementary schools where Grades K-2 are scheduled at regular times to have contact with the LMS for exposure to read aloud stories. If this type of scheduling is used, classes are normally concentrated into one or two days a week and are held at the beginning or end of the day, thus, allowing large blocks of time for other classes to schedule as units are developed.

For additional information on flexible scheduling: Position statement adopted by the American Association of School Librarians (AASL), a division of the American Library Association.
<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatement.cfm>

3.6 Encouraging Advocacy

Leadership and advocacy require stepping out of comfortable behind-the-scene roles and becoming a proactive leader. The professional LMS needs to provide leadership and advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development.

Advocacy Tools

- The American Association of School Librarians (AASL) provides an advocacy toolkit on the Web site. It also refers to the School Library Campaign of ALA's @ your library.
www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm
- Web page/Web site—A library media Web

page or Web site can be the virtual face of the LMC. The information needs to be clear and kept up to date. Items found on the page may include mission statement, links to Web sites, database access, library media news, book reviews, unit projects, recommended titles, and hours of circulation. Show what you are accomplishing in your LMC!

- Newsletters—Newsletters can be an important tool for LMC promotion. These can be short – one page, a double-sided page, booklet, or pamphlet. Focus on what is new in the LMC, events that have happened or will happen, class visits, projects, circulation reports, books added, pictures of students/projects. The newsletter can be monthly, bi-monthly, or once a semester. Create a “catchy” name for your newsletter and choose a logo. The following link gives information on creating newsletters: http://ctb.ku.edu/tools/en/sub_section_main_1_068.htm
- This site from Microsoft gives help on creating newsletters with Microsoft Word: http://www.internet4classrooms.com/msword_newsletter.htm

3.7 Library Promotional Events

The American Library Association and its divisions sponsor nationally recognized events that promote the value of the library media program. A partial listing of these events is located in the Appendix. (See Appendix D)

3.8 Collaborating with Public and Academic Libraries

Public and academic librarians are collaborators in the educational process with the school library media specialists. School library media specialists connect with the local public library. The school LMS collaborates with the public librarian to supplement and enhance the school curriculum.

“What is important is that the best library services be provided for children and young adults—library services which will meet their total needs, including education, personal information, recreation, personal interests, and career needs.”

(Fitzgibbons, AASL, *School and Library Relationships*)



3.9 ESTABLISHING A LIBRARY MEDIA CENTER LEARNING ENVIRONMENT

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
The library media program provides a curriculum-based learning environment which accommodates all learners, using diverse resources	<ul style="list-style-type: none"> LMC provides opportunities for individuals and groups to extend classroom studies and to further personal interests Students have flexible open access to library media resources and services Library media resources are available to encourage research, engage students in pleasure reading, support the curriculum, and address individual needs and interests 21st Century skills are integrated with all subjects and developed in a curriculum context The LMS provides a comprehensive program that assures each learner will acquire the skills to select, evaluate, and use information appropriately and effectively The LMS supports the school's reading program by making appropriate reading materials available to students 	<ul style="list-style-type: none"> Basic plus: Information literacy skills are integrated with all subjects and developed in a curriculum context The LMS develops and implements a planned, ongoing reading motivation program The LMS assists students with accessing, evaluating, and using information for curricular or personal needs 	<ul style="list-style-type: none"> Advanced plus: The LMS correlates data related to library media programs, collections, and student achievement to conduct continuous formal and informal assessments of the library instructional programs, collections and facilities The LMS develops and implements a planned, ongoing reading motivation program using a variety of methods and involves the entire learning community
The library media program supports the mission and goals of the school and promotes the development of a curriculum-rich environment that provides the foundation for life-long learning	<ul style="list-style-type: none"> LMC resources include various formats and levels to meet the diverse learning styles and abilities of all students Flexible scheduling and open access is supported by administrators at the school and district/system level The LMS is assigned to the LMC and is not assigned a class other than typical library media classes The LMS adapts methods to accommodate the diversity and education levels of students 	<ul style="list-style-type: none"> Basic Plus: Provides extra instruction, assistance and support as needed Regular whole class instruction given in retrieval and use of resources, supplemented by frequent individual assistance 	<ul style="list-style-type: none"> Advanced Plus: Provides resources and instruction to assist students in using their own learning styles and abilities to perform at their highest potential Individual assistance is given routinely and regularly

<p>The library media program incorporates collaborative planning and teaching by library media specialists and teachers and integrates information literacy and technology into the curriculum</p>	<ul style="list-style-type: none"> Regular whole class instruction given in retrieval and use of resources The LMS collaborates with teachers to analyze learning and information needs Individual assistance is given 	<ul style="list-style-type: none"> The library media program is an integral, essential part of the school's instructional program The LMS and teachers collaborate together as an instructional team on an informal basis, conferring on resources for lessons which coordinate with the curriculum The LMS teaches information literacy and technology skills aligned with the curriculum; assisted and supported by the classroom teacher 	<ul style="list-style-type: none"> The library media program is an integral, essential part of the school's instructional program The LMS and teachers work together as an instructional team in ongoing, regular collaboration to plan lessons and units The LMS and teachers work collaboratively to plan and implement learning activities which incorporate essential questions, inquiry problem-solving and assessment Through collaboration, teachers and the LMS assist students in incorporating information literacy and technology skills as an integral part of the lesson Learning activities integrate information literacy and technology skills which include analysis, synthesis, and evaluation The LMS and teachers assist students in becoming critical thinkers and successful independent learners The LMS and teachers: <ul style="list-style-type: none"> Agree on project goals and objectives Design lesson strategies that reflect information literacy Determine needed resources Assist each other in teaching the set objectives Establish evaluation criteria to assess information literacy and technology skills
<p>The library media specialist provides opportunities for staff development and professional</p>	<ul style="list-style-type: none"> The LMS is evaluated annually by appropriate criteria and has an individual plan for professional development The LMS participates in school- 	<ul style="list-style-type: none"> The library media program is an integral, essential part of the school's instructional program The LMS and teachers collaborate as an instructional team on a regular basis, developing lessons and units that integrate information literacy and technology skills into the curriculum The LMS and teachers share the responsibility for teaching lessons and units in the LMC The LMS provides leadership in developing a collaborative relationship, which encourages shared responsibility for selection of media resources and instruction in information literacy skills - some assessment of the learning process occurs 	<ul style="list-style-type: none"> Advanced plus: <ul style="list-style-type: none"> The LMS presents workshops or professional development activities for media staff, teachers, administrators, and other members of the learning community
<p>The library media specialist provides opportunities for staff development and professional</p>	<ul style="list-style-type: none"> The LMS is evaluated annually by appropriate criteria and has an individual plan for professional development The LMS participates in school- 	<ul style="list-style-type: none"> Basic plus: <ul style="list-style-type: none"> The LMS presents workshops or professional development activities for teachers The LMS attends staff professional 	<ul style="list-style-type: none"> Advanced plus: <ul style="list-style-type: none"> The LMS presents workshops or professional development activities for media staff, teachers, administrators, and other members of the learning community

<p>growth for library media staff, teachers, administrators, and other members of the learning community</p>	<p>based or district/system-based staff development</p> <ul style="list-style-type: none"> • The LMS presents topics for faculty in-service programs when requested • The LMS is a member of at least one professional organization • The LMS attends at least one in-state workshop or conference each year • The LMS collaborates with available public libraries to promote student-learning opportunities 	<p>development activities</p> <ul style="list-style-type: none"> • The LMS provides information on standards, guidelines, best practices, and innovations in library literacy, technology, and education • The LMS models and promotes principles of intellectual freedom and ethical and legal use of information • The LMS provides leadership in planning and using existing and emerging instructional and informational technologies in all aspects of the district/school educational program • The LMS collaborates with media specialists in institutions of higher learning 	<ul style="list-style-type: none"> • The LMS attends other staff development activities and shares the information learned • The LMS individually or collaboratively writes grants for resources and staff development to enhance the learning process • The LMS is a member of one or more state or national professional organizations • The LMS attends one or more state, regional or national workshop or conference each year
<p>The library media specialist provides technology access and instruction for students, teachers, administrators, and staff</p>	<ul style="list-style-type: none"> • The LMC has adequate computers • Technology is adequate to meet the needs of current challenging information • The LMS facilitates the integration of technology into the curriculum and student instruction • The LMS is part of the school technology committee and helps develop the school technology plan • Students use technology for projects and information retrieval 	<ul style="list-style-type: none"> • The LMC has multiple computers available for information access, word processing, Internet access, video, and other technology and media for student and staff use • Technology is adequate and current to meet the needs for current challenging information • The LMS facilitates the full integration of technology, including multimedia and the Web, into the curriculum and student instruction • Students use technology independently for extended projects and information retrieval • The LMS is a part of the school technology committee and helps develop the school technology plan 	<ul style="list-style-type: none"> • The LMC has multiple computers available for information access, word processing, Internet access, video, and other technology and media for student and staff use • The LMC facilitates the full integration of technology, including multimedia and the Web, into the curriculum and student instruction • Technology in the LMC is current and emerging which includes access to the Web, databases and shared resources within the school, community and global networks • The LMC technology resources are integrated with the school and district/system technology plan and are integral to all teaching and learning • Students use technology independently for extended projects and information retrieval • The LMS is a part of the school technology committee, helps develop the school technology plan, and provides input in the development of the district/system technology plan

SECTION IV

Collection Development

Collection Development is defined as the planned purchase of materials in various formats to match the instructional and research needs of the campus within the current fiscal environment and resource sharing opportunities. The heart of a library is its collections. The buildings house them; the library personnel acquire and manage them and teach users how best to access and use them.



4.1 Understanding Collection Development

The processes of Collection Development include selection and deselection of current and retrospective materials, including gifts-in-kind; planning of coherent strategies for continuing acquisitions; input into preservation decisions; and evaluation of collections to ascertain how well they serve user needs. These functions are guided by a Collection Development Policy which establishes priorities, supports efforts, and facilitates decisions. It communicates the Libraries' intentions to the library users and aids in cooperative efforts with other libraries. The information explosion coupled with tightening budgets requires selectors to look at ways to access resources in ways beyond physical ownership, including licensing electronic databases and providing document delivery.

A collection development policy provides the basis for developing and maintaining the collection through the planned purchase of materials in diverse formats to meet instructional needs. The policy includes guidelines for selection, deselection (weeding), and challenged materials. A collection development policy is revised periodically to reflect the changing needs of the school community. Many Web sites are available to assist in writing this policy (See ALMO).

A variety of collection development tools are available, including software and Web-based applications through automated library software programs and vendor services. These tools analyze the collection for average copyright dates and numbers of titles in each category, providing recommendations for purchase.

4.2 Selection Tools

Selection of new materials is an ongoing process. The following resources assist in the selection of library media materials:

- Library Advisory Committee
- Magazines and Journals
 - *School Library Journal*
 - *Horn Book*
 - *Booklinks*
 - VOYA
 - *Library Media Connection*

- *Kirkus Reviews*
- Specialized Reviewing Sources
 - *Children's Catalog* (Wilson)
 - *Junior High School Catalog* (Wilson)
 - *Senior High School Catalog* (Wilson)
 - KLIATT
- Online Sources
 - Wilson catalogs online (subscription service)
 - Resources for School Librarians

<http://www.sldirectory.com/libsf/resf/coldev2.htm1#media>

4.3 Honor and Award Books

Emphasis on Reading

Alabama Children's Choice Book Award Program
Alabama Department of Education
www.alsde.edu

Caldecott Award

The Caldecott Medal, which honors the best children's picture book of the year, is awarded annually by the Association for Library Service to Children, a division of the American Library Association. **Association for Library Service to Children** (ALSC) www.ala.org

Newbery Medal

An award given to the author of the most distinguished contribution to American literature for children. **Association for Library Service to Children** (ALSC) www.ala.org

Carnegie Medal

An award given to honor outstanding video productions for children released during the previous year. **Association for Library Service to Children** (ALSC) www.ala.org

Coretta Scott King Award

An award given to honor African American authors and illustrators for outstanding inspirational and educational contributions. **Association for Library Service to Children** (ALSC) www.ala.org

Laura Ingalls Wilder Award

The Wilder Medal honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children. **Association for Library Service to Children** (ALSC) www.ala.org

(Theodor Seuss) Geisel Medal

This award honors the author(s) and illustrator(s) of the most distinguished contribution to the body of American children's literature known as beginning reader books published in the United States during the preceding year.

Association for Library Service to Children (ALSC) www.ala.org

The Michael L. Printz Award for Excellence in Young Adult Literature

The Michael L. Printz Award is an award for a book that exemplifies literary excellence in young adult literature.

Young Adult Library Services Association (YALSA) www.ala.org

ALEX Award

The Alex Awards are given to ten books written for adults that have special appeal to young adults, ages 12 through 18.

Young Adult Library Services Association (YALSA) www.ala.org

(Robert F.) Sibert Informational Book Medal

The Sibert Medal honors the author(s) and illustrator(s) of the most distinguished informational book published during the preceding year.

Association for Library Service to Children (ALSC) www.ala.org

ALA Notable Books for Children

Association for Library Service to Children (ALSC) www.ala.org

Booklist Editors' Choice List

Association for Library Service to Children (ALSC) www.ala.org

Margaret A. Edwards Award

Association for Library Service to Children (ALSC) www.ala.org

The Children's Choices List

International Reading Association

http://www.reading.org/resources/tools/choices_childrens.html

Young Readers Choice Awards (YRCA)

Pacific Northwest Library Association

<http://www.pnla.org>

Notable Children's Trade Books in the Field of Social Studies

National Council for the Social Studies

<http://www.socialstudies.org/>

Outstanding Science Trade Books for Children

The National Science Teachers of America

<http://www.nsta.org/>

School Library Journal's Best Books List

<http://www.schoollibraryjournal.com/>

4.4 Collection Guidelines

The school library media center offers instructional and informational resources for all 21st Century learners to meet the goals of the school curriculum and enhance student achievement.

LIBRARY MEDIA CENTER SCHOOL COLLECTION GUIDELINES

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
Automated Management System	<ul style="list-style-type: none">• Circulation/Cataloging• 1 management computer• Barcode scanner• Online access to materials is available only in the media center	<ul style="list-style-type: none">• Circulation/Cataloging• 2 management computers• Barcode scanner• Online access to materials is available in the media center and throughout the school facility• In-hand/palm for remote use and inventory help	<ul style="list-style-type: none">• Circulation/Cataloging• 2-3 management computers• Barcode scanner• Online access to materials available in the media center, school facility, and remote sites• In-hand/palm for remote use and inventory help
General Collection: Fiction, Easy and Non-fiction	<ul style="list-style-type: none">• 10 appropriate and usable books per student in good condition which support the school's instructional program	<ul style="list-style-type: none">• 11-15 appropriate and usable books per student in good condition which support the school's instructional program	<ul style="list-style-type: none">• 15-20+ appropriate and usable books per student in good condition which support the school's instructional program

	<ul style="list-style-type: none"> 2% of the collection is new book purchases 	<ul style="list-style-type: none"> 5% of the collection are new book purchases Class sets of novels are available for classroom use Book sets/CD Roms or cassettes are available for classroom use 	<ul style="list-style-type: none"> 5% of the collection are new book purchases Average copyright of nonfiction collection (excluding biography) is less than 10 years old Book sets/CD Roms or cassettes are available for classroom use (new sets are added annually)
Reference Materials: Encyclopedias Dictionaries, Almanacs, Thesaurus, Atlases, Periodicals, Newspapers, Handbooks: i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References	Library media specialists use needs assessments, professional tools, and curriculum objectives to establish a basic reference collection. Appropriate quantities of materials are determined by: <ul style="list-style-type: none"> Student enrollment Demographic data Instructional program Information needs 		
Internet Resources	<ul style="list-style-type: none"> List of Web sites that support the curriculum Databases available (AVL may be used) 	<ul style="list-style-type: none"> List of Web sites that support the curriculum Databases available (AVL may be used) e-books available Media center Web site available on the school home page for classroom, school and remote site access 	<ul style="list-style-type: none"> List of Web sites that support the curriculum Databases available (AVL may be used) e-books available Separate media center Web site available for classroom, school, and remote site access
Electronic Resources Professional Collection	<ul style="list-style-type: none"> CDs and DVDs available to support the curriculum 25-50 professional books 5 professional magazines 	<ul style="list-style-type: none"> CDs and DVDs available to support the curriculum 50-75 professional books 5 or more professional magazines Current list of Web sites for professional development purposes available on media center Web site/school home page 	<ul style="list-style-type: none"> CDs and DVDs available to support the curriculum 75-100 professional books 10 or more professional magazines Current list of Web sites for professional development purposes available through media center Web site

4.5 Deselection of Resources

In order to maintain a collection that meets the needs of the learning community, weeding is essential. LMC weeding guidelines should include the rationale and established criteria for weeding. Items that are weeded should be disposed of as indicated in the system library media policy and procedures manual.

The Texas State Library's Crew method, MUSTIE, is a good tool to use for weeding. The following standards are used to discard an item:

- M = Misleading; factually inaccurate
- U = Ugly; book is worn and torn, in disrepair
- S = Superseded by a new edition (almanacs, etc.)
- T = Trivial; of no real discernable value
- I = Irrelevant to the needs and interests of your community
- E = Elsewhere available

SUGGESTED COPYRIGHT DATE CHART FOR WEEDING (Adapted from MUSTIE)

DEWEY #	SUGGESTED YEARS TO RETAIN
000	2-10 years (Computer books age faster)
100	5-8 years
200	2-10 years (Difficult to weed because of religion)
300	5-10 years
400	3-10 years
500	5-10 years (Science books may differ)
600	5-10 years (Technology titles may be sooner)
700	5-10 years
800	Flexible (Use MUSTIE)
900	5-10 years (Some may differ – almanacs, maps)
Biography	Flexible (Use MUSTIE)
Encyclopedias	5 years (AVL online versions available)
Almanacs	3 years
Periodicals	3 years for printed (AVL online versions available)
Fiction	Depends on circulation use (Award winners & classics will differ)
Audio & Video	Condition and content will determine
CDs/DVDs	Check for format changes

4.6 Challenged Materials

Occasionally, materials in the library media collection may be challenged as inappropriate. The library media specialist prepares for this event with a collection development policy which addresses challenged materials. The American Association of School Librarians has information to aid in the development of a collection development policy addressing challenged materials:

<http://www.ala.org/ala/aasl/aaslproftools/resourceguides/intellectual.cfm#challenges>

SECTION V

Technology



5.1 The Role of the LMS in the Local Technology Program

The library media specialist must be an active participant in technology curriculum integration. The LMS is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning. The LMS:

- participates in writing the school and system technology plans
- participates in the assessment and acquisition of technology
- provides and participates in professional development instruction for teachers and administrators on the use of technology and integration of technology into the curriculum
- models and instructs on conduct, ethics, and integrity in the use of the Internet and other electronic resources
- uses existing and emerging technology to access, evaluate, and distribute information for integration in the instructional programs
- models the information problem-solving processes in providing instruction using technology reference and research techniques
- participates in state and national technology initiatives
- attains technology competencies which are evaluated by an approved evaluation instrument
- collaborates with the learning community to empower students to acquire technology information literacy skills that enable them to be life-long learners and critical thinkers
- embraces, promotes, and shares technologies to effectively demonstrate the applications of technology in the learning environment
- models and instructs on integration and use of the Alabama Virtual Library

5.2 Creating a Technology-Rich Environment

The 21st Century library media specialist designs the program with a new and improved concept of the library media center space and resources. The LMS has a unique opportunity to offer customized, 24/7, just-in-time, relevant, and authentic service and instruction.

A LMS knows he/she is a 21st Century librarian if:

- learners and teachers can access developmentally appropriate and relevant databases, portals, and Web sites
- he/she organizes the Web for learners by pulling together electronic resources to meet the information needs of the learners
- in addition to print materials, the collection now includes e-books, audio books, blogs, open-source software, streaming media, Wiki-books, and more
- interactive library media services are provided on-line (book reviews, reference services, library calendar)
- partnering with classroom teachers is used to consider new interactive, collaborative, and engaging communication tools for student projects (digital storytelling, wikis, Podcasts, streaming video, and student-produced learning objects)
- as the knowledge management center of the school, he/she collects the learning tools that the learning community is most likely to need and shares them in effective media formats
- experts, scholars, authors, and other classrooms visit the library via telecommunication tools (Skype, Internet2)
- issues of digital equity are met with open-source software alternatives, hardware and Web-based applications are available for all learners
- reading is promoted through digital book talks, iPod e-books, and virtual literature circles
- the LMC becomes less book space and more creative-production and experience-sharing space. Opportunities are provided through group planning/collaborating space, performance and presentation space, event-central for telecommunications and remote author/expert visits, while continuing to function as a study/reading/gathering space
- respect for intellectual property is modeled by using appropriate documentation for media in all formats and explaining new licensing concepts to all learners
- social networking tools are available for educational activities
- edtech journals and edtech blogs provide professional news and new strategies daily
- students are empowered to create learning materials and provide instruction utilizing the latest technology tools

(Adapted from Joyce Valenza's, *You Know You're a 21st Century Teacher-Librarian If...*) www.voya.com

5.3 Technology Resources

Technology resources are available for library media specialists to meet emerging 21st Century skills. Examples of these resources are available in the Appendix. (See Appendix E)

SUGGESTED TECHNOLOGY-RELATED ACTIVITIES:

- Webquests
- Student Web pages
- Teen tech week
- Social networking
- Virtual tours/field trips
- Podcasts
- Wikis/Blogs
- RSS feeds
- Movie making
- Streaming media
- Virtual Worlds
- Video editing
- Clay animation
- Digital imaging
- Digital photography
- Global positioning systems
- Mixing media
- In-hand devices
- Interactive classroom components
- Mashups
- Skype



SECTION VI

Administration of the Library Media Center

The library media specialist is the leader and administrator of the library media program. As the administrator of the school library media program, the library media specialist uses collaboration, leadership, and technology skills to manage a 21st Century library media program that is comprehensive, and fully integrated into the school curriculum.



6.1 Personnel

The Alabama Department of Education provides funding for school library media specialists based on earned units. Local school districts are required to place library media units where they are earned.

Media Paraprofessionals will be assigned to schools based on earned units and will be under the supervision of the principal and the library media specialist.

Each local school district designates a person responsible for library media programs to serve as a liaison for the Alabama Department of Education and the local district.

District Library Media Supervisor (coordinator, director, program specialist, or facilitator)

Suggested Duties

- Facilitates communication between the Alabama Department of Education Library Media Specialist and the school LMS
- Develops long-range library media plans consistent with the district's philosophy
- Coordinates district-wide library media programs
- Provides professional development training for media staff
- Collaborates with other district administrators to enhance the curriculum
- Assists in the development of K-12 sequence of learner outcomes for information literacy
- Consults with committees and architects to plan library media centers
- Consults with school administrators to plan library media programs and give assistance in problem areas
- Assesses library media programs using state, regional, and national standards
- Provides reports and statistics as needed by district and associated agencies
- Provides access to district-level services and resources

6.2 Budgets and Funding

The school library media specialist collaborates with the local school district/system and administrators to ensure that funds are budgeted to maintain the library media program.

- The library media program must have adequate, consistent, and sustained funding for professional staff, new materials, technologies, professional development, and facilities to meet the 21st Century learning needs of the students in the school community.
- The budget process of the LMC includes operating funds for new resources such as: books, reference materials, equipment, and emerging technologies.
- The budget supports the philosophy of the library media center and the community it serves.
- The LMS must maintain accurate budget records in order to monitor and document use of available funds. These records should be retained for three years.
- Data collected from the assessment of the media center's collection, school curriculum/instructional changes as well as the increased cost of materials should be used in planning the budget for the year.
- The LMS must be proactive in obtaining adequate funds to meet the curriculum, the physical facilities, and the information needs of the school community.
- The LMS should prepare annual reports documenting how each source of funding for the LMC was spent. These documents should be retained for a minimum of three years.
- The LMS must administer the media center's budget and monitor acquisitions in order to meet all the instructional and informational needs of the school's learning community.
- State, national and regional learning and accreditation standards should be considered in the acquisition and budgeting process of the library media program.
- The Alabama Code must be followed in the expenditure of state funds. The library enhancement code can be found on the ALMO Web page:
www.alex.state.al.us/librarymedia
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed. These procedures can be found on the ALMO Web page.



meet the 21st Century learning needs of the school community.

- The library media program is founded on a commitment to the right of intellectual freedom.
- The library media program must consistently provide access to resources that encourage research, engage students in reading for pleasure, support the curriculum, and address individual needs and interests.

6.3 Library Media Advisory Committee

A library media advisory committee is an essential component of the library media center program. This committee should be formed and used as an advisory committee in all aspects of the library media program.

The committee is headed by the library media specialist and is comprised of at least one of each of the following:

- Administrative representation
- Department/grade representation
- Student
- Parent
- Community member

6.4 Copyright Information

The library media specialist provides and posts copyright information for all users of the library media center. Copyright/fair use information is also posted in appropriate locations throughout the school. The LMS will provide professional development training on copyright information for faculty members annually.

6.5 Information Access

- a. The library media program provides intellectual access to information and ideas for 21st Century learning.
- The library media program must consistently provide access to adequate and sufficient print, media, and technology resources to

- b. The library media program provides physical access to information and resources for learning.
- The library media program must consistently provide facilities physically accessible to all students that house and encourage access to all resources maintained in the LMC to meet the learning needs of the school community.
 - The LMC is open throughout the school day, with extended hours made available according to the assessment of need and approval by the school principal and/or system administration.
 - The LMC should be considered a learning resource that extends classroom learning, not a substitute classroom where students are placed for a designated period of time without the classroom teacher present as a collaborator.
- c. The library media program consistently provides flexible access to archived, current, and new resources to meet the learning needs of the school community.
- The library media program uses a district/system-approved automated management system to enable location of desired resources.
 - The library media program provides a climate that encourages information access and is conducive to learning.
 - The library media program provides flexible and equitable access to information, ideas, and resources for learning.
 - The library media program provides services as well as opportunities to access text, media, current and new technologies to meet the 21st Century learning needs of the school community.

6.6 Assessment

Library media services are evaluated annually by the district/system according to a written program plan based on assessed needs consistent with the goals of the school and school system.

- The library media specialist is certified, has a plan for professional development, and is evaluated periodically by appropriate, predetermined criteria as determined by the district.
- The LMC uses an approved electronic management system to promote ease of assessment for circulation, resources and to provide accuracy of required recordkeeping.
- Pertinent policies (Circulation, AUP, Copyright, and Challenged Materials) are readily accessible for public information, assessment and viewing.
- Forty percent management time is allotted daily for the LMS to assess, do required management responsibilities, and collaborate with teachers.
- The school LMC collection is exemplary in content, quality, quantity, currentness, age and grade-appropriateness, curricular support, usable condition, diversity in format and subject matter, and adequacy to meet the multifarious information needs of the entire school community.

- An online public access catalog of the LMC collection is made available, with multiple stations, based on the assessed needs of the population served.
- The LMC program is routinely assessed, involving input from representatives of all segments of the learning community.
- New and emerging technologies are assessed routinely to determine feasibility, cost-effectiveness, and relevant support to teaching and learning before adding them to the LMC collection.
- The LMS insures that all library records are kept confidential. A position statement posted by American Library Association is found at: <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconficentality.htm>

6.7 Acceptable Use Policy (AUP)

The LMS educates the learning community about the acceptable use policy adopted by the school district/system which outlines the terms and conditions of Internet use, rules of online behavior, and access privileges. The LMS will adhere to the AUP set by the district/system.



6.8 LIBRARY MEDIA PROGRAM ADMINISTRATION EVALUATION FORM

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<p>Certified Library Media Specialist (LMS) is assigned to the Library Media Center (LMC) full-time with support staff based on the Local Education Agency (LEA) Earned Unit Breakdown</p>	<ul style="list-style-type: none"> • Certified Library Media Specialist is assigned to the Library Media Center full time • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC based on the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> • Certified Library Media Specialist is assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown 	<ul style="list-style-type: none"> • 1 + Certified Library Media Specialists are assigned to the Library Media Center full time that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown • The LMS does not serve as a substitute or regular classroom teacher unless a full library media unit is not earned • Support staff assigned to the LMC that exceeds fulfillment of the Local Education Agency (LEA) Earned Unit Breakdown
<p>School districts/systems provide sufficient funding for the purchase and maintenance of the resources for the Library Media Center (LMC)</p>	<ul style="list-style-type: none"> • The LMC meets the minimum basic collection requirements as stated in this document guidelines • Funding is set for basic maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> • The LMC meets the collection requirements for an advanced library collection as stated in this document guidelines • Funding is set for advanced maintenance and upgrades for technology and equipment 	<ul style="list-style-type: none"> • The LMC meets the collection requirements for an exemplary library collection as defined in this document guidelines • Funding is set for exemplary maintenance and upgrades for technology and equipment
<p>The LMS manages the financial, staff, and physical resources of the LMC efficiently</p>	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection 	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection • Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented 	<ul style="list-style-type: none"> • There is a district/system-approved policy used for selection of materials • Budget policies as mandated by the state are used for expenditures of state funds • 40% of the designated school day is spent in management of the LMC • Time is allotted at the beginning and end of the year for necessary library maintenance tasks. Resources are cataloged, marked, and shelved according to a standard classification system approved by the district/system board of education • Standard procedures set by the district/system are used to circulate, maintain, inventory, and weed the collection • Written district/system approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented

	<ul style="list-style-type: none"> • Written district/system-approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented • Flexible scheduling/Open access is incorporated into the LMC schedule • Collaboration, research, and/or leisure reading time is apparent 60% of the day • Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC • The district/system or school provides some additional resources to purchase library media resources to support information access and student achievement 	<ul style="list-style-type: none"> • Written district/system-approved policies on challenges to materials, copyright, donated materials, and Internet use have been developed and implemented • Flexible scheduling/Open access is incorporated into the LMC schedule • Instruction, research, and/or leisure reading time is apparent at least 60% of the day • Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC • School or LMC Web page and/or newsletters are used to inform students and staff about available resources • The district/system or school provides sufficient funding to maintain an advanced status with fund raising and/or grant writing sometimes used to increase the resources and programs to support information access and student achievement 	<ul style="list-style-type: none"> • Flexible scheduling/Open access is incorporated into the LMC schedule • Open Access/flexible scheduling – library activity is evident at least 60% of the day with collaborated instruction, reference/research time, and/or leisure reading time • Duties of support staff and volunteers are arranged to optimize student and teacher services and the efficient operation of the LMC • School or LMC Web page and/print electronic or communications are used to inform students and staff about available resources and to instruct • The district/system or school provides sufficient funding to maintain an exemplary status. Fund raising and grant writing are optional and are not required to keep resources and technology current
<p>The LMC program participates in periodic review and ongoing informal and formal assessments used to develop long range, strategic plans for improvement</p>	<ul style="list-style-type: none"> • Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students • The LMS sets annual goals which are presented to the administration • The LMS collects data collaboratively, assesses the program with input from administrators, faculty, students, school committees, and other members of the learning community which is used to set short and long range goals for improvement • Reports are provided to the school and district administration 	<ul style="list-style-type: none"> • Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students • The LMS sets annual goals which are presented to the administration • The LMS uses surveys and data from library reports, inventories, and other assessments to set short and/or long range goals for improvement • Reports are provided to school and/or district system administration 	<ul style="list-style-type: none"> • Program assessment is based on informal and formal assessment which includes input from administrators, faculty, and students • The LMS sets annual goals which are presented to the administration • The LMS collects data collaboratively, assesses the program with input from administrators, faculty, students, school committees, and other members of the learning community which is used to set short and long range goals for improvement • Reports are provided to the school and district administration
<p>The school library media program has an established library media center advisory committee</p>	<ul style="list-style-type: none"> • The advisory committee includes <ul style="list-style-type: none"> – Library media staff – Principal/administrator – Teachers (at least two) 	<ul style="list-style-type: none"> • The advisory committee includes <ul style="list-style-type: none"> – Library media staff – Principal/administrator – Teachers (at least two) 	<ul style="list-style-type: none"> • The advisory committee includes <ul style="list-style-type: none"> – Library media staff – Principal/administrator – Teachers (at least two)

serves as an advocate for the school library media program within the school and beyond	<ul style="list-style-type: none"> – Parent – Student (when age appropriate) – Meets frequently 	<ul style="list-style-type: none"> – Parents (at least two) – Student(s) (when age appropriate) – Community member – District/system staff • The advisory committee meets regularly to assist in planning an effective program • The advisory committee has developed a mission statement, goals and objectives for the library media program • The advisory committee seeks ways to make the LMC the hub of teaching and learning in the school 	<ul style="list-style-type: none"> – Parents (at least two) – Student(s) (when age appropriate) • The advisory committee meets regularly to assist in planning an effective program and discuss procedural issues 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMC has an advisory committee that actively contributes ideas to promote the LMC • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement
There is a designated Library Media Program Supervisor at the district/system level	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level 	<ul style="list-style-type: none"> • There is a designated Library Media Program Supervisor at the district/system level
The library media specialist uses a public relations plan to promote advocacy for the library media program	<ul style="list-style-type: none"> • The LMS uses a variety of methods to publicize the LMC and its resources and services • The LMS partners with school and community groups 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMC has an advisory committee that actively contributes ideas to promote the LMC • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMC has an advisory committee that actively contributes ideas to promote the LMC • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMC has an advisory committee that actively contributes ideas to promote the LMC • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement 	<ul style="list-style-type: none"> • The LMC has a written plan that is used to share the resources and services through a variety of methods within the school community, which includes administrators, teachers, students, parents, community members and business partners • The LMC has an advisory committee that actively contributes ideas to promote the LMC • The LMS partners with school and community groups to sponsor events that promote the library media program and student achievement

6.9 LIBRARY MEDIA CENTER FACILITY RECOMMENDATIONS

AREA	SERVICES	DESIGN CONSIDERATIONS	TECHNOLOGY INFRASTRUCTURE
CIRCULATION	<ul style="list-style-type: none"> • Information specialist • Answer general information questions • Check in/out • Supervise student seating areas • Assists students in book selection, research, and technology, etc. • Welcoming and attractive 	<ul style="list-style-type: none"> • Temperature and humidity controlled • Near main entrance, workroom and office • Desk and staff work area • Circulation desk appropriate height for students • Sound absorbent floor covering • Adequate non-glare lighting 	<ul style="list-style-type: none"> • Adequate electrical outlets • Master light switch • Network access • Sufficient bandwidth for data, voice and video network • Automated, integrated, and networked library catalog and circulation system

		<ul style="list-style-type: none"> • Book drop • Book carts/trucks • Online catalog/circulation terminal 	<ul style="list-style-type: none"> • Connection to the school and district local area network and wide area network • Barcode reader • Networked printer • Telephone • Fax machine • Copier • Sufficient data ports or wireless accessibility • Surge protectors/APC power converter • Sufficient data ports or wireless accessibility • Adequate electrical outlets • Surge protectors • Sufficient reference multimedia computers to accommodate student and faculty population • Networked printer • Scanner • Copier • Multimedia computer-related equipment: DVD players, MP3 players, iPods
REFERENCE	<ul style="list-style-type: none"> • Provide online references services (AVL, others) • Information available in various formats (print and non-print) which includes emerging technologies • Word processing • Listening • Viewing • Photocopying/printing information 	<ul style="list-style-type: none"> • Adequate non-glare lighting • Sound absorbent floor covering • Accessible from administrative and circulation areas • Shelving for general reference collection • Workstations that meet standards for accessibility • Seating for computers • Computer workstations 	<ul style="list-style-type: none"> • Sufficient data ports or wireless accessibility • Adequate electrical outlets • Surge protectors • Sufficient reference multimedia computers to accommodate student and faculty population • Networked printer • Scanner • Copier • Multimedia computer-related equipment: DVD players, MP3 players, iPods
COLLECTION	<ul style="list-style-type: none"> • Up-to-date resource collections consisting of print, non-print, and electronic materials • Use a standard classification system to organize library materials • Align with the local curriculum and supports content standards • Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition, and maintenance of materials • Provide access to resources within 	<ul style="list-style-type: none"> • Shelving: sturdy with adjustable shelves • Special shelving for periodicals, audiovisual software, displays, and equipment • Shelves should not be more than 2/3's full • Backstops and tops added to shelves • Width of shelves determined by size of materials, collection, and anticipated growth of the collection – 12" recommended 	<ul style="list-style-type: none"> • Adequate electrical outlets • Adequate lighting • Search computers conveniently located

	<p>the library media center and outside the school facility</p> <ul style="list-style-type: none"> • Provide procedures for reconsideration of materials • Provide assistance to faculty in collection evaluation, library-based technology and acquisition and utilization of the library media collection • Organize and display media • Areas separated by types of resources and activities 	<ul style="list-style-type: none"> • Freestanding double-faced stacks placed in rows of 4-6 sections is the most preferred arrangement • Maximum heights: Perimeter Shelving: <ul style="list-style-type: none"> Elementary 42"-48" Middle 60"-66" High School 72"-84" • Freestanding Shelves: <ul style="list-style-type: none"> Elementary 42"-48" Middle 42"-48" Secondary 48"-60" • Shelving should accommodate the current collection with room for 30% growth • Formula for calculating shelving needs: <ul style="list-style-type: none"> Linear feet of storage = number of items to be stored ÷ (Divided by) the number of items per 1 foot of shelving • Or use the following: Picture books – 20 books per foot/60 books per shelf length; Standard size – 10 books per foot/30 books per shelf length; Reference books – 6 books per foot/18 books per shelf length • The Americans with Disabilities Act recommends 42 inches between shelving units; 36 inches is the legal minimum 	
INSTRUCTIONAL	<ul style="list-style-type: none"> • Whole class instruction, small group instruction, individual instruction, study, reference, viewing, listening, reading, browsing, production, and communication activities, professional development • programs, meetings, presentations • Collaborate with classroom teachers • Determine instructional strategies • Know and identify academic content standards • Instruction of library media skills is 	<ul style="list-style-type: none"> • Minimum: <ul style="list-style-type: none"> Accommodates 10-15% of the student population based on 25 square feet per student Corridor access Easy traffic flow Sound absorbent floor coverings Appropriate chairs and tables for each age group Elementary library media centers provide a storytelling area Age-level appropriate leisure reading areas are provided 	<ul style="list-style-type: none"> • Instructional multimedia computer • Audiovisual and networked multimedia computer-related equipment • Smart Board, White Board, Promethean Board, DVD recorder, LCD projector • Data/video projection capabilities • Viewing screen • Networked printer • Adequate electrical outlets • Lighting and darkening capabilities

	<p>integrated into each academic content area</p> <ul style="list-style-type: none"> • Select and evaluate materials and resources • Develop, administer, and analyze standards-based assessment • Instruct students to locate, process, evaluate, and utilize information • Encourage an appreciation for literature and reading for pleasure 	<ul style="list-style-type: none"> • The library media center is arranged to accommodate flexible access by students • The arrangement of furniture and equipment encourages simultaneous use by class(es), small groups, and individuals • Allows for laptop use • Lighting control with some natural light recommended • A welcome and pleasant atmosphere is designed which includes different displays, furniture selections, and room treatments • The library media center is easily accessible by persons with disabilities 	<ul style="list-style-type: none"> • Network access • Adequate electrical outlets • Multimedia computers • Networked printer • Audio and video recording equipment • Scanner • Video camera • Digital camera • Television monitor • Software and equipment for graphics production • Audiovisual and networked multimedia computer-related equipment • Lightening and darkening capabilities • Data capabilities or wireless accessibility
PRODUCTION	<ul style="list-style-type: none"> • Area for school community to design, develop, and produce multimedia products 	<ul style="list-style-type: none"> • Table work space • Accessible by groups without disrupting activities in the library • Sound absorbent wall and floor coverings 	<ul style="list-style-type: none"> • Adequate electrical outlets • Connection to the school and district local area network and wide area network • Networked printer • Telephone • Fax machine • Copier • Sufficient data ports • Surge protectors/APC power converter • Adequate lighting
WORKROOM	<ul style="list-style-type: none"> • Area for minor repairs • Materials processing • Cataloging • Storage of supplies • Maintenance and repair of hardware and software 	<ul style="list-style-type: none"> • Work counter and cabinets for storage • Storage for processing supplies • Counter space for computers • Area for delivery of materials and equipment • Glass panel for supervision • Stain resistant flooring • Repair tools • Shelves • Sink with hot and cold water with a raised faucet 	<ul style="list-style-type: none"> • Adequate electrical outlets • Connection to the school and district local area network and wide area network • Networked printer • Telephone • Fax machine • Copier • Sufficient data ports • Surge protectors/APC power converter • Adequate lighting

INSTRUCTIONAL EQUIPMENT STORAGE	<ul style="list-style-type: none"> • Distribution of shared A/V or technology hardware • Equipment used to support student or teacher use 	<ul style="list-style-type: none"> • Secured room • Shelves/Cabinets • Carts • Storage racks/bins 	<ul style="list-style-type: none"> • Adequate lighting • Near entrance • Adequate electrical outlets
CONFERENCE ROOM/PROFESSIONAL COLLECTION	<ul style="list-style-type: none"> • Professional books • Periodicals (3-5 years) • Instructional materials • Videos • DVDs 	<ul style="list-style-type: none"> • Access to reading area • Glass panel for supervision • Tables and chairs • Shelving 	<ul style="list-style-type: none"> • Phone • Adequate electrical outlets • Data capabilities or wireless accessibility • Wall screen • Computer Peripherals
OFFICE	<ul style="list-style-type: none"> • Library media management • Storage of administrative records • Collaboration with teachers • Meetings/conferences 	<ul style="list-style-type: none"> • Desk • Filing cabinet • Shelving • Glass walls or panel to provide a clear view of the media center • Secure locked area • Accessible to circulation desk • Near conference room • Restroom • Adequate lighting 	<ul style="list-style-type: none"> • Fax machine • Copier • Networked printer • Networked computer • Phone • Adequate electrical outlets • Data ports or wireless accessibility
NETWORK CENTER	<ul style="list-style-type: none"> • Storing computer network file server • Video satellite connections • Audio and video systems 	<ul style="list-style-type: none"> • Desk for technician • Shelving • Adequate ventilation • Near an entrance • Secure locked area • Network equipment 	<ul style="list-style-type: none"> • Data capabilities or wireless accessibility • Electrical • Voice
COMPUTER LAB	<ul style="list-style-type: none"> • If space permits, a general purpose lab may be adjacent to the media center 		

6.10 SUGGESTED LIBRARY MEDIA FACILITIES EVALUATION FORM

TYPE OF RESOURCE	BASIC	ADVANCED	EXEMPLARY
<ul style="list-style-type: none"> The library media center is arranged to: <ul style="list-style-type: none"> Accommodate flexible access by classes and individual students Perform basic functions of a curriculum integrated library media program Provide a climate conducive to learning and student achievement Provide equitable access to information and resources within the school, community, and global networks 	<ul style="list-style-type: none"> Shelving and furniture are age appropriate Arrangement of the LMC supports use by a minimum of one class and individual students Space arrangement includes specific areas for: <ul style="list-style-type: none"> Circulation Large group use Small group use Individual research Use of technology Leisure reading Library management Storytelling area for elementary students Displays The LMC is neat and well organized There is an atmosphere of welcome and productivity The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 The LMC is equipped with temperature and humidity control Lighting and electrical accommodations have been integrated effectively 	<ul style="list-style-type: none"> Shelving and furniture are age appropriate Shelving accommodates growth Arrangement of the LMC is designed to encourage simultaneous use by class(es) and individuals, accommodating a minimum of one class, small groups, and individuals Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> Circulation Large group use Small group use Individual research Use of technology Viewing Production Communication activities Leisure reading Library management Storytelling area for elementary students Displays Professional area Wiring/Network Storage Various methods of display, furniture selection and room treatments are utilized to provide an atmosphere of welcome and productivity The LMC is neat and well organized The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 The LMC is flexibly designed and exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement The LMC is equipped with temperature and humidity control Lighting and electrical accommodations have been integrated effectively 	<ul style="list-style-type: none"> Shelving and furniture are age appropriate Shelving accommodates growth Arrangement of the LMC is designed to encourage simultaneous use by class(es) and individuals, accommodating a minimum of one or more classes, small groups, and individuals Space arrangement (regardless of size) includes specific areas for: <ul style="list-style-type: none"> Circulation Large group use Small group use Individual research Use of technology Viewing Production Communication activities Leisure reading Library management Storytelling area for elementary students Displays Professional area Wiring/Network Storage Various methods of display, furniture selection and room treatments are utilized to provide an atmosphere of welcome and productivity The LMC is neat and well organized The LMC is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990 The LMC is flexibly designed and exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement The LMC is equipped with temperature and humidity control Lighting and electrical accommodations have been integrated effectively

6.11 Policies and Procedures Manual

It is recommended that each school system have a board-approved policies and procedures handbook for library media centers. These policies, procedures, and practices of the library media

program reflect legal guidelines and professional ethics. The following list provides a guideline of information found in a LMC policies and procedures manual.

SUGGESTED SCHOOL LIBRARY POLICIES and PROCEDURES MANUAL CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> Mission Statement | <input type="checkbox"/> Appropriate Use/Internet Safety |
| <input type="checkbox"/> Vision Statement | <input type="checkbox"/> Open Access to Library/Flexible Scheduling |
| <input type="checkbox"/> Philosophy/Beliefs | <input type="checkbox"/> Budgeting Procedures |
| <input type="checkbox"/> Goals and Objectives | <input type="checkbox"/> Staffing/Job Descriptions/Responsibilities |
| <input type="checkbox"/> Library Bill of Rights | <input type="checkbox"/> Storage/Maintenance of Equipment |
| <input type="checkbox"/> Literacy Standards | <input type="checkbox"/> Record Keeping/Reports |
| <input type="checkbox"/> Challenged Materials | <input type="checkbox"/> Donations and Gifts |
| <input type="checkbox"/> Copyright/Fair Use | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Library Media Program | <input type="checkbox"/> Advocacy |
| <input type="checkbox"/> Selection and Acquisitions | <input type="checkbox"/> Services/Activities Offered |
| <input type="checkbox"/> Collection Development <ul style="list-style-type: none">– Processing– Weeding | <input type="checkbox"/> Disaster Preparedness |
| <input type="checkbox"/> Cataloging | <input type="checkbox"/> Evaluations/Assessments |
| <input type="checkbox"/> Circulation | <input type="checkbox"/> Other Policies/Procedures (school policies, literacy instruction, special needs) |

6.12 Important Links for Library Media Specialists

The library media specialist compiles current information to meet the needs of the 21st Century learner. Included in the Appendix is a list of

important links that provide the school library media specialist with resources that are available on the Internet. (See Appendix F)

APPENDICES



APPENDIX A

Research Studies: The following research studies are examples that explain the correlation between library media programs and student achievement.

Colorado Studies

How School Librarians Help Kids Achieve
Standards: *The Second Colorado Study (2000)*

Impact of School Library Media Centers on
Academic Achievement: *1993 Colorado Study*

Oregon (2002)

OR School Librarians Collaborate to Improve
Academic Achievement

School Libraries Work! Danbury, Conn.:
Scholastic Library Publishing.

APPENDIX B

NATIONAL READING PROGRAMS

National Children's Book Week

The Children's Book Council, Inc.
12 W. 37th Street, 2nd Floor
New York, NY 10018-7480
<http://www.cbcbooks.org/>

*Celebrated annually, the third week in November

National Library Week

American Library Association
50 E. Huron
Chicago, IL 60611

*Celebrated annually, the third week in April

Teen Read Week

American Library Association

Young Adult Library Services Association (YALSA)

50 E. Huron

Chicago, IL 60611

*Celebrated annually, the third week in October

Read Across America

National Education Association

1201 16th Street, NW

Washington, DC 20036-3290

<http://www.nea.org/readacross/index.html>

BOOK IT! Program

P.O. Box 2999

Wichita, KS 67201

1-800-426-6548

<http://www.bookitprogram.com/>

Banned Book Week – Celebrating the Freedom to Read

American Library Association

50 E. Huron

Chicago, IL 60611




*Celebrated annually, the fourth week in September



APPENDIX C

From Cooperation to Collaboration Chart adapted from the AASL Collaboration Brochure, Fall 1996.

From Cooperation to Collaboration

		
Cooperation...	Coordination...	Collaboration...
Short term	Longer term	Long term
Informal Relations	More formal relationships	More pervasive relationship
No clearly defined mission	Understand mission	Commitment to a common mission
No defined structure	Focus on a specific effort or program	Results in a new structure
No planning effort	Some Planning	Comprehensive planning
Partners share information about the project at hand	Open communication channels	Well defined communication channels at all levels
Individuals retain authority	Authority still retained by individuals	Collaborative structure determines authority
Resources are maintained separately	Resources and rewards are shared	Resources are shared
No Risk	Power can be an issue	Greater risk; power is an issue
Lower intensity	Some intensity	Higher intensity
----- -informal, no goals are defined jointly, no planning together, information is shared as needed.	----- -some planning is required and more communication, thus, a closer working relationship is developed.	----- -working together, having shared commitment and goals, developed in partnership. Leadership, resources, risk, control and results are shared. More accomplished than could have been individually.

adapted from the AASL "Collaboration" brochure, Fall 1996

Based on research done by Winer & Ray, 1994. *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey.*

APPENDIX D

Library Promotional Events – provided by American Library Association

Nationally recognized promotional events sponsored by ALA and its units, as well as other organizations.

[School Library Media Month](#) (AASL)
Celebrated annually in April.

[National Library Week](#) (ALA)
Celebrated annually in April.

[El día de los niños/El día de los libros](#) (ALSC)
Celebrated annually on April 30.

[National Library Legislative Day](#) (ALA)
Held annually in May in Washington, D.C.

[Banned Books Week](#) (ALA)
Observed the last week of September.

[Teen Read Week](#) (YALSA)
Celebrated the third full week of October.

[International School Library Day](#) (IASL)
Celebrated annually on the fourth Monday of October.

[Children's Book Week](#) (Children's Book Council)
Celebrated annually in November; Children's Book Week 2007 is November 12-18. 2008.

<http://www.ala.org/ala/aasl/conferencesandevents/librarypromoevents/librarypromotional.cfm>

APPENDIX E

Technology Resources

As discussed in Section I, Professional Development, the Alabama Department of Education (ALSDE), Technology Initiatives provides training for the library media specialist in acquiring and maintaining technology skills needed to support exemplary technology curriculum integration.

- ▶ Webpage for Alabama library media specialists - Alabama Library Media Online (ALMO): www.alex.state.al.us/librarymedia
- ▶ eLearning Alabama is Alabama's implementation of the E-Learning for Educators Initiative: <http://elearning.alsde.edu>
- ▶ Technology standards (Alabama Code 290-4-3-101(8)(a)(b)) for administrators and teachers based on the National Educational Teaching Standards (NETS) are found on the ALSDE Web site: www.alsde.edu
- ▶ The Alabama Technology Course of Study can be found on the Alabama Learning Exchange (ALEX) www.alex.state.al.us
- ▶ Alabama IMPACT document (Indicators For Measuring Progress in Advancing Classroom technology) : <http://ti.alsde.edu>
- ▶ Technology Coordinator Survival Kit: <http://ti.alsde.edu>

- ▶ Technology In Motion: www.technologyinmotion.state.al.us
- ▶ Alabama Virtual Library (AVL): www.avl.lib.al.us
- ▶ Alabama Public Television's online digital resource library: APTPLUS/Unitedstreaming: www.aptv.org/learning/APTPlus
- ▶ GritsOnline (Great Resources for Integrating Technology in Schools- offers students and teachers online, curriculum-based activities and resources: www.gritsonline.org
- ▶ Intel Teach is a professional development program that helps educators enhance 21st Century learning through the effective use of technology: www97.intel.com/education/teach/us_program.htm
- ▶ The International Society for Technology in Education (ISTE) Web site is a "source for professional development, knowledge generation, advocacy, and leadership for innovation": <http://www.iste.org/>
- ▶ The International ICT Literacy Panel... <http://www.ets.org/Media/Research/pdf/ictreport.pdf>
- ▶ Information and Communication Technologies <http://www.ictliteracy.info>
- ▶ American Library Association (ALA) <http://www.ala.org/alsasl/aaslpubsandjournals/kqweb/kqarchives/v33/335milbury.cfm>

APPENDIX F

Important Links for LMS

- ▶ Alabama Virtual Library <http://www.avl.lib.al.us/>
- ▶ Alabama Learning Exchange (ALEX) www.alex.state.al.us
- ▶ Alabama Professional Education Personnel Evaluation Program <http://www.alabamapepe.com/specialty.htm>
- ▶ Alabama Instructional Media Association www.alaima.org
- ▶ Accreditation Standards for Quality Schools (SACS & NCA) http://www.ncacasi.org/files/pdf/advanced_standards_schools.pdf
- ▶ American Library Association <http://www.ala.org/>
- ▶ American Association of School Librarians www.ala.org/aasl/
- ▶ National Board for Professional Teaching Standards http://nbpts.org/for_candidates/certificate_areas1?ID=19&x=32&y=7
- ▶ UnitedStreaming <http://www.aptv.org/Learning/APTPlus/>
- ▶ Book Chooser <http://www.readingmatters.co.uk/bookchooser.php>
- ▶ Alabama Best Practices Center <http://www.bestpracticescenter.org/resources/index.asp>
- ▶ PBS Teachers <http://www.pbs.org/teachers/>
- ▶ The Freedom to Read Statement <http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>
- ▶ AASL Position Statements <http://www.ala.org/aaslTemplate.cfm?Section=positionstatements>



Alabama Department of Education

Alabama's
School
Library Media
Plan
for the
21st Century
Learner



STATE BOARD OF EDUCATION

OUR MISSION STATEMENT

~To provide a state
system of education
which is committed
to academic excellence
and which provides
education of
the highest quality
to all Alabama students,
preparing them
for the 21st century.~



Gov. BOB RILEY
President



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District VIII
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JOSEPH B. MORTON
Secretary and
Executive Officer

"Alabama's School Library Media Handbook for the 21st Century Learner" was approved by the Alabama State Board of Education on September 11, 2008.

Alabama Department of Education
Joseph B. Morton, State Superintendent of Education
Melinda Maddox, Director of Technology Initiatives

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

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INTRODUCTION

The Alabama Department of Education advocates exemplary library media specialists and library media programs in Alabama public schools. In 2007, the Planning Committee began work on the new Alabama Plan for library media programs. These objectives are aligned with national standards and guidelines. Library media specialists in Alabama representing different regions throughout the state developed, organized, edited, and were consulted with in writing these objectives.

Research indicates that the school library media program has significant potential for enhancing student achievement. A quality library media program is central to a collaborative objectives-based instructional program. The library media specialist is a leader and visionary who implements a 21st Century library media program that engages learners in activities that promote increased student achievement. The library media specialist possesses the knowledge and skills to enable the learning community to become effective users of ideas and information.

This document provides the objectives that will guide school systems in establishing, enhancing, and supporting 21st Century school library media programs.

VISION STATEMENT



In collaboration with the school's learning community, Alabama's 21st Century library media programs will be the center of teaching and learning by providing access to quality collections and technologies and by extending services beyond the library media center's four walls and the school day.

MISSION STATEMENT



Alabama's School Library Media Plan for the 21st Century Learner expresses the mission of Alabama's library media programs as supporting the school's instructional program to improve student learning and student achievement. This mission is accomplished by:

- Ensuring learners will be able to independently inquire, think critically, and gain, create, and share knowledge.
- Providing real and virtual access to appropriate, high-quality resources and services during and outside the school day.
- Participating in curriculum development and design of learning activities.
- Facilitating professional development for the learning community.

American Association of School Librarians Standards ...

The American Association of School Librarians Standards describe how learners use skills, resources, and tools to:

- Inquire, think critically, and gain knowledge
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
- Share knowledge and participate ethically and productively as members of our democratic society
- Pursue personal and aesthetic growth

<http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>

... and Beliefs

The American Association of School Librarians Standards for the 21st Century learner offer a vision for teaching and learning to guide the school library media program. Alabama school library media programs will promote the nine foundational common beliefs as the basis for learning.

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

<http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>

OBJECTIVES

OF THE ALABAMA DEPARTMENT OF EDUCATION

Information Access

Providing open, flexible, and equitable access to 21st Century materials and information is a primary function of the library media program.

Indicators:

- Provides intellectual access to information and ideas for 21st Century learning.
- Provides physical access to information and resources for learning.
- Provides flexible, open access to archived, current, and new resources to meet the learning needs of the school community.

The Learning Environment

The 21st Century library media program learning environment is designed to meet the needs of learners in both individual and collaborative settings, enhance learner success, and promote the use of the library media resources and services.

Indicators:

- Provides a curriculum-based, flexibly scheduled, open access learning environment that accommodates all learners.
- Supports the mission and goals of the school and promotes the development of a curriculum-rich environment.
- Incorporates collaborative planning, information literacy, and technology instruction by the library media specialist and teachers.
- Provides opportunities for staff development and professional growth for library media staff, teachers, administrators, and other members of the learning community.
- Provides technical access and instruction for students, teachers, administrators, and staff.



OBJECTIVES

OF THE ALABAMA DEPARTMENT OF EDUCATION

Facilities

The 21st Century library media center provides an atmosphere that is conducive to student learning and allows for safe, flexible, open access for all learners.

Indicators:

- Designed to encourage simultaneous use by large groups, small groups, or individuals.
- Arrangement of the library media center permits visual control of the entire center.
- Age-appropriate sized and constructed shelving and seating.
- Proper lighting for designated areas and tasks.
- Infrastructure needed to sustain existing and emerging technologies.
- Functional circulation area close to the entrance and easily accessible.
- Attractive, adequately sized signage.
- Aesthetically pleasing arrangement of the library media center.
- Office space and adequate work areas.
- Accessibility for persons with disabilities in accordance with Public Law 101-476, Education of the Handicapped Act Amendments 1990.
- Sufficient temperature and humidity control.

Specific facility requirements are located in the *Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner*.



Personnel

Competent, skilled library media personnel support and enhance the curriculum and contribute to student achievement.

Indicators:

- Each school system shall have a library media supervisor to mentor school library media specialists and to facilitate communication between the Alabama Department of Education and the school library media specialist.
- The library media specialist is certified, evaluated annually by appropriate criteria, and has a plan for professional development.
- Library media earned units are set by the Alabama Department of Education.
- Local school systems are required to place library media units where they are earned and under the supervision of the administration.
- Library media paraprofessionals are placed where they are earned and are under the supervision of the school administrator and the library media specialist.
- Job descriptions are developed in accordance with Alabama Department of Education standards.
- Adopted board policies regarding the library media program are the responsibility of the library media specialist.
- Forty percent of the library media specialist's time is spent daily in management of the library media center.
- A public relations plan is essential to promote advocacy for the library media program.
- A library media advisory committee is chaired by the library media specialist and is comprised of at least one each of the following:
 - Administrator
 - Department/grade representative
 - Student
 - Parent
 - Community member

OBJECTIVES

OF THE ALABAMA DEPARTMENT OF EDUCATION

Assessment and Evaluation

Annual and systematic evaluation and assessment provide data for the management and decision-making policies regarding the complete library media program.

Indicators:

- The library media specialist is certified, has a plan for professional development, and is evaluated periodically by appropriate, predetermined criteria as determined by the school system.
- The library media specialist participates in periodic review and ongoing informal and formal assessment.
- The library media program is routinely assessed.
- The library media center uses an approved electronic management system.
- Pertinent policies are readily accessible, for public information, assessment, and viewing.
- Forty percent management time is allotted daily for the library media specialist.
- The school library media center is exemplary in meeting the needs of the entire school community.
- An online public access catalog of the library media center collection is made available.
- New and emerging technologies are assessed to determine feasibility, cost-effectiveness, and relevant support.
- The library media specialist ensures that all library records are kept confidential.

Resources

The 21st Century library media center provides a variety of resources to support the diverse needs of all learners.

Indicators:

- The 21st Century library media program shall provide current print, non-print, technology, and online materials.
- Resources are organized using a standard automated classification system.
- The library media program provides access to resources within the library media center and outside the school facility.
- The library media specialist provides assistance in collection evaluation, library-based technology and acquisition, and utilization of the library media collection.

Specific resource requirements are located in the *Alabama Department of Education: Alabama's School Library Media Handbook for the 21st Century Learner*.



OBJECTIVES

OF THE ALABAMA DEPARTMENT OF EDUCATION

Technology

The library media specialist is an education leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

Indicators:

The library media specialist:

- Participates in writing the school and system technology plans.
- Participates in the assessment and acquisition of technology.
- Provides and participates in professional development technology instruction.
- Models and instructs on conduct, ethics, and integrity in the use of the Internet and other electronic resources.
- Uses existing and emerging 21st Century technology to access, evaluate, and distribute information.
- Models the information problem-solving processes in providing instruction using technology reference and research techniques.
- Participates in state and national technology initiatives.
- Attains technology competencies that are evaluated by an approved evaluation instrument.
- Instructs students in acquiring technology information literacy skills.
- Serves as a leader to effectively demonstrate the application of technology in the learning environment.

Budgets and Funding

The school library media specialist collaborates with the local school district/system and administrators to ensure that funds are budgeted to maintain the library media program.

Indicators:

- The library media center must have adequate, consistent, and sustained funding.
- The Alabama Code must be followed in the expenditure of state library enhancement funds.
- Budgeting procedures for library enhancement funds, as stated by the Alabama Department of Education, must be followed.
- State, national, and regional accreditation standards; school curriculum; and collection assessment are required in the budgeting process of the library media center.
- The library media specialist must maintain accurate budget records. These records should be retained for a minimum of three years.
- The library media specialist should prepare annual reports. These documents should be retained for a minimum of three years.
- The library media advisory committee, administration, and faculty assist in the budget process.

OBJECTIVES

OF THE ALABAMA DEPARTMENT OF EDUCATION

Policies and Procedures

Policies and procedures are needed to provide excellent resources, programs, and services for the educational community.

Indicators:

- School systems shall have a board-approved policies and procedures handbook for the library media center.
- The policies, procedures, and practices of the library media program reflect legal guidelines and professional ethics.

The Library Media Center is for your service. Please let
us know what you need.
Please make suggestions for improvement.
Thank you!

LOCATION & INFORMATION GUIDE TO LIBRARY MEDIA CENTER MATERIALS

Brookwood Elementary School
Library Media Center

updated August 2011

Jane Smith, Librarian

The Library Media Center supports the *Alabama State Course of Study* which is the basis of our school curriculum program and the *Information Literacy Skills* published by the American Association of School Librarians and the American Library Association.

Mission Statement

“Our library is committed to providing quality print and electronic resources while fostering information literacy skills through effective research and retrieval as well as developing a lifelong love of reading.” *See Library Mission Statement—Goals & Objectives

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{OPAC} (CARD CATALOG) Brookwood Elementary

School Library Media Center does not have a file with cards. All books and materials in the LMC are catalogued in *Destiny*. Locate the materials catalogued in the library by *author, title, subject or keyword*. *Destiny* is available to teachers & students @ home via the Internet. The *Destiny* appears under FAVORITES on each computer in every classroom. ALSDE *Course of Study* content standards are a part of *Destiny*. Bibliographies & websites for teachers can be compiled for units/lessons and placed in a Resource List in *Destiny* for students to use. Orientation of the Library Media Center and instruction of the use of *Destiny* is scheduled for all teachers and classes at the beginning of each school year.

II. BOOKS

The Dewey Decimal Classification System is the arrangement of books on the shelves. The following symbols appear on the spine of the book as the CALL NUMBER (tattoo) in the **Library Media Center**.

REF = REFERENCE books (Located in the Reference section.)

FIC = FICTION books (*AR* books have red dot on spine.)
CLE

E = EASY books (*AR* books have red dot on spine.)
BER Beginning reader books have GREEN dots on spine w/colored strips denoting reading level.

NON-FICTION {INFORMATION BOOKS} Subject areas

(*AR* books have red dot on spine.)

000-099 General Works
100-999 Philosophy
200-299 Religion
300-399 Social science
400-499 Language
500-599 Pure Science
600-699 Technology
700-799 Arts, Sports, Recreation
800-899 Literature
900-999 History, Geography, Travel
B = Biography (*AR* books have red dot on spine.)

III. REFERENCE COLLECTION

Reference books do not circulate. Teachers may check out reference books to be used with a class. Students **do not check** out reference books. Reference books are expensive. Reference books that are in a set are impossible to replace. *Dewey Decimal System* arranges the books in the Reference section. Reference books are shelved against the wall on the right as you enter the LMC.

The ALABAMA COLLECTION for research by 4th grade students and teachers is located in special section identified in “Once upon a Time” room. Look ☺ for the Alabama map!

ALA REF = ALABAMA COLLECTION

IV. BOOK LOCATION:

1. **FICTION** books (*chapter books*) for grades 2-6 are filed on all shelves designated **FIC**. These books are arranged in alphabetical order by author on shelves. Look for RED signs that denote **FIC** books. *AR* (Accelerated Reader) books have a RED DOT on the spine of the book. Fiction books are shelved on either side of main door and continue in free standing section of shelves on east (right) side as you enter the main room of the LMC. Look for RED signs indicating FICTION.
 - a. *AR* (Accelerated Reader) books for 1st grade and 2nd grade (**except chapter books on special shelf**) are shelved sections of shelves identified by signs in “Once upon a time” area of the LMC.
 - b. *AMSTI* books are shelved in sections of shelves identified by sign REFERENCE.
 - c. Newbery Award books are shelved in a **permanent** display on the west wall of the library.
 - d. Caldecott books are shelved in **permanent** display in story corner spot of the “Once upon a time” area
 - e. Holiday books are located in the Reference section.
2. **EASY** books are on shelves in alphabetical **order by author** in the sections designated **E** in the “Once upon a time” area of the LMC.
 - a. *AR* books with reading grade level of 1st and 2nd grades are identified with **red dots in a separate section** in “Once Upon a Time Room”.
 - b. The very easy *AR* books for Kindergarten and beginning 1st grade readers are in separate section and are identified with **GREEN DOTS and additional strips of color for easy identification of level**.
 - c. Picture books are shelved in the “Once Upon a time” room **by author**.

3. **NON-FICTION {INFORMATION BOOKS}** is divided into 2 classes.

These are various subject areas and biography. Look for the signs.

a. Subject areas **000-999** are located on the west wall.

Information books are shelved using Dewey Decimal System arrangement.

b. **Biography** is a separate section. This area is identified with Yellow signs. These books are shelved under the window in the main LMC area. The reading level of the biography section is grades 2-5. *AR* (Accelerated Reader) books have a Red Dot on the spine of the book.

c. **Biography Collection** is shelved on the wall at the beginning of **REF** section.

V. AUDIO VISUALS are stored mostly in the closets. Other storage areas that are used are labeled for your convenience. All audio/visual material is catalogued in *Destiny* by **author, title, or subject**.

The following symbols are examples used in the library for AV:

AV/AC = Audio Cassette

Tapes are on racks & shelves in the Work Room

AV/ CD = CD ROM discs are on shelves in the Work Room.

AV/KIT = Activity KITS shelved under counter in main LMC area or closets in “Once Upon a Time” room.

AV/REA = Realia, models shelved in the closets in “Once Upon a time” room
i.e. Solar system-rocks-ears-heart-cells-calculators-kits

AV/VC & AV/DVD = Video cassettes shelved in numerical order in Conference Room.

Some videos are for specific grade levels and are age appropriate only.

Please preview videos before you show to the class if you are unfamiliar with the subject matter.

EQUIP = Equipment **The LMC does not provide equipment for classrooms.** The LMC has catalogued record of teachers’ carts (document camera; data projector; laptop) for check out for entire year. Items such as laser disc player, VCR, video camera, digital camera/projector, etc. are stored in closets in “Once Upon a Time” room.

VI. OTHER MATERIALS

- A. Author Study material is in file on shelves with Reference books.
- B. Teacher Laptops, Data projectors, Document cameras—**check out first of year**
- C. Current MAGAZINES are located in plastic folders on long counter in LMC.
- D. Back issues MAGAZINES are shelved in the Conference Room in the LMC.
- E. Professional PERIODICALS are shelved in the in the Workroom in the LMC.

VII. EQUIPMENT

The LMC does not provide equipment. Educational equipment is located in the classroom. With equipment, the **LMS** will aid the teacher with contacting a representative to repair equipment.

The equipment that is stored in the library for short-term check out.

- B. Activote (student response system)
- C. Audio Cassette player
- D. Balance SCALE
- E. Calculators
- F. Data projector
- G. Digital camera
- H. Digital video camera
- I. Document camera
- J. Filmstrip projector
- K. Filmstrip viewer
- L. Flip cameras
- M. Heart model
- N. Laptop computer
- O. Laser Disk players/barcode readers
- P. Record player
- Q. Rocks (school study selection)
- R. Slide projector
- S. Tripods
- T. TV to Computer EGA connector
- U. 16mm projector
- V. VCR /DVD player
- W. Video camera

VIII. CHECK OUT / CHECK IN

A. All students and teachers are assigned a library number (barcode). Students are given a folder at the beginning of school. It is imperative that this folder be retained in good condition for the computer to read the barcode. **If a second folder is required for a student, the student must pay \$2.00 for the materials used to create it. Barcode removed from a book, while book is checked out, costs \$1.00.** Students who enroll after the first day of school or withdraw and return must have parents sign a form stating that they acknowledge the TCSS policy concerning books in the school Library Media Center.

**** See *TCSS Student/Parent Information Handbook* for cost of a lost book and TCSS Library Media Center policies.

B. Teachers may check out *any* book for class use. **Teacher check out material should be returned as need expires.** A good idea is to return material to the LMC when it is needed in another classroom. Following this procedure clears record of a teacher.

C. **Students check out books for (1) week. Book return is expected as DUE. No book is checked out to a student who has overdue books.** Overdue notices are sent to each teacher weekly. Teachers remind students of overdue books by giving the notice to the student. Overdue notices for students who have not returned books are to be sent home with report cards each nine week reporting period.

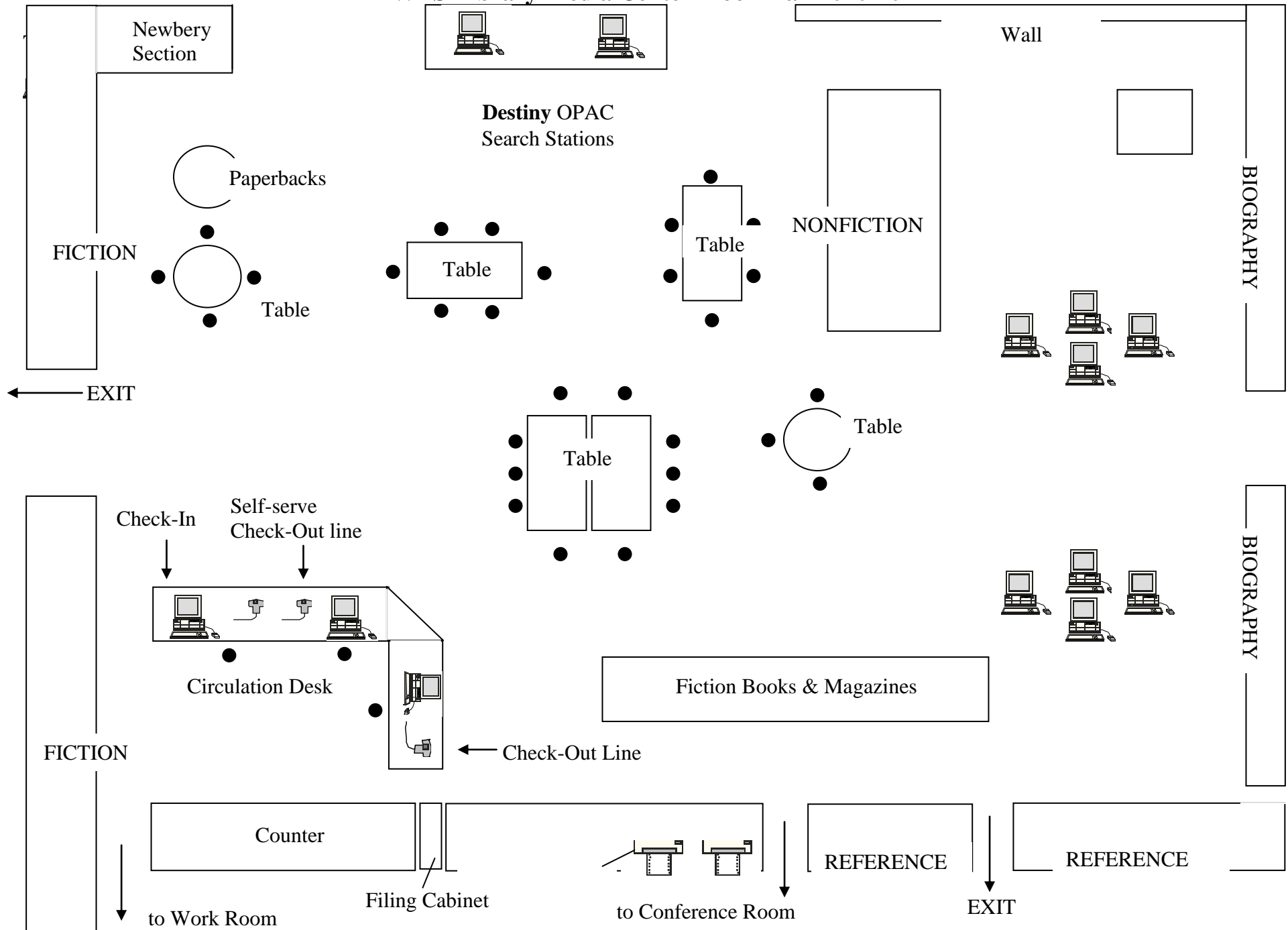
D. All books are due from students before winter holiday break in December and at the end of school in May. A *partial* inventory is performed prior to winter break and at the end of the school year

E. Research time will be arranged for all students. **Collaborative planning with the Library Media Specialist and the individual teacher and/or grade level is important to the learning process for the students.** The LMS will contact the teachers to setup time for collaborative sessions. Students will not use research time to check out recreational books or AR books. Books needed for research projects maybe checked out while students are working in the library.

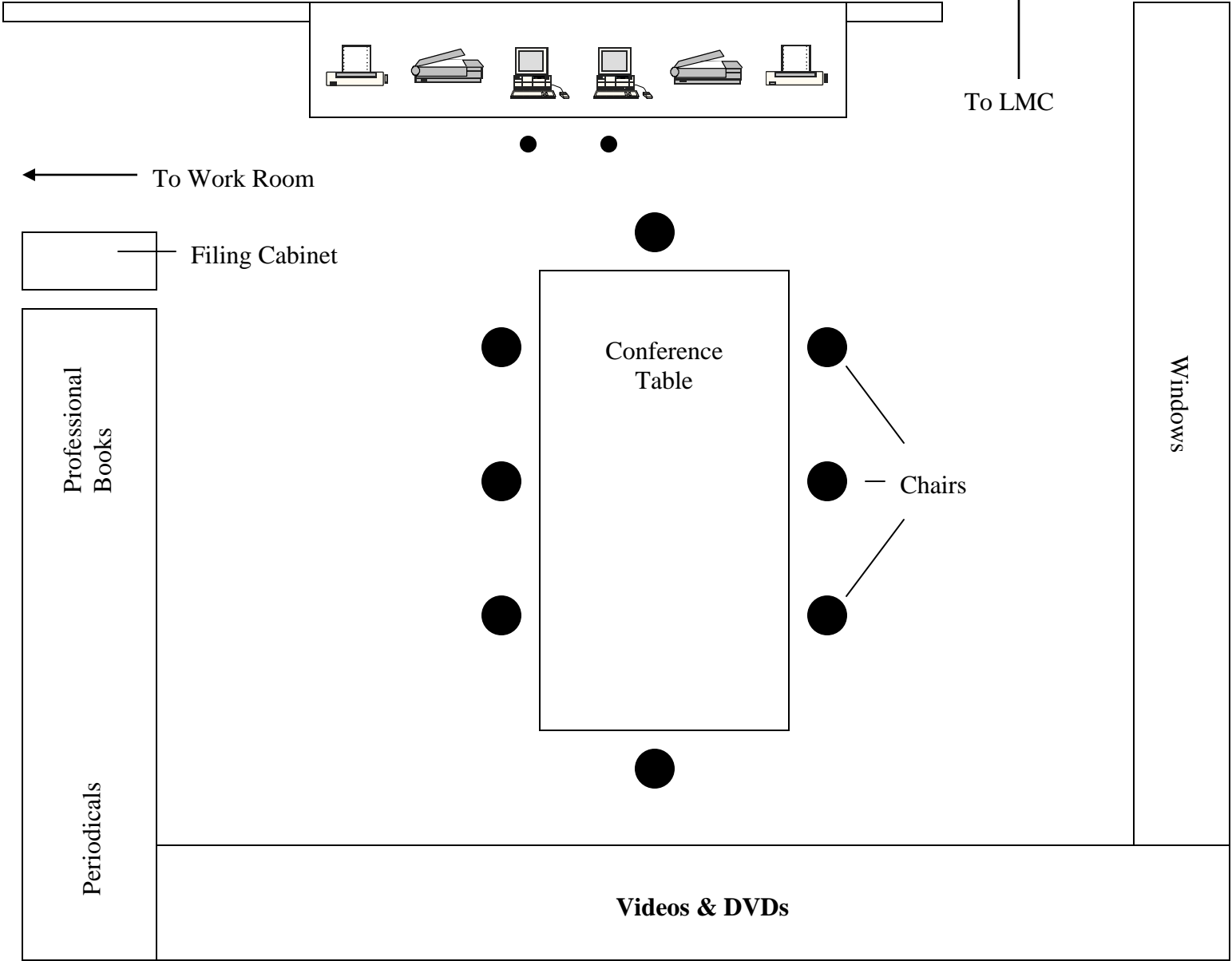
F. **Teachers are welcome to accompany entire class to library at any time during the school day to check out books.** At this time, teachers check out books to their class. By doing this, teachers can monitor class reading assignments or requirements. Students may sit on risers until the class is finished selecting books and is ready to check out. Unless the teacher accompanies the students, they must adhere to the regular book check out times.

G. A pass to the library is required (**Library FOLDER**) so that LMS will know that the classroom teacher has given students permission to leave class.

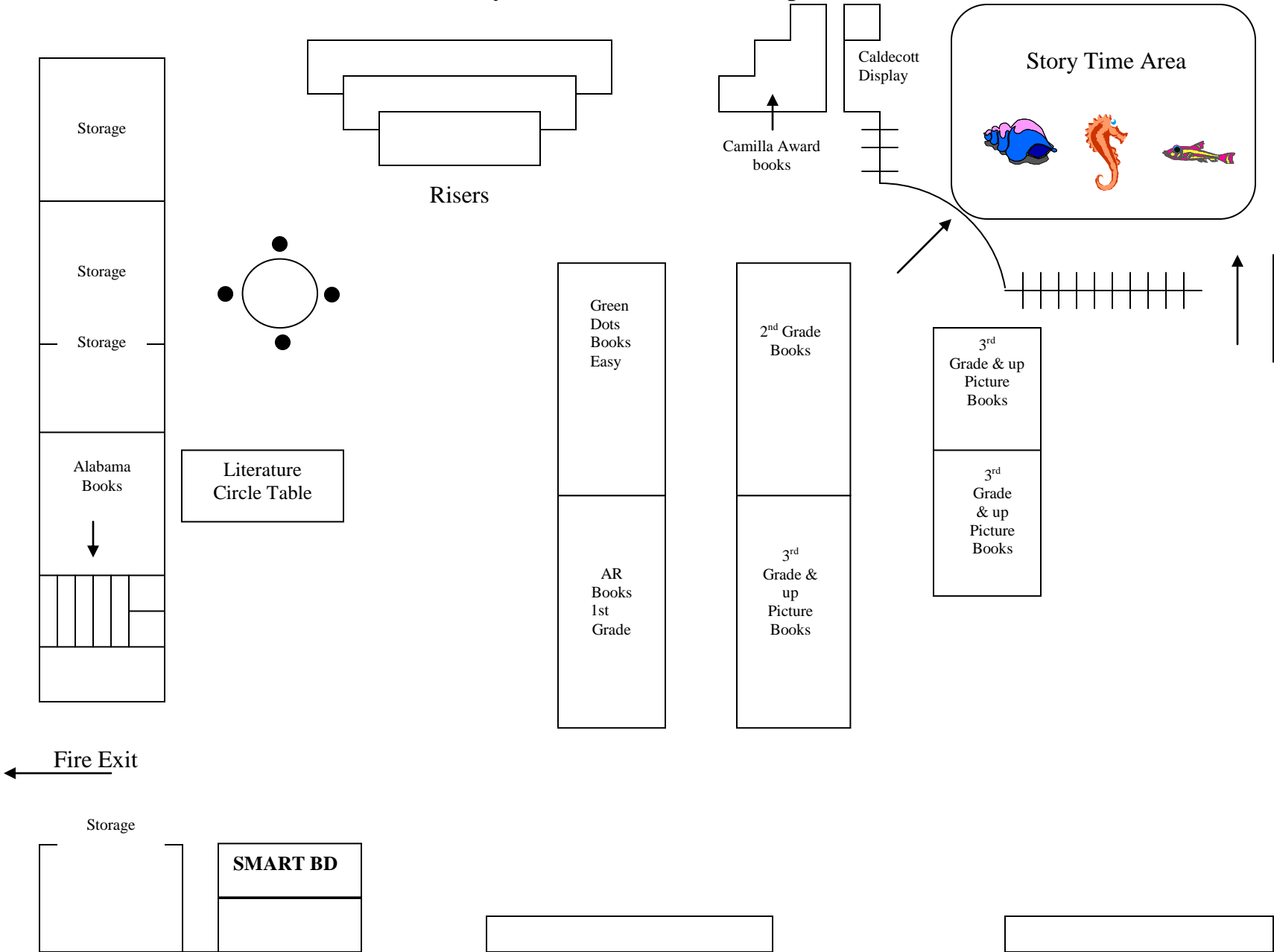
BWES Library Media Center Floor Plan 2010-2011



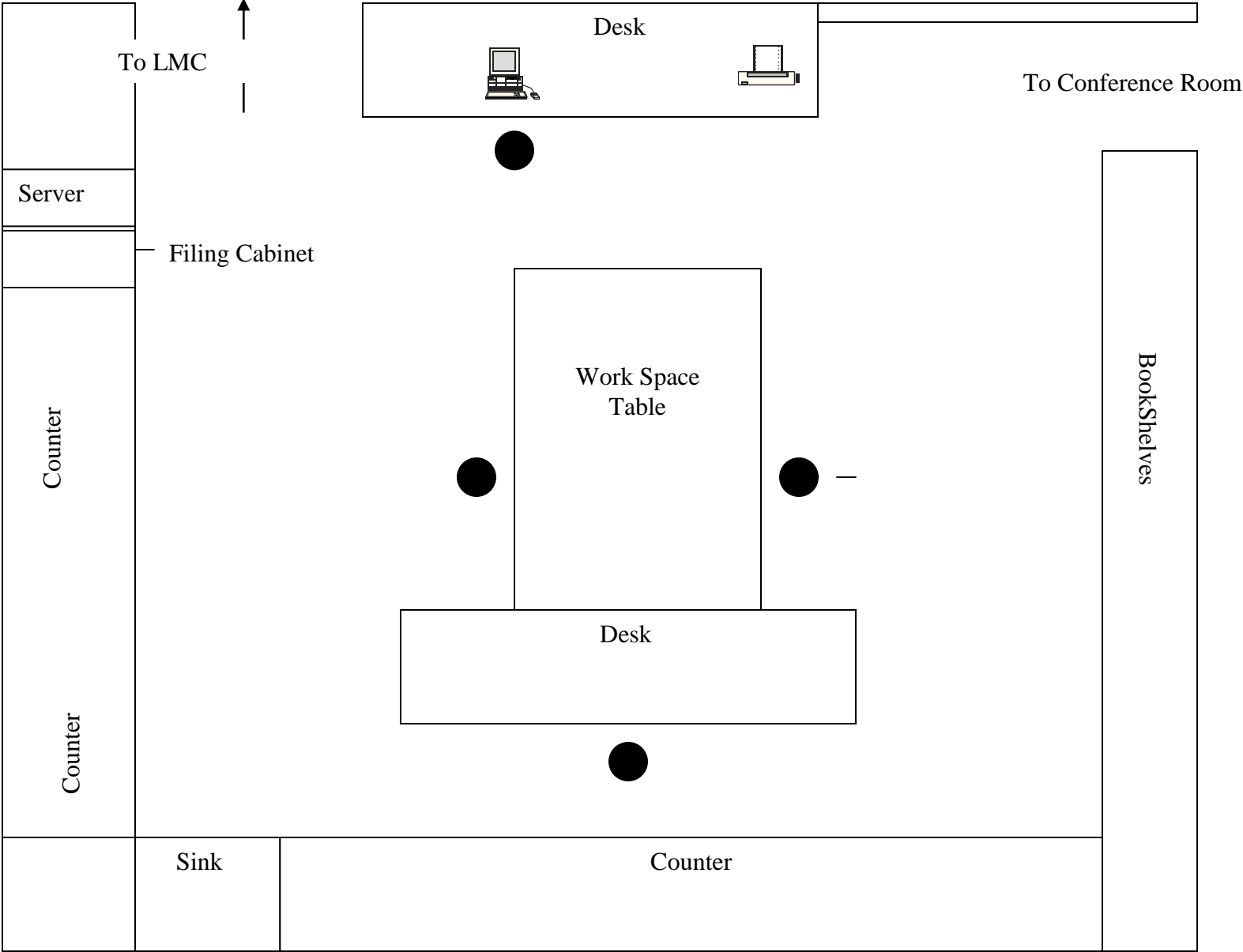
BWES Library Media Center Conference Room/Multimedia Center



BWES Library Media Center “Once Upon a Time” room



BWES Library Media Center Work Room



Physical Resources

In fulfillment of this standard, the school:

- 6.17 Complies with applicable local, state, and federal laws, standards, and regulations;
- 6.18 Maintains the site, facilities, and equipment to provide an environment that is healthy and safe for all occupants;
- 6.19 Possesses and implements a plan for maintaining and improving the site, facilities, and equipment; and
- 6.20 Provides facilities, equipment, and a site necessary for effective implementation of the instructional and extracurricular programs.

Material Resources

In fulfillment of this standard, the school operates a library media center that:

- 6.21 Maintains a comprehensive materials collection consisting of current media, books, reference sources, and periodicals in print and electronic formats that support student learning, the curriculum, and the instructional program;
- 6.22 Provides a balanced collection of a minimum of 10 books per student; (see note 5 and 6)
- 6.23 Ensures that all students and staff members have regular, ready access to media services, materials, and equipment;
- 6.24 Employs a currently accepted circulation system for materials;
- 6.25 Provides training on effective use of media resources for students and members of the professional staff;
- 6.26 Ensures that the media staff collaborates with other professional staff members to attain maximum benefit from the resources;
- 6.27 Possesses a policy and procedure for responding to challenged materials;
- 6.28 Budgets sufficient funds for library media services and resources, including equipment, to support the curricular and instructional programs; and
- 6.29 Possesses and communicates a policy on use of the Internet.

5 Middle and Secondary Schools with enrollment in excess of 1,500 students must provide at least 15,000 usable volumes. Elementary Schools with enrollment in excess of 1,000 students must provide at least 10,000 usable volumes. New schools must have at least four volumes per student upon opening and meet the collection requirements within three years.

6 Books available in electronic format may be counted for up to 25% of the number of books required for the school. In determining the number of books available in electronic format, the same title should be counted only once.

Standard 6 Resources

The school has sufficient human, financial, physical, and material resources to support its vision, mission, and goals.

Human Resources

In fulfillment of this standard, the school:

- 6.1 Employs an administrative head and administrative or supervisory assistants who have an earned graduate degree with 18 semester hours in administration or supervision (as a part of, or in addition to the degree) from an institution recognized by a U.S. regional accrediting agency**; (see note 1, 2, and 4)
- 6.2 Provides and assigns staff that is sufficient to meet the vision, mission and goals of the school:

Membership	1 - 249	250 - 499	500 - 749	750 - 999	1000 - 1249	1250 - 1499	1500 - up
Administrative Head	1	1	1	1	1	1	1
Administrative or Supervisory Assistants	0	.5 0 (elem)	1 .5 (elem)	1.5 1 (elem)	2 1.5 (elem)	2.5 2 (elem)	One (full-time equivalent) staff member shall be added where needed for each additional 250 students over 1,500.
Guidance Professionals	.5	1 .5 (elem)	1.5 1 (elem)	2 1.5 (elem)	2.5 2 (elem)	3 2.5 (elem)	
Library or Media Specialists	.5	1	1	1	2* (secondary) 1 (middle-elem)	2* (secondary) 1 (middle-elem)	
Support staff for administration, library media, or technology	1 .5 (elem)	2.5 1 (elem)	4 1.5 (elem)	4.5 2.5 (elem)	5 3 (elem)	5.5 3 (elem)	6 3 (elem)

* After employing one professionally qualified librarian or media specialist, the school may employ a professionally qualified technology or information specialist, assigned to the library media center, to meet the requirement.

- 6.3 Employs instructional personnel who have an earned bachelor's degree that includes 12 semester hours of professional education (as part of, or in addition to the degree) from an institution recognized by a U.S. regional accrediting agency**; (see note 2 and 4)
- 6.4 Employs instructional personnel who have a college major (at least 24 semester hours) in their assigned field; (see note 1 and 2)

- 1 Professional personnel that meet the qualifications for certification or licensing by the state in which employed are in compliance.
- 2 Professional personnel who do not hold the required degree or have not earned the specified credits must be actively enrolled in a program that leads to meeting the requirement within three years. Active enrollment means earning at least six semester hours of credit per academic year.
- 3 Six semester hours of credit is equivalent to 120 clock hours of participation in professional development activities, e.g., workshops, seminars, conferences; and peer review team visits. (see page 18, Appendix D)
- 4 Professional personnel who have training or experience that might be equivalent to the specified credits may request with justification that the State Council accept such training or experience in lieu of all or part of the requirement. (See page 16, Appendix B and page 17, Appendix C)

** U.S. Regional Accrediting Agencies: Southern Association Colleges and Schools; North Central Association of Schools and Colleges; Middle States Association of Colleges and Schools; Western Association of Schools and Colleges; New England Association of Colleges and Schools; and the Northwest Association of Accredited Schools.

Considering Renaissance Enterprise?

Holly and I will be happy to come to your school and demonstrate the program to your faculty and principal.

If funding is an issue, please keep in mind that you can purchase one component (AR, STAR, STAR EL, MATH FACTS) or any combination.

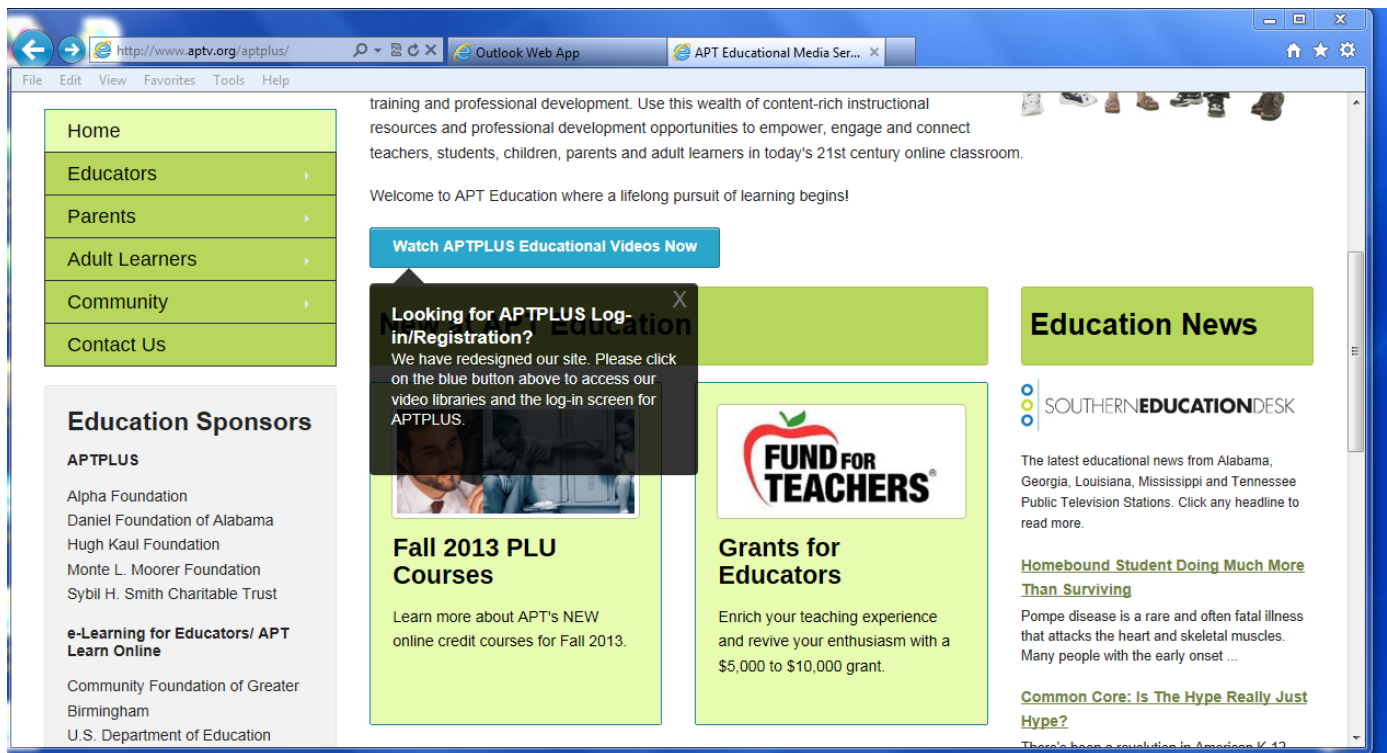
If your school is considering purchasing Renaissance Enterprise, here is a list of items you need to do:

1. Determine the total number of student slots you need for each program Accelerated Reader, STAR, STAR Early Literacy (K-3) MATH Facts in a Flash, STAR Math, etc.
2. Determine funding source.
3. Contact Cristal Avent, **NPES** AND Holly shepherd, **FVES** AND LeeAnna Mills at **6309** and via **EMAIL**.

Once your school has decided to purchase Renaissance Enterprise:

1. Send your finalized count for each component via EMAIL to LeeAnna Mills, Holly Shepherd and Cristal Avent.
2. LeeAnna will then provide you with the procedure to follow with your purchase order, etc.
3. Holly will assist you with getting your school's quote.
4. Once your quote is finalized Holly Shepherd will send a copy to Jane and Cristal.
5. Cristal will then contact you about setting up your students, teachers and classes.

How to sign up for APTPLUS or recover your Username and/or Password



The screenshot shows the APTPLUS website homepage in a web browser. The browser's address bar displays <http://www.aptv.org/aptplus/>. The page features a navigation menu on the left with links to Home, Educators, Parents, Adult Learners, Community, and Contact Us. Below the menu is a section for Education Sponsors, including APTPLUS, Alpha Foundation, Daniel Foundation of Alabama, Hugh Kaul Foundation, Monte L. Moorer Foundation, Sybil H. Smith Charitable Trust, e-Learning for Educators/ APT Learn Online, Community Foundation of Greater Birmingham, and U.S. Department of Education. The main content area includes a welcome message, a button to "Watch APTPLUS Educational Videos Now", a login/register prompt, and sections for Fall 2013 PLU Courses, Grants for Educators, and Education News. A red arrow points to the "Looking for APTPLUS Log-in/Registration?" section.

training and professional development. Use this wealth of content-rich instructional resources and professional development opportunities to empower, engage and connect teachers, students, children, parents and adult learners in today's 21st century online classroom.

Welcome to APT Education where a lifelong pursuit of learning begins!

[Watch APTPLUS Educational Videos Now](#)

Looking for APTPLUS Log-in/Registration?
We have redesigned our site. Please click on the blue button above to access our video libraries and the log-in screen for APTPLUS.

Education Sponsors

APTPLUS

Alpha Foundation
Daniel Foundation of Alabama
Hugh Kaul Foundation
Monte L. Moorer Foundation
Sybil H. Smith Charitable Trust

e-Learning for Educators/ APT Learn Online

Community Foundation of Greater Birmingham
U.S. Department of Education

Fall 2013 PLU Courses

Learn more about APT's NEW online credit courses for Fall 2013.

Grants for Educators

Enrich your teaching experience and revive your enthusiasm with a \$5,000 to \$10,000 grant.

Education News

SOUTHERN EDUCATION DESK

The latest educational news from Alabama, Georgia, Louisiana, Mississippi and Tennessee Public Television Stations. Click any headline to read more.

[Homebound Student Doing Much More Than Surviving](#)
Pompe disease is a rare and often fatal illness that attacks the heart and skeletal muscles. Many people with the early onset ...

[Common Core: Is The Hype Really Just Hype?](#)
There's been a revolution in American K-12



The screenshot shows the APTPLUS Online Video login page. The browser's address bar displays <http://www.aptv.org/aptplus/video.asp>. The page features a navigation menu on the left with links to Home, Educators, Parents, Adult Learners, Community, and Contact Us. The main content area includes a login form for APTPLUS / Learn360, a section for APT Digital Library, and a section for PBS LearningMedia. A red arrow points to the "Forgot my Username/Password" link.

APTPLUS Online Video

APTPLUS / Learn360

Explore APT's Learn360 online database with thousands of online media assets and teacher resources. **Registration Required.**

Sign in with your APTPLUS USERNAME.

Username:

Password:

[Login](#)

[Forgot my Username/Password](#)

Need to register? Click on appropriate link below:

APT Digital Library

This database contains hundreds of free online video assets and teacher resources created by or acquired by APT. No registration required.

[Click to access the Digital Library](#)

PBS LearningMedia

This database contains over 30,000 free resources created or acquired by PBS.

[Click to access PBS LearningMedia](#)



Reading Programs

Alabama Reading Incentive

Renaissance Learning* (Accelerated Reader/STAR/Star Early Literacy)

*(should be approached with significant research and training of proper usage by the librarian, principal and teachers before implementation—Holly Shepherd & Cristal Avent **are trained** and will speak to your faculty if you make arrangements with them)

Battle of the Books—Middle schools* - can be expanded to upper elementary and High Schools- Kim Harvey or LeeAnna Mills will be glad to help!

Book Clubs—Secondary schools

Book Talks—All schools

Big Read – In collaboration with Tuscaloosa Public Library (may not still be available) but could do one for your own school or cluster?

Camellia Award Books-- (see ALMO <http://alex.state.al.us/librarymedia> for details—Books selected for grades K-6; ALSDE provided activities and voting for favorite book from list to be awarded the Alabama Camellia Award)

Literature Circles—Elementary schools

Genre study—School wide reading project/program; a part of AR

Many of our librarians have participated in numerous school reading programs at a school. Please share if you are interested in developing one of those listed or something new for your school.

Scholastic Book Fairs Tool Kit Sign In Page

SCHOLASTIC HELP

BOOK FAIRS Chairperson's Toolkit

Your Reading Partner

For case Fairs, this theme is effective from January 14, 2013 through August 11, 2013.

For tabletop Fairs, this theme is effective from January 21, 2013 through August 18, 2013.

Buy One, Get One Free Fairs will not receive a themed Planning Kit.

Welcome Fall 2013 Theme Spring 2013 Theme

Toolkit Login

New! Your User Name is your email address. Click the button and follow the steps to add your secure password.

ENTER THE TOOLKIT

For assistance, please contact Book Fairs Customer Care

Schedule a Book Fair

Connect kids with books they want to read - schedule a Book Fair today!

Select Month and Year

Toolkit FYI!

New Toolkit Login

In response to our Chairpersons' requests for added security, now you'll add a password.

New! Principal Reading Activity

On your Book Fair Homepage you can show your school community how your principal supports reading through the Book Fair!

Your Online Fair is Set Up Automatically

When you enter the Toolkit, the Online Fair is activated. Dates can be edited and the Online Fair can be disabled.

Workshops & Warehouse Sales Pages

Check out the new pages displaying available Workshops and Warehouse Sales

Spotlight on Books

See You at Harry's by Jo Knowles

Twelve-year-old Fern feels invisible. She's starting middle school, and with it come all the usual challenges. Her dad is always busy planning how to increase traffic to the family business. Her mom is constantly going off to meditate. Her sister, Sarah, who's taking a "gap year" after high school, is too busy finding ways not to work. Her brother, Holden, is too focused on his new "friend" to pay attention to her. And then there's Charlie, three years old, a "surprise"

What's Your Opinion?

Who at your school is responsible for initiating/running your summer reading program?

- ☐ Media specialist/librarian
- ☐ Reading coaches/reading teachers
- ☐ Classroom teachers or other school employee
- ☐ We do not conduct a summer reading program

View results **Vote Now**

Other Book Fair Options

Crane Book Fairs – <http://cranebooksales.com/> 1-877-266-5757

Barnes and Nobles – better suited for High Schools

www.barnesandnoble.com/bookfairs/index.asp

N. Joyce Sellers Foundation
for Educational Excellence

Grant Application
2008

Teacher's Name _____

Teacher's School _____

Grade level or subject area taught _____

Give a brief description of your proposed program and how it will work in
100 words or less:

List the objectives of your program and how they will be achieved.

NJSFEE Grant Application
Page 2

Describe how you will evaluate your program's effectiveness.

Provide an itemized budget of your program. The maximum amount to be awarded is \$250 per proposal.

Teacher's Signature

Date

Principal's Signature

(Neither Teacher nor Principal's signatures not necessary if e-mailed; however, Principal must be CC on e-mail)

Return application electronically to John H. Merrill at john@tcss.net, fax it to 247-4199, or you can send it through the inner-system mail "pony" at the Central Office no later than August 29, 2008.



ALABAMA SCHOOL LIBRARY ASSOCIATION

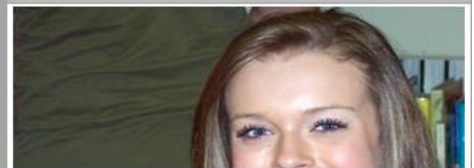
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NEWS AND EVENTS

MEMBERSHIP

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[Hide other sections](#)

Membership Resources

[Alabama School Librarian](#)
[Awards & Scholarships](#)
[Conferences](#)
[Districts](#)
[Legislative Advocacy](#)
[Membership Resources](#)
 [Constitution and Bylaws](#)
 [Contact](#)
 [Forms](#)
 [Member Directory](#)
 [News](#)
 [Newsletters & Files](#)
[National Board Certification](#)
[Organizations](#)



Join ASLA today!

To check your membership status follow this link: <http://alasla.camp9.org/>. In the top right hand corner you can log in. If you do not know your password, simply select "Forgot Password" and one will be emailed to you using the email address you used to join. Once you are logged in, select "View Profile" for membership status.

Join or renew your membership through our member portal. You will be directed to Paypal to complete your payment. Thank you for your membership!

In the widget below, please scroll to the right see the "next" button.

Join Us

Select membership level

- * **Membership level**
- ☒ **Active** - \$25.00 (USD)
Subscription period: 1 year
No recurring payments
 - ☐ **Corporate** - \$50.00 (USD)
Subscription period: 1 year
No recurring payments
 - ☐ **Student/ Retired** - \$5.00 (USD)
Subscription period: 1 year
No recurring payments

Alabama Learning Exchange – ALEX

Alabama Library Media Online – ALMO

Join today! <http://alex.state.al.us/libmedia/>

The screenshot shows the top section of the ALMO website. At the top, there is a banner with the ALMO logo, which includes a blue owl and the text "Alabama Library Media Online ALMO". To the right of the logo is an image of a stack of books. Below the banner is a navigation bar with the following links: ABOUT US, CCRS, EDUCATE Alabama, FIRST FRIDAYS, GENERAL INFORMATION, and LIBRARY HAPPENINGS. Below the navigation bar is a "Navigation" menu with the following items: AdvancED, Alabama Camellia Award, Alabama Virtual Library, Book Reviews, Compliance Monitoring (with a sub-item: Compliance Monitoring), National Book Awards, Professional Learning, Publications, Resources, Summer Learning Challenge, and Archives. To the right of the navigation menu is a "Welcome to Alabama Library Media Online (ALMO)!" message. Below this message is a "Summer Learning Challenge" logo and a link that says "Click Here to Find out more!".

The screenshot shows the main content area of the ALMO website. On the left is a "Navigation" menu with the following items: AdvancED, Alabama Camellia Award, Alabama Virtual Library, Book Reviews, Compliance Monitoring (with a sub-item: Compliance Monitoring), National Book Awards, Professional Learning, Publications, Resources, Summer Learning Challenge, and Archives. To the right of the navigation menu is a "Welcome to Alabama Library Media Online (ALMO)!" message. Below this message is a "Summer Learning Challenge" logo and a link that says "Click Here to Find out more!". To the right of the "Summer Learning Challenge" logo is a "STAND UP FOR Alabama College- and Career-Ready Standards" logo and a link that says "Find out more!". Below the "STAND UP FOR" logo is a "Google calendar" logo and a link that says "Click here for our Google Calendar". Below the "Google calendar" logo is a "moodle" logo and a link that says "To visit the ALM Moodle site click here". Below the "moodle" logo is a "To Join the ALMO list serv" link and a link that says "Click here - Please see the attached of Rules and Etiquette before".

[Join Now!](#)
[Log In](#)

Welcome to the Thinkfinity Community

If you're an educator, parent, or anyone thinking about education, the Thinkfinity Community can help you:

ORGANIZE SHARE CONNECT

Use the My Stuff page to save your favorite Thinkfinity lesson plans, interactives and resources so they're always at your fingertips.

Visit Thinkfinity Discussion Forums to talk to other parents and educators — share ideas, resources, and useful

The Thinkfinity Community can help you create a network of colleagues, friends, and industry experts.

[Search All Members ▶](#)
[Save a Resource ▶](#)
[Ask a Question ▶](#)


Professional Development

- Refer to this page for more information on this topic.
- Jun 24, 2011
Take time to learn something new this summer!
 - Jun 23, 2011
How do you prefer to learn?
 - Jun 15, 2011
Trainer Tip when presenting on the Community

Visit TIMS (formerly myThinkfinity) to access training information

[Log In ▶](#)


Find FREE educational resources, interactive games and more at Verizon Thinkfinity.org.

[More ▶](#)


Look for AddThis toolbar to save any web page you visit to your Thinkfinity Favorite Resources!






[More ▶](#)

Favorite Resources

- National and Local Weather Forecast, Hurricane, Radar and Report
- <http://weather.com/>
- Illuminations: Coin Box
- Red Oak ISD
- Illuminations: Dynamic Paper
- <http://illuminations.nctm.org/ActivityDetail.aspx?ID=11>
- Sistine Chapel
- Monarch Butterfly Life Cycle and Migration
- Lemon Squeeze - The Lemonade Stand | EconEdLink
- ReadWriteThink

[View all popular favorite resources](#)

Featured Topics

Subject	Author
Re: Has your school moved from limiting use to limiting abuse? 1 day ago in Verizon ThinkInity 101	by Jane Brown 
Re: Should students be grouped based on ability only? 1 day ago in Verizon ThinkInity 101	by Tammy Dewan 
Encourage Summer Learning Through Reading 6 days ago in Verizon ThinkInity 101	by JennStephens 
Re: How often do those of you who provide classroom instruction collaborate with your librarian and/or how do you view the role of your librarian/media specialist within your educational institution? 1 day ago in Verizon ThinkInity 101	by Jane Brown 
Re: Can a book move a student? 1 day ago in Verizon ThinkInity 101	by dbolin 

Free Online Conference








Aug 3&4: Teaching Contemporary History Conference

In early August, ThinkInity content partner National Museum of American History as well as the National September 11 Memorial and Museum, the Pentagon Memorial Fund and the Flight 93 National Memorial, will hold a free online conference designed to provide resources and strategies for discussing the September 11 attacks.

Registration and more on the 10th Anniversary of September 11 >

Popular

Subject	Author
Re: What is the most disturbing grammatical error to your ears? 4 days ago in Verizon ThinkInity 101	by jennifer 
Re: Interactive Whiteboards and ThinkInity 1 week ago in Verizon ThinkInity 101	by purpleteacher 
Re: How do you motivate the unmotivated? 2 days ago in Verizon ThinkInity 101	by SAMRAT CHANDRA 
Re: Trainer Tips Using Verizon ThinkInity Resources 1 month ago in Professional Development	by Shellback 
Re: How do you select a "good" book to read? 5 days ago in Reading & Language Arts	by feannythink 

Get Started

If this is your first visit to the community, take a moment to register and review our Getting Started guidelines.



Then, dive right in to a discussion to ask a question or offer your opinion.

We're here to help!

Christine,
Community Manager

Join Us

Don't have an account?
Create one now!



Places

Communities



Verizon ThinkInity
101



Professional
Development

The Lounge

Help Center

Groups



Search


















Discover Our Groups








ThinkInity Community groups make it easy to find members with similar interests. Use our Group Directory to explore all groups, or join one of our featured ones:

-  Adult Literacy
-  About Science
-  Economics & Personal Finance
-  History Explorers
-  Learning Math
-  Online Tools for Educators
-  Parents & Families
-  Reading & Language Arts
-  Recursos para docentes

State Groups

Below you'll find quick links to State Groups in the ThinkInity Community.

-  Arizona
-  California
-  Colorado
-  Florida
-  Hawaii
-  Illinois
-  Kentucky
-  Louisiana
-  Massachusetts
-  Minnesota
-  New Jersey
-  New York
-  North Carolina
-  Ohio
-  Rhode Island

-  South Carolina
-  South Dakota
-  Tennessee
-  Texas
-  Virginia
-  Washington
-  West Virginia

or, [View all Groups!](#)

Content Partners



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Verizon Foundation is proud to be affiliated with leading educational organizations and strategic partners in education.



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Note: I deleted some messages from this digest.

LM_NET Digest - 25 Jul 2013 - Special issue (#2013-872)

There are 10 messages totaling 563 lines in this issue.

Topics in this special issue:

1. Alison Turner
2. How do I change an email address? HIT (2)
3. Mr. Wiggle's Books
4. display book ideas???
5. TARGET: Favorite Non-Fiction Read Alouds for Elementary
6. Free Media Workshops- Liberty County Media & Technology Showcase
7. message
8. 2012-2013 Colorado School Library Survey Data Released and Now Available Online
9. Share: PA: Author available for school visits October

Date: Wed, 24 Jul 2013 11:04:51 -0700
From: Alison Turner <alison8279@YAHOO.COM>
Subject: Alison Turner

good afternoon!fox news
http://www.finances4u.eu/ahnlzwxx/Alison_Turner/npuw.php Alison Turner

Date: Thu, 25 Jul 2013 06:22:36 -0700
From: Wendy Stoll <wenreads@YAHOO.COM>
Subject: Re: How do I change an email address? HIT

Thanks everyone who responded! Almost everyone said it was necessary to start a new account with the new email address, but one person said they had sent a request to listserv@listserve.syr.edu, so I suppose that must also be an option.

I've just sent a request from my new email.

Wendy Stoll, Librarian
Western Middle, The School of the Arts
Louisville, KY
wenreads@yahoo.com
wendy.stoll@gmail.com

Date: Thu, 25 Jul 2013 09:19:26 -0500
From: Christie Montgomery <montgomey@AOL.COM>
Subject: Re: Mr. Wiggle's Books

Hi all,

I am changing schools this year and the new library does not have a set of the Mr. Wiggle's books by Paula Craig. I have looked several places online and can't find the set with the bulletin board. Has anyone purchased

this recently?

Thanks for your help.

Christie Montgomery
School Librarian
St. Genevieve Elementary

Date: Thu, 25 Jul 2013 14:32:59 +0000
From: Blythe Allison Bennett <babennet@SYR.EDU>
Subject: Re: How do I change an email address? HIT

Actually, you do NOT need to start a new account. At the end of every LM_NET message is a footer with information, including this:

* To contact an LM_NET Moderator: LM_NET-request@listserv.syr.edu

It is a quick fix for me to go into your member account and change an email address. This is especially helpful if your original email address has changed and you no longer have access to it. In that situation, when you send the list software a message with the address change, the list won't recognize your new email and you'll get a bounceback of some sort.

This is also my gentle reminder that as we start up a new school year, and many people are now using mobile devices, that you need to include your signature in your messages to LM_NET. We're finding that many messages to the list now have nothing more than "sent from my iPhone" or some other device as the only identifying signature, and that isn't sufficient and risks having the person set to REVIEW status until they start including a signature.

The signature should include:

Name
Title (i.e. Main Street Elementary School librarian)
City/state (or country if not US)
Email address

The reason the email address is necessary in the signature is because some people don't see it in the FROM line in the original message, and it is therefore lost as part of the correspondence unless it is in the signature.

Thank you,
Blythe

Blythe Allison Bennett
Program Manager, Library and Information Science/School Media
School of Information Studies
Syracuse University
babennet@syr.edu

[315-443-5445](tel:315-443-5445) [begin of the skype highlighting](#)

[315-443-5445](tel:315-443-5445) [FREE end of the skype highlighting](#)

-----Original Message-----

From: School Library Media & Network Communications [mailto:LM_NET@LISTSERV.SYR.EDU] On Behalf Of Wendy Stoll
Sent: Thursday, July 25, 2013 9:23 AM
To: LM_NET@LISTSERV.SYR.EDU
Subject: Re: How do I change an email address? HIT

Thanks everyone who responded! Almost everyone said it was necessary to start a new account with the new email address, but one person said they had sent a request to listserv@listserve.syr.edu, so I suppose that must also be an option.

I've just sent a request from my new email.

Wendy Stoll, Librarian
Western Middle, The School of the Arts
Louisville, KY
wenreads@yahoo.com
wendy.stoll@gmail.com

From: Wendy Stoll <wenreads@YAHOO.COM>
To: LM_NET@LISTSERV.SYR.EDU
Sent: Wednesday, July 24, 2013 8:34 PM
Subject: [LM_NET] How do I change an email address?

Is it possible to change my email address in LM_NET, or do I have to start a new account? I couldn't find the answer on the website.

Thanks very much!

Wendy Stoll, Librarian
Western Middle, The School of the Arts
Louisville, KY
wenreads@yahoo.com

Date: Thu, 25 Jul 2013 10:57:00 -0400
From: Anna Russell <Alibrarian@AOL.COM>
Subject: display book ideas???

I am in charge of the display case in the center of the school (it is in an outside hallway). Last year I put up uniforms (we are a uniform school). In the past I have used reading or back to school related ideas.

This year I thought I would do a display with school supplies and use books with crayons, scissors, paints, etc as a theme....Any suggestions of book titles would be appreciated.

Anna Russell
Information Literacy Specialist
ES Thompson Elementary
Aldine ISD
Houston Texas
alibrarian@aol.com
arussell2@aldine.k12.tx.us

Date: Thu, 25 Jul 2013 11:15:01 -0400
From: R lorbert <rlorbert@GMAIL.COM>
Subject: TARGET: Favorite Non-Fiction Read Alouds for Elementary

Hi all,

Our year-long theme in the library for K-4 will be Reading 'Round the Library, and as we explore the different Dewey sections, I plan to read informational titles that exemplify the categories (along with some fiction selections, as well). So I'm looking for your favorite, engaging read alouds that are appropriate for K-1 and 2-4, but can be read in one sitting (for example, *The Emperor's Egg* by M. Jenkins). If you've done a Dewey theme and have suggestions to share, they'd be greatly appreciated.

Hope you are all having a good summer & thanks in advance,
Ruth

--

Ruth Lorbert, School Librarian @
East Woods School
Oyster Bay, NY 11771
h: rlorbert@gmail.com
w:rlorbert@eastwoods.org

"Outside of a dog, a book is a man's best friend. Inside of a dog it's too dark to read."
~ Groucho Marx.

Date: Thu, 25 Jul 2013 08:39:40 -0700
From: Jill Houk <jill_houk@YAHOO.COM>
Subject: message

http://www.legalvia.es/vsviae/hun/cubzj/Jill_Houk.htm

Date: Thu, 25 Jul 2013 09:03:45 -0700
From: Robert Joyce <virginialibrarymediaspecialist@YAHOO.COM>
Subject: 2012-2013 Colorado School Library Survey Data Released and Now Available Online

SHARE

<http://www.infodocket.com/2013/07/25/2012-2013-colorado-school-library-survey-data-released-and-now-available-online/>

Rivers flow not past, but through us; tingling, vibrating, exciting every cell and fiber in our bodies, making them sing and glide.
- John Muir

Robert Joyce, M.S. Ed, B.S.Ed
School Librarian
Virginia--Pittsylvania County Schools
rajoyce59@verizon.net
Virginia --- Library Media NK-12 Post Graduate Professional
North Carolina---Media Coordinator (076),Media Supervisor (078)
South Carolina---Media Specialist (60), Media Supervisor (59)

Date: Thu, 25 Jul 2013 12:34:51 -0400
From: Brenda <labsnbooks@AOL.COM>
Subject: Share: PA: Author available for school visits October

Happy summer vacation everyone. Here's hoping not too many of you have signed off for the summer.

Many of you know what a great fan I am of Jordan Sonnenblick. I own multiple copies of all of his books at home and at school and most of them are checked out throughout the school year. I've also hosted him at my school twice. He handles middle school students with humor and kindness in large assemblies and his writing workshops are engaging and really hands on. I've just learned that he's delivering a keynote speech in State College at the PCTE conference on Friday, October 25. Since he lives in Bethlehem, that would make him available to stop at an interested school on his way out, Wednesday, October 23 and Thursday, October 24. School visit info can be found at Scholastic: <http://www.scholastic.com/teachers/visitkit/jordan-sonnenblick-visit-kit>.

His newest book, Are You Experienced? is due out September 3 and not to be missed. It will appeal to students in grades 7 & up, especially fans of rock history. I blogged about it here: <http://proseandkahn.blogspot.com/2013/06/are-you-experienced-by-jordan.html>

Too bad northern New Jersey isn't en route.
Cheers!
brenda

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Please note: All LM_NET postings are protected by copyright law.
You can prevent most e-mail filters from deleting LM_NET postings
by adding LM_NET@LISTSERV.SYR.EDU to your e-mail address book.
To change your LM_NET status, send a message to: listserv@listserv.syr.edu (not to lm_net@listserv.syr.edu)
In the body of the message write the command that is appropriate to your request:

- 1) SIGNOFF LM_NET (this will remove you from the list)
- 2) SET LM_NET NOMAIL (this will suspend mail delivery, but will not remove you from the list)
- 3) SET LM_NET MAIL (this will resume mail delivery)
- 4) SET LM_NET DIGEST (this will group individual posts into several daily messages)

- * To contact an LM_NET Moderator: LM_NET-request@listserv.syr.edu
 - * LM_NET Help & Information: <http://lmnet.wordpress.com/>
 - * LM_NET Archive: <http://lmnet-archive.iis.syr.edu/>
 - * EL-Announce with LM_NET Select: <http://lm-net.info/join.html>
 - * LM_NET Supporters: <http://lmnet.wordpress.com/category/links/el-announce/>
 - * LM_NET Wiki: <http://lmnet.wikispaces.com/>
- -----

CIRCULATION



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IV. Circulation Policies—

*STUDENT/PARENT INFORMATION GUIDE FOR TUSCALOOSA COUNTY SCHOOLS**

Circulation Procedures

Elementary students may check out books for a one-week period after they have become familiar with the procedures for checking out books as determined by their teachers and the library media specialist. Secondary students may check out books for a two-week period. The library media specialist will determine the number of books a student may check out at a given time. Books may be rechecked as many times as needed; however, circulation privileges will be withheld from students with overdue books or fines. Reference books and other items are subject to circulation procedures available in each school's library.

Any of these circulation procedures may be adjusted at the discretion of the librarian to meet local school needs and policies.

Overdue Books

Books are considered to be overdue on the first school day after they are due and fines will accrue as applicable. In the elementary schools, an overdue list will be sent to the classroom teacher. If books are still overdue at the end of a reporting period, a notice is included in the individual student's report card stating that the book or a replacement charge is due in the library.

Overdue list is submitted to the principal at the end of the school year for collection.

In the secondary schools, overdue notices are sent directly to the student.

The secondary overdue list is submitted to the principal at the end of the school year for collection.

Overdue Fines

In the elementary schools, fines are not charged on a regular basis.

In the secondary schools, a fine of 10 cents per day is charged to a maximum of \$12.50.

At the high school level, FINES should be collected prior to start of school..

Lost Materials

Elementary students will be charged \$20.00 for each lost hardback library book.

If the book is found and returned within the same school year,

\$10.00 will be refunded to the student upon proof of payment.

At the end of the school year, \$20.00 fine for lost book will be placed on patron's record.

Secondary students will be charged \$25.00 for each lost library book.

If the book is found and returned within the same school year, \$12.50 will be refunded

to the student upon proof of payment.

Refunds will not be made for books returned in subsequent years.

The cost of a lost elementary or secondary reference book will be determined by

the replacement cost of the book. **All students will be charged the replacement**

cost (minimum of \$7.50) for a lost paperback book; this fee is nonrefundable.

Suggestions for: InterLibrary Loan

- **Staff**

For instructional purposes, it is recommended that materials be checked out to staff for as long as needed. The number of items and fines for lost/damaged materials shall be a campus decision.

- **Parents**

Use of library materials should be determined by the respective campus librarian and laws that govern use of public school libraries.

- **Interlibrary loans**

Loans can be arranged on an informal basis among schools in the district. Teachers are asked to allow the campus librarians to handle loans from other schools.

After meeting the informational needs of our students and staff, out of district interlibrary loan can be arranged by respective campus librarian.

- **Community**

Arrangements can be made for on campus use of materials by the respective campus librarian and laws that govern use of public school libraries.

MAINTAINING RECORDS OF MATERIALS AND EQUIPMENT (monthly & yearly)

Conducting an inventory and generating a "report" comprised of collection breakdown and **circulation statistics** is the basis for collection development and acquisition decisions which are made for the next school year. *It is still the main document used for the ALSDE report.*

The importance of inventory is knowledge of the collection and accuracy of **Destiny** information. As the librarian, knowing exactly what you have on the shelf and what you do not have allows you more effectiveness pertaining to collection development and faculty/curriculum/course support.

Also, inventory is the primary method and procedure for matching what **Destiny** says is on the shelves. **Destiny** is the primary instrument students and teachers use and they rely on it for selecting books and conducting research. If "ghost" records (book record but no actual book on the shelf) exist in the **Destiny**-- students and teachers will quickly lose confidence in the information accurately representing what is in the library. Consequently, student and teacher usage of **Destiny** and respect for the library will diminish. **Run Titles with NO copies report** to determine what books do not exist in Destiny at local school.

Destiny will be used at the end of the school year to process statistics for the TCSS district records. Information will be collected by designated coordinating librarian and reported to the Deputy Superintendent. All statistics reside in web based *Destiny* program. No need to fill out forms each year. Statistics can be obtained by *Destiny* coordinating administrator librarian.

An annual, complete inventory is crucial for the maintenance of the library and providing service to both students and faculty.

All books are due before the end of school. Teachers should return all non-essential items. Teachers should be allowed to check out materials if it is something they need for a class. Once checkout stops--start carefully reading shelves and prepare for inventory.



The library staff, using , should follow these steps:

1. A separate inventory for Books/Regular/reference. Complete
2. A separate inventory for EQ = equipment. Complete
3. A separate inventory AV. Complete




Best Practices for Destiny Library Manager™ Inventory

Getting Ready for Inventory

Step One: Create an inventory schedule

1. Determine who will be conducting inventory (i.e. librarians, aides, parent volunteers, etc.).
2. Determine when you are going to conduct inventory.
3. Decide if you want to inventory part(s) of your collection, or your whole collection

Weigh Your Options:



□ . The advantage of performing a full inventory is that you can conduct it while books are checked out. If you take this approach, you will only need to scan the books that are on the shelves, because Destiny Library Manager will automatically account for any items that are Checked Out, Loaned Out, On Order, Out for Repairs or In Transit.

□ . The advantages of performing a partial inventory are that it takes less time and it allows you to verify items in collections of interest to you, such as fiction, reference or literary criticism. If you select this option, you should set up a schedule of partial inventories to conduct over a period of time, so that all your materials eventually get accounted for.

Step Two: Prepare your collection

1. Return all items to their proper places.
2. Catalog any new books or items, so they will be in the system.

Step Three: Prepare your equipment

1. Identify how you will scan barcodes. The options are:

Circulation scanner (or keyboard) and laptop with Destiny Library Manager running.

Circulation scanner (or keyboard) attached to a computer with Follett Remote. Panther with Destiny Library Manager running.

Panther with Follett Remote

2. If using a Circulation Scanner:

- . Hook up scanner to the computer using the serial or USB Circulation Scanner.
- . Scan a few items into the “Scan or enter-one-at-a-time” field in Destiny to ensure your scanner is working properly.

- . 3. If using a Panther:

- . Locate the battery, power charger, base and USB cords. Fully charge your device.
- . Read the Reference Guide **Destiny Handheld Devices** so you know how to use your device. SCHEDULE TECH PERSON TO SET-UP
- . Ensure that your device is clear of all past inventory scans (see appropriate Reference Guide below for more information).
- . Perform a few test scans with each device and load them, to make sure they are operational (see appropriate Reference Guide below for more information).

1. Back office— 2. Inventory—3. START NEW

4. Specify the copies to be inventoried...

5. Inventory Name

Call Numbers from to

To specify a call number range, enter at least the first 3 digits of each Dewey number or a complete call number prefix.

6. Circulation Types All Circulation Types 

All copies meeting the above criteria will be set to "unaccounted for"...

6. Click on the +/- sign

7. SEE:

Select Circulation Type(s)...

- | | |
|--|--|
| <input checked="" type="checkbox"/> AV | <input checked="" type="checkbox"/> PRESCRIPTIVE |
| <input checked="" type="checkbox"/> BOOK | <input checked="" type="checkbox"/> REFERENCE |
| <input checked="" type="checkbox"/> EQ | <input checked="" type="checkbox"/> Regular |
| <input checked="" type="checkbox"/> PERIODICAL | |

8. Select one of **Books/Regular** or **EQ** or **AV** and **unselect** other categories.

9. Do inventory.

10. Once you finish one (AV)--then selected inventory COMPLETE and move to next categoryô Repeat (EQ) óRepeat (Regular/Books)

Please call if you do not understand the information above. Thanks.

1. Back Office 2. Inventory 3. Start New

4. Specify the copies to be inventoried...

5. Inventory Name

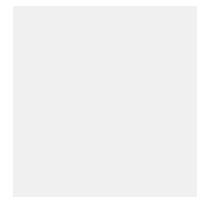
BOOKS/REFERENCE;

AV;

EQ;

**All Circulation
Types**

6. Click on **+/-**



SEE CIRC TYPES:

7. Select Circulation Types... Select 1 of 3 for Inventory for **BOOKS** (example)

- | | |
|--|---|
| <input type="checkbox"/> AV | <input type="checkbox"/> PERIODICAL |
| <input checked="" type="checkbox"/> BOOK | <input type="checkbox"/> PRESCRIPTIVE |
| <input type="checkbox"/> EQ | <input checked="" type="checkbox"/> REFERENCE |

All copies meeting the above criteria will be set to "unaccounted for"...

Except for copies that have been seen on or after date.....

1. Perform inventory w/ **BOOKS**—**Finalize** then,


2. Perform inventory w/ **AV**—**Finalize** then,

3. Perform inventory w/ **EQ**—**Finalize** then----**YOU ARE FINISHED**

Finding your titles with no copies

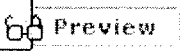
To generate a list of your **titles** that do not have **copies**, perform one of the following procedures:

A. Title & Copy report

1. Open the Library or Media page of Reports and select Title & Copy List.
2. Leave the choices at **Select by Title** and **Show Titles Only**.
3. Click .
4. When the Report Manager opens, click View to open the report.
5. Your **titles without** copies—and thus call numbers—are shown at the top of the report with a **Copy Info Total** equaling "0" (zero).

Tip: If you need to print the list, first determine how many pages contain **titles** with 0 **copies**, and enter that page range in the Adobe® **Print** dialog.

B. Remove Titles Preview


1. Open Update **Titles** in the Catalog, and then the **Remove Titles** tab.
 2. Click .
- The preview shows you what would happen if you actually chose to remove your **titles without copies**.
It *does not*, however, actually remove or delete any title records.

Be sure to click  **Preview** and *not*  **Remove**.

3. When the Report Manager opens, click View to open the Remove **Titles** Preview job summary.

The summary lists the title and standard number of each title **without copies** at your site. The summary states that the **titles** were removed, but in a preview, they were not actually removed. If you cleared all three check boxes in **Remove Titles**, the **Total Found** number on the report should match the number of **titles without copies** in Library Info in Circulation.

If you are satisfied with the preview and *do* want to delete your **titles** that have no **copies**, click the

 **Remove** button on the job summary to begin the actual removal.

ELEMENTARY SCHOOLS

TUSCALOOSA COUNTY LIBRARIES

2012-2013

[illegible]

[illegible]

[illegible]

Technology Access-- Computer Technology

Library Information Power Tool Survey 2010-2011

[illegible]

**Technology Access--
General Technology**

Library Information Power Tool Survey

Technology Access Work From																								
	TV	VCR	DVD player	CD player	Video camera	OH Proj	Tape player	Laser Disc Player	Cable connection	Channel 1	Copier	FAX Machine	Phone	Screen- pull down or movable	Other	Other	Other							
School																								
BWES																								
BWHS																								
BWMS																								
BUHL																								
CRMS																								
CDALE																								
CMONT																								
DEMS																								
EMS																								
EWOOD																								
FVES																								
FWOODS																								
HCHS																								
HCMS																								
HES																								
HHS																								
HPES																								
LVES																								
LWMS																								
MATT																								
MAX																								
MWOOD																								
NPES																								
NSHS																								
NSMS																								
TPS																								
TCHS																								
VES																								
WES																								
WWOOD																								
	TV	VCR	DVD player	CD player	Video camera	OH Prog	Tape player	Laser Disc Player	Cable connection	Channel 1	Copier	FAX Machine	Teleph one	Screen	Other									

ITEMS	Expenditures**
Non-print materials (videocassettes, DVDs, CDs) 423	
Periodicals--Student and professional 424	
Instructional equipment (document cameras, digital cameras) 491	
Computer hardware for LMC (computers/laptops, printers, video digital camera 495	
Supplies (tape, barcodes, labels, awards, etc.) 489	
Software subscriptions (<i>Enchanted learning, Kidspiration, Quiz Hub, Brain Pop, Other</i>) 482	
Equipment A/V (video data projectors) 494	
Tech support-- (Follett panter; other	
WebHosted (AR, STAR, etc.) 333	
BOOKS 422	
Title 1 or (Coal Severence) or Other	
Fund Raisers INCOME \$\$ (Book Fair, magazines, donations)	
**Please round figures. If you do not have exact figures, please estimate. Cost for renovations and furniture should be included as separate item.	

COLLECTION DEVELOPMENT



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Selection Guide	
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Standards for Bibliographic Records.....	12
Standards for Barcodes (numerical & alphabetical).....	13

[illegible]

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve, should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961, and January 23, 1980,
Inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

Permission to reprint granted by ALA on June 6, 2004.

LIBRARY MEDIA CENTER SELECTION OF PRINT AND NON-PRINT MATERIALS

I. PHILOSOPHY OF SELECTION

The collection of materials in each school shall support the curriculum, enrich the educational program and be consistent with the philosophy, goals and objectives of the Tuscaloosa County School System. We believe the purpose of education is to help all students acquire the skills, understandings, and attitudes, which will promote sound character, responsible citizenship, intellectual proficiency, and personal fulfillment in an ever-changing society. Materials selected for our library media centers shall support this purpose and shall be appropriate to the developmental and maturity levels of the students served.

II. OBJECTIVES OF SELECTION

The primary objective of a school's library media center is to support and enrich the education program of the School System and the individual school. The policy of the Tuscaloosa County Board of Education is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers. To this end, the Board endorses the *Library Bill of Rights*, which has been endorsed by the American Association of School Librarians. (See insertion)

- A. To provide materials, which will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- B. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- C. To provide materials which will provide students with information, which will enable them to develop critical thinking skills and make intelligent judgments in an objective manner.
- D. To provide materials on opposing sides of controversial issues so that students may develop the practice of making critical analyses of all media.
- E. To place principles above personal opinion and reason above prejudice in order to assure a comprehensive collection appropriate for the users.
- F. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.

III. RESPONSIBILITY FOR SELECTION OF MATERIALS

The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally trained library media center

personnel employed by the System with the final responsibility being vested in the Board. Selection should be a cooperative process also involving teachers, administrators, parents and students.

IV. CRITERIA FOR SELECTION

Based on the knowledge of an individual school's needs, curriculum and existing collection, specific criteria to be considered in the selection process are:

- A. Overall purpose
- B. Timeliness
- C. Factual accuracy and arrangement
- D. Technical and physical quality
- E. Reputation of the author, publisher and/or producer
- F. Format and price
- G. Recommendation(s) in reputable unbiased selection aids
- H. Consultations with teachers and/or the local school library media committee if one exists

The library media center welcomes gifts, donations and sponsored materials provided they meet the same evaluative criteria as purchase materials.

V. INTERLIBRARY LOANS

Library media centers in the School System are encouraged to share materials through interlibrary loans when feasible.

VI. REMOVAL OF MATERIALS

The library media center collection will be continuously evaluated and materials that for any reason no longer meet the evaluative criteria and/or the needs of the school will be removed. Removal of such materials is necessary to insure that the collection remains up-to-date, relevant and utilized.

Materials which should be removed and ultimately withdrawn from a collection are those which are:

- A. Worn, dirty and/or in poor condition
- B. Have out-of-date and/or no longer accurate information
- C. Unneeded duplicates
- D. Materials that have not circulated in more than five (5) years even though efforts to circulate them have been made

SOURCE:
ADOPTED:

Tuscaloosa County Board of Education, Tuscaloosa, Alabama
May 11, 1992; REVISED: December 11, 1995; REVISED: November 15,
2004

REQUEST FOR REVIEW OF INSTRUCTIONAL MATERIALS FORM
TUSCALOOSA COUNTY BOARD OF EDUCATION
Tuscaloosa, Alabama

NOTE: No materials in question will be reviewed until the following form is completed fully by the person concerned.

NAME: _____

HOME PHONE: ____/____/____ **WORK PHONE:** ____/____/____

ADDRESS: _____

TEACHER _____ **PARENT** _____ **OTHER** _____

REPRESENTING:

SELF _____ **ORGANIZATION:** _____
(IDENTIFY PLEASE)

MATERIAL QUESTIONED:

BOOK:

AUTHOR: _____ **TITLE:** _____

COPYRIGHT DATE: _____

AV MATERIAL:

TYPE OF MEDIA: _____
(FILMSTRIP, RECORD, ETC.)

TITLE: _____

OBJECTION(S):

1. To what do you object? Please be specific; cite pages.

2. What do you believe might be the result of reading or viewing of this material?

3. For what age group would you recommend this material?

4. In place of this item would you care to recommend other material, which you consider to be of equal or superior quality for the purpose intended? Yes _____ No _____ Name of the material and publisher. _____
5. Did you read or view the entire material? _____ Yes _____ No
If not, what parts? _____
6. What reviews of this material have you read?

7. What do you believe is the theme of this material?

8. What would you like school personnel to do about this material? Please check one of the following:
_____ Do not assign it to my child
_____ Send it to the Review Committee for evaluation and recommendation
_____ Substitute other material

Signature of person submitting form: _____ **Date:** _____

MATERIALS EVALUATION COMMITTEE REPORT

List individuals on committee by name

Note the physical description of challenged material: (author, title, and publisher, copyright)

Write justification for inclusion of material (include theme and purpose)

Include critics' judgment of materials: (**include copies of reviews** indicating the source)

Include Committee's decision and comments: (include statements from committee members)

Copies sent to:

Superintendent

Assistant Superintendent

Complainant

Library Media Specialist/TCSS Library Media Services

REQUEST FOR APPROVAL OF AUDIOVISUAL MATERIALS FORM
TUSCALOOSA COUNTY BOARD OF EDUCATION
Tuscaloosa, Alabama

NOTE: This review process is to be completed only when the audiovisual is obtained from sources external to the school library or School System and is designed to protect the students, teacher, and School System.

SCHOOL:

NAME OF AUDIOVISUAL:

COMMERCIAL RATING (IF APPLICABLE):

OBTAINED FROM (SOURCE):

CURRICULUM OBJECTIVE AND SKILL (EXPLAIN):

FOLLOW-UP ACTIVITY (EXPLAIN):

DATE TO BE SHOWN:

GRADE LEVEL/AGE:

COMMERCIAL RATING? _____ PG (GRADES K-12) _____ PG-13
(GRADES 7-12)

I certify that I have previewed the above listed audiovisual in its entirety and request that it be approved for showing to my class(es).

SIGNED: _____ DATE: _____

TEACHER

APPROVED: _____ DISAPPROVED: _____

SIGNED: _____ DATE: _____

PRINCIPAL

June 28, 1991



TECHNOLOGY & LEARNING

Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at

www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are

			unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> • Videotapes • DVDs • Laserdiscs • Multimedia encyclopedias • QuickTime Movies • Video clips from the Internet 	<ul style="list-style-type: none"> • Students “may use portions of lawfully acquired copyright works in their academic multimedia,” defined as 10 percent or three minutes (whichever is less) of “motion media.” 	<ul style="list-style-type: none"> • The material must be legitimately acquired (a legal copy, not bootleg or home recording). • Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> • Records • Cassette tapes • CDs • Audio clips on the Web 	<ul style="list-style-type: none"> • Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> • A maximum of 30 seconds per musical composition may be used. • Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> • Software (purchased) • Software (licensed) 	<ul style="list-style-type: none"> • Library may lend software to patrons. • Software may be installed on multiple machines, and distributed to users via a network. • Software may be installed at home and at school. • Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> • Only one machine at a time may use the program. • The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. • Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> • Internet connections • World Wide Web 	<ul style="list-style-type: none"> • Images may be downloaded for student projects and teacher lessons. • Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> • Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. • Any resources you download must have been legitimately acquired by the Web site.
Television	<ul style="list-style-type: none"> • Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) • Cable (e.g., CNN, MTV, HBO) • Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> • Broadcasts or tapes made from broadcast may be used for instruction. • Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> • Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS’s <i>Reading Rainbow</i>, allow for much more.) • Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office *Circular 21*; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; *Fair Use Guidelines for Educational*

Multimedia; cable systems (and their associations); and *Copyright Policy and Guidelines for California’s School Districts*, California Department of Education.
Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: “There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use.”

GUIDELINES FOR PROCESSING MATERIALS

Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to library materials. For the book and audiovisual materials collections, the Dewey Decimal system is used to classify items.

Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained throughout the library collection. See additional TCSS information in *STANDARDS FOR BIBLIOGRAPHIC RECORDS* (Standard Call Numbers)

Processing Materials/Out of the Box and Onto the Shelf

After media has been received into the library, it is ready for processing. Processing includes all the steps necessary to prepare media for use. The process used should follow standard library practices, be an easily followed routine, and be performed in a routine manner. Cataloging practices shall be consistent and uniform in all TCSS libraries.

Processing for Libraries

As books are unpacked, check to be sure your order reconciles with the items listed on the packing slip. This should be done before your order is sent in for payment to the business office. Check for manufacturing defects (bad binding, text upside down, etc.) Any defective books are put aside to be returned later.

Check off each book on the invoice packed with the books on your original titles list to make sure order is complete as stated on the invoice. Note any missing titles. Be sure to note if invoice states that items are back-ordered or out-of-print.

If invoice is sent to library, make sure a copy is sent to bookkeeping at central office for payment. Send **Authorization To Pay** form or email to central office for payment. If your bookkeeper does this, make sure that is done.

Attach barcode labels on the front cover in the upper left-hand corner, vertically, reading top down, or **use your site base standard**.

- Ownership stamp- Stamp books with school library name in the following locations:
Front inside cover, back inside cover or use your site base standard.
- Spine Label- Print and affix to spine cover with label protector/or type.
- Upload new catalog records into library cataloging database.
- If no MARC records came with the books, and other sources have been tried, use basic proper cataloging practices in the **Follett** Cataloging Software Program.

Suggested cataloging practices shall be consistent and uniform in all libraries in TCSS. All bibliographic records for on-line catalogs must be certified as US MARC records. If the material is catalogued on site, please follow proper cataloging rules. Subject headings shall be assigned from *Sears List of Subject Heading*.

Equipment

Each item of equipment that is to be checked out should be barcoded and entered into the computer database. Item records should be recorded by make, model and serial number. If a district number is assigned, this should also be recorded on the local record. All equipment items should be marked with school name or TCSS.

After media has been received into the library, it is ready for processing for check out. Follow policy at local school as to what equipment is catalogued and assigned a barcode number.

Here are the wonderful resources for reviews when selectiing books for the development of the school library collection.

High School Catalog

Wilson's Children's Catalog

School Library Journal

Horn Book

Booklist

Publishers' Weekly

Kirkus Reviews

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

<http://www.titlewave.com>

<http://www.carolhurst.com>

<http://www.wbaltv.com/video/29301916/detail.html>

<http://judyreadsbooks.com>

<http://www.readkiddoread.com>

<http://guysread.com>

<http://librarianschoice.blogspot.com>

<http://www.abookandahug.com>

**TUSCALOOSA COUNTY SCHOOLS--
LIBRARY MEDIA CENTER STANDARD CALL NUMBER FORMAT ****

FORMAT	CALL NUMBER	MATERIAL/EQUIPMENT
Book	See next column	E; EF(Easy Fiction beginning chapter books); FIC; REF; 000-999; B; PROF; BC; SC (story collection); BBK (Big Book) followed by first 3 letters of the author's name
Periodicals	PER	
ARI/AMSTI Materials	PRESCRIPTIVE	PRESCRIPTIVE/fluency, coded, leveled, etc. BOOKS
AudioVisuals	AV/see below	
	AV/AC	Audio cassette
	AV/CD	Compact disc
	AV/DAB	Digital audio books
	AV/DVD	Digital video disc
	AV/GA	Game
	AV/KIT	Kits, miscellaneous, backpacks, et al
	AV.KIT/AMSTI	Prescriptive books/material in core collection (KITS)
	AV/KIT/ARI	Prescriptive books/material in core collection (KITS)
	AV/LD	Laser disc
	AV/REA	Realia-models, globes, statues, rock, etc.
	AV/SL	Slides
	AV/SP	Study Print
	AV/TR	Transparency
	AV/VC	Video cassette
Equipment	EQ/see below	
	EQ/ACP	Audio Cassette player
	EQ/ACR	Audio cassette recorder
	EQ/CDP	Compact disc player
	EQ/CP	Computer
	EQ/LT	Laptop
	EQ/CT	Cart
	EQ/DC	Digital Camera
	EQ/DP	Data projector (includes wireless)
	EQ/DVC	Digital video camera
	EQ/DVCOM	Digital Video Combo
	EQ/DVDP	Digital video disc player
	EQ/DOC	Document handler
	EQ/GPS	Global Position Satellite
	EQ/EDR	Device Electronic Reader (i.e. Kindle; Nook; iPad)
	EQ/ITP	Instant-theatre projector

**TUSCALOOSA COUNTY SCHOOLS--
LIBRARY MEDIA CENTER STANDARD CALL NUMBER FORMAT ****

	EQ/IWB	Interactive white board
	EQ/IWT	Interactive whiteboard tablet
	EQ/LAM	Laminator
	EQ/LDP	Laser disc player
	EQ/OH	Overhead projector
	EQ/MISC	Miscellaneous—does not fit any place else
	EQ/PDA	Neo, Alphasmart, Dano, iPad
	EQ/PRN	Printer (networked)
	EQ/SCR	Screen
	EQ/SCAN	Scanner
	EQ/SLP	Slide Projector
	EQ/SRS	Student Response System (or CRS Classroom Response System) (i.e. e-clicks)
	EQ/TRI	Tripod
	EQ/TV	Television
	EQ/VCR	Video cassette recorder

Red indicates changes or additions to original list.

****Revised by LMS 2008-2009**

**TUSCALOOSA COUNTY SCHOOLS--
LIBRARY MEDIA CENTER STANDARD CALL NUMBER FORMAT ****

Call numbers should be used following the Dewey Decimal system and the prefix listed above. **Materials housed separately from the main collection can be identified in Destiny using the sub-location field.** For example, if you have a rare book or special collection that is permanently housed separately from the main collection or if you just want to indicate temporarily that books are in a display case. Elementary schools suggested limit cataloging to two decimal points. Middle and high schools suggested limit cataloging to 4 decimal points when possible.

When cataloging equipment the description field can be used to indicate if the equipment is wireless, movable, flip, etc.

Call number prefix removed from the list are items that are no longer being purchased or were combined with another more general prefix. **It will not be necessary to change the call number on items in the collection containing the deleted prefix; those will be eliminated as the items are deleted from the collection.**

AV/CS, computer software
AV/FS, filmstrip
AV/REC, records
EQ/FSP, filmstrip projector
EQ/FSPR, filmstrip preview
EQ/LS, listening station
EQ/MCR, Microscope
EQ/RP, record player
EQ/SFSP, Sound filmstrip projector

However, the following call number prefix was combined with other prefix and these will need to be changed:

Drop AV/RA, read alongs, use AV/DAB digital audio books
Drop EQ/CPLT, computer laptop, use EQ/LT
Drop EQ/ELMO, use EQ/DOC document handler
Drop EQ/FPCAM, flip video camera, use EQ/DVC, digital video camera
Drop EQ/SMART, smartboard, use EQ/IWB, interactive white board
Drop EQ/WDP, wireless data projector, use EQ/DP

School	SHORT SITE NAME	BAR CODES
Englewood Elem***	EWOOD	039,000-49,999
Holt Elem	HES	050,000-79,000
Brookwood Elem	BWES	080,000-109,999
Brookwood High	BWHS	110,000-139,999
Buhl Elem	BUHL	140,000-159,999
Crestmont Elem	CMONT	160,000-189,999
Hillcrest High	HCHS	190,000-219,999
Holt High	HHS	220,000-249,000
Matthews Elem	MATT	250,000-279,999
Maxwell Elem	MAX	280,000-309,999
Myrtlewood Elem	MWOOD	310,000-339,999
Sipsey Valley Middle	SVMS	340,000-369,999
Northside High	NHS	370,000-399,999
Tuscaloosa County High	TCHS	400,000-439,999
Vance Elem	VES	440,000-469,999
Walker Elem	WES	470,000-499,999
Westwood Elem	WWOOD	500,000-529,999
Cottondale Elem	CDALE	530,000-549,999
		1-10,000
Huntington Place Elem	HPES	550,000-569,999
		1-10,000
Collins-Riverside Middle	CRMS	570,000-589,999
		1-10,000
Faucett-Vestavia Elem	FVES	590,000-609,999
		1-10,000
Englewood Elem***		610,000-619,999
Flatwoods Elem	FWOOD	620,000-649,999
Hillcrest Middle	HCMS	650,000-679,999
Echols Middle	EMS	680,000-709,999
Taylorville Primary	TPS	710,000-739,999
Brookwood Middle	BWMS	740,000-769,999
Davis Emerson Middle	DEMS	770,000-799,999
Northside Middle	NSMS	800,000-829,999
Northport Elem	NPES	830,000-859,999
Lakeview Elem	LVES	860,000-889,999
Duncanville Elem	DVMS	870,000-899,999
Sipsey Valley High	SVHS	900,000-930,999
Big Sandy Elementary		931,000-961.999
xxxDenotes that LMC had started barcode numbering prior to 1989 original master list		

[illegible]

School	Alpha Code	BAR CODES	
Big Sandy Elem	BSES	931,000-961,999	
Brookwood Elem	BWES	080,000-109,999	
Brookwood High	BWHS	110,000-139,999	
Brookwood Middle	BWMS	740,000-769,999	
Buhl Elem	BUHL	140,000-159,999	
Collins-Riverside Middle*	CRMS	570,000-589,999	
		1-10,000	original list 1989
Cottdale Elem*	CDALE	530,000-549,999	
		1-10,000	original list 1989
Crestmont Elem	CMONT	160,000-189,999	
Davis Emerson Middle	DEMS	770,000-799,999	
Duncanville Middle	DVMS	870,000-899,999	
Echols Middle	EMS	680,000-709,999	
Englewood Elem*	EWOOD	039,000-49,999	
		610,000-619,999	original list 1989
Faucett-Vestavia Elem*	FVES	590,000-609,999	
		1-10,000	original list 1989
Flatwoods Elem	FWOODS	620,000-649,999	
Hillcrest High	HCHS	190,000-219,999	
Hillcrest Middle	HCMS	650,000-679,999	
Holt Elem	HES	050,000-79,000	
Holt High	HHS	220,000-249,000	
Huntington Place Elem*	HPES	550,000-569,999	
		1-10,000	original list 1989
LakeView	LVES	860,000, 889,999	
Matthews Elem	MATT	250,000-279,999	
Maxwell Elem	MAX	280,000-309,999	
Myrtlewood Elem	MWOOD	310,000-339,999	
Northside High	NSHS	370,000-399,999	
Northside Middle	NSMS	800,000-829,999	
Sipsey Valley School (Middle)	SVMS	340,000-369,999	
Sipsey Valley School (High)	SVHS	900,000-929,999	
Taylorville Primary	TPS	710,000-739,999	
Tuscaloosa County High	TCHS	400,000-439,999	
Vance Elem	VES	440,000-469,999	
Walker Elem	WES	470,000-499,999	
Westwood Elem	WWOOD	500,000-529,999	

*Denotes that LMC had started barcode numbering prior to 1989 original master list

Purchase Orders



School CODES (ID).....	1
TCSS (6 copy) Purchase Order, example.....	2
Properly completed purchase order	3
Example of TCSS Library Fund Budget.....	4
Authorization To Pay information.....	5
List of Accounts Payable bookkeepers (Central Office).....	6
Authorization To Pay Form.....	7

School	School Codes
BSES	0045
BWES	0020
BWHS	0030
BWMS	0025
BUHL	0040
CRMS	0170
CDALE	0050
CMONT	0060
DEMS	0115
DVMS	0163
EMS	0075
EWOOD	0080
FVES	0200
FWOODS	0085
HCHS	0100
HCMS	0105
HES	0010
HHS	0120
HPES	0125
LVES	0127
MATT	0130
MAX	0070
MWOOD	0140
NPES	0155
NSHS	0160
NSMS	0162
SIPSEY H	0166
SIPSEY M	0167
TPS	0005
TCHS	0180
VES	0190
WES	0205
WWOOD	0210

SHIP
TO

Blue - School
Yellow - Auditor
Goldenrod - Accounting

TUSCALOOSA COUNTY BOARD OF EDUCATION
Six Copy Requisition - Purchase Order Form

VENDOR

Bound to Stay Bound
 1880 West Morton Road
 Jacksonville, IL 62650

SHIP TO

Date: DO NOT PUT DATE

Your School Name
 your name
 Your School Address
 City, AL Zip

Requested by PRINCIPAL signs here

Ima Principal

Approved by Dr. ~~_____~~ will sign here

Spencer

Purchasing Agent Action Purchasing agent signs HERE

Pat Canner

Send invoices and other correspondence to:
Tuscaloosa County Board of Education
 P.O. Drawer 2568 • Tuscaloosa, Alabama 35403
 (205) 758 - 0411 • FAX: (205) 758-4711

This requisition does not become an obligation of the Board of Education until it is given an order number and signed by the Superintendent of Education or designee.

NOTICE TO VENDOR: Payment for these items will be delayed until all items are received or cancelled. Address all necessary correspondence to consignee and send duplicate to Board of Education.

QUANTITY	CATALOG NO.	NAME AND DESCRIPTION	UNIT PRICE	EXTENSION
		Books see attached list		
		See specs on file		
		Microlif 001 format		
		Windows XP		
		Athena 9.2		
		DO NOT EXCEED AMOUNT OF PURCHASE ORDER		
		MUST TYPE PURCHASE ORDER		
		Put your name as contact w/phone number		
		If order is to be FAXED, put number & instructions (highlight)		
		Type any information you feel necessary for vendor		
			TOTAL	\$5000 00

CERTIFICATE FOR TAX EXEMPTION

This is to certify that the property described above is for the sole use and benefit of the above named institution and will be used under the control of said institution. It is further certified that the undersigned is authorized by the provisions of Act No. 742, Legislature of 1953, to issue this order and make this certificate.

Purpose YOUR SCHOOL NAME & EMPLOYEE NUMBER

Code Number Look at TCSS budget letter for code number

Fund State Library Enhancement (SLE) 2007-2008

Purchase Order Number
 Must show on invoice

White - Vendor Blue - School
 Green - Teacher Yellow - Auditor
 Pink - Accounting Goldenrod - Accounting

TUSCALOOSA COUNTY SCHOOLS

2007-2008 (FY 2008)

MEMORANDUM

To: Tuscaloosa County Library Media Centers (BWES)

From: Jane Smith

Subject: State Library Enhancement Allocation (SLE)

Date: July 23, 2007

Listed below is the State Library Enhancement (SLE) allocation for the 2007-2008 school year. Your SLE allocation was based on the total teacher units earned for your school as calculated by the ALSDE at \$200 per unit (70).

According to the Foundation Program Act, SLE “expenditures may include books, book binding, repair, CD-ROMs, computer software, computer equipment, cataloging, audiovisual materials, newspapers, magazines, recordings, and video tapes.” NOTE: you cannot buy anything that can be classified as furniture (includes AV carts).

State Library Enhancement (SLE) Purchase Order Code Numbers									
Software Maintenance	11	5	2220	333	xxxx	1110	0	8220	0005
Computer software	11	5	2220	414	xxxx	1110	0	8220	0005
Materials/Supplies	11	5	2220	419	xxxx	1110	0	8220	0005
Books	11	5	2220	422	xxxx	1110	0	8220	0005
AV Materials	11	5	2220	423	xxxx	1110	0	8220	0005
									0005
Periodicals	11	5	2220	424	xxxx	1110	0	8220	0005
Instructional equipment	11	5	2220	491	xxxx	1110	0	8220	0005
Equipment A/V (video data projectors)	11	5	2220	494	xxxx	1110	0	8220	0005
Equipment A/V (PDA, Laptop, printers, SmartBoard, Alpha Smarts, Computers)	11	5	2220	495	xxxx	1110	0	8220	0005
Capitalized A/V equip. (Over \$5,000) (Distance Learning)	11	5	2220	542	xxxx	1110	0	8220	0005
Capitalized A/V equip. (Over \$5,000) (file server)	11	5	2220	545	xxxx	1110	0	8220	0005

Construct your codes using the above tables by inserting your school numbers where the x's appear in the “Cost Center” slot. Example: A complete code number for a SLE purchase order for books for Echols Middle School would be: 11-5-2220-422-0075-1110-0-8220-0005.

Authorization To Pay (ATP)

Form or email message

Forms can be obtained from bookkeeper or

Intranet > Accounting/Finance >

Forms/Documents

*Note: Please send in a timely manner after
receiving orders and checking that the order is
correct.*

ACCOUNTS PAYABLE REPS FOR EACH SCHOOL

Margaret Pearson's School's –2722

Brookwood Elementary
Collins-Riverside Middle
Crestmont
Echols Middle
Englewood
Flatwoods
Huntington Place
Lake View
Matthews
Northport Elementary
Northside High
Northside Middle
Sipsey Valley High
Sipsey Valley Middle
Tuscaloosa County High
Walker
Westwood

TBD(New Hire) –2733

Big Sandy
Brookwood High
Brookwood Middle
Buhl
Cottondale
Davis-Emerson Middle
Faucett-Vestavia
Hillcrest High School
Hillcrest Middle
Holt Elementary
Holt High
Maxwell
Myrtlewood
Taylorville Primary
Vance

Federal Items: Sherry McDonald - 2771

Accounts Payable Reps for Each School

Margaret Pearson's Schools – 2722

Brookwood Elementary
Collins-Riverside Middle
Crestmont
Echols Middle
Flatwoods
Huntington Place
Lake View
Matthews
Northport Elementary
Northside High
Northside Middle
Sprayberry REC
Sipsey Valley High
Sipsey Valley Middle
Tuscaloosa County High
Walker
Westwood

Tammy Kizziah – 2733

Big Sandy Elementary
Brookwood High
Brookwood Middle
Buhl
Cottondale
Davis-Emerson
Duncanville Middle
Faucett-Vestavia
Hillcrest High School
Hillcrest Middle
Holt Elementary
Holt High
Maxwell
Myrtlewood
Taylorville Primary
Vance

Federal Items: Sherry McDonald – 2711

Tuscaloosa County School System

AUTHORIZATION TO PAY

School: _____ Date: _____

This is to certify that the items listed on Purchase Order No. _____
have been received and checked and can be placed in line for payment.

Vendor

Principal, Secretary, Teacher or Supervisor

Tuscaloosa County School System

AUTHORIZATION TO PAY

School: _____ Date: _____

This is to certify that the items listed on Purchase Order No. _____
have been received and checked and can be placed in line for payment.

Vendor

Principal, Secretary, Teacher or Supervisor

Tuscaloosa County School System

AUTHORIZATION TO PAY

School: _____ Date: _____

This is to certify that the items listed on Purchase Order No. _____
have been received and checked and can be placed in line for payment.

Vendor

Principal, Secretary, Teacher or Supervisor

Technology Policies



TCSS Information Technology Department Contact Numbers...	1
Technology Vendor Contact Information	2
Technology Policy (5.90) and Guidelines.....	3
TCSS School BYOD Use Rules	4
Information for School WEBPAGE.....	5

Vendor Contact Information—Intranet>Technology

District Approved Vendors and Product Lines

<p>CDI Computers (Refurbished PC's, ITB# 2376)</p> <p>Dino Lauretti</p> <p>Email: dlauretti@cdicomputers.com</p> <p>Phone: 1-888-226-5727</p> <p>begin_of_the_skype_highlighting 1-888-226-5727 FREE end_of_the_skype_highlighting ext 3893</p> <p>130 South Town Centre Blvd. Markham, Ontario, Canada, L6G 1B8</p>	<p>CDWG K-12 Sales (All technology items, K12-ALJPT Contract)</p> <p>Todd Short</p> <p>Email: toddsho@cdwg.com</p> <p>Phone: 866-339-5852</p> <p>begin_of_the_skype_highlighting 866-339-5852 FREE end_of_the_skype_highlighting</p> <p>Fax: 312-705-9147</p> <p>CDWG</p> <p>230 N Milwaukee Ave Vernon Hills, IL 60061</p>
<p>Howard Technologies (General Equipment, Mimio etc.)</p> <p>Darlene Holifield (Inside rep)</p> <p>dholfield@howard.com</p> <p>Phone (888) 912-3151</p> <p>begin_of_the_skype_highlighting (888) 912-3151 FREE end_of_the_skype_highlighting</p> <p>Fax (601) 399-5077</p>	<p>RedPoint Audio LLC (Audio Visual and Sound equipment)</p> <p>Joshua Burkhalter</p> <p>Email: joshua@redpointaudio.com</p> <p>Phone :205-553-0676</p> <p>begin_of_the_skype_highlighting 205-553-0676 FREE end_of_the_skype_highlighting</p> <p>Cell: 205-566-3739</p> <p>begin_of_the_skype_highlighting 205-566-3739 FREE end_of_the_skype_highlighting</p>
<p>Dell Inc. (Computers, K12-ALJPT Contract)</p> <p>Joel Owens</p> <p>Email: Joel_Owens@Dell.com</p> <p>(512) 513-9768</p> <p>begin_of_the_skype_highlighting (512) 513-9768 FREE end_of_the_skype_highlighting</p> <p>Fax: (512) 283-7603</p> <p>DELL</p> <p>One Dell Way Mail Stop RR8-16</p> <p>Round Rock, TX 78682</p>	<p>APEX Communications (Cabling and Paging)</p> <p>Alan McPherson</p> <p>Email: alan@apexcomminc.com</p> <p>Office 205-556-9669</p> <p>begin_of_the_skype_highlighting 205-556-9669 FREE end_of_the_skype_highlighting</p> <p>Cell 205-657-7342</p> <p>begin_of_the_skype_highlighting 205-657-7342 FREE end_of_the_skype_highlighting</p> <p>Apex Communications PO Box 2422 Tuscaloosa, AL 35405</p>
<p>Hewlett Packard (Computers, servers and printers, K12-ALJPT Contract)</p> <p>C10GM</p>	<p>Teklinks (Smart Boards, Cisco Equipment)</p> <p>Doug Pass</p> <p>DPass@teklinks.com</p> <p>(205) 314-6627 begin_of_the_skype_highlighting</p>

<p>10810 Farnham Drive</p> <p>Omaha, NE 68154</p> <p>Phone: 888-202-4682</p> <p>begin_of_the_skype_highlighting 888-202-4682 FREE end_of_the_skype_highlighting</p> <p>Fax: 800-825-2329</p> <p>http://www.hp.com/</p> <p>(Note see CDWG for HP Equipment as authorized reseller)</p>	<p>(205) 314-6627 FREE end_of_the_skype_highlighting Office (205) 261-1500 begin_of_the_skype_highlighting</p> <p>(205) 261-1500 FREE end_of_the_skype_highlighting Cell</p> <p>http://www.teklinks.com Teklinks 201 Summit Parkway Homewood, AL 35209</p>
<p>APPLE (IPAD, APPS, MAC) Mark Williams 256-606-6230</p> <p>begin_of_the_skype_highlighting 256-606-6230 FREE end_of_the_skype_highlighting mark.williams@apple.com</p> <p>Orders Apple, Inc. 12545 Riata Vista Circle MS 198HE Austin, TX 78727 APPLE FAX LINE FOR ORDERS 1-800-590-0063</p> <p>begin_of_the_skype_highlighting 1- 800-590-0063 FREE end_of_the_skype_highlighting Victoria Meraz 800-800-2775</p> <p>begin_of_the_skype_highlighting 800-800-2775 FREE end_of_the_skype_highlighting x46851 866/846-1568 fax</p>	<p>Channell Communications</p> <p>(Cabling and BOSH Security Camera Systems)</p> <p>Attn: Cameron Meggs Email: cameron@channellcommunications.com Office Phone: 205-345-7477</p> <p>begin_of_the_skype_highlighting 205-345- 7477 FREE end_of_the_skype_highlighting Cell Phone: 205-361-7774</p> <p>begin_of_the_skype_highlighting 205-361- 7774 FREE end_of_the_skype_highlighting Channell Communications 6950 Hargrove Road East Tuscaloosa, AL 35405</p>

Technology Policy and Guidelines

Acceptable Use Policy is **5.90** found in our newly adopted Board Policies.

Technology Acceptable Use is covered in our Student/Parent Guide that goes out to every student at the beginning of the school year or as they enroll in our system.

There is a form that has to be signed as to whether the student has permission to be on the Internet and details as to how much can be published about the student.

Please be sure to check at your local school to see if there are any students who cannot be on the Internet or have their pictures or names published in school projects or websites or submissions to local newspapers.

TCSS has the option to Bring Your Own Devices to school, each school makes its rules specific to their school but abiding by our systems official policy.

The following document consists of general guidelines for BYOD.

TCSS B.Y.O.D.



Bring Your Own Device

TCSS Local School Technology Procedures and Rules Parent Student Acknowledgement Concerning the Tuscaloosa County Schools Policy

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students may now bring their own technology B.Y.O.D. as per their school's procedures and rules. During this initial year the RD LEAD initiative at the pilot schools will evaluate the students and staff participation and effectiveness of B.Y.O.D.

Definition of Technology

For purposes of B.O.D., Device Technology means a privately owned wireless and/or portable electronic Device handheld equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants PDAs, tablets or slates or EReader handheld entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture recording, sound recording and information transmitting receiving storing, such as IPAD, Nook, Android Device, etc.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. **The Tuscaloosa County School System its staff or employees is not liable for any device stolen or damaged on campus. In**

School administrators are not required to search for lost or stolen personal devices however, they have the sole discretion to conduct such search if necessary. It is recommended that stickers and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged. Students should not share or loan their personal cellular telecommunication or Device with other students.

Internet

The Internet gateway provided by the school district should be accessed while on campus. Students must access campus Wi-Fi only and refrain from using devices with access to data plans, e.g., 3G mode while at school. This is required in order to comply with district policy and Federal guidelines. Students that abuse this procedure are subject to disciplinary action.

. . . . Tuscaloosa County Student Agreement

The use of technology to provide educational material is not a necessity but a privilege. At no time will a student be required to bring his or her own technology to school to complete assignments. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

(over)

Students and parents/guardians participating in B.O.D. must adhere to the Student Code of Conduct, as well as all Board policies, particularly Technology Acceptable Use Policy IFB B, IFB C, A DBC, FB C and Published Guidelines. Additionally, technology

- may only be used specifically for instructional purposes under the guidance of a teacher.
- may not be used during non instructional time, e.g., lunch and class changes.
- Cellular or E-Devices must be in silent mode while on school campuses unless directed and supervised by a teacher as part of the learning environment.
- Cellular or E-Devices must be in off mode while riding school buses.
- may not be used to cheat on assignments or tests, or for non instructional purposes such as making personal phone calls and text instant messaging.
- may not be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours unless under the supervision of a teacher or administrator. Students that violate this procedure may face disciplinary action.
- may only be used to access files on computer or internet sites which are relevant to the classroom curriculum. Games are not permitted unless they are part of the teacher's assignment.
- **Students acknowledge the following**
- The school's network filters will be applied to the Wi-Fi connection for all devices for the internet and attempts will not be made to bypass them by.
- Bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of Policy IFB B, IFB C, A DBC, FB C.
- Processing or accessing information on school property related to hacking, altering, or bypassing network security policies is in violation of the Tuscaloosa County School System's technology policy.
- The school district has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- Printing from personal laptops will not be possible at school.
- Students are not permitted to wire connect via Ethernet cable or USB to school's LAN network cable outlets or computers with their personal B.O.D. devices.
- Personal technology is charged prior to bringing it to school and runs off its own battery while at school. No plugging devices in to school AC power receptacles.
- Additional Classroom Specific Procedures will be specified by each teacher, including permitted technology, times and uses, restricted times and uses, and other considerations.

By bringing my own personal device on campus I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my network and/or technology privileges as well as other disciplinary action.

The Schoolwires Difference (school web site)

Community-based solutions that accelerate district and student success

Your success pivots on your ability to do more than connect your community.

You must activate your community.

Your district's students, teachers, and parents are citizens of a digital world. Education thought leaders agree: among the most pressing challenges facing K-12 districts is the imperative to operate with greater accountability and transparency, and to engage the broader community.

- Parents, teachers and, especially, your "digital-native" students expect to participate in, rather than listen to, conversations. They expect personalized, not uniform, experiences. They expect a strong and constant connection to both resources and their community.
- Districts and schools are under considerable pressure to respond accordingly or risk losing the support of their constituents. They must provide more than a website. They must go beyond content management. They must connect and activate their communities in order to achieve their strategic objectives and critical initiatives.

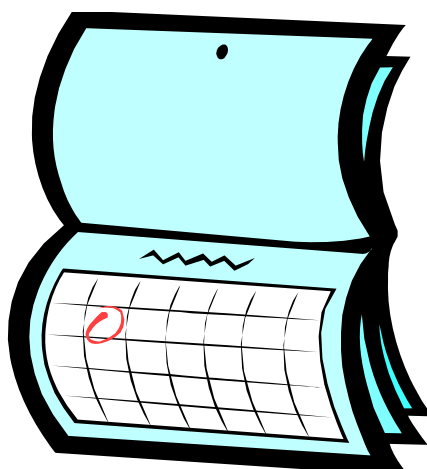
More than ever the success of your district pivots on your ability to **activate** your communities.

- Community-based solutions must be more than a glorified content management system.
- Community-based solutions must **connect** your communities, **engage** your communities, and **unify** your essential technologies.
- Community-based solutions must **increase** district-wide adoption through ease of use; **increase** parental involvement through teacher use of integrated technologies; **increase** student engagement with technology in and out of the classroom; and **activate** your constituents as your district becomes the hub of your community.

Source: <http://www.schoolwires.com/>

Be sure and keep your school –Library Media Center page updated and add new content as often as possible and practical.

Significant Dates



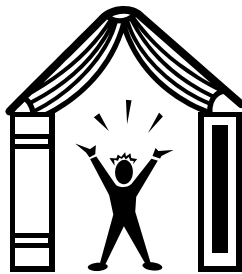
Important Dates for the Library..... 1
List of Ideas for Banned Book Week..... 2
List of Ideas for Teen Book Week..... 3



Tuscaloosa County Library Media Services 2013-2014 Calendar

August	13	Institute Day at Local Schools
	14	Librarian Meetings at NPES 8:15 – 3:00
	15	Professional Development Day – Local Schools
	16	Teacher Work Day
	19	School Starts –
	26	Libraries Open or ASAP
September		ALL MONTH – Library Card Sign-Up Month (ALA)
	16-20	Alabama High School Graduation Exam
	22-28	Banned Books Week (30 th Year)
	25	Alabama Library Expo- Bessemer Civic Center
October	1	Fiscal Year 2012 begins (No SLE Funds)
	17	PSAT
	13-19	Teen Read Week (YALSA)
	21-22	EXPLORE/PLAN
	25-28	SLJ Summit in Philadelphia, PA
November		All Month – Picture Book Month (ALA)
	11	Veterans Day -- School and Offices Closed
	12-16	ASLA School Libraries Week (Alabama School Library Association)
	13-17	AASL Annual Conference , Hartford, CT
	27-29	Thanksgiving Break
December	2-6	Alabama High School Exam
	21	1 st Semester Ends (Half day for students)
January	6	Return to Schools – Professional Development Day
	7	Teacher Work Day
	8	Students Return
	20	Martin Luther King, Jr. Day – Schools and Offices Closed
	24-28	ALA Midwinter Conference – Philadelphia, PA
	27	ALA Youth Media Awards Announced

February	7	Digital Learning Day - (Alliance For Excellent Education)
March	2	Read Across America Day (Dr. Seuss' Birthday)
	9-15	Teen Tech Week (ALA)
	17-21	Alabama High School Graduation Exam
	24-28	Spring Break Week
	25	ACCESS assessment begins (through May 3 rd)
April		ALL MONTH - School Library Media Month (AASL)
		Library Snapshot Day - pick any day this month!
	12	National D.E.A.R Day
	13-19	National Library Week (ALA)
	16	National Bookmobile Day
	18	End of Year Librarians Training - Central Office
	22-25	Alabama Library Association Convention - Huntsville
May	1-20	Testing Window
	16	End of Circulation to Students at all LMCs
	26	Memorial Day - Schools & Offices Closed
	29	Last Day of School for Students- ½ Day
	30	Last Day for Teachers
June	2	LMS End-of-the-Year Report Due
	2 or 9	ASLA Summer Conference
	3-5	AETC, BJCC
	26-	ALA Annual Conference - Las Vegas, NV (through July 1st)



Display Ideas for Banned Books Week--

http://www.ala.org/ala/issuesadvocacy/banned/bannedbooksweek/ideasandresources/display_ideas/index.cfm

For more ideas, please consult the Action Guide, Suggested Activities chapter of the Banned Books Resource Guide, by Robert P. Doyle, which is available for purchase at the [ALA Store](#). You may also find it at your local public library.

SPRAY PAINT—bookstore in Chicago, created a "graffiti" look in their Banned Books Week display. Using brown wrapping paper and black spray paint, the window presented a feeling of "something forbidden."

DISPLAY—The Illinois State Library displayed banned books behind brown paper, carefully ripped to illustrate the display.

DISPLAY a small collection of "dangerous" book in a prominent location under a sign that provocatively exclaims, "Don't Read These Books." Wrap "banned books" in brown paper, print the title and reason for the banning on individual cards, and tape a card to each book.

IMPROVE—Iron your Banned Books Week Posters. Barbara Ungar, co-owner of the House of Books in Dallas, Texas, gave us these tips to eliminate all those nasty creases. Here's how:

1. First the poster arrives. At best, it's got some folds; at worst, it's a mess. You groan.
2. Cut two pieces of brown wrapping paper about the same size as the poster or a little larger.
3. Put one of those pieces on your counter.
4. Put the poster on the top of the wrapping paper, face down.
5. Put the other piece of brown paper on the top of the poster.
6. Put your iron on low heat (no steam, please!) and iron. This is just one of those booksellers' tips handed down through the ages, but it really and truly works.

PAINT a poster for a window display

DISPLAY—The University of New Mexico Bookstore displayed widely known books that have been challenged or banned in a small black "jail" built expressly for the purpose with red and black CENSORED signs woven through the "prison bars." University of Indiana-Purdue University, Indianapolis, IN, bookstores placed books in bamboo bird cages with the sign "Banned Books are for the Birds"

PROMOTE your books and displays. Chapter One Bookstore in Pittsford, New York, printed brown-and-white T-shirts depicting a gagged William Shakespeare and used a "Tom Sawyer" type fence (made from brown paper) with a knot hole and the inscription "Caution—if you look through here you may see some banned books!" Some booksellers placed bands or stickers on books, store bags, or receipts saying "banned."

INTRIGUE customers or patrons by painting a display window almost entirely black, leaving only a small peep hole; then paint the word “caution” in large red letters, which will encourage them to peer in and see books that have been banned or challenged in the past.

DISPLAY the dust jackets of banned books with accompanying cards explaining the challenged and listing a favorable review. The School of Library Science at the University of North Carolina found this to be a very effective display for their bulletin board.

DEMONSTRATE the inaccessibility of banned books by roping off a section of the bookstore or library and allow into the area only those customers or patrons with an entry ticket. The Harry W. Schwartz Bookshop in Milwaukee, Wisconsin, found this to be very effective.

DISPLAY books on and by persons who valued intellectual freedom—Thomas Jefferson, Benjamin Franklin, Maya Angelou, John Peter Zenger, Henry Thoreau, Judy Blume, James Baldwin, Thomas Paine, Frederick Douglass, Susan B. Anthony, John Thomas Scopes, etc.

DISPLAY—The Brown University Bookstore, Providence, Rhode Island, window display was based on a *Fahrenheit 451* theme. A Photostat was made and displayed on an easel with the quote, “The system was simple. Everyone understood it. Books were for burning . . . along with the houses in which they were hidden.” Books were depicted as though they were being burned at the stake. Banned books were glued to a post and then wrapped with rope. At the bottom of the display were more books and twigs with red, orange, and yellow acetate, which gave the appearance of fire at the base of the window. The bookstore also contacted local anchors to participate in a highly successful public readout.

FIND a container that can hold several grab bags. Stuff the bags with information and/or examples of banned authors, movies, and ideas. Then label each so they say “anti-Christian,” “sexist,” or “communistic.” Place them in local libraries, bookstores, or offices. The outside display could say “Keep Away” or “Dangerous Reading.”

DISPLAY—Anne’s Book Shop in Sharon, Massachusetts, had a store window painted “graffiti-style,” “Warning! These Books Are Dangerous,” with titles of banned books scattered over the glass. Inside the store, four shelves of books were covered with brown paper and ripped open. Red ribbons (“red tape”) crisscrossed the display. Lots of books were sold from the display!

CREATE a bulletin board display using a top ten list as used by David Letterman. Use this book to compile a list or try the following suggestions.

Ten most farfetched (silliest, irrational, illogical) reasons to ban a book.

1. “Encourages children to break dishes so they won’t have to dry them.” (*A Light in the Attic*, by Shel Silverstien)
2. “It caused a wave of rapes.” (*Arabian Nights*, or *Thousand and One Nights*, anonymous)
3. “If there is a possibility that something might be controversial, then why not eliminate it?” (*Bury My Heart at Wounded Knee*, by Dee Brown)
4. “Tarzan was ‘living in sin’ with Jane.” (*Tarzan*, by Edgar Rice Burroughs)

5. “It is a real ‘downer.’” (*Diary of Anne Frank*, by Anne Frank)
6. “The basket carried by Little Red Riding Hood contained a bottle of wine, which condones the use of alcohol.” (*Little Red Riding Hood*, by Jacob Grimm and Wilhelm K. Grimm)
7. “One bunny is white and the other is black and this ‘brainwashes’ readers into accepting miscegenation.” (*The Rabbit’s Wedding*, by Garth Williams)
8. “It is a religious book and public funds should not be used to purchase religious books.” (*Evangelical Commentary on the Bible*, by Walter A. Elwell, ed.)
9. “A female dog is called a bitch.” (*My Friend Flicka*, by Mary O’Hara)
10. “An unofficial version of the story of Noah’s Ark will confuse children.” (*Many Waters*, by Madeleine C. L’Engle)

DISPLAY a timeline of Constitutional Amendments on your bulletin board. Show different books that relate to the amendments.

CONSTRUCT a “Graffiti Wall” made up of large sheets of paper upon which students are encouraged to “write” about their own thoughts and responses to censorship and banning. The sheets can be organized by topics and themes that could change periodically. The “graffitied” paper can be saved for later displays.

POST First Amendment quotes at strategic locations in your library or shop. West High School in Davenport, Iowa, printed quotes in large letters, using computer software, and posted them in a sequence in a long hallway.

WRAP a display of books in yellow CAUTION tape. Maureen Irwin at the Roland Park County School in Baltimore, Maryland, stated that “The year I did this, the Mother Goose and Grimm comic strip had a clever comic about censoring fairy tales. I posted that on the door, and added “It gets worse . . . Come in and follow the yellow tape!” With the displayed books, I put a poster that said, ‘Don’t Read These Books!: Some People Think They Are Dangerous!’ This display also included the ALA’s Banned Books: Resource Book, so kids could look up and see why their favorites were banned. It was a big hit, especially with the teachers.”

“BRING a stack of books with you to classrooms,” suggests Sarah Applegate at the River Ridge High School in Lacey, Washington, “and talk about them. Afterwards, throw them in the garbage can.” Another dramatic suggestion from Applegate is to “Give a book talk about banned books and then have an administrator come in and ‘get the teacher in trouble’ for talking about banned books.

Resources for Teen Read Week 2013

Seek the Unknown @ your library!, Oct. 13-19, 2013

Wiki - http://wikis.ala.org/valsa/index.php/Teen_Read_Week

Teen Read Week Goes Live! <http://www.ala.org/news/press-releases/2013/04/valsa%E2%80%99s-2013-teen-read-week%E2%84%A2-site-goes-live>

<http://teenreadweek.ning.com/page/faq>

Professional Materials

Books

Agosto, Denise and Sandra Hughes-Hassell, eds. *Urban Teens in the Library: Research and Practice*. ALA Editions, 2009.

Alessio, Amy J. and Kimberly A. Patton. *A Year of Programs for Teens 2*. ALA Editions, 2011.

Alexander, Linda B. and Nahyun Kwon for YALSA. [*Multicultural Programs for Tweens and Teens*](#). ALA Editions, 2010.

Bartel, Julie and Pam Spencer Holley for YALSA. [*Annotated Book Lists for Every Teen Reader: The Best from the Experts at YALSA-BK*](#). Neal-Schuman, 2010.

Czarnecki, Kelly. *Digital Storytelling in Practice*. ALA TechSource, 2009.

Fletcher-Spear, Kristin and Merideth Jenson-Benjamin. *Library Collections for Teens: Manga and Graphic Novels*. VOYA Press/Neal-Schuman, 2010.

Fink, Megan, ed. [*Teen Read Week and Teen Tech Week: Tips and Resources for YALSA's Initiatives*](#). YALSA, 2011.

Holley, Pam Spencer, ed., for YALSA. [*Quick and Popular Reads for Teens*](#). ALA Editions, 2009.

Jones, Ella. *Start-to-Finish YA Programs*. Neal-Schuman, 2009.

Karle, Elizabeth. *Hosting a Library Mystery: A Programming Guide*. ALA Editions, 2009.

Lillian, Jenine, ed., for YALSA. [*Cool Teen Programs for Under \\$100*](#). YALSA, 2009.

Schneider, Elizabeth and Erin Helmrich. *Create, Relate, and Pop @ the Library*. Neal-Schuman, 2011.

Siwak, Karen J. *Library Programs for Teens: Mystery Theater*. Scarecrow Press, 2010.

DVD

University of Wisconsin SLIS – Continuing Education Services. *The Power of Book-Talking*. Neal-Schuman, 2009.

Journal and Magazine Articles

Benway, Natasha D. “Fine Art Programs, Teens, and Libraries Changing Lives One Program at a Time.” *Young Adult Library Services* (Fall 2010): 28-30.

Delatte, Monique. “Find It! Shoot It! Shop It!” *Young Adult Library Services* (Winter 2009): 4-9.

Delatte, Monique. “Bringing Fashion Rehab to Los Angeles Library Teens.” *Young Adult Library Services* (Summer 2009): 11-18.

Jensen, Kelly and Mary Beth Westin. “Booktalks as Bridges.” *VOYA* (Dec. 2010): 418-419.

Kell, Tracey. “Using Fan Fiction to Teach Critical Reading and Writing Skills.” *Teacher Librarian* (Oct. 2009): 32-35.

Krygier, Leora. “Snap and Write.” *VOYA* (April 2008): 16-18.

“Library Collections for Teens: Manga and Graphic Novels.” *VOYA* (Feb. 2011): 546.

Lowell, Pamela. “Five Easy Steps to Making a Great Book Trailer That Your Students – and Even Technophobes (Like Me) – Can Master.” *VOYA* (Feb. 2010): 464-465.

Rockefeller, Elsworth and Rollie Welch. “Graphic Novels’ Siren Song to Guys.” *VOYA* (April 2010): 40-41.

Vardell, Sylvia M. “Making Poetry Movies.” *Book Links* (Oct. 2010): 36.

Young Adult Library Services (Summer 2010). Issue contains several articles related to Teen Read Week.

“Zine Kits: A Reusable Programming Tool.” *Unabashed Librarian* (2009): 14-16.

Presentations and Downloadables

Download this [PowerPoint presentation](#) from YALSA that explains Teen Read Week and use it at library meetings or conferences or with colleagues.

For Authors

10+ Things YA Authors Can Do to Celebrate Teen Read Week:

1. Contact your local school or public library to set up a visit. Download [handouts](#) from YALSA.
2. Contact your book store to set up a signing or reading. Download [handouts](#) from YALSA.
3. Encourage your local book store and library to create a Teen Read Week display, or offer to create one for them. Let them know they can order TRW posters and bookmarks from the [ALA Store](#).
4. Put the “I Support Teen Read Week” [web badge](#) (GIF) on your blog, MySpace page, etc.
5. Add your name & contact info to the [YA author directory](#) on YALSA’s wiki so librarians have a way to get in touch with you when they are planning author events.
6. Blog or tweet about teen reading& libraries leading up to TRW or during TRW.
7. Ask your publisher how they are celebrating TRW and how you might get involved. If they have no plans, encourage them to contact YALSA to become a part of this reading event.
8. Write [a letter to the editor](#) of your local paper discussing the importance of libraries in the lives of teens.
9. Ask your town council to [officially declare](#) Oct. 16 – 22, 2011 Teen Read Week in your town.
10. Ask your local radio station to read the script for the [Teen Read Week PSA](#).
11. Link to the Teen Read Week web site from yours: www.ala.org/teenread
12. Work with your local school or public library to implement a creative writing contest for teens.
13. At events, school visits, etc. prior to TRW, encourage the teens you visit to read YALSA’s Teens’ Top Ten nominations so they can vote online for their favorite books during TRW at www.ala.org/teenstopen
14. For future TRWs, serve on YALSA’s [Teen Read Week planning committee](#).

Websites for the classroom K-12

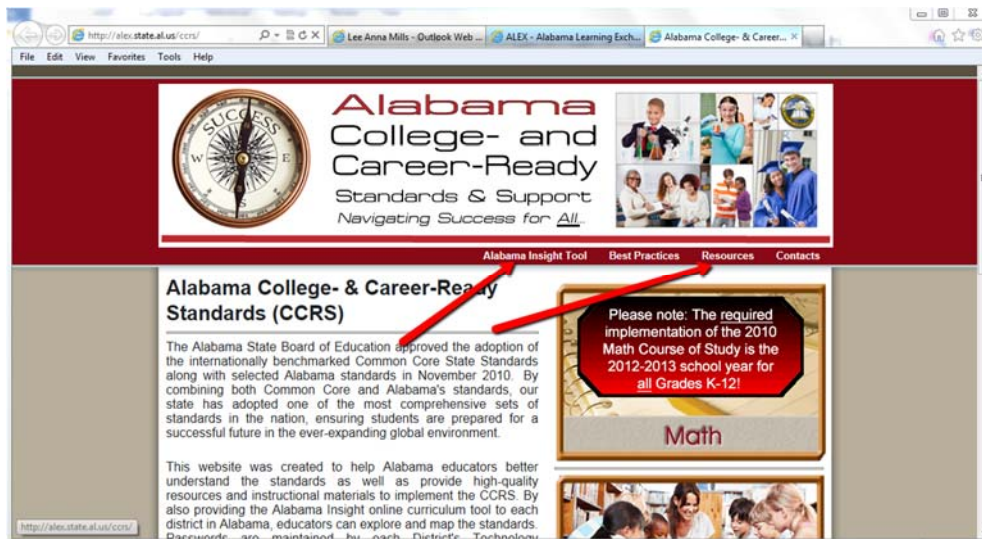


Resources and Support for CCRS	1
Best Websites for teaching & Learning (multiple sets bookmarks)	2
Lesson Plans for websites and activities.....	3
APPS/WIKI information website.....	4
APPS for Ipad + more!.....	5

All websites are on your Flash Drive!!!

Resources and Support for CCRS

ALEX- <http://alex.state.al.us/index.php> - Go to College- And –Career –Ready Standards and Support Button



Other Resources:

AASL – Crosswalk of Information Literacy Standards and Common Core-
<http://www.ala.org/aasl/standards-guidelines/crosswalk>

Oregon Department Of Education – GREAT - <http://www.ode.state.or.us/search/page/?id=3403>

Link to article 'Free Websites to Help Meet the Common Core Standards' -

<http://www.techlearning.com/Default.aspx?tabid=67&entryid=6246>

Key Points in ELA CC- <http://www.corestandards.org/resources/key-points-in-english-language-arts>

TextProject - <http://www.textproject.org/>

Free Tools - <http://www.achievethecore.org/>

American Association
of School Librarians



The Best Websites for Teaching & Learning honors websites, tools, and resources of exceptional value to inquiry-based teaching and learning as embodied in the American Association of School Librarians' *Standards for the 21st-Century Learner*.

Discover how they can engage your students and support creativity, collaboration, and critical-thinking skills.

125
Sites Recognized!

Using a great website for teaching and learning? Nominate it at www.ala.org/aasl/bestlist

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The Best Websites for Teaching & Learning foster the qualities of innovation, creativity, active participation, and collaboration. They are free, web-based sites that are user friendly and encourage a community of learners to explore and discover.

Media Sharing

Pinterest: pinterest.com
smore: smore.com
easel.ly: easel.ly

Digital Storytelling

inklewriter: www.inklestudios.com/inklewriter
myHistro: myhistro.com
FlipSnack: flipsnack.com/en

Manage & Organize

BiblioNasium: biblionasium.com
LitPick: litpick.com
padlet: padlet.com
edcanvas: edcanvas.com
WorkFlowy: workflowy.com

Social Networking & Communication

socrative: socrative.com
QuadBlogging: quadblogging.net
Marqueed: marqueed.com

Curriculum Collaboration

19Pencils: 19pencils.com
iCivics: icivics.org
Wonderopolis: wonderopolis.org
Youngzine: youngzine.org
Garbology: naturebridge.org/garbology

Content Resources

Seriously Amazing: seriouslyamazing.si.edu
Edudemic: edudemic.com
Science NetLinks: sciencenetlinks.com
TEDEd: ed.ted.com
Codecademy: codecademy.com
Digital Public Library of America: dp.la

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www.ala.org/aasl/bestlist

**Top 25 Websites for
Teaching and Learning**

Animoto: animoto.com

Classroom 2.0:
www.classroom20.com

Curriki: www.curriki.org

Diigo: diigo.com

Edublogs: edublogs.org

Facebook: www.facebook.com

Good Reads: www.goodreads.com

Google Reader: google.reader.com

Mindmeister: www.mindmeister.com
and **Bubbl.us:** bubbl.us

Ning: www.ning.com

Our Story: www.ourstory.com

Partnership for 21st Century Skills:
www.21stcenturyskills.org

Polleverywhere:
polleverywhere.com

Primary Access:
www.primaryaccess.org

RezED: www.rezed.org

Second Life: www.secondlife.com

Simply Box: simplybox.com

Skype: www.skype.com

SOS for Information Literacy:
informationliteracy.org

Teacher Tube: www.teachertube.com

Twitter: twitter.com

VoiceThread: voicethread.com

Wikispaces: www.wikispaces.com

Wordle: www.wordle.net

Zoho: www.zoho.com

American Association
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www.ala.org/aasl/bestlist

**Top 25 Websites for
Teaching and Learning**

Animoto: animoto.com

Classroom 2.0:
www.classroom20.com

Curriki: www.curriki.org

Diigo: diigo.com

Edublogs: edublogs.org

Facebook: www.facebook.com

Good Reads: www.goodreads.com

Google Reader: google.reader.com

Mindmeister: www.mindmeister.com
and **Bubbl.us:** bubbl.us

Ning: www.ning.com

Our Story: www.ourstory.com

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For Teaching & Learning

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ALTEC: altec.org

Annenberg Media Learner.Org:
www.learner.org

Apple Learning Interchange:
edcommunity.apple.com/ali

**ASCD (Association of Supervision and
Curriculum Dev.):** www.ascd.org

Discovery Education:
community.discoveryeducation.com

Edutopia: www.edutopia.org

Eduweb: www.eduweb.com

Field Trip Earth:
fieldtripearth.org/index.xml

Global School:
www.globalschoolnet.org

Google Earth: earth.google.com

Library of Congress: www.loc.gov

Merlot: www.merlot.org

MIT Open Courseware: [ocw.mit.edu/
OcwWeb/hs/home/home/index.htm](http://ocw.mit.edu/OcwWeb/hs/home/home/index.htm)

Moodle: moodle.org

NASA: [www.nasa.gov/audience/
forstudents/index.html](http://www.nasa.gov/audience/forstudents/index.html)

Our Documents:
www.ourdocuments.gov

PBS Teachers: www.pbs.org/teachers

Read, Write, Think: readwritethink.org

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Thinkfinity: www.thinkfinity.org

WebQuest: www.webquest.org

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Merlot: www.merlot.org

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Media Sharing

Aviary: www.aviary.com
Kerpoof: www.kerpoof.com
Tagxedo: www.tagxedo.com
Nota: notaland.com

Digital Storytelling

Myths and Legends: myths.e2bn.org
PicLit: www.piclits.com
Zooburst: www.zooburst.com

Manage & Organize

SpicyNodes: www.spicynodes.org
Symbaloo: www.symbaloo.com
iCyte: www.icyte.com
Conduit: www.conduit.com

Social Networking & Communication

QR Microsoft: tag.microsoft.com
QR i-nigma: www.i-nigma.com/CreateBarcodes.html
Edmodo: www.edmodo.com
You Are What You Read: youarewhatyouread.scholastic.com/kids/

Curriculum Sharing

Yolink Education: www.yolinkeducation.com/education/
Khan Academy: www.khanacademy.org
GeoCube: www.geo-cube.eu

Content Resources:

Lesson Plans and More

CK12 Flexbooks: www.ck12.org
Digital Vaults: www.digitalvaults.org
Lingt Language: lingtlanguage.com
Exploratorium: www.exploratorium.edu

Content Collaboration

Edistorm: www.edistorm.com
iEarn: www.learn.org
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Vialogues: vialogues.com
Popplet: popplet.com
Jux: www.jux.com

Digital Storytelling

Comic Master: www.comicmaster.org.uk
My Storymaker:
www.clpgh.org/kids/storymaker/embed.cfm
Inanimate Alice: www.inanimatealice.com

Manage & Organize

Quicklyst: www.quicklyst.com
Spidercribe: www.spiderscribe.net
Stixy: www.stixy.com
Remember the Milk:
www.rememberthemilk.com

Social Networking & Communication

Celly: cel.ly/forschools
Wiggio: wiggio.com
Collaborize Classroom:
www.collaborizeclassroom.com

Content Resources

Study Ladder: www.study ladder.com
Historypin : www.historypin.com
Learn it in 5: learnitin5.com
ARKive: www.arkive.org
DocsTeach: www.docsteach.org
IWitness: iwwitness.usc.edu/SFI

Curriculum Collaboration

How to Smile: www.howtosmile.org
StudyBlue: www.studyblue.com
NASA Kids Club:
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Springnote: www.springnote.com/en

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Books

Bats! Furry Fliers of the Night

AI Gore - Our Choice:
A Plan to Solve the Climate Crisis

Cinderella Shakespeare in Bits - Hamlet

Fam Bam: Got to Have Music

STEM

Science 360 NASA Operation Math

SimplePhysics Tinkerbox

Organization & Management

EasyBib Dropbox Evernote

Schoology Socrative

Social Sciences

Ansel & Clair's Adventures in Africa

Barefoot World Atlas

Britannica Kids: Ancient Egypt

MyCongress News-O-Matic: Daily for Kids

Content Creation

Educreations Toontastic

Kidblog GarageBand Videolicious

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www.ala.org/aasl/bestapps

2013 Best Apps for Teaching & Learning

The Best Apps for Teaching & Learning foster the qualities of innovation, creativity, active participation, and collaboration and are user friendly to encourage a community of learners to explore and discover.

Books

Bats! Furry Fliers of the Night

AI Gore - Our Choice:
A Plan to Solve the Climate Crisis

Cinderella Shakespeare in Bits - Hamlet

Fam Bam: Got to Have Music

STEM

Science 360 NASA Operation Math

SimplePhysics Tinkerbox

Organization & Management

EasyBib Dropbox Evernote

Schoology Socrative

Social Sciences

Ansel & Clair's Adventures in Africa

Barefoot World Atlas

Britannica Kids: Ancient Egypt

MyCongress News-O-Matic: Daily for Kids

Content Creation

Educreations Toontastic

Kidblog GarageBand Videolicious

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Lesson Plans

A to Z Teacher Stuff

<http://www.atozteacherstuff.com/>

Themes, lesson plans, printables, tips, articles, and chat - created for teachers by a teacher

Alabama Public Television

<http://www.aptv.org/>

Visit APT Classroom to download a teacher guide and schedule of educational programming, search for suitable programming by grade and subject area

Apple Learning Interchange

<http://ali.apple.com/>

Units of practice include detailed ideas and examples for teaching with technology and are searchable by subject and grade level. Links to recommended web resources rich in content are searchable by subject and grade level.

Cable in the Classroom Online

<http://www.ciconline.org/>

Study guides including discussion questions, vocabulary, and activities are available for selected educational programming from the History Channel, TLC, BET, A&E, TRAVEL, Nickelodeon and others. Includes an integrated schedule searchable by subject and grade level. Taping calendar can be downloaded.

Education World

<http://www.education-world.com/>

Contains curriculum projects, featured lesson plans, webquests, tools and templates, educators message boards, and web resources safe search

Microsoft Lesson Plans for Teachers and Students

<http://www.microsoft.com/education/LessonPlans.msp>

Search for lesson plans by subject area, grade level, and/or keyword

Gateway to Educational Materials (GEM)

<http://www.thegateway.org/>

Sponsored by the U. S. Department of Education, this project is a consortium effort to provide educators with quick and easy access to the substantial, but uncataloged, collections of educational materials found on various federal, state, university, non-profit, and commercial Internet sites. Includes high quality lesson plans and curriculum units.

GirlTECH Lessons On-Line

<http://teachertech.rice.edu/Lessons/>

Lesson plans designed to take full advantage of Internet resources and to teach mathematics and science concepts in new and exciting ways

Highlights' TeacherNet

<http://www.teachernet.com/>

Bulletin boards and discussion groups, along with links to lesson plans and web resources and idea-a-day activities

Thinkfinity

<http://www.thinkfinity.org>

The Thinkfinity program provides no-cost, standards-based Internet content for the K-12 teacher and classroom, developed by the nation's content experts. Online resources include panel-reviewed links to top sites in many disciplines, professionally developed lesson plans, classroom activities and materials to help with daily classroom planning, and powerful search engines.

New York Times Learning Network

<http://www.nytimes.com/learning/>

PBS TeacherSource

<http://www.pbs.org/teachersource/>

3,000+ lesson plans and activities, including technology and teaching tutorials

S.C.O.R.E. CyberGuides/Language Arts

<http://www.sdcoe.k12.ca.us/score/cyberguide.html>

CyberGuides are supplementary, standards-based, web-delivered units of instruction centered on core works of literature. Each CyberGuide contains a student and teacher edition, standards, a task and a process by which it may be completed, teacher-selected web sites and a rubric, based on California Language Arts Content Standards.

S.C.O.R.E. History/Social Science Resources

<http://score.rims.k12.ca.us/>

Online Resources and Lesson Plans for K-12 history and social science

S.C.O.R.E. Mathematics Lessons

<http://score.kings.k12.ca.us/lessons.html>

K-12 Lesson Plans for mathematics organized by grade level and strand

S.C.O.R.E. Science Resources and Lessons

<http://scorescience.humboldt.k12.ca.us/>

Lists recommended links to science activities for kids, lesson plans, and "Ask a Scientist" contact information by content speciality

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

Links, lesson plans, and laughs! What else does a teacher need?

Teachers.Net

<http://teachers.net/>

Extensive teacher collaboration area, searchable lesson plan bank

Teacher Vision

<http://www.teachervision.fen.com/>

Created by teachers for teachers, this site's goal is to provide lesson plans, resources, classroom management tips, and other that make your professional life easier.

The Educators Network

<http://www.theeducatorsnetwork.com/main/>

This extensive network of teacher resources contains links to lesson plans, work sheets, theme units, teacher tools, and rubrics

<http://www.slimekids.com>

<http://blog.helenbarrett.org>

<http://electronicportfolios.com>

<http://www.eportfolio.org/>

Google Sites----- <http://www.shambles.net/pages/staff/ARandR/portfolios/>

- Wikispaces

- Livebinders

APPS/WIKI, etc. website information

<http://whhhsmediacenter.wikispaces.com/Mobile+Tools>

Take a look!

LANGUAGE ARTS



ABC Tracer - Alphabet flashcard tracing phonics and drawing.



ACT Spell - ACT Spell - has large implications for special needs, enabling teachers to build custom user programs targeting specific vocabulary and assisting motor, visual and neurological skills.



Adobe Ideas - The App is a sketching tool meant to compliment Adobe Photoshop and Illustrator, enabling you to sketch ideas on your mind virtually anywhere as long as you have the iPad.



Animoto Videos - Create movies from individual pictures.



Chicktionary - Unscramble a roost full of letters and create as many words as possible. Each hen bears a letter. Touch the hens and spell out a word, then watch as the word appears below them. Press Enter to submit the word into the egg crates. The more words you create, the more points you earn!



Cartoon Studio Pro - Create multi-celled cartoons.



Dictionary - Using predictive text, search for a word and its definition/synonym in content from dictionary.com or thesaurus.com.



Docs to Go - Universal app for Office suite to support viewing and editing of Word and Excel!



Dragon Dictation - Voice recognition to speak, see and edit your text, then share it to the clipboard, SMS, and email.



Exam Vocabulary Builder - Has a hundred words that students can practice to improve vocabulary. Each word has synonyms and two example sentences that can be read aloud. Words are grouped as nouns, verbs and adjectives, and there is a quiz mode that has easy and challenging levels.



Grammar Fun - Allows kids of all ages to learn correct grammar by matching grammatical constructs to the corresponding words in a sentence.



Grammar Up - Has over 50 multiple choice questions, over 10 categories, to provide a quick test of your student's grammar abilities. Choose a timer mode, shake the Touch to skip a question, and enjoy the progress bar that shows you how well you are doing with each category.



Idea Sketch - Easily draw a diagram - mind map, concept map, or flow chart - and convert it to a text outline, and vice versa.



iPractice Verbs - iPractice Verbs makes practice fun because it allows you to flip through the images. Verbs are provided at the word and phrase level. You can switch back and forth between word or phrase level at the touch of a button.



iThoughts - A mind mapping tool.



iWriteWords - In easy or regular mode, trace numbers, lowercase and uppercase letters using numbered prompts.



Miss Spell - Lets players test their spelling skills against the most commonly misspelled words on Dictionary.com. Players must quickly decide whether each of 20 words is spelled correctly or incorrectly, as speed and accuracy count to get to the top of the class!



Sentence Builder - Sentence Builder is an app that will help your students practice grammar. The app focuses on correct sentence structure by allowing the user to choose between different words to make the sentence grammatically correct.



SimpleMind Express - A FREE mind mapping tool that turns your iPhone or iPod touch into a brainstorming, idea collection and thought structuring device.



Spell Blocks with Sight Words - This App puts letter blocks on the screen and lets your child learn how to spell the words and makes the process of learning fun.



Spell it Rite - This game has been designed to help you train your ability to recognize misspelled words. The user's objective is to identify typos as fast as possible. For each error, a penalty of 5 seconds is added to the total time. At the end of each round, the user is given the possibility of reviewing his or her results. This version contains over 700 of the most difficult to spell words.



Spell That! - The App allows the educator to configure a set of spelling exercises that the student can follow at his or her own pace. Each exercise uses a combination of tactile as well as auditory feedback to reinforce the knowledge acquired.



Strip Designer - Turn your photos into amazing and entertaining comic strips.



Word Magic - A picture is shown and the kids should select the missing letter for the picture. There are three levels. Based on the kid's level, you can choose missing letter at the beginning or in the middle or in the last.



Word Wheel - Colorful images of animals and everyday objects are juxtaposed with corresponding words that your child can spin and match on our intuitive word wheel! Three settings allow you to adjust the difficulty level to suit your child's abilities.



Words with kids - Reinforce learning by associating letters, sounds, and images. This game may help your child get a head start in reading.



Writer's Studio - Create and 'Publish' Your Own Book.

Anyone interested in iPads might also like to go to some of the things

Kathy Schrock (of Discovery Education's Kathy Schrock's Guide for

Educators) has written about iPads, especially her Google site devoted

to iPads in education:

<https://sites.google.com/site/schrockipad/>

She also has a great post on her blog about projecting with an iPad, something that requires extra cords, etc. Find it here:

<http://blog.kathyschrock.net/2010/05/ipad-apps-that-project.html>

It's all about using the correct app. Some applies to apps for iPhones

and iPods too. Interesting and helpful.

Digital Apps for Ipad Storytelling

<http://sites.google.com/site/digitalstorytellingwiththeipad/apps-for-digital-storytelling>

This library site has incredible educational material:

<http://whhhsmediacenter.wikispaces.com/Book+Lovers>

Blogs

[Edmodo | Secure Social Learning Network for Teachers and Students](http://www.edmodo.com/)

www.edmodo.com/

Secure Social Learning Network for Teachers and Students (TCSS librarians use this)

www.pixelatedlibrarian.blogspot.com

<http://www.diigo.com/index>

https://secure.diigo.com/blog_this/daily_blog

<http://www.goodreads.com/>

<http://readingpower.wordpress.com/>

LIVEBINDERS:

[Organize your resources in an online binder - LiveBinders](http://www.livebinders.com/)

www.livebinders.com/

LiveBinders is your 3-ring binder for the web. ... **LiveBinders** was selected in AASL's 2010 Top 25 Websites for Teaching and Learning.