

COMPETENCY 0001 UNDERSTAND THE ROLE OF THE LIBRARY MEDIA PROGRAM AND ITS RELATIONSHIP TO THE TOTAL SCHOOL PROGRAM**Skill 1.1 Demonstrating understanding of the importance of creating an environment that supports the multiple uses of the library media center and promotes lifelong learning**

A student-centered media center begins by providing access to resources in an environment that is both interesting and inviting. The space should be well-organized and clearly labeled so that resources can be located. It should have a welcoming atmosphere that entices students and staff to come to the media center to learn.

The school library media specialist is crucial to the development of a climate that encourages learning. To provide such an atmosphere the school library media specialist must be willing to:

- promote the program as a wonderful place for learning
- arrange materials so that they are easy to locate
- set flexible schedules that allow for just-in-time learning
- be eager to work with students and staff
- maintain an attractive and inviting space
- collaborate with school staff and students

Skill 1.2 Aligning library media program goals and objectives with curricular needs and identifying appropriate library media resources, personnel, and services to support the curriculum (e.g. addressing the needs of the learning community with regard to resources-based learning, information literacy skills and strategies, and resources in the curriculum)

An effective school library media program facilitates the integration of information skills into core content areas. The school library media specialist plays a crucial role in the effective functioning of the program. The more the media specialist understands the needs of the population they serve, the more closely the media program will reflect the learning goals of the school

Through collaboration with classroom teachers, media specialists can gain insight to curricular needs, promote information literacy, and become recognized as partners in the educational process. There are steps a media specialist can take to facilitate this process.

- Develop a working knowledge of the curriculum used within the school.

- Participate in grade-level, school-district and state curriculum planning efforts.
- Collaborate with teachers to identify the resources needed to support the curriculum.
- Collaborate with teachers to integrate information skills into the curriculum.

Skill 1.3 Recognizing the integral and collaborative role of the library media program in all curricular areas

One of the single most important parts of a successful school library media program is collaboration between the school library media specialist and classroom teachers.

To support the collaborative process there are key skills the media specialist must possess. These include:

- **Flexibility:** The ability to adjust to the differing needs of staff and students and flexibility with time.
- **Curriculum Expertise:** Knowledge of the curriculum being taught at the grade levels being served. This makes the media specialist an invaluable partner.
- **Leadership:** Setting the path in which the media program should move, setting goals and expectations, serving as advocate for the teachers as well as the media program.
- **Approachability:** Establishing good rapport with staff and students and being someone they know will be willing to go above and beyond the call of duty.
- **Persistence:** Keeping going and keeping the media program moving forward.

Skill 1.4 Identifying characteristics and functions of an effective school library media program

An effective school library media program can become the heart of learning in any school environment. A deciding factor in the success of the program is the dedication of the school library media specialist. For a school library media program to be successful it must possess the following characteristics:

- It must be **student-centered**. Students have the opportunity to learn to be efficient managers of information. They participate in learning activities that foster creativity and build critical thinking skills. Students collaborate with the school library media specialists to facilitate their learning experiences.
- The program works to **expand students' interests** and to foster a love of reading, listening and viewing.
- Works to **provide access to information** and assist students in evaluating that information so that it can be used effectively.

- The program **assists students in becoming lifelong learners** by teaching them to appreciate diverse perspectives, act responsibly with regard to information, build critical thinking skills, analyze information, and create products based upon the information acquired.
- The school library media specialist **collaborates with students and staff** to provide authentic learning experiences that integrate information skills into the curriculum. Collaboration is one of the most crucial components to the success of a school library media program.
- The school library media specialist **works as a leader** within the school to bring resources into the school as well as train others to use those resources.
- The school library media specialist **creates partnerships** within the community to further enhance educational opportunities for students.
- The school library media specialist provides **physical access to resources** that meet the needs of all populations.

Skill 1.5 Formulating a mission statement for the library media program that reflects overall school and district goals and objectives

The mission of any organization, business, or educational institution should evolve from the needs and expectations of its clientele. The mission of the school library media center must parallel the school's mission and attend to the users' needs for resources and services.

The school library media program should examine school and student characteristics.

School characteristics:

1. The mission of the school library media center should reflect and be in harmony with the school's stated mission.
2. The program's mission should reflect the curricular direction of the school: academic, vocational, or compensatory.
3. The mission should reflect the willingness of the administration and faculty to support the program.

Student characteristics:

1. The mission is influenced by pupil demographics: age, achievement and ability levels, reading levels, and learning styles.
2. The mission may indicate the students' interest in self-directed learning and exploratory reading.
3. The mission reflects support from parents and community groups.

Skill 1.6 Recognizing the role of the library media program in providing equitable physical and intellectual access to information, ideas, and learning and teaching tools

Each school has a unique population of students. The school library media coordinator must collaborate with both regular and special-education teachers to find resources that fill a wide array of student needs. Physical conditions need to be addressed. Accommodation of students in wheelchairs requires appropriate arrangement of furniture, width of aisles, and shelf heights. and aisle wide enough for wheelchair access. Visually impaired students may need special lighting or magnifying devices.

To promote equal access to services, the school library media coordinator should plan activities that allow all students to participate successfully. Post rules and signs in large print using pictures and the Braille alphabet. These reminders and cues provide assistance for easily distracted students. Special-education teachers may be able to provide additional insight when planning services, physical layout and collections.

Student abilities will influence collection decisions as well. Visually-impaired students may need books in Braille or large-print, auditory books, or software that reads web pages and scanned text.

The use of technology can enhance student access to resources. Some examples include:

- Special computing devices for students with mobility issues make technology accessible to them. These devices can be activated by moving a single muscle, blinking or other function.
- Built-in accommodations in software programs, such as Microsoft Word.
- Specialized software that translates typed text into Braille, sign language, or a different language.
- Digital technology to synthesize audio and work with digital images and video.
- Virtual field trips on the Internet.

COMPETENCY 0002 UNDERSTAND THE ROLES AND RESPONSIBILITIES OF THE LIBRARY MEDIA SPECIALIST

Skill 2.1 Applying strategies for creating a positive teaching and learning climate in the library media center

Because of the diversity of services provided in a modern school library media center, it is important to foster a user-friendly atmosphere, one in which the patron is not only welcomed as a user of resources but is also involved as a producer of ideas and materials.

The library media program, in considering the academic and personal needs of the user, should provide an atmosphere in which users can attain both basic skills and enrichment goals.

Factors that influence the atmosphere include:

1. Proximity to academic classes.
2. Aesthetic appearance.
3. Acoustical ceilings and floor coverings.
4. Adequate temperature control.
5. Adequate, non-glare lighting with controls for different types of viewing activities.
6. Comfortable, appropriately sized, and durable furnishings.
7. Diverse, plentiful, and current resources that are attractive to handle as well as easy to use.
8. Courteous, helpful personnel, using supervisory techniques that encourage self-exploration and creativity while protecting the rules of library etiquette.

Skill 2.2 Applying strategies for encouraging students to take responsibility for their own learning

Students need to know the variety of information resources and agencies available to them and be given frequent opportunities to use them in order to establish habit. By learning about the resources available outside the school, they will more likely pursue using these services in adulthood.

1. Inform them of **information resource-sharing networks**: public and academic libraries, Internet services, and community agencies. Schools in districts with fully automated public-library systems may provide online access to the public library catalog from a terminal at the school site. Public libraries may also offer online cataloging services that can be accessed from home computers and provide access to the Internet.
2. **Invite representatives from other information agencies** to promote their programs through the schools. Post public library hours, advertisements of lectures, book reviews, or other library activities; arrange for guest speakers from Internet providers or radio and television stations; and participate in field trips to other information centers

Skill 2.3 Demonstrating knowledge of the management functions of library media specialists with regard to services, facilities, personnel, and funding

One of the main goals of a school library media specialist is to determine the overall vision and mission of the media center. The vision of what the media center should be the focus of all other functions.

Once a direction has been established, the school library media specialist can use the **Library Learning Walk** to determine the strengths and weaknesses of the resources and overall program and begin to develop a course of improvement.

Policies and procedures must be developed to govern the overall operation of the media program. Using the mission as a guide, policies and procedures can be created or revised to meet changing needs.

The vision, mission, and all gathered data help to **identify specific funding** needs.

In preparation for **constructing the budget** for the school library media center, the school media professionals need to consider:

1. The **standards** set by the New York State Department of Education, local school boards, and regional accreditation associations. Changes in standards sometimes necessitate changes in local budget planning.
2. The **sources of funding** for the media center program (4.3.2).
3. The prioritized list of **program goals** and the cost of meeting them.

Determining the relationship between program goals and funding involve the study of:

1. **Past inventories** and projections of future needs.
2. Quantitative and qualitative **collection standards** at all levels.
3. School and district **curriculum plans**.
4. **Community needs**.
5. **Fiscal deadlines**.

Skill 2.4 Recognizing the importance of building and maintaining collaborative partnerships to support the library media program

The school library media specialist must establish rapport with all groups in the school community. To promote this collaboration, representatives from these groups should be involved in the development, implementation, and evaluation of the school library media program.

1. Establish a library media **advisory committee**.

2. Solicit **expert advice of teachers** on selecting materials for the collection and weeding.
3. **Promote the program** and solicit suggestions for improvement.
4. Establish a reciprocal **working relationship with the school principal** and/or supervisor of media.
5. Conduct **workshops or lessons** on using the media center as a resource center.

Skill 2.5 Recognizing the role of the library media specialist in providing expertise and advocacy in collection development and the use of information technology and resources

It is the responsibility of the school library media specialist to provide resources that meet the needs for the population it serves. Therefore the school library media collection should include resources that are current, relevant to state and local curricula, and of interest to students and staff.

To ensure the collection matches the needs of the population, the school library media specialist must:

1. Conduct a **collection analysis**.
2. **Discard** any irrelevant or outdated materials.
3. Use professional **review publications** to keep abreast of new resources.
4. Provide staff and students the **opportunity to request materials**.
5. Develop a working **relationship with vendors** of books and media.

Access to resources requires an **automated catalog** that reflects the current status of the collection.

Technological resources play an important role in providing resources to staff and students. The school library media specialist must work to ensure all stakeholders have access to the technology available by:

1. **Maintaining** all equipment in proper working order.
2. Developing **policies and procedures** that govern the use of such resources.
3. **Promoting** the use of resources by staff, students, and parents.

COMPETENCY 0003 UNDERSTAND THE INSTRUCTIONAL PARTNER ROLE OF THE LIBRARY MEDIA SPECIALIST IN CURRICULUM DEVELOPMENT.

Skill 3.1 Demonstrating knowledge of basic principles of curriculum development and standardized practices

Curriculum is defined as the specific skills or objectives students should know or be able to perform when they complete a certain grade level. Curriculum development is a serious process. It takes place mostly at the state level, but local districts also develop curriculum for local purposes.

The process generally works through a **team approach**, utilizing classroom teachers known for their expertise in a particular subject. The team reviews current learning objectives to evaluate their validity and identify necessary changes.

Objectives are written as student **learning outcomes or goals**. A goal is a general statement, which is broken down into the skills needed to meet the goal. Specific examples regarding the mastery of the skill may be provided.

Every goal and skill that is listed must be **measurable**. The curriculum development process may also include the designing of appropriate assessments to measure a student's level of performance with a particular skill.

Evaluation of the curriculum is the most crucial step in the process. Through evaluation the new content is measured for effectiveness. After careful evaluation the goal or skill may once again be revised to promote the lifelong learning process for students.

The key factor in curriculum development is that it is an **ongoing process**. Goals and skills must be continuously evaluated for effectiveness and restructured to ensure student success.

Skill 3.2 Demonstrating knowledge of integrating New York State Learning Standards and national information literacy standards into the school curriculum

National information literacy standards stress that information literate students:

- Can access, evaluate and use information effectively.
- Pursue, appreciate and strive for excellence when seeking information.
- Understand the necessity of a democratic society.
- Strive to be responsible citizens.
- work to generate more information

There are direct correlations between the national standards and the New York State Learning standards.

- Access to information: English Language Arts Standards 1 and 2; Math, Science, and Technology Standard 2; Social Studies Standards 1-5
- Evaluates information: English Language Arts Standard 3; Math, Science, and Technology Standard 6
- Use of information: English Language Arts Standard 4; Math, Science, and Technology Standards 2, 5, and 7
- Pursues knowledge and information: Career Development and Occupational Studies Standard 1
- Appreciates information: Arts Standard 2
- Strives for excellence in searching for information: Career Development and Occupational Studies Standards 3a and 3b
- Necessity of a democratic society: Social Studies Standard 5
- Being a responsible citizen: Social Studies Standard 5
- Generates information: Social Studies Standard 5

Skill 3.3 Identifying types and characteristics of various instructional materials and resources (e.g., overhead transparencies, multimedia presentations)

Technology has changed the instructional resources now available to schools. A wide array of resources can be found, in multiple formats. Types of resources that are used in schools can include:

- **Overhead transparencies** are still a viable tool for instruction. Transparencies are easily created using computer software and films meant for either inkjet or laser printers.
- **Multimedia Presentations** are used to accentuate material presented to students. The format is often more appealing than transparencies, but availability of equipment can be an issue.
- **Audio recordings:** Older formats such as vinyl records have been replaced by cassette tapes then CDs. Podcasts or computerized records are currently a popular format. These recordings can be played directly from the computer or downloaded onto various devices.
- **Video recordings:** Filmstrips have given way to video, which adds animation. It is found in such formats as videotape, DVD, Blue Ray disc, and video streamed from online sources.
- **Print material:** Libraries are still stocked with circulating books. Books are also found in audio format as well as electronic ebooks.
- **Computer Software** supports many learning opportunities. It can be loaded either on a single machine or on a server, which allows shared access throughout the school's network. Network access requires special licenses.
- **Online Programs:** Many resources once housed within the walls of the media center can now be accessed online. Some resources are subscription-based but are still considerably cheaper than upgrading software on CD-ROMs. One disadvantage of this format can be the space it takes up on the district's bandwidth. Online resources containing a great deal of video can cause a network to perform far more slowly.

Skill 3.4 Examining considerations related to the design and production of instructional materials (e.g. intended audience) and applying procedures for producing and reproducing various types of instructional materials

In the last twenty years, audiovisual materials, once considered supplementary to instruction, have become instructional media, integral parts of the instructional process. Students and teachers should learn not only to use commercial products but to design and produce their own materials. It is appropriate for faculty to produce their own resources when:

1. Commercial products are unavailable, unsuited to learning styles/preferences/environments, or too costly.