

COMPETENCY 1.0 UNDERSTANDING OF PROFESSIONAL DEVELOPMENT FACTORS

SKILL 1.1 Update knowledge of state and national legislation and their impact on school library media programs.

National:

1965 Elementary and Secondary Education Act Title III

This legislation impacted school libraries by encouraging their expansion into media centers.

1981 Education Consolidation and Improvement Act

Chapter II of this bill included regulations and funding in the form of block grants for school library media resources and instructional equipment. Funding ended with the 1994-95 school year.

1995 Innovative Educational Programs Legislation

This three-year program provides block grants for innovative uses of technology in schools, including library media centers.

State:

1986 State of Florida created a special appropriation of 17 million dollars in matching funds for upgrading and expanding library media materials and equipment in public schools.

1990 State of Florida provided funding for SUNLINK, the DOE Division of School Library Media Services for retrospective conversion of public school libraries to create statewide interlibrary loan network (funding continued through 1996-97).

1991 Blueprint 2000, a System of School Improvement and Accountability.

This legislation transfers authority for the design of effective programs to local control and mandates formation of school improvement plans to hold schools accountable for performance of students. Though library media programs are not specifically mentioned in the Blueprint 2000 goals, Goal 4 charges schools with the provision of a conducive learning environment, a goal enhanced by a successful library media program.

1993 Florida State Statutes address library media as follows:

231.15 specifies that like other certification areas - teacher, guidance counselor, principal, and athletic coach - a school library media specialist must meet the law requiring certification in her content area (1.7).

233.165 specifies that selection of instructional materials, library books, and other material used in the public schools shall meet the standards of materials propriety.

1. The age of the children who normally would be expected to have access to the materials
2. The educational purpose to be served by the material.
3. The degree of mature classroom discussion of the material.
4. The consideration of the broad socioeconomic, ethnic, racial and cultural diversity of the children.

This article also prohibits the procurement of material with hard-core pornography.

233.34 dealing with funding for instructional materials, specifies that library and reference books may be purchased from the 50% of the instructional materials allocation that need not be ordered from the state adopted list.

SKILL 1.2 Evidence knowledge of the concepts of AASL/AECT guideline for library media programs.

National guidelines for school library media programs are provided in documents published by the American Association of School Librarians (AASL), a division of the American Library Association (ALA), and the Association for Educational Communications and Technology (AECT).

Information Power: Guidelines for School Library Media Programs a collaboration of AASL/AECT, was published in 1988 to provide standardized national guidelines as a vision for school library media programs into the 21st century. The AASL/AECT Standards Writing Committee and contributors from public school districts and universities across the country, using standards that have been revised over the last thirty years, created a definitive work.

These revised standards reflect the flexibility to manage today's library media centers and to direct centers into the future. The AASL/AECT mission objectives are echoed in President Bush's message during a speech at the 1991 White House Conference on Library and Information Services. The following is a summary of the guidelines culled from these and other publications.

1. A democratic society guarantees the right of its populace to be well-informed. To this end, libraries and media centers of all kinds are the bastions of intellectual freedom.
2. Literacy for all United States residents begins in the public school system. School readiness through access to ample media stimuli, facilities that provide physical access to materials across cultural and economic barriers, and a sound national goal, supported by legislative funding, will ensure that Americans can avail themselves of the information to which they are entitled.
3. Americans will become more productive in the workplace by taking advantage of the technology offered in the Information Age. To support the school-to-work initiative, school library media centers must offer access and instruction in emerging technologies used in business and industry.
4. Collaborative efforts between schools, business, and community agencies will encourage life-long learning. *Information Power's* mission statement and the vision statements of many public schools specify life-long learning as their primary objective. Thus libraries, even in the schools, must become community centers, offering their materials and services to all segments of the public. Such open access also motivates school-aged students as they see adults continually seeking information and educational opportunities.

[Specific guidelines addressing personnel, budgets, resources and equipment, facilities, and leadership are included in discussions of performance indicators throughout this guide.]

SKILL 1.3 Identify and examine sources which provide information pertaining to school library media programs.

In the list of resources at the end of this guide are many titles which provide information on school library media programs. *Information Power* (AASL/AECT), *Taxonomies of the School Library Media Program* (Loertscher), and *Administering the School Library Media Center* (Gillespie and Spirt) are three of the best-known and most accessible.

Less accessible but a valuable reference tool is the six volume set titled *School Library Media Annual* (Smith, Aaron, and Scales, Eds.), each volume dealing with different aspects of school library media programs.

The Florida DOE's *Florida School Library Media Programs: A Guide for Excellence*, though twenty years old, still provides sound guidelines for media programs. Many of the recommendations are only now being implemented in some schools.

Among periodicals *The School Library Media Quarterly* (AASL) offers scholarly articles that are research based. *The Florida Media Quarterly*, a publication of the Florida Association for Media in Education, offers many excellent articles written by Florida educators and each issue has a concise legislative review. *Media and Methods* presents information on integrating media into the curriculum. *Tech Trends* (AECT) examines the impact of technology and innovations in media use.

SKILL 1.4 Use research to improve school library media programs.

The task of administering programs in modern school library media centers can be daunting to the newcomer, whether the new graduate with a degree in information science or the experienced classroom teacher with 30 hours of library science.

There is now so much outstanding resource material and the technology to easily identify these resources that the task can be managed by following a few simple steps.

1. Rely on the information provided in this guide's resource list. If your school or district's professional library does not contain these resources, visit the public library in the nearest large city or a university library where information sciences are taught.
2. Give your school media program a close examination before doing your research. Study any written evaluations by media personnel, school improvement committees, library advisory committees, or annual reports. Informally survey a cross-section of students and teachers to gather input about their perceptions of the materials and services that are provided.
3. Make a list of questions based on the concerns that result from your evaluation. Peruse the questions in Chapter One of *Information Power* to see if there are any pertinent areas that have not yet been addressed.
4. Do your research.
5. Produce a written evaluation of your school's library media program based on your findings. Submit this evaluation to the principal and plan with her the best way to communicate the information to students, teachers, and parents.
6. Gather input from all groups to whom your evaluation is presented.
7. Meet with the Library Media Advisory Committee or equivalent group to formulate program changes. Be sure to include students and parents or lay community members on this committee.
8. Implement the changes and plan subsequent evaluations.

SKILL 1.5 Share relevant research with instructional staff.

One of the fallacies of education is that all good teachers keep abreast of changes in education by reading professional journals. Many do and most try, but the volume of available material is overwhelming.

Since the school library media center houses general professional materials and knowledge of the contents of these materials is one of the specialist's responsibilities, a vehicle for communicating information to teachers is important. A two-part NCR form that identifies the receiver, the resource title and date of publication, and a concise summary of the contents is easiest. Sometimes a photocopy of relevant portions of the article can be attached to the form. Save one part of each form for your own program evaluation.

Education Digest, *Phi Delta Kappan*, and *Educational Leadership* are outstanding trend evaluators. Such magazines as *Teacher* give information about grants and services for both students and educators. Each year FAME sponsors the Jim Harbin Student Media Festival. Students in four age groupings devise up to ten-minute programs in a variety of media. Winners productions are presented at the annual FAME conference. This is an excellent project for television production classes, but it is also a way to involve content classes in learning through media production. Look to the annual fall edition of the *Florida Media Quarterly* for complete details and application forms.

Of course, changes in school board policies, legislative actions, and DOE publications are usually channeled through the media specialists. The Florida DOE *Monday Report* is accessible through FIRN (the Florida Information Resources Network) and printed copies are sent to all school principals. Your principal may be delighted to have you offer to communicate information from that and other reports to teachers.

SKILL 1.6 Identify guidelines that define the library media specialist's role.

In addition to the AASL/AECT guidelines (1.7) also endorsed by the NEA, guidelines are available from state departments of education. *Florida School Library Media Programs: A Guide for Excellence* delineates areas of proficiency for all media center personnel.

Developed as a result of the AASL/AECT's *Media Programs: District and School* (1975) recommendations, the Florida guidelines were prepared by a task force with almost 50% representation of active school media specialists whose input reflected the skills necessary in the schools in the 1970's as well as those that would be needed in future decades.

SKILL 1.7 Identify the library media specialist's responsibilities from AASL/AECT guidelines.

The following summarizes AASL/AECT guidelines.

The role of the school library media specialist is three-fold.

The information specialist meets program needs by providing

1. Access to the facility and materials that is non-restrictive - economically, ethnically, or physically.
2. Communication to teachers, students, administrators and parents concerning new materials, services, or technologies.
3. Efficient retrieval and information sharing systems.

The teacher specialist is charged with the responsibilities of

1. Integrating information skills into the content curriculum.
2. Providing access to and instruction in the use of technology.
3. Planning jointly with classroom teachers the use and production of media appropriate to learner needs.
4. Using various instructional methods to provide staff development in policies, procedures, media production, and technology use.

The instructional consultant uses her expertise to

1. Participate in curriculum development and assessment.
2. Assist teachers in acquiring information skills which they can incorporate into classroom instruction.
3. Design a scope and sequence of teaching information skills.
4. Provide leadership in the use and assessment of information technologies.

SKILL 1.8 Identify professional organizations on local, state, and national levels.

Library Media Organizations

National:

American Association of School Library (AASL)
American Library Association
50 East Huron Street
Chicago IL 60611

Association for Educational Communications and Technology (AECT)
1126 Sixteenth Street, NW
Washington DC 20036

State:

Florida Association for Media in Education (FAME)
P. O. Box 13119
Tallahassee FL 32308

Local:

Local affiliates of state organizations such as FAME

Public library support groups

Related Organizations

National:

National Education Association (NEA)
1201 North Street NW
Washington DC 20036-3290

American Federation of Teachers (AFT)
555 New Jersey Avenue, NW
Washington DC 20001-2079

Phi Delta Kappa International, Inc.
408 N. Union
P. O. Box 789
Bloomington IN 47402

International Reading Association
800 Barksdale Road
Newark DE 19711-3269
Association of Supervision and Curriculum Development (ASCD)

1250 N. Pitt Street
Alexandria VA 22314-1453

State / Local:

State / Local affiliates of NEA

State / Local affiliates of AFT

SKILL 1.9 Identify professional development sources and certification requirements.

Professional development resources are extensive in scope as evidenced by the resource list in this guide.

Other sources include the college and university programs offered at many state and private institutions. Degrees in library science, information science, or educational media are offered for both undergraduates and graduate students. Some universities offer extern programs or on-line courses.

Workshops are offered at state conferences and through district inservice programs.

State Certification requirements adopted in 1992 offer two plans:

1. a bachelor's or higher degree with an undergraduate or graduate major in educational media.
2. a bachelor's or higher degree with thirty (30) semester hours in educational media.