

The Garden City USD 457 High School Library Curriculum

Preface

A good library media/technology program is in the best interests of our students and families. The library media program is the information center of the school and heart of the core subject curriculum. Core subject knowledge offers our students, staff, and families a rich, solid core of knowledge. The library media program ensures that our students can find, use, and communicate this rich, solid core of knowledge; that they become independent lifelong learners.

Mission of the School Library Media Program

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

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

Changing Roles of Media Specialists

Traditionally the roles of the library media specialist include teacher, information specialist, and instructional consultant. With an overall understanding of the core knowledge curriculum, a working knowledge of technology, and the ability to integrate the two, the library media specialist is now also the information literacy specialist.

Resources and Facilities

A diverse collection in various formats is crucial to a library media center in serving the core curriculum. Internet access allows the students and staff to reach beyond the walls of the library. Banks of computers are now standard in media centers. A student can find information, put it into a database or word processor document, and then print it out or send it by email for other to read.

Curriculum and Integration

Instruction in technology and information skills does not take place in isolation. Skills are integrated into the curriculum and taught collaboratively by the classroom teacher and library media specialist. The rich core knowledge curriculum lends itself to authentic problem-solving opportunities.

Information Access

1. *Flexible Scheduling*

Flexible access programs are student-centered. They allow for cooperative planning between the library media specialist and teachers, integration of information and technology skills into the core subject units, and access to the library for all students and teachers at the time of need or interest. A school library media program works best when tailored to individual needs. Classes may benefit from direct instruction in how to use a reference source, but library activities should concentrate on the needs of individual students.

2. *Plans, Policies, and Procedures*

A flexible schedule does not mean the absence of a schedule, but one that changes week to week based on the needs of the students and teachers and planned units of instruction. It allows the specialist to work with individuals and small groups, as well as entire classes. A variety of activities could be happening in the center simultaneously. The emphasis is not on the quantity of time or instruction but on the quality. The library media specialist has time to offer technology support and training; confer with teachers; work with individual students; select, order, catalog, and process materials in addition to providing instruction that integrates information and technology skills into the curriculum

Collaboration

1. Collaboration is integral to every aspect of the library media program and every component of the library media specialist's role. It is infused in all the activities, services, and functions of an effective, student-centered core subject curriculum. Effective collaboration between the library media specialist and teachers helps to create a vibrant and engaged community of learners, and strengthens the whole school program.
2. The process of learning is the focus of the library media program. The library media center is where students select appropriate materials, and develop strategies for analyzing, evaluating, synthesizing, creating, and communicating information. Meaningful learning develops from a partnership between the teacher and media specialist (in the planning process) and the student, teacher, and media specialist (in the learning process). This collaboration, at its best, fosters a community of learners, who work independently and in groups to both learn and communicate with one another

Technology

1. Technology is a tool that allows students and staff to reach beyond the walls of the library to support the core subject curriculum
2. The library media specialist, in collaboration with teachers, strives to develop students that are skilled users of technology. Technology skills are integrated into the curriculum every grade level.

Inquiry Based Learning

1. ***Process of Implementation***
 - a. Support, guidance, and leadership of building administrator(s)
 - b. Professional Development
 - c. Support needs to be on going and tailored to meet the changing needs of the staff
 - d. Communication with parents about inquiry based learning
2. ***Application***
 - a. Inquiry: Is based on questions, hypotheses, and pursuit of answers
 - b. Synthesis: Location and organization of information
 - c. Expression: How the information is communicated to others through application or evaluation. This step may pose other questions.
3. ***Assessment***
 - a. Can take many forms
 - b. Serves many purposes
 - c. Can range from questions teachers ask during a lesson to end-of-unit tests to statewide or national examinations.

Library Media Center Staffing:

Along with flexible scheduling, provision for adequate staff coverage of the student-teacher service area in the library media center is a main factor in providing sufficient time for the library media specialist to collaborate, instruct and integrate the curriculum with the library media program. The time may be spent on developing a collaborative student assignment or unit of instruction, on review and selection of materials to incorporate in the library collection, or to instruct students as small groups or individuals on information literacy techniques.

Library Media Specialist Standards

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The school library media specialist as the primary proponent of developing, promoting, practicing and assessing the library curriculum should be held accountable to a few key standards. These standards will guide the library media specialist in creatively developing a cohesive and coordinated program to enhance teacher instruction and student learning and higher achievement levels for all in the GCHS community.

The standards presented here are primary guidelines and the indicators attached are not meant to be all inclusive. Indicators may be subject to revision and different assessment criteria than those that are in the writing to follow.

Standard #1: The library media specialist applies the principles of library and information studies to create effective, integrated library media programs.

The library media specialist advises learners on ethical and effective strategies for identifying, retrieving, evaluating, using, and synthesizing information.

The library media specialist promotes the importance of reading through reader's advisory services and literature selection.

The library media specialist knows the processes and skills related to collection development

The library media specialist knows the processes and skills related to collection development.

Standard #2: The library media specialist integrates information literacy through collaboration, planning, implementation, and assessment of learning.

The library media specialist understands collaboration techniques between teachers and library media specialists.

The library media specialist knows the curriculum and effective instructional techniques in order to cross disciplines and integrate information literacy

The library media specialist knows information literacy standards as delineated by the American Library Association.

The library media specialist collaborates with teachers to plan and develop units that integrate multimedia, research, and information literacy skills into instruction.

The library media specialist collaborates in teaching essential skills, effective communication skills, information literacy, and complex thinking skills.

The library media specialist teaches evaluation strategies that assess both product and process.

The library media specialist builds a local library media curriculum integrating course content and literacy standards.

Standard #3: The library media specialist applies knowledge of learning styles and of human growth and development.

The library media specialist knows the theories of learning styles.

The library media specialist uses knowledge of learning styles to shape instructional decisions.

The library media specialist uses reading, viewing, and listening activities to foster learning and modifications.

The library media specialist uses knowledge to select suitable resources for individual abilities and interests.

Standard #4: The library media specialist provides equitable access to and effective use of technologies and innovations

The library media specialist understands how to use technology as an instructional tool to support content learning and student achievement

The library media specialist uses technological resources to prepare and deliver instruction.

The library media specialist demonstrates expertise with the technologies for information creation, storage, retrieval, organization, communication, and use.

Standard #5: The library media specialist plans, develops implements, manages, and evaluates the library media program.

The library media specialist knows district, state, and national standards.

The library media specialist knows management components of an effective library media program: budget, personnel, facilities, evaluation, selection, acquisitions, cataloging, processing, de-selection, inventory, client access, and circulation.

The library media specialist participates in curriculum, planning, and departmental committees.

The library media specialist implements a library media program that teaches students and staff to use ideas and information effectively.

The library media specialist establishes routines for acquiring, storing, accessing, and retrieving information.

The library media specialist uses management components to administer an effective library media program.

The library media specialist develops procedures and documentation for evaluating the school library media center.

Standard #6: The library media specialist upholds professional ethics and promotes equity and diversity.

The library media specialist understands ethical issues and their importance to the learning community.

The library media specialist knows the importance of equity and diversity issues

The library media specialist models ethical and responsible behavior with regard to the use of information.

The library media specialist provides equitable intellectual access to resources and services.

The library media specialist develops a balanced collection that reflects freedom from stereo-types, is up-to-date and represents multiple points of view in a variety of formats.

Standard #7: The library media specialist recognizes the role of the library media program within the community.

The library media specialist recognizes the role of the library media program in the whole school improvement process.

The library media specialist participates in the school improvement process through support of and involvement in curriculum planning, department committees, and staff development.

The library media specialist establishes rapport with students, staff, administration, parents and community.

Conclusion:

The Garden City High School Curriculum is driven by the core subject curriculum but attempts to provide information literacy resources to all subject areas and programs. The LMS (library media specialist) in conjunction with the classroom teacher collaborate to integrate the curriculum in order to meet and exceed standards.

The LMS standards outlined in text above may be measured by various criteria including rubrics or other assessment instruments not included here. The Library Media Specialist may use these instruments to personally judge the quality of their efforts in meeting the standards.

This is not a final curriculum for GCHS Library but a foundation for integrating information literacy with the core subjects. Discussion and refinement will follow to properly align the GCHS Library Media curriculum with 21st Century Skills and requirements as set forth by the Kansas State Department of Education in the months and years ahead.

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Library Media Specialist Standards:

Wichita State University – Library Media Specialist Standards

<http://webs.wichita.edu/libcert/Word%20Documents/Program%20Review/Kansas%20Teaching%20Standards%20Program%20Review.doc>

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**Kansas State Department of Education
Non-Assessed Model Standards**

<http://www.ksde.org/Default.aspx?tabid=3511#lmtStd>

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