

THE VISION OF POLK LIBRARY MEDIA CENTERS

Ever changing media centers with "no walls" will provide a friendly gateway to lifelong learning in an inviting atmosphere. Informational media services and developing technology will be integrated providing access to global information at the point of need.

PEMA
5/95

THE MISSION OF POLK LIBRARY MEDIA CENTERS

The mission of the library media program is to ensure that all patrons are effective users of ideas and information as presented in ever changing formats.

This mission is accomplished:

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

The mission of the library media program encompasses a number of specific objectives:

- to provide intellectual access to information
- to provide physical access to information
- to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
- to provide leadership, instruction, and consulting assistance in the use of instructional and information technology
- to provide a facility that functions as the information center of the school
- to provide resources and learning activities

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As media professionals, we believe:

- the media program is inherent in the educational process
- learners must be information and technology literate
- learning must be resource-based, active and integrated
- learners must be skilled in evaluating, processing and communicating information
- access to information and the technology, which delivers it, is a basic right in our society
- media professionals are partners in the instructional process
- media professionals must be change agents, risk takers and visionaries
- strong administrative support and understanding of the media program's role is essential

What an ideal media center would do:

- there would be access to the media center for all students to check out and to research as needed every day
- the media center would be open all day with adult coverage including lunch and planning for the media specialists

options would also include any or all of the following combinations:

before and after school hours
evening hours
summer hours

- the media specialist would work collaboratively with teachers to maximize student use of resources and application of learning
- parents would have access to the media center and use of resources as partners in the child's education

"After accounting for the considerable impact on academic achievement of community socio-economic conditions...library media predictors almost always outperformed other school characteristics, such as teacher-pupil ratio and per-pupil expenditures."

Keith Curry Lance, Director, Library Research Service, Colorado State Library and University of Denver. Multimedia Schools, September, 2001.

The Library Media Center Program

The ideal media program involves the total school community, students, teachers, administrators and members of the local community. For students, the media center serves as a laboratory in which students access a wide range of print, audiovisual, and technological materials designed to widen, intensify, and individualize learning. In such a setting, the school library media specialist serves as teacher, materials expert, technology leader, information specialist, instructional consultant, and curriculum consultant as the center is totally involved in the teaching/learning process.

The concept of a unified library media program developed as the educational community responded to the changes and needs of a media oriented society. Florida Department of Education, Florida School Library Media Programs: A Guide for Excellence. Florida Department of Education, 1976.

Upon graduation, students will be able to locate, process, and apply information to address problems occurring in everyday situations and to continue learning as a lifelong process.

An effective library media program is dependent upon the support of the school board, the superintendent, the school principal, school community and upon a mutually supportive partnership between teachers and library media personnel. Florida Department of Education, Florida School Library Media Programs: A Guide for Excellence. Florida Department of Education, 1976.

“School library media programs should be funded sufficiently to employ both professional and support staff and to have both information resources in a variety of formats and the technology necessary to extend the library media program beyond the walls of the library media center.” Keith Curry Lance, Director, Library Research Service, Colorado State Library and University of Denver. Multimedia Schools, September, 2001.

Library media specialists involve the classroom teacher who shares knowledge of student learning styles, curriculum content, and community expectations to help the media specialist build an effective program based on appropriate materials and diverse services to students. Furthermore, the media center staff seeks to participate in the total instructional program of the school. The principal, as chief administrator, ensures this participation through formulating scheduling policies for the center; assigning the library media specialist to curriculum planning, technology, campus decision-making and textbook selection committees, and promoting the media center as an essential resource in the instructional program of the campus.

To develop a sense of community expectations for the media center, staff relies on a library committee, parent organizations, presentations and attendance at community parent meetings, and conversations with volunteers in the school. The library media specialist, who has specialized training in selecting, organizing, and integrating resources, draws all these components together to plan and execute a quality library media program.

“The library has to go beyond its technical role of ‘Book Center’ or ‘Media Center’ and see itself instead as a ‘Human Communications Center.’” —Fred D’Ignazio, “Beyond Multimedia: The Active Media Center,” *Connections*

For examples of library media program restructuring and paradigm shifts see Appendices A and B.

“Two important studies, both published at the beginning of 1993, directly address the question of basics in education. One explores the contribution of the school library media center (SLMC) to achievement. Using a grant from the U.S. Department of Education, the Colorado study was planned and carried out in 1991-92 using data collected by the Colorado Department of Education during the 1988-89 school year. The Colorado study shows that the strength of the SLMC is a clear predictor of academic achievement. **At every grade level studied, as an SLMC’s staff and collection increased, test scores increased. In 1987, School Match, a company helping business executives choose schools for their children as they relocate, reported that the strongest predictor of test performance for young children is school library media expenditures.**”—
School Library Journal/May 1993

In conclusion, the school library media program encompasses all the resources and activities through which the library media staff translate the mission into reality and objectives of the school.

Schools, like individuals, have unique characteristics, due to historical circumstances, geography, pupil demographics, teaching and leadership styles, and a host of other factors. Although all schools must maintain basic services, local and regional curricula are reflected in program emphases. Specific priorities may change over time within a single school, and they differ between schools.

All effective school library media programs, whatever their individual strengths, share common goals and principles in meeting the needs of users. These goals and principles provide the school library media specialist with guidance in implementing a program.—from *Information Power - Building Partnerships for Learning*, page 100.

Services to Students

A friendly, helpful staff, attractive surroundings, and sufficient resources to meet students’ research and personal needs create an atmosphere that will draw students to the media center. The staff will encourage students to use a variety of materials, engage in group and independent study, and pursue individual interests. Access to information through various formats, including print, audiovisual, and computer-based, will be made available to students. Reading, viewing, listening, and communication guidance will be provided. Student growth in critical analysis will be encouraged through formal and informal discussions with peers and campus staff. Information/library skills will be taught in order that students may locate and use information resources inside and outside the media center. These skills will be integrated into the curriculum, and students will make meaningful connections between classroom learning and information skills. Upon graduation, students will be able to locate, process, and apply information to address problems occurring in everyday situations and to continue learning as a lifelong process.

The effective media center, open before and after school as well as during the day, provides a flexible system for circulating materials designed to meet students' needs. These materials are appropriate to the learning styles, ability levels, and interests of students and are sensitive to the cultural diversity of the community and state. They are provided in a variety of formats. Information and equipment are organized for easy access. Space is set aside for individual, small-group, and large-group activities.

Services to Teachers

The library media specialist plans cooperatively with the classroom teacher to integrate media center resources into the daily instructional plan. These resources may include audiovisual materials, books, periodicals, and computer software. The library media specialist should be assigned to faculty committees that design, study, revise, and implement instructional strategies and curriculum content. Ideally, teachers and library media specialists have time to jointly plan integrated instruction incorporating information skills into the curriculum. In cooperation with the teacher, the library media specialist will teach information/library skills and the use of subject resources and specialized tools such as computerized databases. Such teaching is most effective when done in conjunction with an organized unit of study that incorporates the learned skills into student assignments and activities.

Information on materials and services available from the media center, district media services, public libraries, nearby academic libraries, and the state library is available to teachers, along with an up-to-date community resources file of field trip locations and names of resource persons in specialized areas. Professional books and periodicals are also available. Teachers will be informed of new acquisitions by the media center staff, and bibliographies will be prepared as needed. A collection of books and audiovisual items to support instructional activities may be provided to classrooms upon the request of teachers.

If new or renovated facilities are to be designed, the library media specialist should be actively involved in planning.

The library media specialist should orient all staff members on media center resources, policies, procedures, services, and facilities. Inservice programs, which include the use of equipment, production techniques, methods of integrating resources into classroom instruction, and evaluation of media, may be conducted by the library media specialist. A collection of materials, including computer software, will be provided and organized to meet the professional needs and interests of teachers. Equipment and supplies for media production activities should also be provided.

Services of Administrators

The library media specialist may help the administrator develop effective campus-level inservice programs by offering sessions in the media center on the use and production of instructional materials and on coordination of media center resources and curriculum activities. Bibliographic and reference services should be available to the administrator, along with lists of new acquisitions, audiovisual productions, and other activities. Periodic reports summarizing activities in the media center should be made to the administrator.

To assist the administrators and the campus decision-making committee in budget preparation, the library media specialist may furnish cost estimates relating to the media center program and statistics regarding expenditures, collection development, and media center use. If new or renovated facilities are to be designed, the library media specialist should be actively involved in planning.

Also, administrators may include the school library media specialist as part of campus committees that formulate long-range goals and short-term objectives for the campus instructional programs, the use of technology, and the media center. A library media committee, composed of representatives from the faculty, administration, parents, student body, and community, should plan and evaluate the media priorities. This committee may meet monthly or quarterly to determine how closely the media program is meeting its objectives and fulfilling its obligations to the school community. The committee should be part of the site-based management process in place on the campus.

Services to the Community

Library media specialists frequently use newspapers, local television broadcasts, school/home newsletters, and presentations at parent–teacher and other civic meetings to build awareness of media services. Active in their communities, they take advantage of opportunities to encourage citizens to provide suggestions for program improvement.

Other community agencies such as public and academic libraries and museums can expand the media resources through a well–organized, cooperative effort that complements the school’s curriculum. The library media specialist should foster this effort through a strong information program keyed to school/community interests.

Examples of this kind of cooperation may include the media center publicizing community events of interest, civic projects, local celebrations, and television programs that feature community activities. Programs and demonstrations for the public may be held in the center but should be planned so as not to interfere with academic requirements. As a first priority, facilities should always go to student needs. Materials and equipment may be loaned to community groups when not in use by students and faculty with administration approval. Reference and bibliographic services may be offered, along with guidance in the selection of materials for home libraries. The library media specialist should also attempt to involve the community in the media center operations through volunteer services.

The library media specialist can foster parental involvement by encouraging parents of younger children to check out books to be read by the parent and student together. Parents may also appreciate access to professional materials about parenting techniques and educational strategies. The library media specialist may serve as a resource person to parents wishing to learn more about new technologies and their uses in school and at home.

The Library Media Center and the Curriculum

“Schools with well-developed library media programs average 18% higher reading scores. When library media staff collaborate with classroom teachers, reading scores average increases of 18-21%. When access to library media centers is scheduled flexibly, reading scores improve 13-22%.” Marcia J. Rodney and Christine Hamilton-Pennell, Library and Information Services Department, University of Denver. Keith Curry Lance, Colorado State Library, Colorado Department of Education. “How School Librarians Help Kids Achieve Standards, The Second Colorado Study, 2000.”

The primary role of the media center is to support the curriculum of the campus by providing materials that enhance, extend, and support classroom teaching and by guiding students to become effective users of information. The program of the campus media center will be shaped by the goals and objectives of the campus, the scope of the curriculum, the teaching patterns in the school, and the needs of the students and staff.

Scheduling

A pattern of scheduling that allows students to visit the media center on an individual, small-group, and large-group basis as needed is most desirable. This scheduling pattern, usually referred to as flexible scheduling, allows information skills to be taught at the point of need in a meaningful context that meets a curricular objective. Research has shown that students retain more knowledge and are better able to apply and transfer information skills when the skills are taught in context with a curricular connection.

Students should be able to locate, analyze, evaluate, and synthesize information to produce that which communicates information to others.

Some campuses may wish to use a combination flexible and fixed schedule, with classes coming on a regular schedule to check out books, hear stories, and have literature enrichment activities. The least desirable pattern is that of a completely fixed schedule in which the library media specialist sees every class at a definite time and classes do not have an opportunity to use the library in connection with curricular units. Individual students may also be denied access when seeking to meet an information need or to use recreational reading materials.

The Instructional Program for Information Skills

Information skills are included in the essential elements of the various curriculum areas. The campus instructional team has the responsibility to ensure that these essential elements are addressed. The teaching of information skills should be a cooperative effort between the library media specialist and the classroom teacher. Students should be able to locate, analyze, evaluate, and synthesize information to produce original products that communicate information to others. Such products might include papers, dramatizations, audiovisual productions, and oral reports, among others. An organized program to teach information strategies should be included in all curriculum areas through the media center.

This active role of the media specialist frees the teacher from the impossible task of performing as omniscient expert and allows for a far more democratic collaboration in the learning enterprise.

The Library Media Center and Technology

Today's rapidly changing technology has myriad implications for the media programs. The infusion of computers and computer-based information products into the curriculum must be mirrored in the media center. Increasing use of computer-based access to information, the availability of computers for student use, and the use of computers to manage the media center more efficiently and effectively are the prevailing trends. Converting the library into an integrated, effective technology center involves a thoughtful process.

Searchable Databases

Many campuses are replacing traditional print periodical indexes with electronic indexes.

Databases may be accessed through online subscriptions that rely on telecommunications and/or through stand-alone products that are purchased or subscribed to by the media center. The stand-alone products are generally in CD-ROM format. Searchable databases include bibliographic databases that yield citations and possibly abstracts for print sources such as periodicals and books, as well as, full-text bibliographic databases which include not only citations but also the full text of the source. These databases also include traditional reference works such as encyclopedias that have been transferred into electronic format.

The use of an online database broker will give the campus access to a large number of databases covering various subject areas. Advantages include the large number of databases that can be accessed and the necessity of paying only for what is used. Disadvantages include the relatively high cost per search in telecommunications charges, the uncertainty in budgeting, and the possible limitation in hands-on student use. Access to a telephone line is required. A campus that has both in-house databases and an online service subscription may use the online service to supplement search results from in-house products.

Many campuses are replacing traditional print periodical indexes with electronic indexes. The advantages of stand-alone databases are that the cost per search is relatively low and students are able to get hands-on experience in using databases without the pressure of mounting telecommunications charges. The disadvantages include the relatively limited number of databases that most campuses can afford. Increasing use of local-area networks to support these stand-alone databases makes such databases more accessible to larger numbers of students. A fully networked school would be able to access electronic products housed in the media center from various locations on and off the campus.

A third type of electronic information product that is increasing in usage is the transformed traditional reference work. Several encyclopedias now have electronic versions that enable students to access not only the text of an article but to hear speeches and music and easily locate related topics and illustrations. Other traditional reference works such as poetry and quotation indexes are also appearing in electronic format.

Online Public Access Catalogs

All campuses have public access catalogs, which replaced the traditional card catalog. The advantages include increased access to the collection through a variety of access points, ease of locating collection resources, and encouragement of the ability to use electronic resources to locate information. Because of the increased use of media catalogs in academic and public libraries, the ability to use an online card catalog has become a critical skill for use in future

study and work situations.

Library Management Systems

Computerized systems are available to carry out functions for circulation, overdue materials tracking, inventory, and record keeping. Software systems may contain these functions in an integrated program purchased as a single unit or as modules that are purchased separately as needed and integrated into the overall system. The online public access catalog system integrates these management functions. Implementation of the library management system will free media center staff from repetitive clerical work, improve record keeping and reporting, and save staff time. District Media Services will provide information and assistance as needed to the Follett Software adopted by PEMA and their Automation Committee.

Telecommunications

Florida has a statewide educational telecommunications network named FIRN. All professional school district employees are eligible for accounts on the system. FIRN allows the user to access a number of databases including several university library catalogs, the NASA spacelink, a weather network, and others. FIRN can be used in many instructional applications. The media center is a logical place to install FIRN to allow student and teacher access to the system.

In addition to instructional applications, educators also have access to bulletin boards and electronic mail through FIRN. Educators who are widely separated geographically can thus communicate and share information, ask questions, and get professional updates from the Agency and elsewhere.

Access to FIRN requires a computer, a modem, a phone line, and communications software. The preferred software is a public domain program that is available through the DOE. No telecommunications charges are made for the use of network, and access is through a local telephone number.

Technology Funds and Planning Committees

Library media specialists should become involved in technology planning at district and campus levels. The specialists should be campus leaders in technology and instructional applications of technology, particularly in the areas of information access.

Technology funds may be used for library automation activities. Library applications that may be funded include procurement of on-line catalogs, networks, CD-ROM, and other emerging technologies; provision of electronic access to regional, statewide, national, and international resources; and acquisitions of telecommunications equipment.

PARTNERSHIPS

An effective program depends on the collaborative efforts of all those who are responsible for student learning. Text-based instruction is rapidly being replaced by interdisciplinary, resource-based learning: learning that should develop into a way of life. Flexible approaches to instruction require creative thinking, financial commitment, and new educational alliances. Media and technology professionals must become partners in the instructional process if educational goals are to be realized. The beneficiaries of these collaborative efforts are the students who will learn and grow in a resource-rich environment.

Partners Within the School

A learner-centered approach to instruction focuses attention on the media and technology program as a vital instructional force that expands, supports, and complements classroom learning. An integrated program is the joint responsibility of teachers, administrators, students, support staff, parents, and media and technology professionals working together to accomplish objectives that support desired outcomes for students.

Central to the development and implementation of a quality program is the formalized partnership known as the School Media Committee (SMC). As the first line of communication affecting all areas of the program, the committee is part of the organizational structure of the school. Depending on the size of the faculty, the SMC can be a sub-committee of the school's Improvement Committee or a separate committee. The responsibilities of this representative body will vary from school to school; however, an emphasis on program development will ensure that the media and technology program is designed to meet the needs of all users.

Instructional Training

When classroom teachers and media and technology professionals plan together, it is possible to cooperatively design units of instruction that use a variety of print and non-print resources, as well as merge content with information and computer skills. This type of learning requires time to plan and implement activities jointly. Although time constraints are often seen as a deterrent to this process, some benefits to students that make the efforts worthwhile include:

- Practicing life-long learning skills by seeking information from all types of resources to solve relevant problems and answer questions.
- Internalizing information through active rather than passive learning.
- Transferring the information and computer skills to a variety of situations.

Media and technology professionals must be knowledgeable about the needs of special populations within the school community. Exceptional children benefit from the integrated approach of media and technology programs.

School Media Committee

The School Media Committee (SMC) has long been an important component in the selection of materials in Polk County public schools. However, the responsibilities of this committee should not be limited to resource selection. An active School Media Committee can: (1) serve to strengthen the media program and in turn strengthen the total instructional program in the school; (2) promote positive relationships among media personnel, teachers, students, and administrators; (3) serve as a line of communication between the school and community; and (4) assist in maintaining a collection of resources and equipment. Active involvement of the School Media Committee in any project leads to better awareness, understanding, support, and commitment to the media program.

Make-Up of the Committee

Appointed by the principal, cooperatively with the school media specialist(s), the School Media Committee generally is composed of a representative from each grade level in an elementary and team representative in middle school, or the department head (or a representative) in a high school as well as special teachers. The committee should also have student and parent representation. The principal, or his designee, represents the administration. The district media specialist(s) is available as a resource person when needed.

Each member has something to provide the Committee. The media specialist often serves as chair and will provide leadership and expertise in evaluation and selection techniques for resources. Teachers will add their knowledge of the curriculum content, instructional needs, learning styles, and teaching methods. The administration will provide budgetary information, and information relating to curricular changes, textbook adoptions, and special projects. Students can provide information as to personal needs and likes to the student population; they also possess the ability to convince parents and teachers that certain resources are not hazardous to the health or mind. Parents will represent the community concerns, mores, and standards.

Functions and Responsibilities

The functions and responsibilities of the School Media Committee can be divided into two areas: (1) serving in an advisory capacity to the media staff and program, and (2) maintaining a collection of resources that reflects all curricular and individual needs.

The SMC can serve in many ways to promote the overall media program. The committee can assist the media specialist in planning for the media program, setting goals and priorities, evaluating the effectiveness of the program, and considering problems that arise. Much of the information regarding media programs, including the program descriptions for Southern Association, include statements such as "the media center is the hub of the school," "all instruction centers around the media center," and "the school cannot exist without a well balanced media program."

What are some things the SMC can do to make this a reality?

- encourage the integration of information skills into the study of other subjects by establishing ways for this to happen
- promote accessibility to the media center through flexible scheduling

- devise opportunities for students to use the media center
- encourage teachers to have follow-up activities in the classroom for reinforcement of information skills
- determine if circulation procedures and policies are as simple as possible and allow students access to resources when needed
- initiate book fairs and other activities which strengthen and promote the media program and clarify what the media coordinator expects from teachers
- solve problems (i.e., insufficient materials on a given topic for several classes/ grades to study it at the same time; at what level should certain material be used?)

The function of maintaining a well-balanced media collection is a primary responsibility of the School Media Committee. The media specialist is responsible for coordinating the acquisition of all media in the school but cannot assume the responsibility for selecting every item. All members of the SMC need to provide input.

A well-balanced collection is balanced in terms of the needs of the school curriculum areas, learning styles, and interests. Building a balanced collection involves: (1) careful planning which should be provided by the media specialist; (2) an understanding of the school's instructional program; (3) an understanding of the abilities, interests, and problems of students; (4) a broad current knowledge of materials available and related equipment which is provided by school and district level media personnel; and (5) an understanding of the district's selection policy and budget procedures.

Decisions as to which materials are to be purchased for the school are a serious responsibility. With the cost of materials constantly increasing, thoughtful consideration should be given to every item recommended for purchase. A systematic procedure for the SMC should be developed to ensure the acquisition of media resources to provide a well-balanced collection. The process should include:

1. examine the present collection - review inventory records, annual media reports, circulation records
2. look at the budget - The committee should be informed of available funds in order to see priorities for expenditures.
3. examine the objectives and curriculum of the school - changes in curriculum, new textbook adoptions
4. look at special needs - replacement of materials and equipment, and requests that cannot be met. Will there be a school-wide emphasis on certain areas?
5. look at needs and interests of students
6. look at new technologies - The committee should initiate and plan for the use of new technologies.
7. review the selection policy
8. determine school-wide needs and prioritize the needs

9. review, evaluate and preview materials - use approved lists and selection tools
10. make recommendations for purchase
11. assist in evaluating materials when they are received - read books, preview non-print materials
12. assist in evaluating gift materials - use same procedures and criteria as selecting new materials
13. assist in the continuous evaluation of the collection - which materials and equipment should be weeded from the collection. Worn and obsolete materials discourage students and teachers in their search for reliable information, they encourage users to handle materials carelessly, and they distract from the appearance of the collection. It is much worse to provide misinformation than to provide no information.
14. reevaluate challenged materials following district board approved procedures

Responsibilities of the Media Specialist

1. Be an effective leader - be well planned and prepared for SMC meetings. Don't waste the time of the committee members. Make certain everyone is aware of the responsibilities and procedures. Provide agendas prior to meeting.
2. Keep up-to-date on available materials and equipment.
3. Be involved in the school curriculum - attend grade level or departmental meetings, be familiar with course of study, competency goals and textbooks.
4. Provide the committee with appropriate reviewing sources, criteria and procedures for evaluations.
5. Conduct interest inventories with students to determine current topics of interest.
6. Provide the committee with inventory, circulation and request information.
7. Provide materials for hands-on examination when possible.
8. Keep a consideration file - important to verify information for ordering and to justify the purchase.
9. Make professional judgments regarding the addition of new media to the collection.

Responsibilities of School Media Committee Members

1. Keep the faculty informed of the selection process
2. Actively seek input from teachers and students
3. Inform teachers of what the committee has determined to be schoolwide goals and priorities
4. Ask opinions of other teachers when reading reviews
5. Inform teachers of recommendations for purchase
6. Actively participate in and support the selection process

Results of an Active School Media Committee

While the selection of materials, allocation of the media center budget, and weeding of the collection are the traditional roles of the School Media Committee, this committee is also a public relations tool for the school's media programs. Since the members work so closely with the materials housed within the media center, they also realize the potential for increased instructional enrichment and enhancement when these resources are used. Because, by nature of their positions, the committee members are usually the instructional leaders within their schools, School Media Committee members can model the effective use of a variety of resources available to supplement the textbooks. The SMC can also make media center needs known to the principal and other teachers. The SMC can, in turn, be a wealth of information, conveying new curriculum offerings, program ideas, and educational trends to the media specialist. In short, the School Media Committee can be the eyes, ears, and mouthpiece for the media center and its program. It is the key to a quality committee.

ELEMENTARY MEDIA STANDARDS

A. FACILITIES

1. **Seating**
There will be sufficient floor space and seating capacity in the library media center available to accommodate two classes for reading, viewing, listening, and individual study.
2. **Storage**
There will be sufficient workroom and storage space provided for supplies, books, media and equipment including a growth factor.
3. **Production**
The media center will include spaces for student and staff multimedia production, individual and group instruction, instructional support materials and equipment storage.
4. **Electrical**
There will be space and proper installation provided for the use of all instructional equipment intended for use in the library media center in accordance with state regulations. (SREF-99)
5. **Materials preservation**
Adequate steps will be taken to prevent physical deterioration of materials from mold, mildew and other causes to insure the integrity of the media collection. The media center should also have a disaster preparedness plan ready for implementation.

B. PERSONNEL

1. There will be a minimum of one full-time certified media specialist for every school media center whose full-time responsibilities are directly related to media services as defined in the district job description.

C. COLLECTIONS

1. **Quantity**
There will be a minimum book collection consisting of 10 books per student.
2. **Current books**
For collections more than seven years old, the book collection will be kept current by annual weeding. Books more than 20 years old should be reviewed for appropriateness to curriculum and accurate content using the district approved Selection Policy and Procedure Handbook.
3. **Periodicals (magazines)**
The materials collection will also include periodicals appropriate for and related to the interests of the students. The subscription list will include no fewer than 39 titles.

4. **Selection Policy**

The collection development will follow the district adopted Selection Policy and Procedure Handbook for the current year. Each school will also address in an addendum any issues that would affect their school differently.

5. **Non-print Collection**

Non-print library materials collection will show evidence of emerging technology formats: e.g.:

on-line searches
CD-ROM
Computer software
Laser discs
Telecommunications, etc.
DVD

6. **Other Materials**

- a. A minimum of one map or globe reflecting current world geographical boundaries will be available in every school media center.
- b. An encyclopedia no older than five years will be available in every school media center in any format.

D. SERVICES TO STUDENTS AND STAFF

1. The media center will serve as a resource center for the entire educational program. All non-consumable support materials, excluding textbooks, purchased after approval of these standards with district purchase orders may be cataloged through the media center.
2. The media specialist will participate in the development of the school's curriculum with faculty and staff.
3. The media specialist will provide orientation in using information resources, equipment, and technology. The media specialist will assist with selection and assessing materials to supplement instruction and learning.
4. The media specialist will use a variety of instructional methods with different user groups and must be able to demonstrate effective use of newer media and technology.
5. The media specialist will provide assistance in using technology to access information outside the school media center.
6. The media specialist will communicate with faculty and staff at least quarterly regarding new materials, technology, equipment and policies concerning media services.
7. The media specialist will assist students and staff in locating, analyzing and producing information independently.
8. At all times that the media center is open, excluding the last five student days, services to students and staff will include reading guidance, reference assistance and help in using media equipment and resources.

9. The atmosphere in the media center will encourage students and staff to request help, guidance and advice.

10. Media skills instruction will follow the district developed media skills curriculum.

E. ACCESS

1. The media center will be open and accessible to students and staffed by a certified media specialist at all times during the regular school day excluding authorized lunch and planning time provided for the media specialist.
2. If other students in the school have access to the media center when a whole class is scheduled with the media specialist, a media paraprofessional, teacher, or other adult should be present.
3. Equipment and materials necessary for students and/or staff electronic information access will be available at all times during the school day.
4. Functions preventing the student use of the media center should be limited.

F. BUDGET/TECHNICAL SERVICES

1. School funds will be allocated to maintain the media program at its maintenance level. Prior to budget planning time, the media specialist will develop, prepare and justify budget requests to his/her administration. It shall include funds to provide and maintain library services and equipment to support the curriculum (SACS 7.9). Federal funds should not be used to supplant local school funds to maintain a school media program.
2. All media centers will provide efficient circulation and management systems of media materials and equipment according to the library automation system selected and supported by the district office.
3. Each media center circulation desk should be provided with phone access, which includes outside calling.
4. Each media center will be provided with county email access from a computer located in the media center.

MIDDLE SCHOOL MEDIA STANDARDS

A. Facilities

1. Seating

There will be sufficient floor space and seating capacity in the library media center available to provide seating for the two largest classes in the school.

2. Storage

There will be efficient workroom and storage space provided for supplies, books, media and equipment.

3. Production

The media center will include spaces for student and staff multimedia production, individual and group instruction, instructional support materials and equipment storage.

4. Electrical

There will be space and proper installation provided for the use of all instructional equipment intended for use in the library/media center in accordance with state regulations (SREF-99).

5. Materials preservation

Adequate steps will be taken to prevent physical deterioration of materials from mold, mildew and other causes to insure the integrity of the media collection. The media center should also have a hurricane preparedness plan ready for implementation.

B. Personnel

1. Media staffing will follow the district unit allocation formula and, at a minimum, there will be one full-time certified media specialist for every school media center whose full-time responsibilities are directly related to media services as defined in the district job description.

0-1200	1
1200 - up	2

2. Media paraprofessional will be allocated as follows:

0-1200	1
1200- up	2

C. Collections

1. Quantity

The school shall provide a balanced collection of 2,000 usable library volumes or at least 10 volumes per student which ever is greater. Schools with enrollment in excess of 1,500 students must provide at least 15,000 usable. New schools must have at least four volumes per student upon opening and meet the collection requirements within in

three years (SACS 7.1)

2. Current books

For collections more than seven years old, the book collection will be kept current by annual weeding in compliance with the district adopted Selection Policy and Procedures Handbook. Books more than 20 years old should be reviewed for appropriateness to curriculum and accurate content.

3. Periodicals (magazines)

The materials collection will also include periodicals appropriate for and related to the interests of the students. Periodicals available through non-print resources such as CD-ROM programs, laser disks, and Internet access can be counted toward meeting 50% of this requirement (SACS 7.3).

4. Selection Policy

The collection development will follow the district adopted Educational Media and Instructional Materials Selection Policy.

5. Non-Print Collection

Non-print library materials collection will show evidence of emerging technology formats: e.g.:

- on line searches
- CD-ROM
- Computer software
- Laser discs
- DVD
- Telecommunications, etc.

6. Other Materials

A minimum of one map or globe reflecting current world geographical boundaries will be available in every school media center.

D. Services to Students and Staff

1. The media center will serve as resource center for entire educational program. All non-consumable instructional support materials, excluding textbooks, purchased after the approval of these standards with district purchase orders may be cataloged through the media center.
2. The media specialist will jointly develop the school's curriculum with faculty and staff.
3. The media specialist will provide orientation in using information resources, equipment, technology, and assistance with selection and assessing materials to supplement instruction and learning.
4. The media specialist will use a variety of instructional methods with different user groups and must be able to demonstrate effective use of newer media and technology.

5. The media specialist will provide assistance in using technology to access information outside the school library.
6. The media specialist will communicate with faculty and staff at least quarterly regarding new materials, technology, equipment and policies concerning media services.
7. The media specialist will assist students and staff in locating, analyzing and producing information independently.
8. At all times that the media center is open, services to students and staff will include reading guidance, reference assistance and help in using media equipment and resources.
9. The atmosphere in the media center will encourage students and staff to request help, guidance and advice.
10. Media skills instruction will follow the district developed media skills scope and sequence.
11. Schools shall respond to challenged materials (SACS 7.8) using the guidelines outlined in the Selection Policy and Procedure Handbook for School Educational Media.
12. The media specialist will collaborate with other professional staff to ensure the best use of resources. (SACS 7.4)
13. Media center personnel shall provide training for students and staff (SACS 7.5).

E. Access

1. In schools with more than one certified media specialist, the media center will be open, accessible to students and staffed by a certified media specialist at all times during the regular student day.
2. Students and personnel shall have access to media services, materials, and equipment. (SACS 7.10).
3. Equipment and materials necessary for students and/or staff electronic information access will be available at all times during the school work day.
4. Functions preventing the student use of the media center should be limited.

BUDGET/TECHNICAL SERVICES

1. School funds will be allocated to maintain the media program at its maintenance level. Prior to budget planning time, the media specialist will submit the provided media budget form to his/her administration. School funds will be allocated to maintain the media program at its maintenance level. It shall included funds to provide and maintain library services and equipment to support the curriculum (SACS 7.9). Federal funds should not be used to supplant local school funds to maintain a school media program.

2. All media centers will provide efficient circulation and management systems of media materials and equipment according to a standard system.
3. Each media center circulation desk should be provided with phone access that includes outside calling
4. Each media center will be provided with county email access from a computer located in the media center.

HIGH SCHOOL MEDIA STANDARDS

A. FACILITIES

1. Seating

There will be sufficient floor space and seating capacity in the library media center available to accommodate 10 percent of the membership, but not fewer than forty students for reading, viewing, listening, instruction, and individual study. (A writing word-processing lab adjacent to the reference area is strongly recommended). A school will not be expected to provide seating space at any one time for more than 100 students in the library media center.

2. Storage

There will be sufficient workroom and storage space provided for all supplies, books, media and equipment with a growth factor.

3. Production

The media center will include spaces for student and staff multimedia production, individual and group instruction, instructional support materials and equipment storage.

4. Electrical

There will be space and proper installation provided for the use of all instructional equipment intended for use in the library media center in accordance with state regulations. (SREF-99) .

5. Materials Preservation

Adequate steps will be taken to prevent physical deterioration of materials from mold, mildew and other causes to insure the integrity of the media collection. The media center should also have a hurricane preparedness plan ready for implementation.

B. PERSONNEL

1. After employing one professionally qualified librarian or media specialist, the school may employ a professionally qualified technology or information specialist to meet SACS requirement. (SACS 3.13). The district is aware that pursuant to SAC standard 3.13 that after employing one professional qualified librarian or media specialist, the school may employ a professionally qualified technology or information specialist to meet the requirement of the second media specialist. School personnel are advised that the information technology specialist must be assigned to the media center to provide information and technology services directly related to media services and instruction.

0-999	1 media specialist
1000 -	2 media specialist

2. Media paraprofessionals will be assigned as follows:

0 - 1499	1 media paraprofessional
1500 - up	2 media paraprofessional

C. COLLECTIONS

1. Quantity

The instructional resources collection shall include current usable print books. The school shall provide a balanced collection of 2,000 usable library volumes or at least 10 volumes per student which ever is greater. Schools with enrollment in excess of 1,500 students must provide at least 15,000 usable. New schools must have at least four volumes per student upon opening and meet the collection requirements within in three years (SACS 7.1)

2. Current books

For collections more than seven years old, the book collection will be kept current by annually weeding in accordance with the district adopted Selection Policy and Procedure Handbook. Books more than 20 years old should be reviewed for appropriateness to curriculum and accurate content.

3. Periodicals (magazines)

The library shall subscribe to a minimum of 35 periodicals annually and the selection shall serve all grade levels. Periodicals available through non-print resources such as CD-ROM programs, laser disks, and Internet access can be counted toward meeting 50% of this requirement. (SACS 7.3)

4. Selection Policy

The collection development will follow the district adopted Selection Policy and Procedure Handbook.

5. Non-Print Collection

The media center collection shall include electronic technological formats in support of the curriculum. (e.g. online searches CD-ROM

Computer software

Laser discs, DVDs etc.

6. Other Materials

A minimum of one map or globe reflecting current world geographical boundaries will be available in every school media center.

D. SERVICES TO STUDENTS AND STAFF

1. The media center will serve as resource center for the entire educational program. (SACS 5.3.). All non-consumable support materials, excluding textbooks, purchased after the approval of these standards with district purchase orders may be cataloged through the media center.
2. The media specialist will participate in the development of the school's curriculum with faculty and staff.
3. The media specialist will provide orientation in using information resources, equipment, technology or acquiring and assessing materials to supplement instruction and learning.
4. The media specialist will use a variety of instructional methods with different user

groups and must be able to demonstrate effective use of newer media and technology.

5. The media specialist will provide assistance in using technology to access information outside the school library.
6. The media specialist will communicate with faculty and staff at least quarterly regarding new materials, technology, equipment and policies concerning media services.
7. The media specialist will assist students and staff in locating, analyzing and producing information independently.
8. At all times that the media center is open, services to students and staff will include reading guidance, reference assistance and help in using media equipment and resources.
9. The atmosphere in the media center will encourage students and staff to request help, guidance and advice.
10. Media skills instruction will follow the district developed media skills scope and sequence.
11. Schools shall respond to challenged materials (SACS 7.8) using the guidelines outlined in the Selection Policy and Procedure Handbook for School Educational Media.
12. The media specialist will collaborate with other professional staff to ensure the best use of resources. (SACS 7.4)
13. Media center personnel shall provide training for students and staff (SACS 7.5).

E. ACCESS

1. In schools with more than one certified media specialist, the media center will be open, accessible to students, and staffed by a certified media specialist.
2. Students and personnel shall have access to media services, materials and equipment (SACS 7.10).
3. Teachers will remain with their students when there is a whole class using of the media center.
4. Functions preventing the student use of the media center should be limited.

F. BUDGET/TECHNICAL SERVICES

1. School funds will be allocated to maintain the media program at its maintenance level. Prior to budget planning time, the media specialist will develop, prepare and justify budget requests to his/her administration. School funds will be allocated to maintain the media program at its maintenance level. It shall include funds to provide and maintain library services and equipment to support the curriculum (SACS 7.9). Federal

funds should not be used to supplant local school funds to maintain school media program.

2. All media centers will provide efficient circulation and management systems of media materials and equipment according to the library automation system selected and supported by the district office.
3. Each media center circulation desk should be provided with phone access that includes outside calling.
4. Each media center will be provided with county email access from a computer located in the media center.

DISTRICT MEDIA SERVICES

Effective library media programs at the building level depend upon administrative and supervisory coordination at the system level. Building-level programs are becoming more dependent upon the support and cooperation of these agencies as information continues to multiply and new developments in technology occur. Schools look to district programs to provide advocacy, some technical services, and opportunities for resource sharing and cooperative programs. District library media services that are cooperatively planned by school and district personnel and are adequately staffed can ensure a wise expenditure of funds and effective use of media personnel while still honoring the responsibility of each school to develop its own library media program. These partnerships have contributed to the growth and development of school library media programs in the past and promise an even greater degree of institutional cooperative in the future.

Program responsibilities include:

Provide leadership, program development, and basic media support services to the school program

Integration of media into the curriculum development process

Development and coordination of the budget for the total district library media program

Selection of personnel for the district library media program

Provision for staff development opportunities in the use of media for personnel at district and school levels

Development of district library media selection criteria, policies, and procedures

Provision of consultative services in the area of library media services

Provision of centralized cataloging and processing of library media resources

Provision of materials or equipment too expensive for each school to afford in sufficient quantity

Provision of specialized collections, including materials and equipment for review and examination prior to consideration for purchase

Operation of production services for development of media to enhance learning experiences

Planning for new and remodeled library media facilities to meet program needs

Coordinate with Instructional Television Manager for the provision of television services

Assistance to library media specialists in planning for evaluation of building level library media programs

Maintenance of professional resource collection for use by teachers and administrators

Provision of a public relations program that communicates the role of the library media program and its contributions to the goals of the school

Establishment of basic initial collections for new school library media centers

Participation in planning federal projects that provide financial resources for library media

Coordination of library media services to local schools with public libraries, information and communication networks, and with the School Library Media Services Section of the Florida Department of Education

Evaluation of the effectiveness of the district library media program for use in establishing program objectives in priorities

An adequate qualified staff is necessary if a district library media program is to provide a useful support system to the building level library media program. Current staff consists of:

- 2 District Media Services Specialists
- 1 Library Automation Specialist
- 6 Media Assistants II
- 2 Media Assistants I

The head media services specialist is responsible for all aspects of the district program, including personnel, services, facilities, materials, equipment, and operation of centralized services. The head media services specialist, working with the associate media services specialist, is responsible for developing a district collection that requires a clear understanding of each member school's educational plan and library media program, a knowledge of materials and equipment in the individual schools, and the needs of new programs in the curriculum. To perform the role effectively, the media services specialist must be a specialist in the library media field, knowledgeable about new technology and skillful in the practice of working with people.

Repair of equipment is coordinated through EERS (Electronic Equipment Repair Service). Instructional Television and computer network and software are coordinated through School Technology Service Department. Regular scheduled dialogue and conference sessions provide support and direction of consultative services to the schools.

Appendix A

Paradigm Shift for School Library Media Programs

FROM

TO

Library Organization

Library as “an island” Library as an integral part of school
Static grouping..... Multi-age, multi-ability grouping
Rigid schedule.....Flexible schedule
A quiet placeAn active and exciting place

Curriculum (What is Taught)

Isolated learning activities Interdisciplinary/thematic units
Isolated information skills Integrated information skills
Emphasis on fact-finding Analysis and interpretation of data
Single source of information..... Multiple sources of information
Copying information..... Synthesizing information
Written or oral reports Multi-media presentations
Limited library reading activities Variety of creative reading activities

Instruction (How It Is Taught)

Whole group Whole group, small group, individual
Information skills taught by LMS..... Collaborative planning and teaching
Textbook-centered instruction Resource-based instruction
Student as passive learner Student as active learner

Resources

Print and AV resources Print, AV and electronic resources
Traditional AV equipment Advanced technology
Manually produced materials Technologically produced materials
Limited resources onsite Shared resources via networking
Collection based on quantity..... Collection based on user needs
Outdated collections Viable, current and accurate information

Copied with permission from Library Media Centers Online with Kera, Kentucky Department of Education, n.d.

Appendix C

Media Center Projected Budget

Due by August 15th

School: _____

Media Specialist: _____

Principal: _____

This is a projected budget for school year 20____-20____. There is no requirement that funds be placed in every account. Use only account lines required by Core Media Standards or needed for the media program. This budget does not supplant any federal dollars being received by the media center.

Last Year's Federal Funding:

Title VI \$ _____ LMM: \$ _____

Last Year's Budget	This Year's Budget		
_____	_____	4530000	Periodicals and newspapers (district level responsibility)
_____	_____	4360000	Other purchased services (such as Follett and Mitinet technical support.
_____	_____	4510000	Supplies
_____	_____	4610000	Library Books
_____	_____	4621000	Audiovisual, Software (\$750 & over).
_____	_____	4622000	Audiovisual, Software (Under \$750)
_____	_____	4641000	Equipment (\$750 & over)
_____	_____	4642000	Equipment (Under \$750)
_____	_____	4691000	Media Center computer software (750 & over)
_____	_____	4692000	Media Center computer software (Under \$750)
_____	_____	4643000	Capitalized computer hardware (\$750 & over)
_____	_____	4644000	Non-capitalized computer hardware (Under \$750 will last more that one year.
_____	_____	TOTAL	TOTAL
_____	_____	Amount	Amount Per Student allocation for media center

Principal's Signature: _____ Date: _____

Media Specialist's Signature: _____ Date: _____

Appendix D

BIBLIOGRAPHY OF STANDARDS SOURCES

Elementary School Collections

- Children's Catalog: Seventh Edition, H.W. Wilson Company, 1996, 1373 pp., (0-8242-0893-5), \$105.00 (price includes four annual paperbound supplements).
- The Elementary School Library Collection: A Guide to Books and Other Media, Williamsport, PA, Brodart Company, 1998, 1157 pp., (0-87-2721-140), \$69.95.
- Gillespie, John T., Best Books for Children: Preschool Through Grade 6, Sixth Edition, R.R. Bowker, 1998, (0-8352-4099-1). Ages 3-12, \$65.00.

Middle/Junior High School Collections

- Middle and Junior High School Library Catalog: Seventh Edition, H.W. Wilson Company, 1995, 1008 pp., (0-8242-0880-3), \$175.00.
- Samuels, Barbara G. and G. Kylee Beers eds., Your Reading: An Annotated Booklist for Middle School and Junior High. National Council of Teachers of English, 1996, NCTE Stock # 59435-3050, (0-8141-5943-5). Grades 6-9, \$21.95.

Senior High School Collections

- Senior High School Library Catalog: Fifteenth Edition, H.W. Wilson Company, 1997, 1312 pp., (0-8242-0921-4), \$130.00.
- Calvert, Stephen J. Ed. Best Books for Young Adult Readers, R.R. Bowker, 1997, (0-8352-3832-6), \$59.95.
- Christenbury, Leila, Ed. Books for You: An Annotated Booklist for Senior High Students, National Council of Teachers of English 1995. NCTE Stock No. 03677-3050, (0-8141-0367-7), \$21.95.

The above sources are considered authoritative.

ADDITIONAL SOURCES

- Adaptive Technology for the Internet: Electronic Resources Accessible to All Barbara T. Mates, ALA order # 0752-0-2200, 224 pp., \$36.00, For ALA \$32.40.
- Adventures with Social Studies (Through Literature), by Sharron L. McElmeel, 209 pp., (0-87287-828-7), \$23.50, Grades 4-9.
- The Amazing Internet Challenge: How Leading Projects are using Library Skills to Organize the Web Amy Tracy Wells, Susan Calcari, and Travis Koplou, ALA order #0766-0-2200, 288 pp., \$45.00, for ALA members \$40.50.
- Applying for Research Funding: Getting Started and Getting Funded, by Joanne B. Ries and Carl G. Leukefeld, 1997, 252 pp. Sage \$45.00 (0-8039-5364-X): paper (0-8039-5365-8).
- Appreciating Diversity Through Children's Literature, Meridith McGowan, Patricia J. Wheeler, and Tom McGowan, Teachers' Idea Press, 1994, \$23.00, (1-56308-1117-2).
- Art Through Children's Literature: Creative Art Lessons for Caldecott Books, by Debbie Englebaugh, 1999, pp., \$22.50, (1-56308-154-7) Grades K-6.
- The Battle of Books K-8 by Joanne Kelly, 201 pp., \$23.50, (0-87287-779-5), Grades K-8.

- The Big Book of Library Grant Money, 1996-1997: Profiles of Private and Corporate Foundations and Direct Corporate Givers Receptive to Library Grant Proposals, 2nd Ed., 1996, 1404 pp., ALA \$225.00 (0-8389-0683-4).
- The Complete Grants Sourcebook for Higher Education, 3rd Ed., by David Bauer, 1996, 352 pp., Oryx, \$85.00 (0-89774-821-2).
- The Concise AACR2, 1998 Revision, Michael Gorman, ALA Order #3494-2200, 176 pp., \$32.00, ALA members \$28.80.
- The Coretta Scott King Awards Books 1970-1999, Edit by Henrietta M. Smith, ALA Order #3496-X-2200, 160 pp., \$32.00, ALA members \$28.80.
- The Cybrairan's Manual, Pat Ensor, 472 pp., 1997, American Library Association, \$45.00, ALA Member \$45.00, ALA order number 0693-1-2200.
- Delivering Web Reference Services to Young People, Walter Minkel and Roxanne Hsu Feldman, 128 pp., 1998, \$32.00, ALA members \$28.80, ALA order number 0743-1-2200, (0-8389-0743-1).
- DVD Demystified, Jim Taylor, McGraw Hill, 1998, \$42.95 (0-07-064841-7).
- Early Literacy: The Empowerment of Technology, by Jean M. Casey, 178 pp., \$24.00, (1-56308-458-9), Adults.
- Exploring Science in the Library: Resources and Activities for Young People, Maria Sosa and Tracy Gath, ALA order #0768-7-2200, 200 pp., \$32.00. For ALA \$28.80.
- From Scribblers to Scribes: Young Writers Use the Computer, by Sonia Katzer and Christine A. Crnkovich, 212 p., \$22.50, (0-87287-817-1), Grades PreK-4.
- Funding Sources for K-12 Schools and Adult Basic Education, 1998, 720 pp., Oryx, paper, \$34.50, (1-57356-143-6).
- Geographic Literacy Through Children's Literature, by Linda K. Rogers, Illus. By John L. Rogers, 200 pp., \$22.00, (1-56308-439-2), Grades K-6.
- Hit List: Frequently Challenged Books for Young Adults, 1996, 150 pp., Young Adult Library Services Association, \$22.00, ALA members \$19.80, ALA #3459-5-2200, (0-8389-3459-5).
- The 'How To' Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants, 3rd Ed., by David Bauer, 1995, 248 pp., Oryx, \$29.95, (0-89774-851-4).
- Imagine That: Developing Critical Thinking and Critical Viewing Through Children's Literature, by David M. Considine, Gail Haley, and Lyn Ellen Lacy, 207 pp., \$27.00, (1-56308-145-8), Grades K-6.
- The Impact of School Library Media Centers on Academic Achievement, by Keith Curry Lance, Lynda Welborn, Christine Hamilton-Pennell, 144 pp., 1993, \$25.00, Hi Willow Research and Publishing, (0-931510-48-1), Adult.
- Information Literacy Standards for Student Learning (video), 15 minutes, \$39.95, ALA members \$36.00, ALA order # 3492-7-2200, (0-8389-3492-7).
- Intermediate Science Through Children's Literature: Over Land and Sea, by Carol M. Butzow and John W. Butzow, 193 pp., \$23.00, (0-87287-946-1), Grades 4-7.
- Involving Parents Through Children's Literature, by Anthony D. Fredericks, Series of Books, PreSchool-Kindergarten (1-56308-022-2) 86 pp., \$15.00; Grades 1-2 (1-56308-012-5), 95 pp., \$14.50; Grades 3-4 (1-56308-013-3), 96 pp., \$15.50; Grades 5-6 (1-56308-014-1) 107 pp., \$16.00.
- Journal Keeping With Young People, by Barbara Steiner and Kathleen C. Phillips, 183 pp., \$16.50, (0-87287-872-4), Grades 4-9.
- Legal Issues and Education Technology: A School Leader's Guide, NSBA Distribution Service, Annapolis JCT., MD, \$38.50.
- Library Security and Safety Handbook: Prevention, Policies, and Procedures, Bruce A. Shuman, 1999, \$42.00, ALA members \$37.80.
- Literary Maps For Young Adult Literature, by Mary Ellen Snodgrass and Cartography by

Raymond M. Barrett, Jr., 223 pp., \$34.50, (1-56308-164-4), Grades 7-Adult.

Literature Links to Phonics: A Balanced Approach, by Karen Morrow Durica, 149 pp., \$22.00, (1-56308-353-1), Grades K-3.

Magic Minutes: Quick Read Alouds for Every Day, by Pat Nelson, Illustrated by Kathy B. Gordon, 151 pp., \$18.50, (0-87287-996-8), all levels.

Music Through Children's Literature: Theme and Variations, by Donna Levene, 117 pp., \$22.50, (1-56308-021-4), Grades PreK-6.

The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books, 199 Edition, Association for Library Services to Children, ALA order #3496-1-2200, 160 pp., \$17.00, for ALA members \$15.30.

New Technologies for Education: A Beginner's Guide, 3rd Edition, by Ann E. Barron and Gary W. Orwig, 295 pp., \$32.50, (1-56308-477-5), Adults.

Novels and Plays: 30 Creative Teaching Guides for Grades 6-12, by Albert B. Somers and Janet Evans Worthington, 250 pp., \$24.50, (1-56398-489-9), Grades 6-12.

The Poet's Pen: Writing Poetry With Middle and High School Students, by Betty Bonham Lies, 201 pp., \$18.00, (1-56308-111-3), Grades 6-12.

Poetry, The Magic Language: Children Learn To Read and Write It, by Maureen W. Armour, 215 pp., \$17.50, (1-56308-033-8), Grades K-6.

Popular Nonfiction Authors for Children: A biographical and Thematic Guide, by Flora R. Wyatt and others, 1998, 207 pp., Libraries Unlimited, \$37.50, (1-56308-408-2).

Projects for New Technologies in Education: Grades 6-9, by Norma Heller, 154 pp., \$23.50, (1-56308-083-4), Grades 6-9.

Science Through Children's Literature: An Integrated Approach, by Carol M. Butzow and John W. Butzow, 324 pp., \$24.50, (0-87287-667-5), Grades K-3.

Secrets of Successful Grantsmanship: A Guerrilla Guide to Raising Money, by Susan L. Golden, 1997, 192 pp., Jossey-Bass, \$22.95, (0-7879-0008-7).

Speaking Out! Voices in Celebration of Intellectual Freedom, Ann K. Symons and Sally Gardner Reed, ALA order #0763-6-2200, 128 pp., \$20.00. For ALA members \$18.00.

The Special-Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals, by Wilma Sweeney, 1998, 312 pp., Woodbine House, paper, \$18.95, (0-933149-74-3).

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Super Kids Publishing Company, by Debbie Robertson and Patricia Barry, 353 pp., \$25.00, (0-87287-704-3), Grades 3-8.

Television Production Handbook, 5th Edition, by Herbert Zetl, 614 pp., 1992, \$51.75, (0-534-01464-X), Wadsworth Publishing Company, Belmont, CA.

Television Production: A Classroom Approach, by Keith Kyker and Christopher Curchy, 1993, Instructor Edition (covers both student editions), \$28.50, (1-56308-101-6), Grades 7-12, Florida State Adopted.

Television production for Elementary and Middle Schools, by Keith Kyker and Christopher Curchy, 1994, 221 pp., \$24.00, (1-56308-186-5), Grades K-8.

Television Production Today!, by James D. Kirkham, National Textbook Company Publishing Group, 1991, (0-8442-5082-1), \$25.00, Adult.

Video Hounds Golden Movie Retriever, 1999, Visible Ink, (1-578-59-041-8).

U.S. History Through Children's Literature: From the Colonel Period to World War II, by Wanda J. Miller, 229 pp., \$25.00, (1-56308-440-6), Grades 4-8.

What A Novel Idea!: Projects and Activities for Young Adult Literature, by Katherine Wiesolek Kuta, 160 pp., (1-56308-479-1), \$21.50.

Writing Through Children's and Young Adult Literature Grades 4-8: From Authors to Authorship, by Mary Neamen, 173 pp., \$21.00, (1-56308-038-9), Grades 4-8.

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Children's Literature in Education. Human Sciences Press, Inc.

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Florida Media Quarterly. Florida Association for Media in Education.

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Science Books and Films. American Association for the Advancement of Science.

Sightlines. Educational Film Library Association.

Smart Computing. Sandhills Publishing.

Videomaker: Camcorders, Computers, Tools and Techniques for Creating Video. Videomaker, Inc.

VOYA--Voices of Youth Advocates. Scarecrow Press--Division of Grolier Publishing.

Windows Magazine. CMP Media Inc.

Many of these resources are available in the Polk County Professional Library for preview before ordering if desired.

Appendix E

Committee on Library Automation

Vision Statement

Each year Polk County students and teachers have thousands of questions that they want answered. Each year they use millions of books, videos, journal articles, and databases. Each year these users collectively draw on the staff and materials in libraries in Polk and throughout the U.S. Increasingly, Polk libraries and library users are turning to electronic resources to fill these needs.

The vision for automation and resource sharing in Polk County media centers is an efficient network which empowers users on their never-ending information quests. This vision includes:

Vision 1: Automation of each media center and linkages among these media centers will help ensure that the user has rapid access to local resources (both bibliographic and full text) with access to remote resources at the state and national level.

Vision 2: Library technology will support education systems designed to enhance lifelong learning both from the library and remote locations.

Vision 3: Library holdings will be available in machine-readable form. Network databases will bring together the holdings of all media centers in a state or nation for searching and interlibrary lending.

Vision 4: Media Centers will be connected to each other. Telecommunications will bring library information access into the school and into the home.

Vision 5: Technically aware library staff will be capable of providing guidance and interpretation to patrons.

Adopted by PEMA 2/13/97