K-12 School Media Specialist Plan

Barnegat Township School District

March 2016

Introduction

N.J.A.C. 6A:9B-12.14 The School Library Media Specialist endorsement is required for any person who serves as a school library media specialist in grades preschool through 12.

N.J.A.C. 6A:13-2.1 Standards-based instruction
All school districts shall provide library-media services that are connected to classroom studies in each school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate students to read in and out of school and to conduct research. Each school district shall provide these library-media services under the direction of a certified school library media specialist.

Functions Include:
- The delivery of instruction in informational literacy skills;
- The delivery of instruction in the evaluation, selection, organization, distribution, creation, and utilization of school library media. Media are defined as all print, non-print, and electronic resources, including the technologies needed for their use.

According to the NJASL, the school library contributes to **school life** in the following ways:
- Help students meet curricular standards;
- Provide students with the intellectual and technical scaffolds they need to learn and to be ethical and productive users and consumers of information;
- Nurturing and supporting students as readers by contributing to the reading and literacy agenda of schools;
- Promotes articulation with colleagues regarding integration opportunities.

Guidance for the Elementary
School Media Specialist

According to NJASL, media specialists contribute substantially to **instruction**:

Elementary Schools
- o Experience with the management of a school library;
- o Accessing information efficiently and effectively;
- o Knowing how to use the different sources and formats of information
- o Strategizing for finding, evaluating, and selecting appropriate sources to answer questions;
- o Assist students with varied learning styles and abilities;
- o Seeking information for related and recreational interests;
- o Sharing knowledge and information with others;
- o Using information technology responsibly; digital citizenship
- o Using information ethically – Acceptable Use Policy (plagiarism, citation, bibliography);
- o Knowledge of School Curriculum.

According to NJASL, school librarians contribute substantially to **Reading and Related Activities:**

Elementary Schools
- o Literature Displays;
- o Book Talks;
- o Encouraging reading for pleasure outside of school;
- o Reading incentive program within the school;
- o Use of databases and/or websites to encourage reading;
- o Encouraging voluntary reading activities inside of school;
- o Read Alouds;
- o Reader's Theater (where applicable);
- o Provide Author Visits (where applicable).

GUIDANCE from a SCHOOL MEDIA SPECIALIST

I. **Ensuring Access to Computers**
   - Collaborate with teachers and administration in order to ensure effective computer access.
   - SLMS should be a member of the District's 3 Year Technology Plan (if created).
   - SLMS should be involved in the planning process of the following:
     - The selection and utilization of computers/technology;
     - The organization and distribution of computers/technology.

II. **Ensuring Access to Software/Site Licenses**
   - SLMS should be involved in the selection of new software, online programs websites, and databases/site licenses.
   - Acceptable Use Policy should be displayed and shared.
   - SLMS should follow district purchasing order guidelines.
   - SLMS should follow the appropriate donation process protocol.
   - SLMS should follow the appropriate decommission protocol.

III. **Ensuring that the media center collection is appropriate for the interests, abilities, and needs of all students**
   - SLMS should utilize book lists and book reviews.
   - Utilize ALA and AASL lists.
   - Reference and review annual book awards, such as Caldecott, Newbery, Coretta Scott King, etc.
   - Collaborate and get feedback from classroom teachers and students (where applicable).
   - Collaborate with other media specialists and online professional communities (ie: LM_NET).

IV. **Ensuring that the library has sufficient materials to motivate reading**
   - SLMS should make sure the collection is current and materials are of high-interest.
   - Periodic Inventory should be conducted to "weed" books that are no longer relevant to the collection.

- Reading levels of materials should be varied.
- Collection should be aligned with the curriculum.

V. Ensuring that the library has sufficient materials to motivate research
- SLMS should ensure the collection includes a variety of non-fiction material.
- SLMS should build the collection to provide quality resources for research.
- A School Library Media Center should have a balance of print and digital research materials.

Contributing Editors from Ocean County
Natalie Finley, Shannon Brown, Kathe Morga, Debbie Immerso, Kim Bell, Carrie Hogan, Geri Szoke, Heather Walker

Guidance for the Middle Level
School Media Specialist

According to NJASL, media specialists contribute substantially to **instruction**:

MIDDLE SCHOOLS
- Knowing about the school media center
    - Scheduling media center orientation classes for incoming students
- Accessing information efficiently and effectively
    - Providing direction with access to online resources (databases, encyclopedias, etc.)
- Knowing how to use the different sources and formats of information
    - Teaching research classes when applicable, including print and online resources
- Strategizing for finding, evaluating, and selecting appropriate sources to for research; identifying inaccurate and misleading information
    - Teaching online resource lessons, including evaluation of website validity
- Using information technology responsibly and ethically
    - Teaching classes in plagiarism, MLA and/or APA citation add "APA citation", and citation generators.
- Evaluating information for its relevance to the task, understanding the different strategies in doing effective research
    - Collaborate with ELA teachers in teaching research skills classes, including using notecards, outlining, MLA citation add APA citation if applicable; co-teaching with ELA teachers

ALL LEVELS
- Deriving meaning from information presented in a variety of formats
    - Collaboration with teachers
    - Information literacy lessons
    - Research lessons
    - Literacy lessons
- Forming questions based on information needs

- Encouraging critical thinking skills through guided inquiry, project-based learning
  - o Developing creative products change in a variety of formats
    - Providing resources to teachers in order for students to create products that demonstrate 21st Century Learning Skills
  - o Applying new knowledge and skills to different contexts; building upon existing knowledge

MIDDLE SCHOOL
- o Literature displays
  - Create monthly thematic displays including holiday tie-ins, author spotlights, genre of the month, best-sellers, new books
- o Encouraging and motivating free voluntary reading outside of school
  - Book talks
  - Reading incentive programs (Six Flags Read to Succeed, PTA-sponsored reading incentive programs, etc.)
  - Book Fair (PTA-sponsored Scholastic and Barnes & Noble)
- o Use of websites to encourage reading
  - Literacy websites – incentive programs and promotion (Achieve 3000, Tenmarks, A-Z Books)
  - Library Management Systems
- o Encouraging voluntary reading activities
  - Sponsorship and promotion of reading programs such as Read Across America and Kick Back, Relax, Blue Claws Reading program, etc.
  - Peer leaders reading to students in lower grades
- o Media Center information such as brochures, web links, or book lists
  - Creation, display of handouts and brochures on a variety of information literacy and reading topics
  - Links on Media Center website including pathfinders, resources for teachers and students, and recommended books lists, Author Websites, etc,
- o Book or information to help students cope with challenges or sensitive topics
  - Media Specialist includes topics on sensitive issues as part of collection development (print and/or online)

- o Book clubs or literature discussions groups where students share ideas and discuss reading
  - ▪ Offer an option of a book club or literature discussion group
  - ▪ Offer space for students to talk about books and literature

GUIDANCE from a SCHOOL MEDIA SPECIALIST

VI. Ensuring Access to Computers
- Computer hardware is the responsibility of the technology director, coordinator, and/or sysop Sysop is a systems operator
- In lieu of an in-house technology director, coordinator, or sysop, the school library media specialist will work with the building administrator to select technology appropriate for school and/or library needs (where applicable).

VII. Ensuring Access to Software
- District wide computer software is the responsibility of the in-house technology director
- Library software is chosen by the media specialist, based upon the needs of the school (for example, databases, e-books, other online resources.) If no media specialist is on staff, is it the responsibility of the administration.
- Adoption of new software will be presented for administrative approval
- Access to restricted websites are blocked by the technology department using the appropriate firewall

VIII. Ensuring that the novels, anthologies, and other reference materials are appropriate for the interests, abilities, and needs of all students
- Using teacher and student recommendations, consulting library book lists, and resources (School Library Journal, Goodreads, NYT Bestseller lists, etc.), evaluating curriculum needs
- Media Specialist reviews all books via summaries, website resources (Goodreads, Common Sense Media, Scholastic, etc.) to ensure they are age and interest appropriate and have the proper range of Lexile.

- Materials will be weeded out if damaged, out of date, or not relevant to curriculum needs
- Organized by
    - Fiction – alphabetical and/or genres
    - Nonfiction and reference – Dewey Decimal
- Circulated through a check-in, check-out system using library ILS (either individuals or whole class circulation; before, during, after school hours as determined by school administrator)
- Media Specialist (or designee) is responsible for overseeing book circulation

IX. **Ensuring that the library has sufficient materials to motivate reading**
- Collaboration with classroom teacher
- Keeping up with the curriculum needs and providing appropriate print and online resources
- Classroom teacher and media specialist collaborate as to appropriateness of materials to age, grade, reading level, and curriculum needs
- Organized by
    - Virtual library or physical library (reference/nonfiction)

Contributing Editors from Ocean County
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Guidance for the 9-12
School Media Specialist

According to NJASL, school librarians contribute substantially to **instruction**:

<u>**HIGH SCHOOLS**</u>
- Orienting students to the layout of the Media Center
- Accessing information efficiently and effectively
- Help students to connect, access, evaluate, synthesize, and conclude information in all formats
- Technology expertise and instruction for software, web applications, etc.
- Using information technology and social media responsibly (digital footprint)
- Using information ethically (plagiarism, citation, bibliography, copyright)
- Identifying inaccurate and misleading information
- Evaluating information for its relevance to the task
- Collaborating with teachers to plan instruction, teach classes, and provide in-depth exploration of a topic (where applicable)
- Understanding the different strategies in doing effective research
- Managing circulation and collection development to ensure that the needs of your school are being met
- Create and maintain an online presence for research

According to NJASL, school librarians contribute substantially to **Reading and Related Activities**:

<u>**HIGH SCHOOLS**</u>
- Literature Displays (i.e. current events, hot topics, best-sellers)
- Book talks
- Encouraging free voluntary reading outside of school
- Use of databases and/or websites to encourage reading (i.e. NoveList, GoodReads, OverDrive)
- Self-help information such as brochures, web links, or book lists
- Books, e-books, or reliable online resources to help students cope with challenges or sensitive topics

- o Allow students to freely pursue subjects which fully engage them and promote reading
- o Book clubs or literature discussion groups where students share ideas and discuss reading
- o Collaboration with public libraries in reading or writing programs

GUIDANCE from a SCHOOL MEDIA SPECIALIST

X.   **Ensuring Access to Computers**
- Providing before and after school hours, flexible time during lunch and study halls if applicable
- Distributed through sign-up sheets (i.e. Google Docs) for teacher class use

XI.   **Ensuring Access to Software**
- Creating and maintaining an online presence that includes online databases and reliable search engines (where applicable)
- Including online cataloging access on Media Center website so students and faculty have 24/7 access to all Media Center resources (if applicable)
- All software must be purchased through district purchase order procedures to ensure approval

XII.   **Ensuring that the novels, anthologies, and other reference materials are appropriate for the interests, abilities, and needs of all students**
- Allowing teachers and students to recommend titles for consideration during collection development
- Following guidelines and title suggestions from accredited associations (i.e. ALA booklists)
- Subscribing to professional online blogs and professional networks
- Titles organized through genre or Dewey Decimal classification
- Distributed through an online Library Management System

XIII. Ensuring that the media center has sufficient materials to motivate reading

- Conducting book talks
- Obtaining best-selling fiction and YA novels
- Maintaining a current collection
- Requesting" input from students (where applicable)
- Following guidelines and title suggestions from accredited associations (i.e. ALA booklists)

XIV. Ensuring that the media center has sufficient materials to motivate research

- Survey teachers (i.e. Google form survey) to ask if their time in Media Center was helpful to students, were the materials sufficient for research needs, do you have recommendations for related titles that would better meet your research needs
- Organized through Dewey Decimal classifications and online research guides
- Research guides, databases, and reliable search engines available on Media Center website to ensure 24/7 access from school and at home (where applicable)

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