

DOWNLOAD PDF THE INTERNET FOR TEACHERS AND SCHOOL LIBRARY MEDIA SPECIALISTS

Chapter 1 : Media Specialists Templates

The Internet for Teachers and School Library Media Specialists: Today's Applications, Tomorrow's Prospects. Valauskas, Edward J.; Ertel, Monica This book is a collection of "success stories" written by teachers, media specialists, and school administrators who have developed their own facilities to bring the Internet to their students.

The later part of the 19th century marked the beginning of the modern American library movement with the creation of the American Library Association ALA in by a group of librarians led by Melvil Dewey. At these beginning stages of development, the school libraries were primarily made up of small collections with the school librarian playing primarily a clerical role. Dewey wrote that "a broad conception at the end of the century of the work of the schools is simply this, to teach the children to think accurately, with strength and with speed. If it is in the school that they get their start, then where do they get their education? School libraries experienced another major push following the launch of Sputnik in , which forced the United States to re-evaluate its priorities for math and science education. As a result, the s were one of the greatest periods of growth and development for school libraries due to an increased flow of money and support from the private sector and public funding for education. Most notable during this time was the Knapp School Libraries Project [11] which established model school library media centers across the country. Hundreds of new school libraries were expanded and renovated during this time. Most recently, school libraries have been defined by two major guidelines documents: The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens" para. The purpose of the school library[edit] Inside a school library. School library media centers in the 21st century can, and should be, hubs for increased student achievement and positive focused school reform--Kathleen D. Smith [14] The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. School libraries function as a central location for all of the information available, and a school librarian functions as the literary map to the resources and materials found within the library. In her article, "Tag! Staffing of the school library[edit] In many schools, school libraries are staffed by librarians , teacher-librarians , or school library media specialists or media coordinators who hold a specific library science degree. In the teacher role, the school librarian develops and implements curricula relating to information literacy and inquiry. School librarians may read to children, assist them in selecting books, and assist with schoolwork. Some school librarians see classes on a "flexible schedule". A flexible schedule means that rather than having students come to the library for instruction at a fixed time every week, the classroom teacher schedules library time when library skills or materials are needed as part of the classroom learning experience. As information specialists, school librarians develop a resource base for the school by using the curriculum and student interests to identify and obtain library materials, organize and maintain the library collection in order to promote independent reading and lifelong learning. Often these catalogs are web-based from which students can gain access both at school and from home. This role also encompasses many activities relating to technology including the integration of resources in a variety of formats: School librarians are often responsible for audio-visual equipment and are sometimes in charge of school computers and computer networks. Many school librarians also perform clerical duties. They handle the circulating and cataloging of materials, facilitate interlibrary loans , shelve materials, perform inventory, etc. School librarian with card files Minnesota, Notable school librarians:

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Chapter 2 : A Media Specialist's Guide to the Internet

"How can teachers and librarians successfully incorporate the Internet into their school's curricula? Valauskas, 'Library Journal's' monthly computer book review columnist and also a columnist for the magazines 'Online' and 'Database, ' and Ertel, Director of Knowledge Systems for Apple Computer and founder of the Apple Library Users Group, compiled this guide to show how actual, successful.

It quickly became clear that he had been an administrator "on a mission" throughout his career with his dedication to library media programs in his district. So I asked him to write a "spirited editorial" for "DirectConnect" that MMS readers could hopefully use to rally administrative support of their own programs across the nation. This is a very important question that all school and district administrators in the nation should ask themselves, especially in light of higher state standards, student assessments, and the No Child Left Behind legislation. In answering the question, one must first address how the role of the library media center is defined. Never before in the history of education have well- functioning library media centers been more important. Still, some schools and districts reduce funding for those areas, place restrictions on the amount of time library media centers are available to students, and staff them with personnel who have little or no training or experience in teaching students. They state, "Oregon schools with the best reading scores tend to have stronger library media programs than schools with the lowest scores. Lance, Rodney, and Hamilton-Pennell offer the following five recommendations for action as a result of their Oregon study: Such conditions are necessary, if not sufficient alone, to generate higher levels of academic achievement. Just as library media specialists must involve themselves in the design and delivery of instruction, information and technology must be used to make information resources available to teachers and students wherever they may be in the school. Library media specialists can provide the necessary training to ensure teachers and students know how to use the information tools and how to access an information resource. Certificated media specialists who are strong, capable teachers must be selected based on their knowledge of print and nonprint material, teaching strategies, motivational skills, and ability to relate to students of all ages, as well as to professional staff and community members. From the school and district administration must come a commitment to provide well-funded, well-stocked, and well-staffed media centers. The community must demand not just adequate library media centers, but ones that possess all the ingredients described in the research and literature. Building Partnerships for Learning, "The mission of the library media program is to ensure that students and staff are effective users of ideas and information. We must teach students to be learners because in their lifetimes so much new knowledge will be generated that they cannot expect to stop learning when they leave school. A library media center should be a place where children love to go for reading pleasure and to conduct research. It should also be a valuable resource where teachers obtain materials to present better and more exciting lessons. It must be inviting in its decor and functional in every way. When all of this is accomplished, only then can one say, "We are meeting the needs of students. Greetings from your new editor. For one thing, he has recently published his book Information Technology for Learning: No School Left Behind [http: During his year career in education, Dr. Wisely was a teacher, elementary principal, assistant superintendent, and superintendent, as well as assistant professor at four universities. He may be contacted at Monroe St.

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Chapter 3 : School library - Wikipedia

This is great stuff and a wealth of information ideas for any teacher If I had my way, [The Internet for Teachers and School Library Media Specialists] would be in every teacher's lounge in the country.

Specially trained and knowledgeable in the use of information technology, library media specialists have become one of the most important instructional partners, working with teachers and administrators to change what is possible in the classroom. The LMS is not confined to the library or to a single function. According to Johns, library media specialists: He adds that this role, responsible for ensuring that students and staff are efficient and effective users of information, demands versatility. Unlike principals, library media specialists work directly and on a full-time basis with students, teachers, and the curriculum. ADEPT, the professional development system for the South Carolina Department of Education, stands for assisting, developing, and evaluating professional teaching. The program has created a set of evaluation standards and developed a standardized hiring and screening process for prospective LMSs. These guidelines assist administrators in finding qualified candidates, and can be adapted for use by administrators in states other than South Carolina. During this year, the newly hired LMS is assigned a mentor, typically a fully accredited library media specialist. The apprentice assists the mentor by putting into practice the standards for library media specialists. Depending on individual circumstances, the new library media specialist may be asked to complete a second induction year. Once the induction period is completed, the LMS moves directly into formal evaluation. In order to advance, the LMS must successfully complete the formal evaluation process. Find a sampling of these questions in the sidebar on page These guidelines include, among other elements, instructions for putting together a review team to evaluate LMS candidates. The evaluation process is based on a number of criteria including the interview, long-range planning, observation, reflection, assessment, and professional development. She cites the program at Eastern Carolina University, headed by Linda Teal, where pre-service teachers learn to work with library media specialists, and pre-service librarians work with teachers. There are also myriad online university programs producing highly capable LMS graduates. They should also ensure that both students and faculty have unscheduled access to multimedia resources. A functioning 21st-century library is no longer a place dominated by bookshelves and magazine racks. According to Knezek, a media center today has to deliver interactive media and instruction in the most effective way. Administrators should make sure the library center is supplied with up-to-date interactive multimedia equipment, such as video equipment and MP3 players. It should include distance-learning capabilities and offer unencumbered workstation access. Ideally the media center will also include a whiteboard, which should be an unassigned station where teachers can go and share ideas. Since technology develops rapidly and information is being constantly updated, timeliness is a key concern for an LMS. An LMS should also check to see how much cooperation is taking place between teachers and librarians and how many projects they are collaborating on. Why not use this trend for constructive ends? We need to find out how we can take advantage of these tools instead of discouraging their use. But for now, his vision of the future looks like heresy. Use these questions, drawn from the ADEPT interview guidelines for administrators, when interviewing a potential library media specialist: How and by whom were these hours of operation determined? How does this schedule accommodate classes, small groups, and individual students? To what extent does this schedule provide maximum instructional access to the library media center services and resources e. How and to whom do you communicate this information? Florida State University The College of Information offers certification as a school library media specialist as an option in its masters of science and masters of arts programs. Entrants must be certified to teach. Entrance requirements include a valid teachers license. Or study online through the world campus program for a certificate or an M. Entering students must have teaching experience or a background in education coursework. The program attracts aspiring technology coordinators and teachers who want to integrate technology into their curriculum.

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Chapter 4 : The School Library Media Specialist: Overview

The Role of the Teacher-Librarian and the School Library Program- Mike (Teacher-Librarians, Media Specialists) Internet Resources for School Library Media.

In , the American Library Association published its monograph about school library media standards, Information Power. This publication, along with its follow-up published in , provide an extremely helpful road map to guide educators into the next century. Information Power underscores the importance of the role of the library media specialist in producing well-rounded, information literate students. Information Power does more than offer an inspiring vision of the future of library media specialists in the school. The authors provide standards for information literacy learning, as well as indicators for each standard. These standards create goals for all educators. Some trends appear clear-we will have more connectivity and technology that is customized to individual needs. Technology will be integrated seamlessly. Processing tools, communication tools, and information tools will be connected with common access mechanisms and interfaces. Clearly, future technology will present a special challenge and opportunity for education. Library media specialists are part of the solution. As noted, librarians are the original information specialists. We call this "the information perspective," and it means that library media specialists look at curriculum, assignments, and learning in terms of the information resources, processes, and technologies required for student success. Library media professionals have tried to teach students to consider the information resources they need and then to use the appropriate access technology to find resources and information. Library media specialists have been pioneers in teaching information skills and integrating technology skills into the information problem-solving process. One of the most popular approaches to integrated information and technology skills is the Big6 approach, developed by Mike Eisenberg and Bob Berkowitz The Big6 approach is a six stage, non-linear model for information problem-solving. The Big6 and other models of the information process such as those by Kuhlthau, ; Stripling and Pitts, ; and Pappas and Tepe, define the path that students take to solve information problems. When the focus is on the problem-solving aspects of learning, technology assumes its rightful place as a tool. He argues that in many school districts, library media specialists should be participants in the decisions affecting technology, curriculum, and resources at the school and district level. He also points to the widespread trend of cutting library budgets and, in some cases, library media positions to ease school financial problems. Hartzell points out that there are very few courses in any major school of education in this country that focus on the use of library and information in learning and teaching. Few teacher training programs mention the roles of the library media program and the library and information professional at all. Some library media specialists are reluctant to promote themselves to fellow educators and the school administration because they do not clearly communicate the nature and role of library and information work. Library media specialists need to do a better job of clearly articulating their roles in preparing students for the information- and technology-rich workplace of the future. It is essential for library media specialists to commit themselves to the central principles that define their roles as information specialists and educators-helping students to achieve optimum use of information literacy. School libraries have no boundaries. The "library" is not a place; rather, library is everywhere. This means that school library media specialists should not be cloistered within the walls of the library and within the constraints of scheduled library time. Beyond the school environment, students will need to make library skills part of their daily lives. Information problem-solving skills help students on a daily basis. Library and information professionals should be flexible. In the opening chapter of Information Power: Building Partnerships for Learning, the authors describe a vision of the library media specialist in the information-rich society of the future. In their view, library media specialists of the future will need to wear many professional hats. These roles include four basic categories: Ensure that students are effective users of ideas and information. This principle describes the central vision of Information Power. This is also one of the central tenants of the library profession. Additionally, it highlights the most important and

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enduring role that the library media specialist plays within the school-that of the provider of information services and skills instruction. All members of the school community need to understand that the library media specialist is uniquely qualified, valuable, and able to provide essential information literacy instruction and valuable information services. Information is everywhere, essential, and central. Principle Four and Principle One are closely related. Information resources exist inside and outside the library. Students need to master the information literacy skills they will use in everyday life. As technology becomes more prevalent in learning and teaching, there is even a greater need for information, library, and technology work in schools. The word "disintermediation" is discussed in reference to future technologies. Disintermediation is the idea that as technology becomes more advanced, users will no longer require assistance to use it Gillian, The development of the World Wide Web has revealed a very different story. As the Web becomes more complex, users need more help to find what they want. Information and technology specialists are well equipped to help users find information. Information and technology teams composed of technology teachers, library and information professionals, English teachers, history teachers, and key administrators can help with successful integration of technology. These team members represent the political muscle, technical savvy, and information literacy expertise to ensure that all students get the information literacy instruction they need. The work of the information and technology team goes beyond creating technology-rich learning environments for students, although this is one of their most important tasks. Effective teams have a close relationship with classroom teachers and administration, and their responsibilities affect every aspect of the school. Teams provide a technical support system, coordinate tech services and resources, and facilitate purchasing decisions. The team oversees the information and technology literacy program and ensures it is implemented as part of the classroom curriculum. An active, dynamic information and technology team is an integral part of the school, and they provide essential support to many administrators, teachers, and students. Educators must assume a leadership role to ensure students learn. But how can we make this vision a reality? Here are a few steps for library media specialists to consider in creating a promising future: Read and learn about information literacy and share that knowledge with other colleagues. Become actively involved in the information and technology program. Other teachers, administrators, and parents need to become aware of the importance of library media efforts to help students learn essential skills. Assume an active role in decision-making and planning. These efforts are not optional. As educators, it is our responsibility to equip our students with the skills and understanding they will need. American Association of School Librarians. Building partnerships for learning. ED Caffarella, E. The new information literacy standards for student learning: Where do they fit with other content standards? Proceedings ED An agenda and strategy for library media programs. ED Gillian, A. A disaster or a discipline? The invisible school librarian: Why other educators are blind to your value. EJ Haycock, K. A process approach to library and information services. Emerging issues for schools and libraries worldwide. National Board for Professional Teaching Standards. Preparing the information educator for the future. EJ Spitzer, K. Essential skills for the information age. ED Stripling, B. Teaching library research as a thinking process. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

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Chapter 5 : FAQ's and Definitions | I Love Libraries

Get this from a library! Helping teachers teach: a school library media specialist's role. [Philip M Turner; Ann Marlow Riedling] -- Offers guidance for school librarians on how to become involved in the process of education and improve the effectiveness of teachers.

Information Literacy and the Need for Strong School Library Programs In Brief Information literacy is an essential life skill, and learning information literacy starts when students begin their schooling in the K years. However, a disturbing trend has arisen: Without a school librarian, students are not learning the foundations they need to become information literate. This paper, written from the perspective of a school, public, and academic librarian, discusses why school librarians are essential: Ideally, students develop the foundations of information literacy during their formative years in school. The loss of certified SLMS not only affects students throughout their studies, but also has far-reaching, real-world consequences. Although many students may encounter other types of certified librarians throughout their lives, the loss of a strong information literacy foundation at an early age is often impossible for information professionals at the public or college library level to correct. This means that students who have had little or no access to certified SLMS face serious disadvantages as they enter institutions of higher education, the military, or the workforce. This is an issue that affects all facets of the library profession. In the state of New Jersey, our anecdotal observations turned into actual data with the administration of a survey in This survey was used to determine the current staffing of school librarians in public schools and the role of school librarians as educators. It was open for three months and over responses were collected. The results determined that not only was there a severe decrease in the number of school librarians in public schools, but that the school librarians who were currently employed in a district were not being utilized for their professional expertise. School librarians who were surveyed listed their additional duties throughout the day that took them away from their Media Centers and their students. As a profession, it is vital that we examine the role of certified Media Specialists in the school setting, ensuring that our colleagues across the profession understand the important work School Library Media Specialists do each day. It is also important that we begin to identify the roles and responsibilities of the other information professionals too often tasked with trying to make up the difference for students without access to an SLMS. The Role of School Librarians in Schools For generations of US public school students, access to a highly qualified school librarian in their K schools was a given. School librarians were a ubiquitous part of a public school education, and were tasked with helping students and faculty tackle the world of information and research. To most, getting a true education without access to a trained school librarian was an impossibility; assignments could not be completed, research needs could not be met, and students could not graduate prepared to tackle life inside or outside of academia without having gained critical information literacy skills in their formative years from their school librarians. In recent years, school librarians “rebranded School Library Media Specialists SLMS , as new technologies came into play” have performed equally essential roles in a rapidly evolving information environment. In fact, many argue that a fast-paced, constantly changing information landscape makes qualified librarians more essential than ever in public schools. In their Framework for Learners, the American Association of School Librarians identifies several ways in which modern students must do more than simply locate information but rather must engage meaningfully with it, from curating resources to diversifying their inquiry processes. Knowing how to locate, process, sort, and apply that information, and perhaps more importantly, knowing how to impart that knowledge to others, takes a specialized skill set unique to the training and education of a SLMS. In large part, this is because subject area teachers simply are not provided the time or training necessary to help students go from novices to competent researchers AASL, When classroom teachers are able to collaborate with certified SLMS who enhance and support content-area lessons, students reap the reward. Elementary School At the elementary school level, most commonly defined in the United States as Kindergarten through Grade 5, SLMS

are responsible for helping to introduce students to the vast world of knowledge and information with which they will need to interact for the rest of their lives, and the technology that allows them to do so. This is a time of intense curiosity and rapid intellectual growth for most students – and elementary school librarians must cater with equal attentiveness to both the 5-year-old kindergarten student who is just learning to read and the year-old 5th grader who is struggling to complete research on the internet for the very first time. Although promoting a love of reading and care for library materials remains a key piece of the elementary library experience, at its core even the most bare-bones modern elementary library program should seek to help students answer several difficult questions, including: What are your interests and how can you find out more about them? How can you ask questions that help lead you to what you need? Once you know your questions, how do you decide who to ask? What is information and where can you go to safely look for it? What technology is available to help you? When you find information that is helpful, how can you use it? These questions may seem simple, but the ability or inability to answer them has a profound effect on students both inside and outside of the classroom as they complete their elementary school education, and as they move on to upper grades. The foundation provided by the quality lessons of an effective SLMS at this level supports the work of classroom teachers who strive to get their students thinking critically, making connections between units or texts, drawing on prior knowledge and experience to inform classroom learning, and developing a sense of self and an interest in personal growth Smith, In addition, certified SLMS are often leaders when it comes to addressing new content and curriculum standards, helping to guide both colleagues and students through the ever-changing standards that shape public education. Even beyond the classroom, the skills taught by an elementary SLMS help young students begin to identify and, more importantly, articulate their interests and desires. These important benefits are compounded as students move on to upper grade levels in the Middle School with more demanding academic requirements. Middle School At the Middle School or Junior High level, most commonly comprised of grade levels 6 through 8, the role of the SLMS remains one of encouraging curiosity and helping students locate that which is relevant to their interests, beyond school assignments. However, the librarian at this level becomes equally concerned with helping students begin to define when, why, and how to choose and use specific information. What makes a source of information reliable, valuable, or authoritative? How can I determine the purpose or agenda of a publication, article, or web resource? How does that agenda affect whether I choose to use that resource? How can I curate a list of resources that I trust? How can I structure my search process to be most effective? Where can I turn for help when my search is not yielding useful results? As the questions our students must answer become more complicated, so, too, does the instruction. At the Middle School level, it becomes nearly impossible for classroom or subject teachers to provide adequate instruction in these areas, because as students begin conducting research in nearly all of their subjects, the level of expertise required to guide a student through the modern research process requires a true information professional. At this stage, students begin to conduct research relevant to their home lives and personal interests. This type of research may be more casual than that conducted for a classroom assignment, but it is no less important. In fact, for many students, the searches they undertake beyond the classroom setting are perhaps the most vital. Students engage with the vast information resources at their fingertips not only to begin shaping their own beliefs and opinions – on politics, religion, social issues, and more – but in many cases they also turn to the internet for answers to questions about sexuality, personal relationships, and mental, emotional, and physical health. At these moments, Middle School students – already of an age at which much in their lives is confusing – must be able to navigate their searches by recognizing bias, identifying reliable resources, and knowing how to ask for what it is they need. High School At the High School level, typically grades in the US public school system, students begin to face the reality of life after school. For some, this means continued education at a college, university, or trade school. For others, it means entering the workforce or joining the military. For all, it means that their ability to locate and evaluate information is about to be put to a very real, high-stakes test. Whether attempting to locate the college that meets their needs, navigate the daunting process of online job searches and

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applications, or sort fact from propaganda as they make important life choices, high school students carry with them all of their information needs from middle school with the added necessity of beginning to use their information sorting and searching skills in real-world situations that directly impact their lives. At this level, the SLMS not only continues to guide students through the academic exercises and resource evaluation begun at lower grade levels but also continues to curate a robust collection of literature and nonfiction materials of interest and value to students. They also take on the very important task of empowering young people to attend college, engage in the workforce, and prepare for the realities of adult life. The SLMS will use the knowledge students have gained over their many years of library instruction and begin teaching them to apply what they know to the decision-making process. This is essential for students who need extra support for difficult or overwhelming research topics. As Anderson points out, real-world examples from high schools have shown that when Media Specialists are removed, over-taxed teachers often find it necessary to simply cut research projects or information literacy skills from their lesson plans p. Yet the questions students must successfully answer are simultaneously deeply personal and intrinsically tied to the realities of the outside world, requiring true information literacy skills. Some such questions might include: Who will I vote for, and how will I make my choice? What factors are important to me when deciding on which college to go to, and where can I find that information? What matters to me as I decide where to rent an apartment or buy a house? Where will I look for reliable data to guide me? Which careers interest me? What kind of outlook do those careers have in terms of job availability, pay, and working conditions? As is evidenced by the above questions, many US high school students are facing real choices that may affect their whole lives, and some are doing so with very little guidance from trusted adults. At this point in their lives, students who have had access to a comprehensive K-8 school library program with a qualified SLMS have a significant advantage over their peers, and those who continue to have access to a program are positioned more favorably still. This is because the high school SLMS not only helps students access databases and scholarly resources for school assignments, teaches them how to responsibly and ethically use information, and guides them through the process of finding resources that meet their personal needs, but also points them toward a future in which they will be able to employ a critical eye and a questioning mind as they interact with information through the remainder of their lives. The Need for School Libraries. A Public Librarian Perspective A public library and a school library are a perfect partnership, sharing many of the same goals including equity of access to information and resources for students, lifelong learning, and critical use of information and technology NJASL, Both libraries wish for their students and student patrons to be knowledgeable and informed citizens. When one half of this partnership does not exist, students become disadvantaged and become an underserved population not ready for an information age. A public librarian can serve patrons from an early childhood age until long into their adult lives. From board books and storytimes for infants, to adult book clubs and homebound services for the elderly, a public library plays a broad role in its community and a public librarian provides patrons with lifelong learning IFLA, The most important role, arguably, is serving the student community. Public librarians serve students in grades kindergarten through college during after school hours, on weekends, and on school vacations. These public librarians who serve student populations rely heavily on school librarians to teach students information literacy skills so that public librarians can support their curricula during those after school hours Abram, In the 21st century world in which we currently live, students must be able to navigate the information world accurately and credibly. Without school librarians and effective school library programs, public librarians become burdened with the additional task of having to teach students basic research skills, digital literacy skills, digital citizenship skills, and many more skills that fall under the umbrella of information literacy. Why a Public Librarian Cannot Replace a School Librarian Legally, a public librarian should not replace a school librarian simply because a public librarian is unqualified. According to the Rutgers Master of Information Program website , this additional course plan is approved by the state and it is a requirement for School Library certification. The school library media specialization has been designed to meet the New Jersey Department of Education requirements to become

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certified as a School Library Media Specialist by the State of New Jersey. With this degree librarians can work in elementary and secondary creating collections, providing information on literacy education and collaborating with teachers to provide a wide range of learning opportunities for students Rutgers, , p. This is a specialty that a public librarian does not have. Public librarians who serve a student population do, however, have other specialties. One of those specialties is to act as a support for students in many other areas of their lives. These areas can be extremely broad but extremely important, leaving little to no time to replace a School Librarian and their duties. Public librarians are trained only to reinforce research skills and critical thinking skills in support of school libraries. The short interaction that a public librarian has with a student is extremely important and will determine if the student feels their needs were met. A student who experiences a frustrating and disappointing reference interview is at risk of never returning to the public library, resulting in a student who will lack out of school education such as homework help and access to resources for questions related to academia, health, and finances. All of which relate to life long learning. A common reference interview between a librarian and a patron aids both parties.

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Chapter 6 : Library Media Services

My school district is one of a few in Michigan to have a library media specialist in every school building. In fact, only 8 percent of Michigan schools have a full-time library media specialist.

What drew you to this profession? How will your choices and actions impact the lives of teachers and students? Read the perspective of one library media specialist: She wanted to go over her library policies and copyright issues at that first meeting and wanted to know if there was anything else she should cover. I wrote back advising her that if she wants to make a good start with her new staff, she should not talk about library policies and copyright issues at that meeting. Maybe not ever talk about them. I have my policies and copyright guidance posted for teachers and let them do their own thing. Instead, I talk to my staff about library programming, what I can do for and with them, books, and kids. You see, I am a teacher, too. I eat lunch with my buddies in the lounge and BS with teachers in the hallway between classes. I am here because I am a teacher. He suggested I call Danny Callison to talk over the school library media program. Kinman explained that the school library is a different place these days. A perfect place for a teacher. Every Thursday last year at As she got more comfortable over the year, she would sometimes touch my skirt or rub my leg. She asked me every Thursday about my two little girls, and I gladly shared stories with her class. The whole school now knows all the funny stories of my girls and will yell out a hello to them when they see them at the grocery store or park. One Thursday Julie was absent, and I became concerned when she missed the next week. Turns out she had had a bad accident and was in the hospital. I called and sent a book and when she returned, I cut my lunch short so I could help her catch up with her school work. The hugs I get from her in the hallway are my payment. Information Power View the promotinal video clip: School Librarians are Teachers Jun 3: Would you change anything in its message? Hartzell in The Metaphor Is the Message , many school librarians are limiting themselves by using traditional metaphors to describe ourselves and our work. Do you agree or disagree with his perspective? Come up with a unique metaphor to describe a library media program and the various roles of the library media specialist. Are you like a grove of Aspen trees or maybe a hive of bees? A library media specialist has many roles and responsibilities. Interview a media specialist about their various roles including teacher, instructional partner, information specialist, and program administrator. Ask them to share an anecdote related to each of these four roles. Then analyze their stories. Did their anecdotes contain elements of collaboration, leadership, and technology? Why or why not? Compare the perceptions of the media specialist you interviewed with the advice from Luhtala and Ambrosio. Create your own top ten list. Results from the Schools and Staffing Survey. National Center for Education Statistics. In traditional public schools, 20 percent of library media centers did not have any paid, state-certified library media center specialists full or part time , and 56 percent of those in public charter schools did not have this type of staff. School Library Journal, Apr ; 50 4, In pursuit of higher pay and better hours, a hardworking public librarian turns to schools.

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Chapter 7 : School Library Media Specialist Salary | PayScale

Full text of "The Internet for teachers and school library media specialists: today's applications, tomorrow's prospects" See other formats.

Why does our school need a library and a librarian? Public libraries have to stretch their budgets to serve area residents of all ages. Therefore, public library resources that directly support local school curriculums are often limited. Unlike most public librarians, school librarians focus on teaching information-literacy skills, in addition to helping students and teachers find information and books they need. School librarians know what topics teachers focus on and when. As a result, school librarians can collaborate and co-teach with classroom teachers. School librarians also provide technology training to students and classroom teachers. The school library is a resource for every student and teacher in the school. You are fortunate to have a public library nearby! Public libraries are excellent places to find useful information, reading materials, and Internet access. As a bonus, most public libraries have fun and informative activities and events for family members of all ages. Students need access to both school and public libraries. Ensure excellence for every student by demanding a school library with a certified school librarian in every school. Why do we still need school libraries when everyone has access to the Internet? Students can find wonderful authoritative, unbiased sources of accurate information online. However, those excellent sources are hidden in an overwhelming volume of not-so-excellent content. Finding those wonderful sources is difficult. Only savvy Web searchers know where to look for accurate info and how to evaluate sources. These are among the information literacy skills school librarians model and teach every day. Paula Godfrey, a principal in Tucson, Arizona, has said: How can I convince decision makers that school libraries should be a priority in our school district? Make your concerns heard! Attend school board meetings, especially when the budget is on the agenda. Speak up at PTA meetings. Talk to the principal. Ask the school librarian what you can do to help get out the word about the effectiveness of the school library and its programs. Grassroots efforts can make a difference! In , three concerned mothers in Washington state reached out to school librarians and to other concerned parents. Through their efforts, legislators were convinced to restore school library funding. Tell decision makers how important school libraries are for student achievement. Send administrators a link to this website. Use social media to communicate with other parents. Mention that school librarians connect other educators to current trends and resources for teaching and learning. In addition, school librarians are essential partners for all teachers because school librarians provide print and digital materials that meet diverse needs and collaborate with teachers to deepen student learning. More about getting involved. We have a school library and helpers to check out books. Why do we need a school librarian? A school library without a librarian is like a classroom without a teacher. An effective school library program involves more than making books available to students and letting learners borrow those books. In addition, school librarians provide professional development to other educators in their schools. Certified school librarians make the whole school more effective. They teach students how to learn and help teachers drive student success. Many school libraries have wonderfully devoted volunteers and paraprofessionals. These helpers can support operation of the school library by handling processing and clerical tasks, giving the school librarian more time to work with students and teachers. These paid and unpaid assistants are to be commended for their important contributions. School librarians work with every student in the school, teaching students to think critically, providing the resources and support learners need in school and beyond, and nurturing their creativity. In addition, school librarians are leaders in the school, helping to develop curriculum and representing the learning needs of all students and teachers. What resources are available to help school librarians make a strong case for the value of their school library programs? The resources linked to that page include toolkits that can guide school librarians through the process of defending their school library programs if budget cuts are likely. Librarians and parents can also access resources developed by the American Library Association Office for Library Advocacy. For contact

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info for state-specific organizations for school librarians go here. These terms all refer to the same job: What do these terms mean? Advocates usually describe the benefits and advantages of a program such as school libraries or activity such as teaching students how to find and use information effectively. These are all skills that students can develop with the help of school librarians working with classroom teachers. These skills include digital-literacy skills, information-literacy skills, and communication skills such as reading comprehension, ability to effectively organize information and ideas, and then create documents, illustrations, videos, podcasts, etc.

Chapter 8 : The School Library Media Specialist

Like a school principal, library media specialists touch the educational lives of every student and teacher. Unlike principals, library media specialists work directly and on a full-time basis with students, teachers, and the curriculum.

Chapter 9 : Today's Media and Knowledge Specialists | calendrierdelascience.com

A School Library Media Specialist with mid-career experience which includes employees with 5 to 10 years of experience can expect to earn an average total compensation of \$46, based on 37 salaries.