

WELCOME TO THE LIBRARY!

A presentation for new media specialists at the Florida
Association for Media in Education Conference, 2019



librarian cat

NEW??

Turn to your neighbor and share a funny/cute library story! You know you have one!



is about to shush you

WE WILL BE...

Collaborating

Questioning

Listening

Exploring

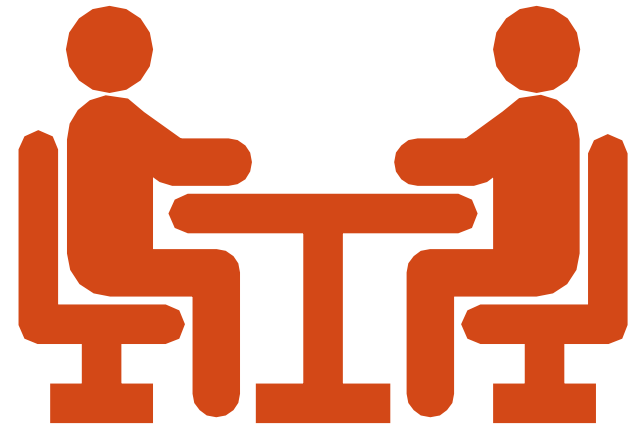
Playing

TK152 M19	Magison, Ernest C. Electrical instruments in hazardous locations.
✱	
Ray Freilino	JUN 24 1966
J. Callahan	MAY 30 1968
F. Reelich	DEC 13 1968
HANS STUBEN	JAN 28 1972
HAROLD SCHUMACHER	4-30-80
Herb Sheard	8-5-86
L. B. 1153-A	



TURN AND TALK!

- What are your goals for today?



WHO ARE WE?

- Angela Young- akyoung@volusia.k12.fl.us @YoungAkYoung
- Kris Smith -ktsmith@volusia.k12.fl.us @sharksread
- Nancy Pelsner-Borowicz: Natlebug@earthlink.net
- Angela Michael: Angela.Michael@ocps.net
- Michelle Lindsey- mlindsey@volusia.k12.fl.us @chelylindsey1

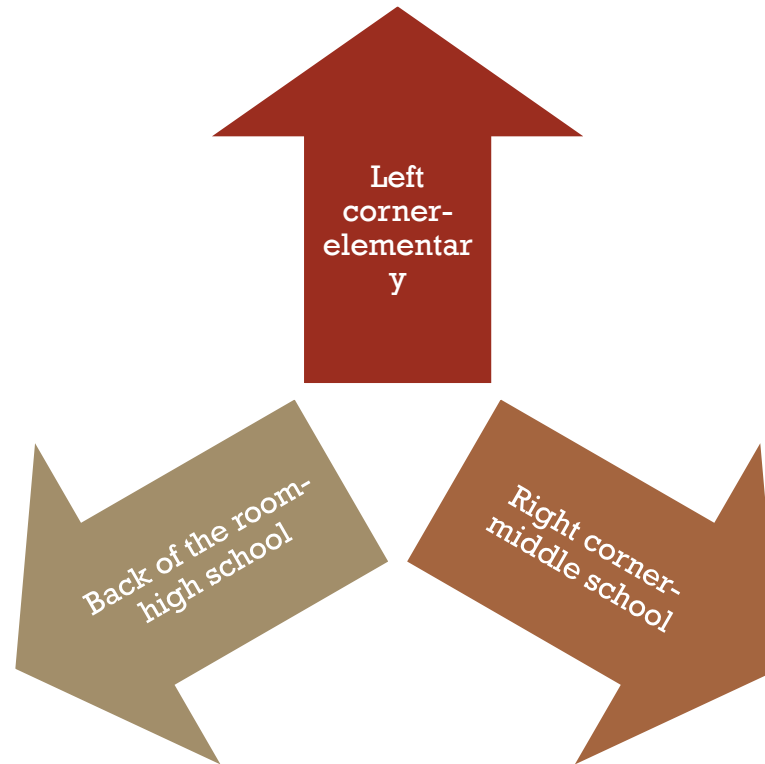


WHO ARE YOU? NAME TAGS

- Fold your paper in half hot dog.
- Open make a cloud with your first name in the middle
- Upper Left hand put your favorite book as a child
- Upper Right hand something you're reading now
- Lower Left hand your library passion
- Lower Right hand something you struggle with in your job



WHO ARE YOU?





AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS						
DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	Learners display curiosity and initiative by: <ol style="list-style-type: none"> Formulating questions about a personal interest or a curricular topic. Recalling prior and background knowledge as context for new meaning. 	Learners contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none"> Articulating an awareness of the contributions of a range of learners. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. Describing their understanding of cultural relevancy and placement within the global learning community. 	Learners identify collaborative opportunities by: <ol style="list-style-type: none"> Demonstrating their desire to broaden and deepen understandings. Developing new understandings through engagement in a learning group. Deciding to solve problems informed by group interaction. 	Learners act on an information need by: <ol style="list-style-type: none"> Determining the need to gather information. Identifying possible sources of information. Making critical choices about information sources to use. 	Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> Reading widely and deeply in multiple formats and write and create for a variety of purposes. Reflecting and questioning assumptions and possible misconceptions. Engaging in inquiry-based processes for personal growth. 	Learners follow ethical and legal guidelines for gathering and using information by: <ol style="list-style-type: none"> Responsibly applying information, technology, and media to learning. Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	Learners engage with new knowledge by following a process that includes: <ol style="list-style-type: none"> Using evidence to investigate questions. Devising and implementing a plan to fill knowledge gaps. Generating products that illustrate learning. 	Learners adjust their awareness of the global learning community by: <ol style="list-style-type: none"> Interacting with learners who reflect a range of perspectives. Evaluating a variety of perspectives during learning activities. Representing diverse perspectives during learning activities. 	Learners participate in personal, social, and intellectual networks by: <ol style="list-style-type: none"> Using a variety of communication tools and resources. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 	Learners gather information appropriate to the task by: <ol style="list-style-type: none"> Seeking a variety of sources. Collecting information representing diverse perspectives. Systematically questioning and assessing the validity and accuracy of information. Organizing information by priority, topic, or other systematic scheme. 	Learners construct new knowledge by: <ol style="list-style-type: none"> Problem solving through cycles of design, implementation, and reflection. Persisting through self-directed pursuits by tinkering and making. 	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: <ol style="list-style-type: none"> Ethically using and reproducing others' work. Acknowledging authorship and demonstrating respect for the intellectual property of others. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: <ol style="list-style-type: none"> Interacting with content presented by others. Providing constructive feedback. Acting on feedback to improve. Sharing products with an authentic audience. 	Learners exhibit empathy with and tolerance for diverse ideas by: <ol style="list-style-type: none"> Engaging in informed conversation and active debate. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	Learners work productively with others to solve problems by: <ol style="list-style-type: none"> Soliciting and responding to feedback from others. Involving diverse perspectives in their own inquiry processes. 	Learners exchange information resources within and beyond their learning community by: <ol style="list-style-type: none"> Accessing and evaluating collaboratively constructed information sites. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. Joining with others to compare and contrast information derived from collaboratively constructed information sites. 	Learners engage with the learning community by: <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. 	Learners responsibly, ethically, and legally share new information with a global community by: <ol style="list-style-type: none"> Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	Learners participate in an ongoing inquiry-based process by: <ol style="list-style-type: none"> Continually seeking knowledge. Engaging in sustained inquiry. Enacting new understanding through real-world connections. Using reflection to guide informed decisions. 	Learners demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none"> Seeking interactions with a range of learners. Demonstrating interest in other perspectives during learning activities. Reflecting on their own place within the global learning community. 	Learners actively participate with others in learning situations by: <ol style="list-style-type: none"> Actively contributing to group discussions. Recognizing learning as a social responsibility. 	Learners select and organize information for a variety of audiences by: <ol style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate. 	Learners develop through experience and reflection by: <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. 	Learners engage with information to extend personal learning by: <ol style="list-style-type: none"> Personalizing their use of information and information technologies. Reflecting on the process of ethical generation of knowledge. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.



THE HATS WE WEAR

- Teacher
- Leader
- Instructional Partner
- Information Specialist
- Program Administrator

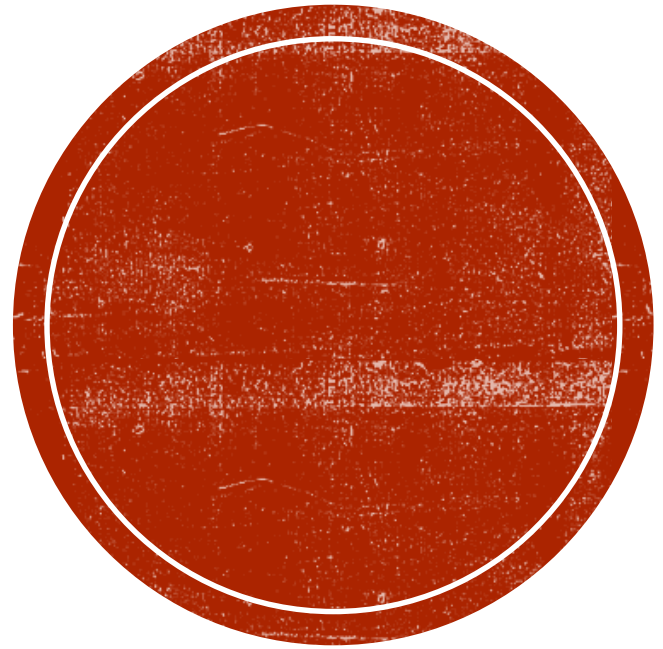




TEACHER



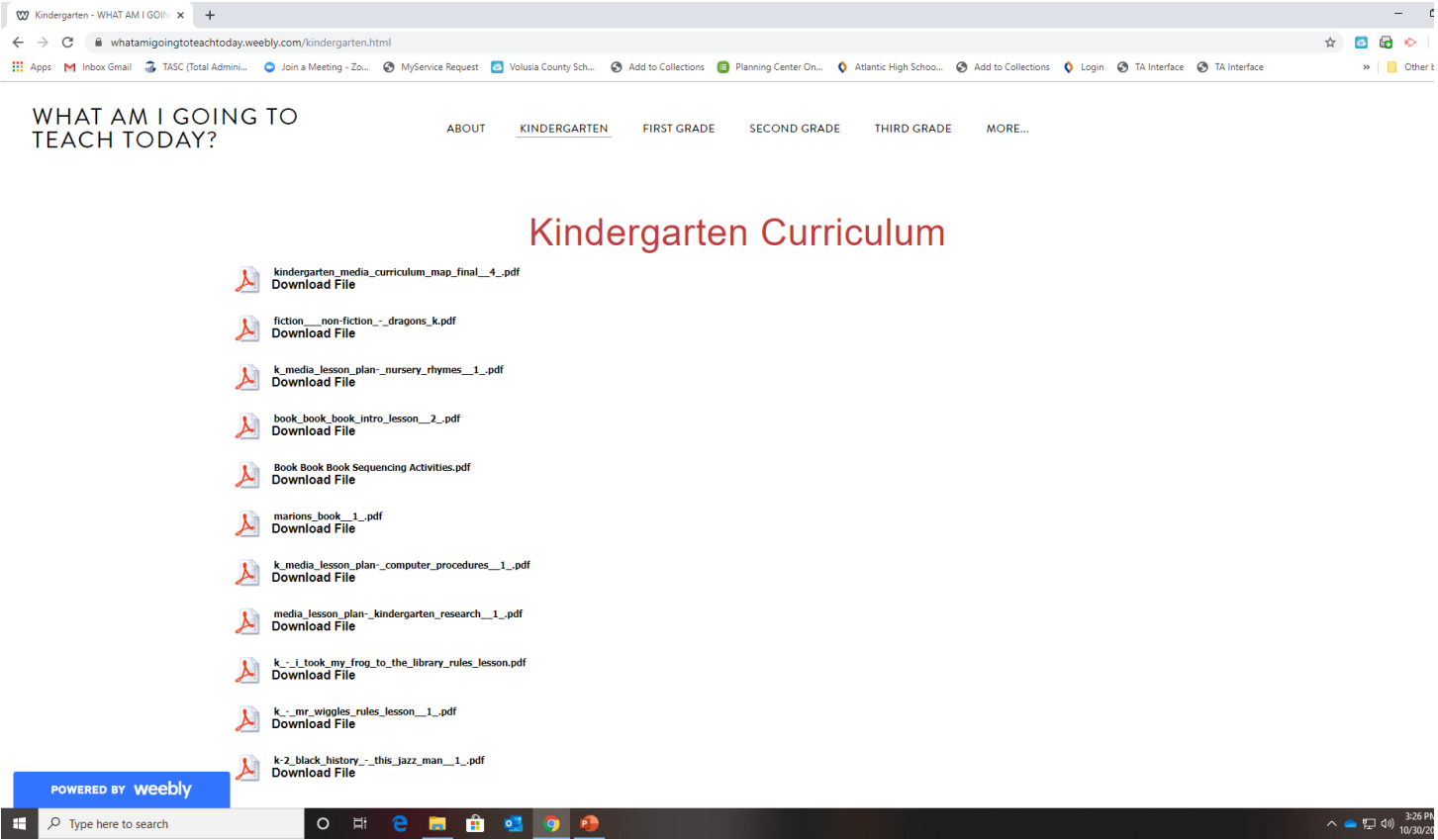
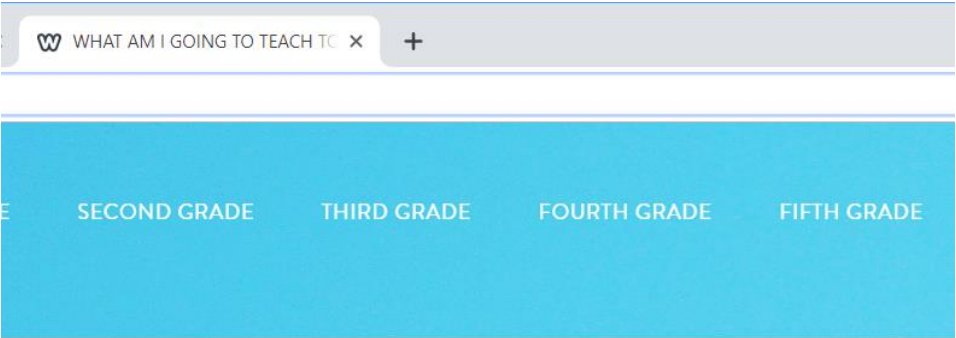
**LET'S
COLLABORATE
GIVE AN
EXAMPLE OF
TEACHER HAT**



K-5

LESSON PLANS

<https://whatamigoingtoteachtoday.weebly.com/>



Media Lesson Plan

Media Specialist:	School:
Lesson Title:	Grade Level(s):
Subject(s):	Lesson Length:

Materials:
Standards:
Objectives:
Activities & Strategies:
Assessment:

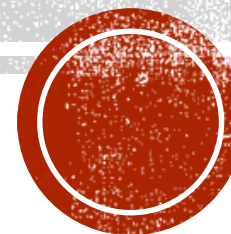
Notes & Reflection:

KEEPING TRACK!

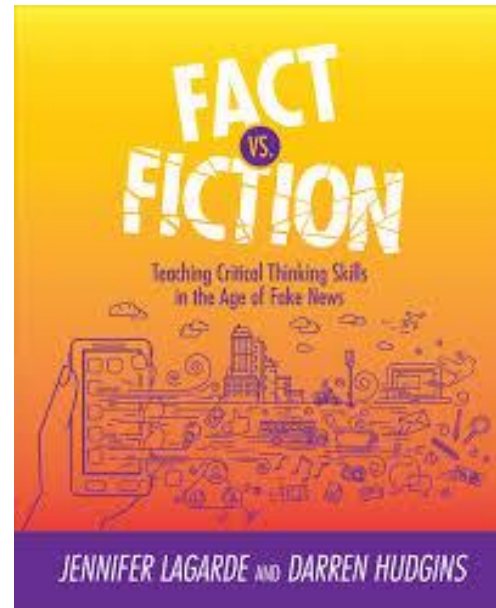
Kindergarten								
	BBB	Book Dr.	Fic/Non	Rhymes	Computers	SSYRA Jr.	Research	
Stacy								
Moore								
Delligatti								
Derstine								
Ferguson								
Hamilton								
Dalton								
Spears								



IDEAS



Secondary Teaching Ideas



Florida Electronic Library

C	Currency: The timeliness of the info
R	Relevance: How the info fits your needs
A	Authority: The source of the info
A	Accuracy: Reliability and correctness of the info
P	Purpose: The reason the info exists





FINDS

Student Master

Research Process Model

Focus on information need

- Narrow or broaden topic and write a thesis sentence.
- Determine how much information is needed.
- Define search terms.
- Outline a search plan and a timeline.

Investigate resources to search for answer

- Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources.
- Apply evaluative criteria to select the best resources to answer the search question.
- Demonstrate an understanding of how information is organized and located.
- Exhibit responsible care and use of materials, e-resources, equipment, and facilities.

Note and evaluate facts and ideas to answer the question

- Read, evaluate, and select information to answer search need.
- Take notes and record data required for citations.
- Analyze information gathered and compare with research need.
- Organize notes for clarity, coherence, and emphasis.

Develop information into knowledge for presentation

- Select a presentation format appropriate for the topic, audience, purpose, content, and technology available.
- Analyze and synthesize collected information.
- Use resources and technology to create and present a quality product.
- Demonstrate effective interpersonal communication skills to share ideas and information with others.

FINDS Research Model- info at FL DOE





- Model for instruction in informational literacy
- Tool for acquiring the skills and practice to become a proficient information seeker
- Promotes highly successful information seekers, resource finders and creators of literary works



PROGRAMS

- Accelerated Reader
- Reading Counts
- Pizza Hut Book It
- Chipotle Reading Rewards
- Paint Chip/Punch Bookmark
- Book Tastings
- Genre of the Month
- Reading BINGO
- State Book List



Name: _____	1	2	3	4	5
 READ and READ MORE	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
Name: _____	1	2	3	4	5
 READ and READ MORE	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
Name: _____	1	2	3	4	5
 READ and READ MORE	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
Name: _____	1	2	3	4	5
 READ and READ MORE	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
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READING PROGRAMS

- Book Challenges (SWMS)
- AR/RC Celebrations
 - Quarterly goals
 - Class challenges
- Tracking
 - Bookmarks
 - Class Bulletin boards
 - Spreadsheets, Google forms
- EOY awards



SSYRA GRADES 3-5 SET 2018-2019

NAME	STUDENT ID	The Bellies	Daughter of the Pirate King	Daddy the Stars	Goodbye Days	The Hate U Give	Invisible	In Other Lands	Letters to Lost	A List of Cages	Love, Hate & Other Filters	My Sister Rosa	The One Memory of Flora Banks	Want	What to Say Next	Total	Level
Name ID #																	
Fink		X	X	X	X	X	X	X	X	X	X	X	X	X	X	13	1
Tags																	2
																	3
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ler Lie 4804		X			X			X	X	X	X	X	X	X	X	9	1
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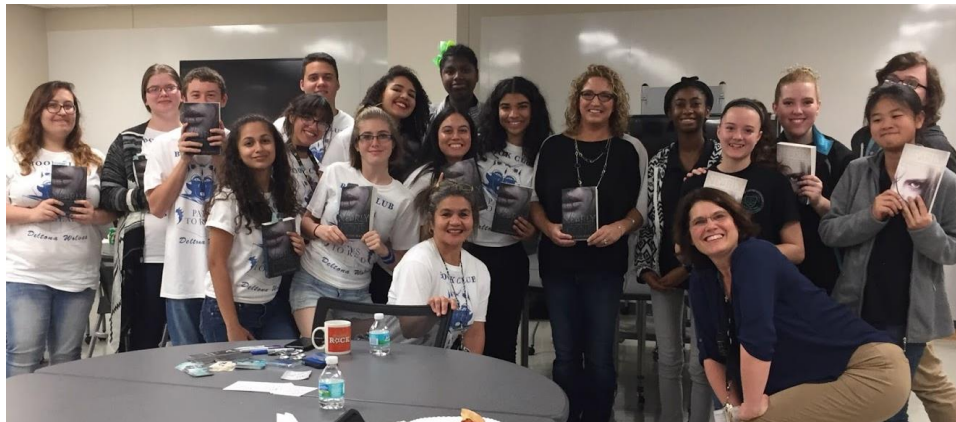
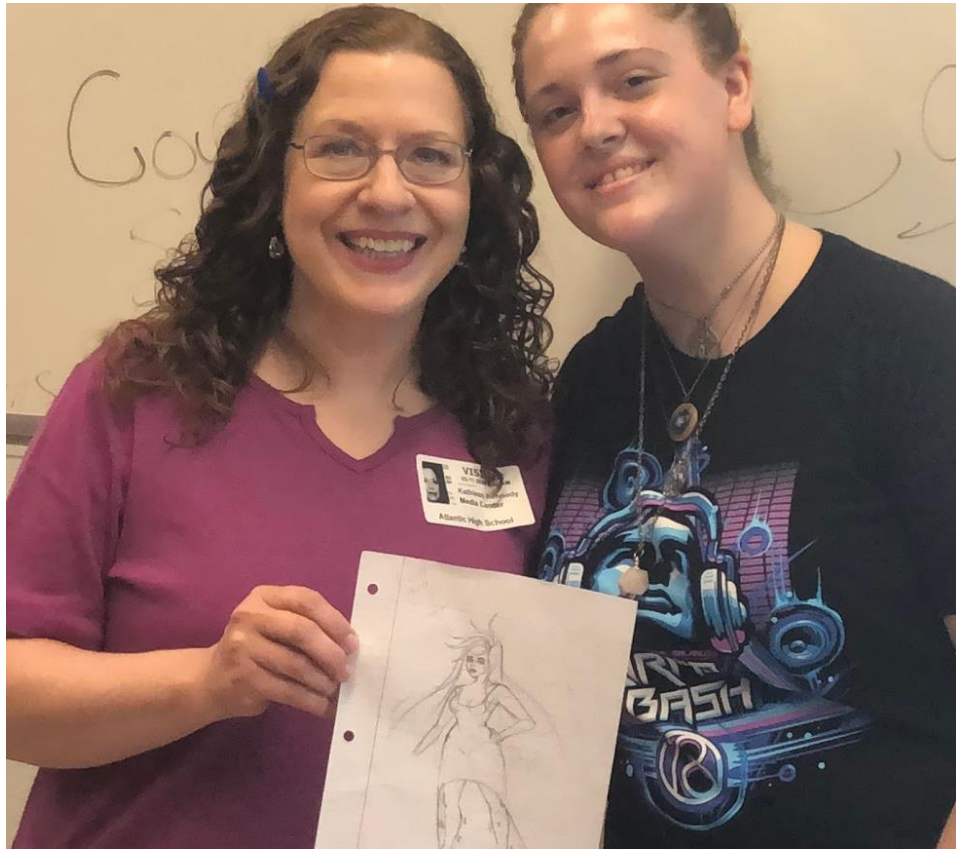
SCHOOL BOOK CLUBS-FOOD!

CHAT & CHEW



- Involve other adults
- Always have treats
- Rewards for readers
- Book Talks/Book Tasting





AUTHOR VISITS

Skype-\$200 upward (some for free)

Face to Face- \$750-\$1000 plus travel, combine with other

Facebook Live- through SSYRA

Make contacts at FAME

LITERACY WEEK- JAN. 27-31



Part of FL DOE and Reading Coaches

Ideas- both Elementary and Secondary

Potato Decorating Contest – like a Literacy Character

Bookmark Contest, Door Decorating

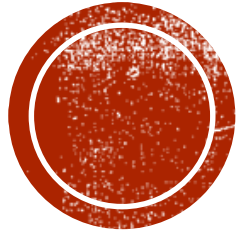
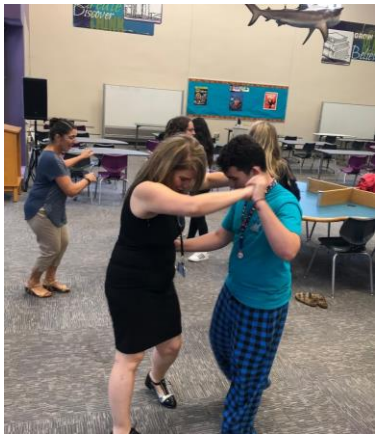
Dress Up Days

In School Field trip- used Late Night Library Games as a model along with quiet reading and Book Tastings

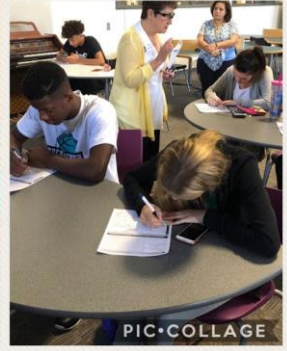
Trivia Contests



SPECIAL EVENTS



- Bring in speakers
- College panel made up of formers students
- Celebrate events like Black & Hispanic Heritage month
- Voter Sign up- collaborate with SS & League of Women's Voters



NATIONAL LIBRARY WEEK- APRIL 19-25, 2020

- First-1958
- ALA (American Library Association) and American Book Publishers created to motivate people to read
- April 19-25, 2020 – “Find Your Place at the Library”
 - Monday-report of top 10 challenged books
 - Tuesday-National Library Worker Day
 - Wednesday-National Bookmobile Day
 - Thursday-Take Action for Libraries (speak up and share)

#NationalLibraryWeek

Information found on www.ala.org



Monthly reading activities
on <https://www.readacrossamerica.org/>

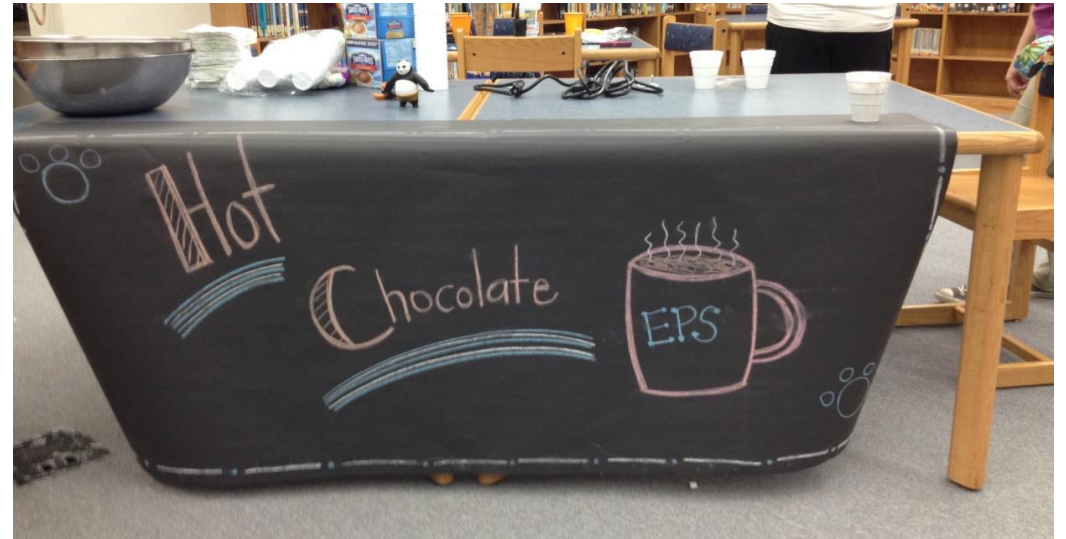
NEA (National Education Association)

March 2nd (Dr. Seuss's birthday)

READ ACROSS AMERICA



national poetry month



POETRY MONTH

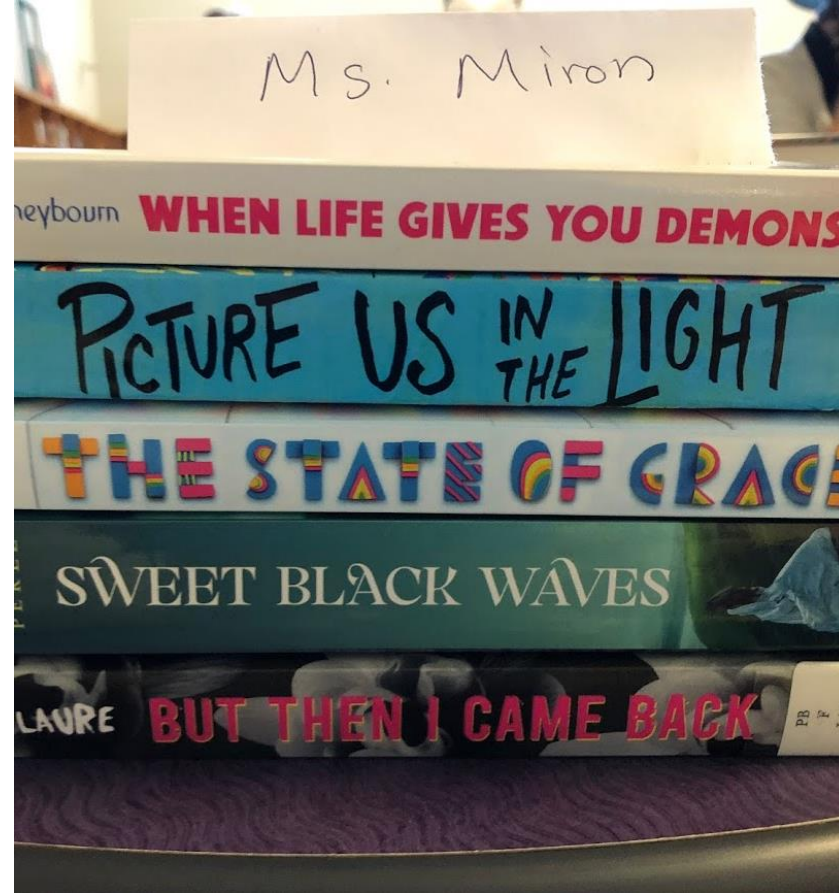
- The month of April
- www.poets.org
- free poster
- activity ideas
- logo



PERFECT IF...

- Dark
- Spotlight on a mini stage
- Hot Chocolate
- Baked Goods
- Little pocket notebooks and mechanical pencils





POETRY SLAM

Blackout Poetry

Spine Label Poetry

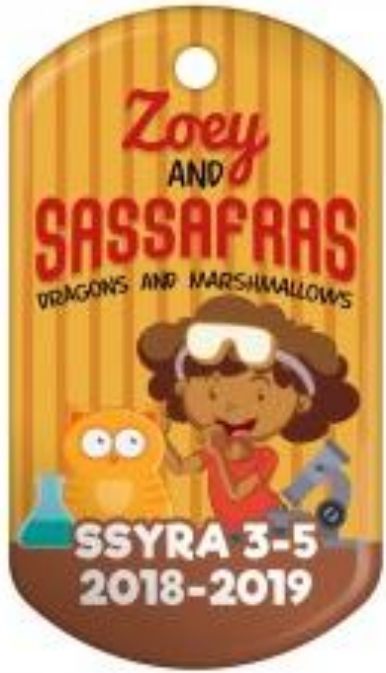




**CHECK OUT THE
FAME WEBSITE!**



Resources for SSYRA Jr. SSYRA 3-5, SSYRA 6-8 and FTR
(SSYRA Sunshine State Young Readers and Florida Teens Read)



PROMOTE!

- Book Trailers
- https://www.youtube.com/playlist?list=PLTUqkinku53OS_3wjWan_iCIYETMkkQTn
- Displays

REWARDS

- Charms
- Brag Tags
- Tshirts
- Displays
- Parties





2018-2019 Facebook Live Events

FAME
Florida Association for Media in Education

OCTOBER



SEPTEMBER



NOVEMBER



DECEMBER



JANUARY



FEBRUARY



MARCH



All events will begin at 10:30am EST unless noted.

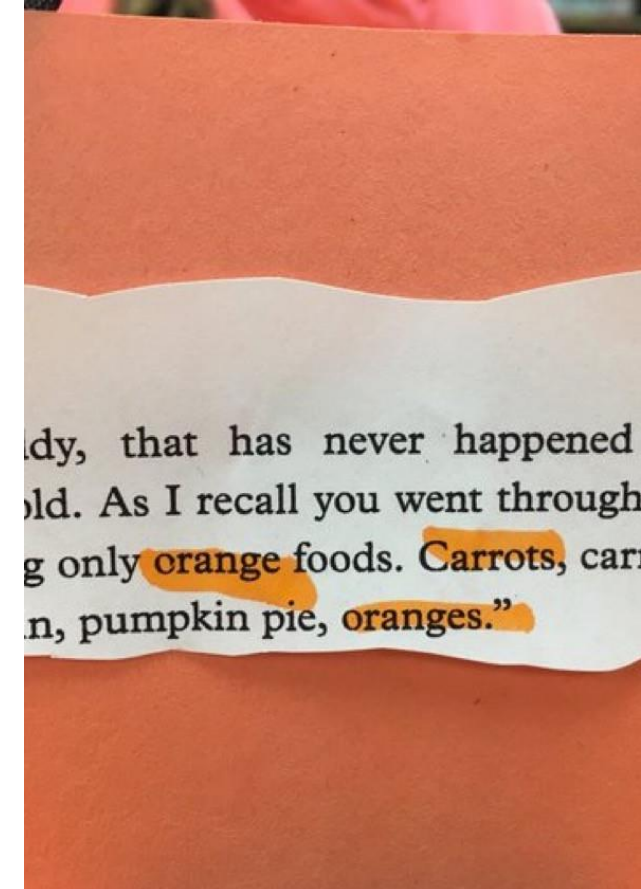
*Dates/Times may be rescheduled due to unforeseen circumstances or technical difficulties



@FloridaSSYRA

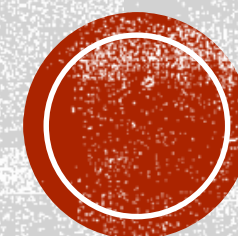


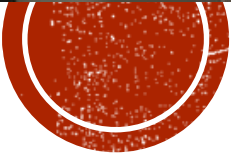
Florida SSYRA



FACEBOOK LIVE EVENTS

FACEBOOK LIVE!





Vote!

KEEPING TRACK!

[illegible]

by Jackson Pearce



by Laura Martin



by Lisa Gra



by Kalle George



Source: U.S. Department of Commerce, Bureau of Economic Analysis, *U.S. National Income and Product Accounts*, 1997.



by Melissa Seavey



by Charles Mericle Hargreaves



CRYSTAL ALLEYS



by Terry Lynn Johnson



by Diana Leppow



by Shari Winston



by Isabel Quintan



by Chris Greenblatt



by Barbara O'Connor



Student Name:

Teacher:

Teacher's Initials:





REWARDS & CELEBRATIONS!!!
WHAT IDEAS DO YOU HAVE?



NOT SO SPOOKY STORY TIME

- Wear costumes
- Story time
- Crafts
- Puppets to retell
- Officer safety talk





CRAFTS

- Paper carrots
- Halloween bingo
- Frankenstein monster
- Q-tip skeletons
- Popcorn witch hand (glove)
- Witches' Hats (cookies)

All found on Pinterest!





MYSTERY IN THE MEDIA CENTER

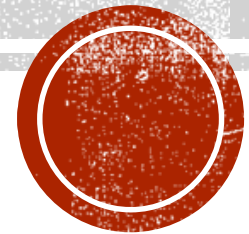
MUST HAVES:

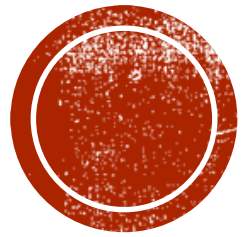
- A body outline
- Dim lights
- Caution tape
- Mysteries to solve (online search)
<https://www.squiglysplayhouse.com/BrainTeasers/Detective.php> or
<https://www.braingle.com/brainteasers/Mystery.html>
- Mystery books



WHAT IDEAS DO YOU HAVE?

Open your name tag and write or draw three ah-hahs!





OTHER RESOURCES

<https://www.librarygirl.net/>

<http://mrsnthethebookbug.blogspot.com/>

<http://tiffanywhitehead.com/>

App: Novel Effect (Currently Free)

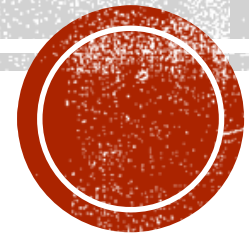
<https://www.librarygirl.net/>

USE DATA!

Just like in a class . . .

Use circulation statistics, reading scores, your
school's demographic information

Share with principal



INSTRUCTIONAL PARTNER



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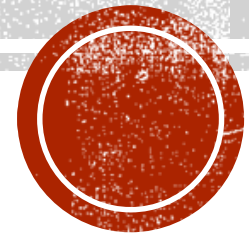
WORK TOGETHER

- Follow the standards
- Attend grade level meetings
- Take some burden off of them
- Incorporate media skills
- Positive and willing to help



SCHEDULING

Fixed or Flexible



FIXED VERSUS FLEXIBLE

PROS & CONS

FIXED

- Pros:
 - Set times
 - Consistency
- Cons:
 - No flexibility
 - Set amount of lesson time
 - Skills taught in isolation
 - Projects may need multiple weeks to complete
 - Little/no connection with classroom learning

FLEXIBLE

- Pros:
 - Collaborating between teachers
 - Flexibility for lesson length
 - Lessons are connected to classroom learning
 - Not interrupted by school events
- Cons:
 - May not see students as frequently as you wish
 - Time consuming
 - Some teachers may opt out

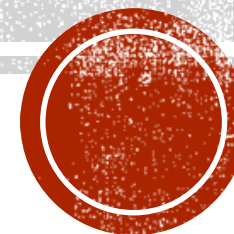


WAYS TO SCHEDULE

- Old fashion paper/pencil
- Microsoft Outlook Calendar
- Google Calendar/Google Sheets
- Sign Up Genius
- Picktime
- YouCanBook.Me
- Wejoinin.com
- LibraryTrac (cost)



MAKERSPACE





**A PLACE TO
EXPLORE**





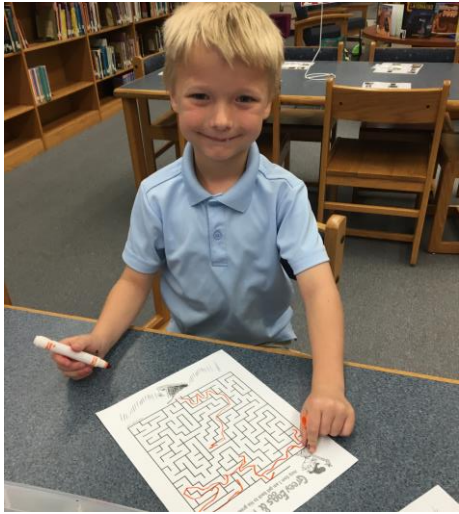
MOBILE LIBRARY

- Web based checkout systems allow mobility
- Lunch checkout
- Classroom checkout (great for testing closures)





CHESS CLUB & MAKERSPACE/WHAT ELSE?



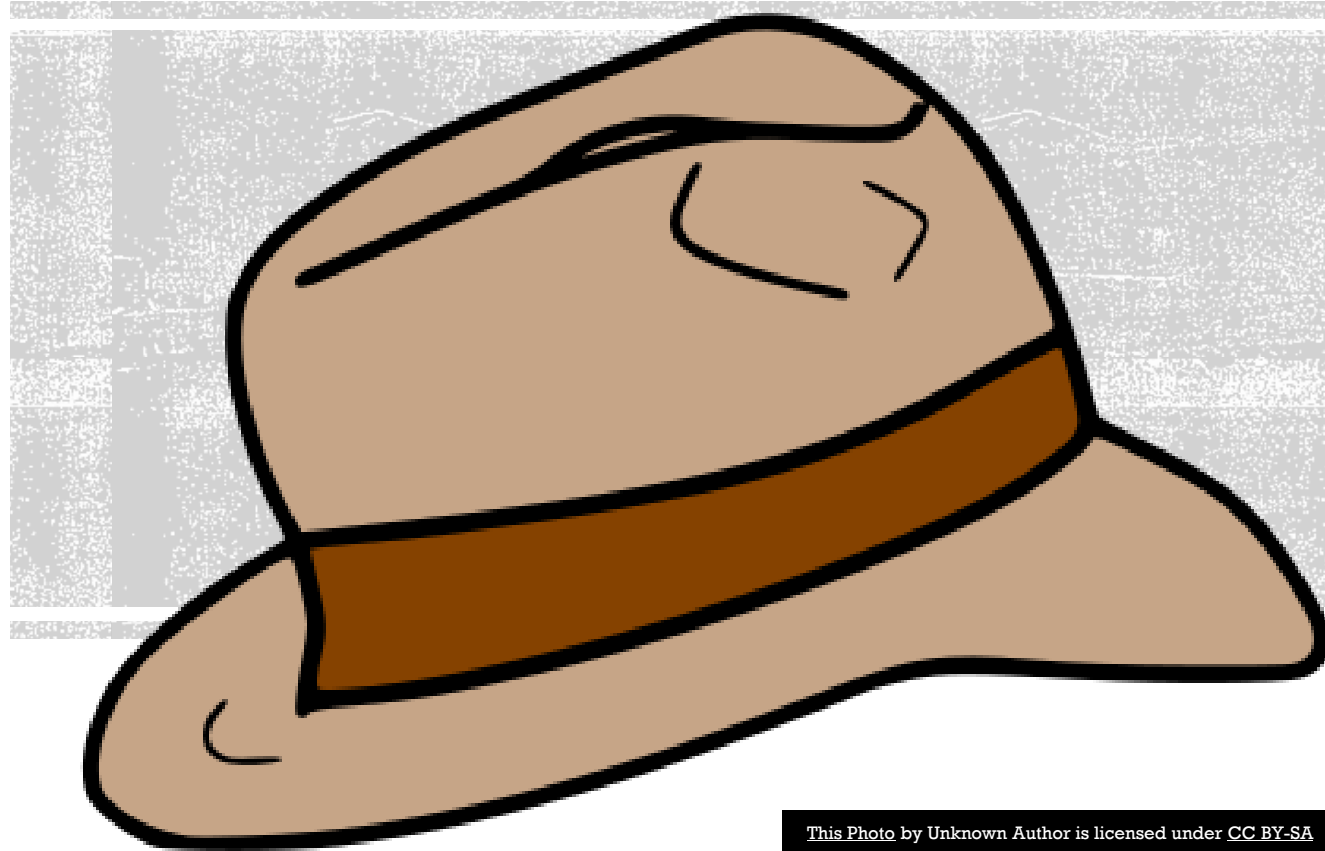


**COLLABORATE-
SHARE HOW WE ARE
REACHING OUT TO OUR STAFF**

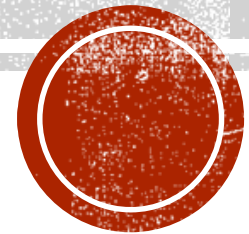
FAVORITE TECH TOOLS

Share out!





INFORMATION SPECIALIST



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AND NOW FOR
SOME
COPYRIGHT
FUN!!!



TRUE STORIES FROM VOLUSIA COUNTY

Schools show "The Polar Express" through their closed circuit television. Hundreds of children watch.

High school video was made and put on YouTube with the entire "Firework" by Katy Perry song in the background.

Every year a local elementary school puts on a play, buys the rights from the theatrical company (which does not include the right to record). They video the play, and sell the DVD's to parents.



ARE YOU LIKELY TO GET CAUGHT??

NO. But not all your students are going to be teachers. And...

They are going to work in fields other than teaching where they will be fined for not following fair use guidelines.

Teach, Model!!!



1924

1

Any US work published before 1923 can be used and reproduced broadly.

2

Go crazy!!

3

We say it's in the "Public Domain"

4

You can find these works on websites such as -Florida Electronic Library, Project Gutenberg, Wikimedia Commons, Library of Congress

5

This is true until 2020 when works published in 1925 will expire. In 2021, 1925, etc.



MOVIES?? WHAT'S THE REAL STORY??

G Movies can be watched in school if you have a valid academic reason as shown in your lesson plans.

Movies can never be shown through closed-circuit TV or in assemblies without a site license.

PG & PG-13 movies can be shown with parent permission, an academic reason, and notation in your lesson plans



CREATIVE COMMONS

Creative Commons is a license with a mission to expand creative works available to the public. Works can be used legally and they are all free.

Flickr

However. You must cite your source. Otherwise it's plagiarism.

www.creativecommons.org



FAIR USE- BUT...

Fair use says you
can use copy
written materials for
educational
purposes...

BUT! What is your
PURPOSE? Are you
using the work for
Instruction?

Have you purchased
the material? (TPT)

Is it 10% or three
minutes (whichever
is less)?

Did you cite your
sources?



MUSIC TEACHERS

Reproducing- unless it's less than 10% of the work, you must have permission from the copyright holder to reproduce.

Recording- you can make a SINGLE recording of a performance for educational or archival purposes or for a test or exercise. Beyond that, you need a license.

Derivative Work- "You can rearrange, edit, or simplify a copyrighted work for educational purposes, provided you do not change "the fundamental character" of the composition or alter or add lyrics".

Distribution- you can give your kids fragment of copy written work or a single copy of a recording for educational purposes

Performances- you must contact publishing companies for most performances. The big companies are, ASCAP, BMI, and SESAC. They have restrictions. Abide by and encourage your audience to abide by these restrictions.

Information found at National Association for Music Education-
<http://www.nafme.org/>



IN SUMMARY...

Use other people's
work for Educational
Purposes not
Entertainment!

Use items that are Fair
Use or purchased

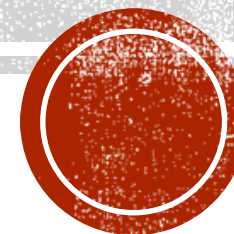
10% or 3 minutes

Cite your sources

My sources- "Educators
Guide to Copyright and Fair
Use"- Education World,
5/25/2010"Copyright and
Fair Use Guidelines for
Teachers" By Laura Graves
accessed on YouTube 11/5/16

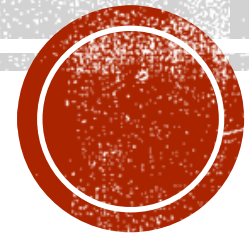


КАНОТ GAME



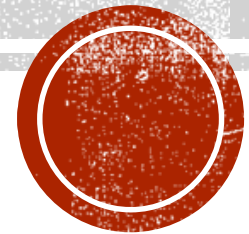
CARD CATALOG MAINTENANCE

Be familiar with how your card catalog system works to best service your patrons



KNOW YOUR RESOURCES

What resources are available through your county, the state,
purchased by your school



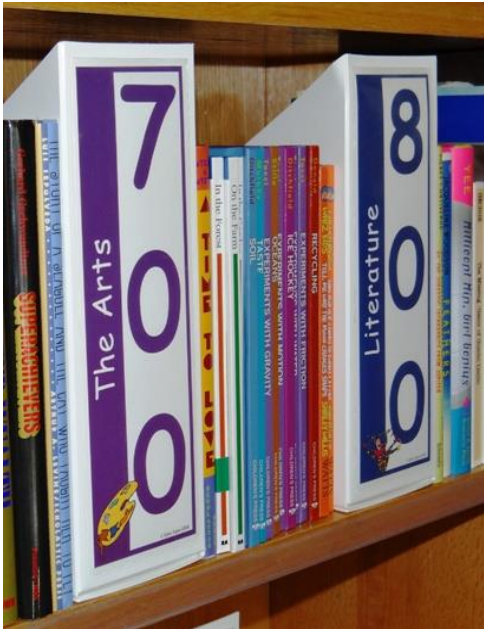
Example: Britannica, World Book, Safari Montage, Florida
Electronic Library, Teaching Books



**CLEAR SIGNAGE, AGE
APPROPRIATE DECORATIONS**



**SIGNAGE:
ELEMENTARY
& SECONDARY**



After





BOOK FAIRS

HOW TO SET UP, WHICH ONE, HOW TO GET
YOUR PROFIT





LEADER

Cyndy G.

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**BE PRESENT...
LET THEM SEE YOU!**

PUBLIC LIBRARY

PARENTS

SAC

DISTRICT COMMITTEES

SCHOOL COMMITTEES

SHARE WHAT YOU KNOW



BE A PART OF THE PROFESSIONAL COMMUNITY: YOUR LOCAL ORGANIZATION

FAME
ALA
AASL





Florida Association of Supervisors of Media

Supporting School Library Programs

The Florida Power-Library Schools program is sponsored by the Florida Association of Supervisors of Media and the Florida Department of Education's Library Media Services in order to recognize outstanding school library programs in Florida. Quality library programs have proven to improve student achievement!

Apply now for the Florida Power-Library Schools Program

Home FPLS Winning Schools FPLS Documents FINDS READS Contact us

21st Century Library Media Programs in Florida's K-12 Schools

ExC'EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

Mission: The ExC'EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's education agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies cultivates a culture of inquiry and life appreciation, and encourages the independent, ethical exploration of information and ideas.

Instruction: *The library media program enhances student achievement through a systematically, collaboratively planned instructional program.*

Components	Emerging	Developing	Advancing	Outstanding
Information literacy & inquiry-based instruction	<ul style="list-style-type: none"> Standards-based information literacy skills instruction is not integrated into the LM instructional program. 	<ul style="list-style-type: none"> Standards-based information literacy skills are taught in the LM instructional program. 	<ul style="list-style-type: none"> Standards-based information literacy skills instruction using inquiry-based approach (e.g., FINDS) is embedded into schoolwide instructional program. 	<ul style="list-style-type: none"> Standards-based information literacy skills instruction using inquiry-based approach (e.g., FINDS) is embedded systematically into schoolwide instructional program.
Student achievement and automated systems data is used to plan and modify LM instructional program.	<ul style="list-style-type: none"> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program. 	<ul style="list-style-type: none"> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program. 	<ul style="list-style-type: none"> Student achievement and automated systems data are used to plan LM instructional program. 	<ul style="list-style-type: none"> Student achievement and automated systems data are used to plan and modify LM instructional program.

Florida Association of Supervisors of Media

Nancy Teger *

teger@nova.edu *

FPLS Information

If you have questions about the FPLS program, please contact me.



Florida Power-Library Schools

FLORIDA POWER LIBRARY

What is it?

<https://www.flpowerlibraries.com/>

<https://docs.wixstatic.com/ugd/86c84cdcb591f49e834d38a532406824dc3373.pdf>

Learn more at the conference!

LIBRARY MEDIA SERVICES

ExC3EL - Florida's K-12 Library
Program Evaluation Tool

Information Literacy: -FINDS-
Florida's Library Media Research
Model

Memos

READS- Florida's K-12 Integrated
Library Media Reading
Guidelines

Library Media Services

Mission

The mission of the Office of Library Media Services is to support district library media supervisors and other stakeholders; ensuring that school librarians create and maintain quality library programs that foster the love of reading and the effective use of ideas and information by both students and faculty. This mission is accomplished by building programs that:

- provide intellectual and physical access to materials in a variety of formats
- provide instruction to advance competence and stimulate interest in reading, viewing and using information and ideas
- involve other educators in designing learning strategies that meet the needs of individual students

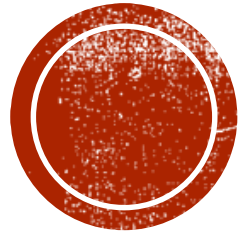
Library Media Survey 2018

On September 9, 2018, the Library Media Services office within the Bureau of Standards & Instructional Support sent out a voluntary survey to district media supervisors to gather information regarding state-wide media center programs.

- [Library Media Survey 2018 - Memo](#) (Word)
 - [Library Media Survey 2018 - State Results](#) (PDF)
 - [Library Media Survey 2018 - District Results](#) (PDF)

Information Literacy: FINDS - Florida's Library Media Research Model

- **Focus** on information need
- **Investigate** resources to search for answer
- **Note** and evaluate facts and ideas to answer the question
- **Develop** information into knowledge for presentation
- **Score** presentation and search process



STATE WEBSITE AND FINDS PRESENTATION

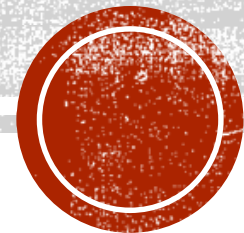
<http://fldoe.org/core/fileparse.php/5660/urlt/FINDS-Webinar.pdf>

<http://fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t>



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PROGRAM ADMINSTRATOR



Media Center Policies

Visiting the Library and Check Out

Students are required to check out materials. Students may check out up to two (2) items at a time. Materials are checked out for two (2) weeks. Materials may be renewed unless someone has placed a hold on the item.

Overdues and Fines

Overdue materials are charged at a rate of \$0.05 per item per day. Overdue and fine notices are distributed to students with progress reports and report cards. Printing is available for \$0.10 per page in black and white. A student's first ID card is free. The replacement cost for lost or damaged ID cards is \$3.00. If a fine will block students from...

- Checking out more materials
- Receiving their final report cards

Catalog and Databases

Searching for items in the collection is done through our online catalog, Destiny Discover. Destiny Discover is accessible from any computer through LaunchPad either on campus or at home.

All databases are listed on the Destiny homepage.



MEDIA CENTER POLICIES

Make your policies public somewhere such as a website



TEACHER PROCEDURES/POLICIES

- How to schedule a visit
- How to reach out for collaboration
- Laminating
- Technology support
- Ordering materials
- Other?



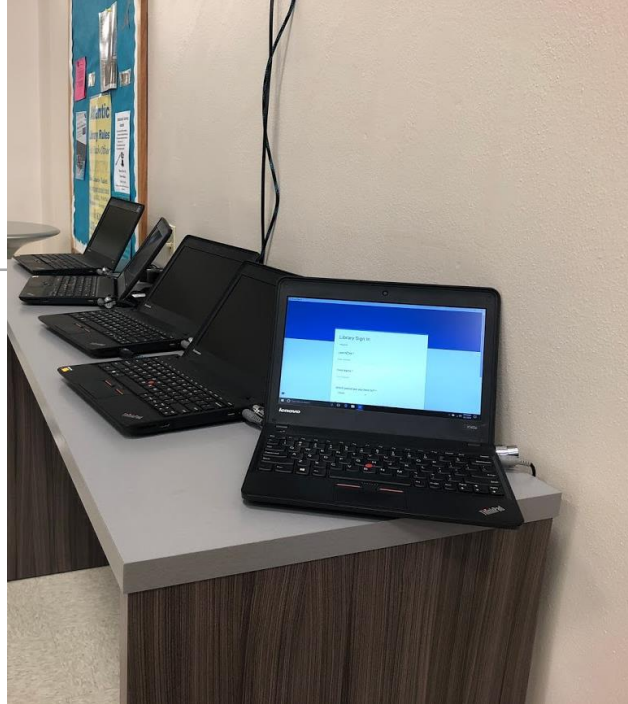
PROCEDURES

For students and teachers

Students

- How will students not coming in with their class enter?
- Have a pass?
- Sign in?
- Behavior expectations?
- Computer Use? Gaming? Headphones?
- Use a book marker or not? Check out with an ID?

Teachers



Library Sign In

* Required

Last Name *

Your answer

First Name *

Your answer

Which period are you here for? *

Choose



From the New York Times bestselling author of *The Arrival*

Lost & Found

shaun tan

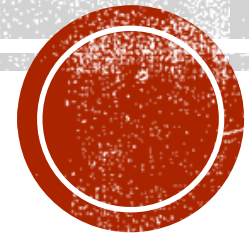
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LOST & OVERDUE MATERIALS

- Have clear policies for lost and damaged books
- Send home notices regularly
- Communicate with class teachers
- Will you circulate to overdue accounts?
- Instilling student responsibility
- What is your responsibility of another school's lost book to your student?
- How does your district handle payments- within your school and between schools
- Do your students know how they can see their checkouts/overdues?



CHALLENGED MATERIALS AND SELECTION OF MATERIALS



OBJECTIVES FOR SELECTION OF MATERIALS

Each media center shall provide:

- materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
- materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- a background of information which will enable students to make intelligent judgments in their daily lives;
- Materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
- Materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- And a comprehensive collection appropriate for the users of the media center which places principle above-personal opinion and reason above prejudice in the selection of materials of the highest quality.



RESPONSIBILITY FOR SELECTION OF MATERIALS

- School media staff shall, in accordance with school board policy and district procedures, coordinate the selection of educational materials. The principal, consulting with the media specialist, is responsible for the final evaluation and selection of materials for the school's media center.
- The standards to determine the propriety of the educational materials shall be those set out in this policy. however, the adoption of instructional materials is exclusively governed by school board policy 321, including adoption contests.



CRITERIA FOR SELECTION OF EDUCATIONAL MATERIALS

- First consideration shall be given to the needs of the individual school based on the curriculum, the existing collection, and the needs of the students.
- Requests from users of the collection i.e., administrators, faculty, parents, and students, shall be given high priority.
- materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness, reputation and significance of the author/artist/producer, etc., and format and price.
- gifts of media or money will only be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.



SO YOU RECEIVE A CHALLENGE. . .

- What to do?
- Don't panic, a lot of people do not follow through
- Call your media supervisor immediately
- Need to let admin know,
- Make sure you follow policies of your county

CHOOSE YOUR MEDIA ADVISORY COMMITTEE NOW!

<http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks>



BOOK MAINTENANCE

Archival Tape, Book Tape, Filament Tape, Hinge Tape

Kapco Covers & Book Jacket Covers

Book Cleaner

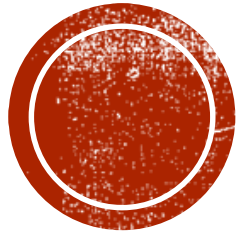
H Band

Undo- for adhesive

Permanent Markers- including King Size Black, Silver (for Technology)

Bone Folder

Label peeler



[How to cover a library book:](https://www.youtube.com/watch?v=v-ZnoPHCtxtI)

<https://www.youtube.com/watch?v=v-ZnoPHCtxtI>



GENRIFYING- HEAD TO HEAD BATTLE

GENRIFYING PROCESS

- Decide on your sections
- Purchase genre stickers and covers
- Sort books (use Destiny/ISBN information)
- Clean with alcohol
- Sticker
- Shelf
- Add the genre to the sublocation in card catalog



Genre Tracker

Student: _____ Teacher: _____

Genre	Title	Score
Adventure		
Fantasy		
Historical Fiction		
Humor		
Mystery		
Realistic Fiction		
Scary		
Science Fiction		
Sports		

BENEFITS

- Opportunity to try diverse types of literature
- Favorite genre is easily available
- Matches reading lessons and has that book store look



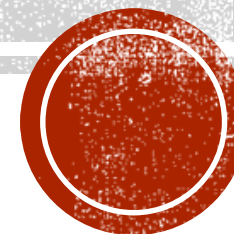
- Finding a genre for each book when some books don't fit perfectly
- Rearranging your fiction is a large undertaking! Assigning genres, Labelling, Cataloguing, Signage, Rearranging, Teaching
- Students reading only within one genre
- Increased complexity in terms of shelving, may be more challenging to shelve and students
- Not set up like other libraries

CONS

Why I don't...



COLLECTION DEVELOPMENT








Windows & Mirrors





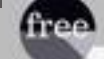


Building Inclusive Libraries- Julie Stivers
American Libraries: The Magazine of ALA

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#libfive     

FIVE KEY FOUNDATIONS
FOR BUILDING
INCLUSIVE LIBRARIES

-  **1. See me. Listen to me.**
-  **2. Show me on the shelves and walls. Read those books yourself.**
-  **3. Graphic Novels + Manga are not extra.**
-  **4. Show the JOY in our stories.**
-  **5. Make the library a sorting-free zone.**

The #libfive was developed by Mount Vernon Middle School Students Cesar Falcon, Jose Gomez, Jaida Morris, and their librarian Julie Stivers.

To read more, visit bit.ly/libfiveyalsablog and follow our story on Twitter at #libfive and @BespokeLib.



<< Return to: ATLANTIC HIGH SCHOOL

Settings | Diagnostics

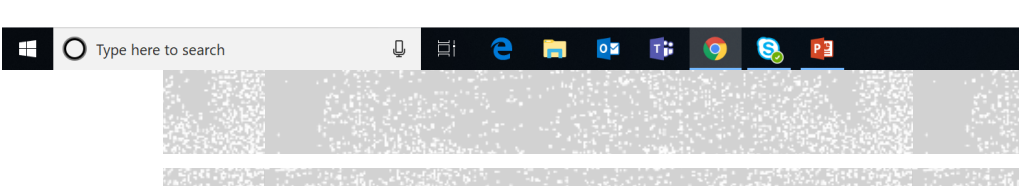
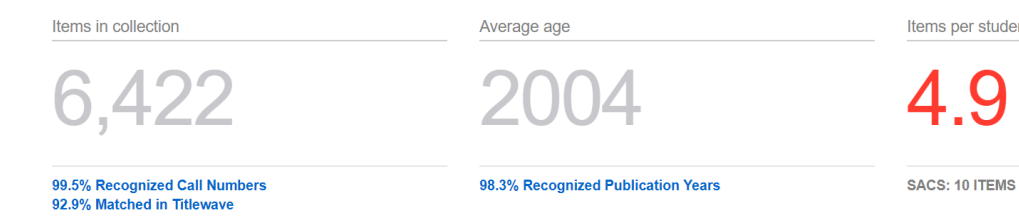
School Library Collection | Print & Audiovisual | eBooks & Digital

Atlantic High School Library Collection

Grades 9–12; 1,300 Students

SEPTEMBER 14, 2018

Prepared by
Atlantic High School,
Librarian/Media Specialist
ktsmith@volusia.k12.fl.us
386-322-6100



Collection by Dewey classification

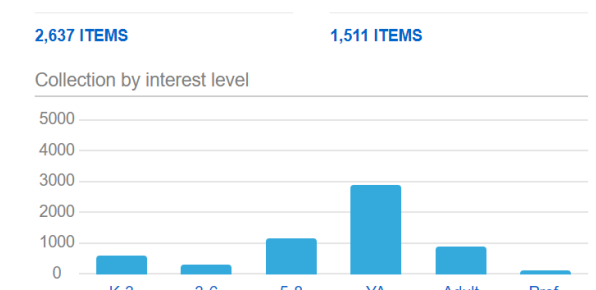
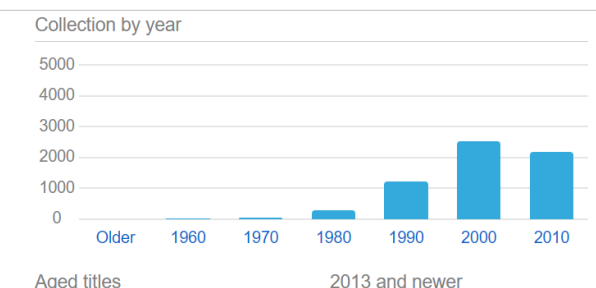
All Dewey Classes | Age-Sensitive Areas

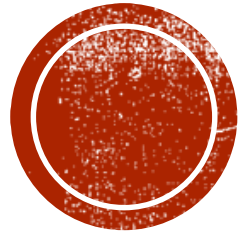
Dewey	Avg. Age	Items	Aged
003-007 Systems Data/Computer Programs	2013	5	4
320-329 Political Science	2010	88	38
361-369 Social Problems and Services	2005	162	124
370-379 Education	2004	33	31
380-389 Commerce, Communications and Transportation	2006	7	7
520-529 Astronomy and Allied Sciences	2004	16	11
570-579 Life Sciences/Biology	2006	39	26
610-619 Medical Sciences/Medicine	2006	95	77
910-919 Geography, Maps, Atlases	2002	9	8
	2006	454	326

Explore more weeding candidates >>

Fiction, Reference, Biography & other classifications

Classification	Avg. Age	Items
General Fiction	2010	1,952
Reference	1996	140
Biography	2004	292
Professional	2000	287
Story Collection	2004	35
Paperback	—	—





LET'S TALK LIBRARY BINDINGS

Paperback - Hardback - Library bound



**FUN AND SAFE SPACE
DOESN'T REQUIRE NEW FURNITURE
TREND: COLLABORATIVE, MOVABLE
& FLEXIBLE**



BOOK DISPLAYS- PINTEREST!

IS YOUR CHILD TEXTING ABOUT LIBRARIES?

Use this handy guide to find out:

- lol: Lots of libraries
- tbh: That book's hot
- brb: Books rock, bro
- smh: So much help
- lmao: Let me ask online
- ttyl: Talk to your librarian

Know the signs.



223 18 Comments

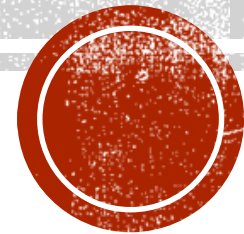
Like Comment







BUDGET, FUNDRAISING, GRANTS / AWARDS



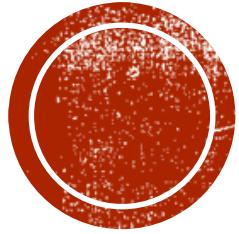


BUDGET

- Internal Funding
 - Receipt books
 - SchoolPay
 - PTA
- State Funding
 - Library Media Materials
 - District allocations
 - Teacher supply card

Keep track of your money
(like a checkbook)

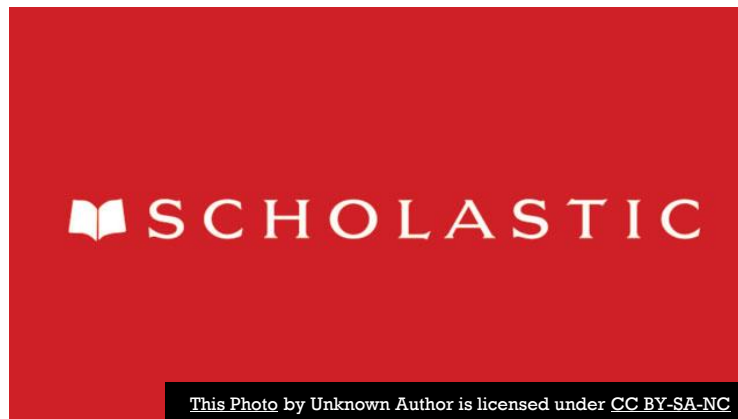




- & Library Grants
- & Donors Choose
- & Dollar General
- & Walmart
- & ALA- AASL/YALSA
- & Futures Foundation
- & School's Mini Grants

Check your district's policies on accepting and applying restrictions

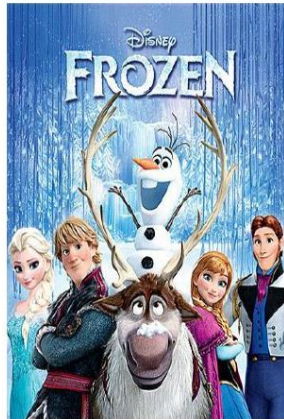
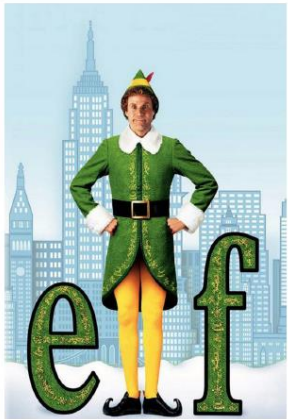
GRANTS



FUNDRAISING- COFFEE SHOP FOR HS

**BOOK FAIRS- HOW TO SET UP, WHICH ONE,
HOW TO GET YOUR PROFIT**





Holiday Movie Night: Elf & Frozen (PG)

When: Friday, December 5th 4:00-8:00

Cost: \$5 per movie ticket,

includes 1 slice of pizza and a drink

Where: Permissions slips available in the media center

YOU MUST SIGNUP BY THURSDAY, December 4th



MORE FUNDRAISING IDEAS

- Birthday Book Club
- [Read-A-Thon](#)
- Rainbow Elem in Seminole County raised \$20,000 in 3 weeks!
- Sales
 - Ducks
 - Smencils
- Movie Night



FINANCIAL RECORD KEEPING

- Accurate & frequent record keeping
- Include all obligations
- Clearance for prom, parking, etc.
- Additional school obligations
 - Clubs
 - Textbooks
 - Digital
- Special events to clear: Food for Fines



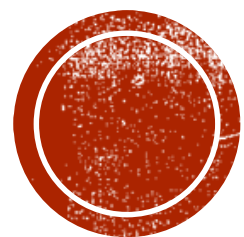


Why?

INVENTORY

- Once a year
- Within Destiny- start it for the beginning of the year
- Scan everything
- Give yourself a time limit (varies by county)
- Everything you cannot find, mark lost
- Let the items stay lost for 3 years before you delete





PROGRAM EVALUATION





Media Center Survey

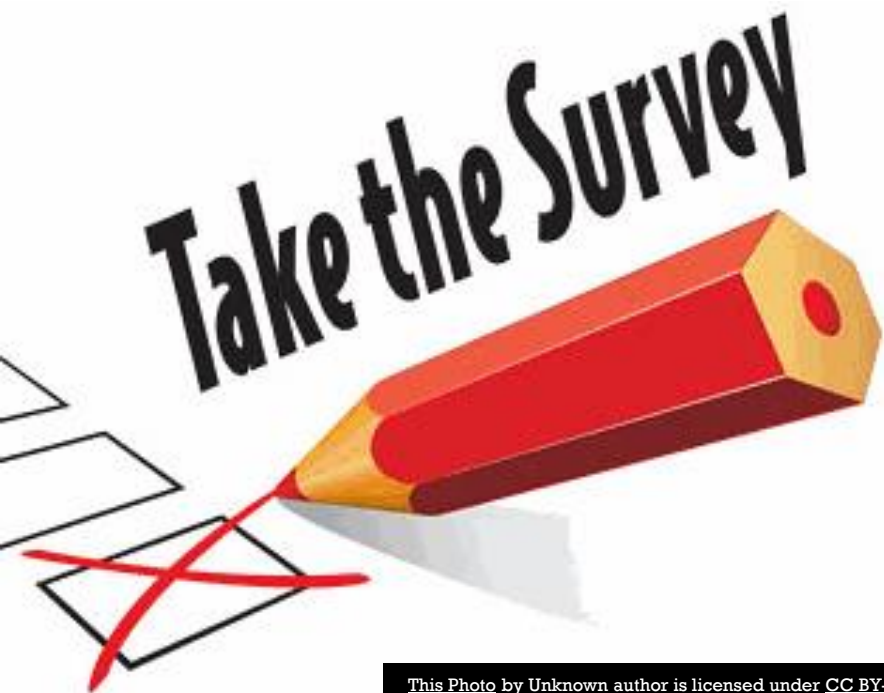
Thank you for a great year! I want to hear from you :) Thank you for taking the time to provide your feedback and suggestions.

Media Center Questions

Please answer the following questions about the media center.

How happy were you with the media center overall this year?

1 2 3 4 5



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SURVEY OPTIONS

- Students, Teachers and Parents
- How Often
- Paper or online?
- For Online- use Forms
- What can you ask?
- Suggestions for resources
- Feedback for procedures, schedule, climate, interest
- Other ?

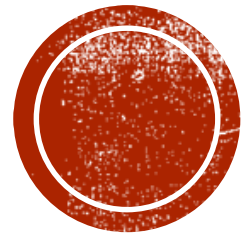


END OF YEAR CHECKLIST

TASK	Date	Done
END OF YEAR IN MEDIA CENTER		
Decide on end-of-year dates	_____	___
Final student checkout date	_____	___
Student due date	_____	___
Final staff checkout date	_____	___
Staff due date	_____	___
Last day for lessons unless on specials rotation	_____	___
Date media center will close, if possible	_____	___
End of year sign off list		

**END OF
YEAR
PROCEDURES**





WHAT WOULD YOU DO?

Listen to a scenario and share with your shoulder partner.

Let's look at the Conference Agenda

- Feel free to use your feet if the concurrent is not what you expected
- Some of the concurrents are vendor presentations
- Spend some time in the vendor hall
- So many ideas, focus on a few of your favorites



FAME CONFERENCE

CONFERENCE AGENDA

