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Karen L. Enggren
Rowan University

Mary P. Henderson
Rowan University

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**MAKING THE TRANSITION: FIXED
TO FLEXIBLE SCHEDULING IN
ELEMENTARY SCHOOL
MEDIA CENTERS**

by
Karen L. Enggren and Mary P. Henderson

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
of Rowan University
May, 1997

Approved by

Professor

Date approved April 21, 1997

ABSTRACT

Karen L. Enggren and Mary P. Henderson
**Making the Transition: Fixed to Flexible Scheduling
in Elementary School Library Media Centers**
1997

Dr. Lynne Levy, Ed.D.
School and Public Librarianship

Because of dissatisfaction with their programs, two Manchester Township elementary school library media specialists made a change from fixed scheduling to flexible scheduling in their media centers. This project relates the step-by-step process used to make the transformation. Extensive research was conducted and utilized to support the change and to gain endorsement from the administration. Curriculum revision, including the restructuring of research skills, was the next part of the transition. The implementation of the program was a slow, steady process which relied on cooperative planning and the support of the teachers. The last part of this paper includes evaluation and recommendations to enhance the program in its second year. Also included are sample schedules, lesson plans, cooperative planning forms, and other materials used to effectively implement the program.

MINI ABSTRACT

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in Elementary School Library Media Centers
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Dr. Lynne Levy, Ed.D.
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This paper charts the move from fixed to flexible scheduling in two elementary school media centers in Manchester Township. The purpose of this thesis project is to provide a practical guide to the transition process, as well as, documenting evaluation of revisions needed as the change to flexible scheduling moves into the second year.

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CHAPTER ONE: INTRODUCTION

According to Information Power: The ALA Guidelines for School Library Media Programs (1988), there are three roles defined for the school library media specialist: information specialist, teacher, and instructional consultant. We found that rigid scheduling in our media centers made it difficult to assume these roles. In a typical elementary school, the librarian is lumped with the art, music, and physical education teachers in the scheduling of release time for teachers. This rigid scheduling of time usually completely fills the library media specialist's day, leaving little time for anything else. The media specialist becomes a full-time teacher of information skills and literature, unable to fulfill the roles of the media specialist described above. Teachers drop their students at the door of the media center and rarely become involved in what's being taught in the media center, nor do they reinforce the skills in the classroom. There is little or no time for the teacher and media specialist to meet and plan anything together, as the media specialist is scheduled completely from one day to the next.

This was the situation we faced in our elementary schools. As library media specialists, we were aware of the many hats we should be wearing in our jobs. Our district was changing direction in all curriculum areas to include resource based instruction, team teaching, teaching through collaboration, interdisciplinary units, "authentic" learning, literature-based reading programs, whole language, hands-on learning, critical thinking and problem solving and the infusion of technology skills throughout the curriculum. We were

struggling to be a viable resource, an integral part of the changes. "Adequate library resources and the expertise of a well-prepared school library media specialist are basic to the success of these kinds of programs" (Shannon 1996, p. 158). We knew that we would be valuable in the planning, preparation, and implementation of any of these shifts in the development of the curriculum. But how do we fit it into our already packed schedule?

We decided to look at our program critically to see what needs were not being met. Teaching skills in isolation, lack of contact with the classroom teachers, students not using information skills taught by the library media specialists, teachers unaware of what information skills are needed by the students, and a lack of time for independent and small group research was very frustrating. Book selection time took away from, and shortened, instruction time. All of this contributed to our desire for change.

After doing considerable research, we decided that we needed to try an alternative way of running the school library media center. Library literature frequently mentioned the benefits of "flexible or open access" to the media center as well as "flexible scheduling" in the media center. As we read all of the information on flexible scheduling it became clearer and clearer that this was the solution to our problem.

The idea of flexible scheduling was discussed for approximately three years during district-wide library media curriculum meetings. We convinced the curriculum coordinator that flexible scheduling was a viable solution to our problems. She then submitted the idea to the elementary school administrators for approval. The administrators readily agreed flexible scheduling had merit, if scheduling problems could be resolved. When the solution to scheduling problems was found, the decision was made to implement flexible scheduling in

two of the elementary schools in the fall of 1996. Armed with our enthusiasm, knowledge, and the support of our administrators, we started our journey to make our media centers the hearts of the schools.

Our district, Manchester Township in Ocean County, NJ, includes a high school, middle school, and three elementary schools. There is also a regional day school affiliated with the district. Senior citizens comprise 80 percent of the community. The area is continually growing, with both senior citizens and young families moving into the area. Part of the enrollment consists of a transient population. This causes continual fluctuations in enrollment.

One of the schools is a small elementary school with approximately 260 students. It has a full time media specialist. The second is a large elementary school with approximately 640 students. It has a full time media specialist and a full time clerk typist. These two schools are being used in the pilot program for flexible scheduling. The third elementary school has a population of about 400 students. This school is not involved in the pilot program for flexible scheduling at this time. It is being renovated and an addition is being built. This will increase its enrollment to approximately 650 students. A new media center is included in the renovations.

This project will be a guide to implementing flexible scheduling on an elementary school level. In addition to the two schools where it is being piloted, it will aid the third elementary school when it makes the change from fixed to flexible scheduling.

GLOSSARY OF TERMS

collaborative planning	the library media specialist and the classroom teacher share the responsibility for planning both content and process goals for a unit of study
collaborative teaching	the library media specialist and the teacher share the responsibility for direct instruction in the content and information skills areas and for assisting and monitoring students
fixed scheduling	a class of students is scheduled to come into the library media center for instruction in information skills and book selection on a regular basis, most often weekly, to provide teachers with preparation time
flexible access	students and teachers are able to access information resources in a library media center at the point of need or desire rather than on a fixed schedule or time limit
flexible scheduling	the library media specialist and the teacher plan and schedule together for instruction or use of resources based on student learning needs in each curriculum unit; the schedule varies constantly according to need
resource based instruction	an instructional concept which integrates a variety of materials beyond the textbook to teach all subjects
rigid scheduling	see fixed scheduling above

CHAPTER 2: LITERATURE SEARCH

In 1988, Information Power: Guidelines for School Media Programs was developed by the American Association of School Librarians. Its purpose was to provide the vision and guidance needed for school library media specialists to cope with the many changes and the proliferation of information resources. "Information Power calls on library media specialists to provide leadership and expertise in the integration of educational and information technology into the instructional programs" (Putnam, 1996, p. 43). Information Power goes on to define the three roles of the library media specialist as information specialist, teacher, and instructional consultant. Eleonor Putnam further states that "for Information Power guidelines to be more widely implemented in the schools, more library media specialists must work within a flexible schedule program" (p. 48).

"Fixed schedule library media programs remain the norm in elementary schools, despite a specific recommendation for flexibly scheduled elementary school library media programs in each set of standards or guidelines issued by the American Association of School Librarians since 1960" (Shannon, 1996, p. 155). Library media specialists have been grouped together with the art, music and physical education teachers in providing release time for teacher preparation. Daniel Callison and Jacqueline Morris (1989) consider this a problem for library media specialists. "Whereas the music, art, and physical education teachers are hired to teach, the librarian is hired to teach, to administer the library and to provide necessary resources for teachers and students" (p. 51). If the media specialist is being scheduled in the

same manner as the other teachers there is no time for anything other than teaching information skills.

The Educational Media Association of New Jersey (EMAnj) recommends flexible scheduling as the means to fulfill the roles outlined in Information Power for library media specialists. In an EMA brochure printed in 1991 the advantages of flexible scheduling are:

- ◆ involvement of teacher in media center program
- ◆ integration of information skills with classroom content
- ◆ the demand for collaborative planning
- ◆ encouragement of more frequent use of the media center
- ◆ media center access to small groups and individual students
- ◆ book exchange at times different from information skills instruction
- ◆ more materials for literature-based programs
- ◆ wider variety of resources for resource based instruction
- ◆ encouragement of individual instruction
- ◆ promotion of independent study and research

In 1987, Dr. Saul Cooperman, as NJ Commissioner of Education, stated that "...the library is at the heart of the educational process; students are to have the free access they need to resources, the schools cannot have classes rigidly scheduled into the library to provide teachers with a prep period" (EMA, 1988, brochure). His endorsement of flexibly scheduled library media programs supports EMA's position and encourages schools to make the transition from fixed to flexible scheduling. According to Mary Maude McCain (1989, p. 32)

“a library media program that incorporates flexible schedulinginterfaces people, facility, materials, and equipment to create an environment for continuous learning.”

One of the most important ingredients needed for flexible scheduling is the principal's support. Ken Haycock (1985) supports this when he says, “the principal is the single most important factor in the development of a strong library program...the key player in seeing that a program is developed, supported and enhanced” (p.103). The AASL Position Statement on Flexible Scheduling (1991, p. 1) also advocates that “the principal creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.” The principal helps to set the guidelines and the importance of flexible access to the media center. Without this support flexible scheduling will have less of a chance at success. Tallman and van Deusen support this with their finding that “principals must expect teacher/library media collaboration if they want media programs to be more than ancillary” (1994, p. 37).

The success of flexible scheduling is not the responsibility of the library media specialist and the principal alone. It requires the support and commitment of the teachers. Collaboration between the library media specialist and the teachers has to occur to make the connection between information skills and the curriculum. “Collaboration is the driving force behind flexible access library programs” (Shannon, 1996, p. 162). There needs to be open communication between the library media specialist and the classroom teacher so cooperative planning can take place. “The school library program rests on teacher contact. The teacher-librarian must take the initiative to plan with colleagues. It isn't a matter of time, it's a matter

of priorities. It isn't a matter of territory, it is a matter of commitment. The involvement of teachers is critical for successful, educationally viable program implementation" (Haycock, 1985, p. 105).

"It is essential to the success of a flexible access library media program that planning occur on a regular basis during formally scheduled planning times" (Buchanan, 1991, p. 57). Times for cooperative planning might take place before or after school or during teacher's preparation time periods, faculty meetings, or grade-level meetings. This gives the teacher and media specialist the time needed to plan effectively. According to the results of a three-part study by Tallman and van Deusen (1993-94) more collaborative planning and teaching results when flexible scheduling is in place. "The more time spent in collaborative planning resulted in more consultation and teaching activity" (p. 37). They also stated that meeting and planning with teams of teachers will probably yield more results than meeting with teachers individually. This is the best scenario for fulfilling the consultation and teaching roles of library media specialists as defined in Information Power (AASL and AECT, 1988, p. 39).

Mary D. Lankford (1994) found that there are eight lessons she learned when implementing flexible scheduling. They are as follows:

1. Flexible access is beneficial to the learner...improves student learning.
2. What is taught and learned in the library must not be separate from what is taught and learned in the classroom.
3. Multiple activities can successfully co-exist in the library and more than one grade level or class can access resources simultaneously.
4. The librarian becomes a full-fledged, integral part of the teaching and learning process, playing an essential role in curriculum planning.
5. Flexible access helps create students who are excited about learning and are able and eager to complete research projects.
6. Independent learning begins when students are allowed to work independently.
7. The media center is noisier, but is providing an environment for learning.

8. Flexible access gives full visibility to the creative capabilities of librarians. The role of the librarian as teacher, organizer, leader, resource specialist, reading consultant, and curriculum wizard becomes obvious through planning sessions with teachers and other new responsibilities. (p. 23)

Flexible scheduling and open access to the library media center is challenging, but also rewarding. "A flexible access program is not made by changing a few procedures in a traditional program; it is a complete change in attitude, resources and management. It involves, among many things, a change from teaching information skills in isolation to integrating skills throughout the curriculum, a change from library media specialist working alone to cooperatively planning with teachers" (Buchanan, 1991, p. 5).

"Once the practice of scheduling classes is abandoned, there must be a good plan in place to motivate student use of the library media center" (McCain, 1989, p. 34). She also states that the necessary components for the success of flexible scheduling are a dedicated, enthusiastic, positive library media specialist, a supportive, risk taking staff and administration, a supportive library media committee, a good management system, a library media facility accessible for a variety of activities with multimedia resources, a system for tracking and teaching skills, and a variety of additional personnel, including a full time aide, student aides, and dependable parent volunteers.

Wolcott (1994, p. 161) tells us "the role of the school library media programs in the 'Information Age' reverberates with several themes: information literacy, lifelong learning, critical thinking and resource based learning. These themes emphasize the changing role of the school library media specialist--one that is characterized as an instructional partnership between teachers and the school library media specialist." This reemphasizes the role of the

library media specialist as an instructional consultant. In a study done by Lance, Welborn, and Hamilton-Pennell (1993) evidence was found to support the fact that students whose library media specialist participated in the instructional process--either by identifying materials or collaborating with teachers in planning-- tend to achieve higher than average test scores. The students become higher academic achievers (p. 93).

Karen Browne Ohlrich (1992, p. 36) states that "library media specialists have a responsibility to complete the library media curriculum. When the skills are taught is flexible; whether the skills are taught is not flexible....Who teaches the lesson is also flexible." It is important to keep track of what skills are taught and to ensure that all students receive all of the information skills necessary to function in this "information age". Information literacy is required. "An individual is information literate if he or she is able to recognize when information is needed and has the ability to locate, evaluate and use effectively the needed information" (Montgomery, 1992, p. 530). The California Media and Library Educators Association has published From Library Skills to Information Literacy: a Handbook for the 21st Century (1994) which validates the need for information literacy and resource-based instruction. These need to be accomplished cooperatively between the library media specialist and the classroom teacher.

EMA reiterates the cooperative aspect of resource based instruction. In a 1990 brochure they define resource based instruction as " an instructional concept which integrates a variety of materials beyond the textbook to teach all subjects. (It) involves the partnership of teachers and the library media specialist to cooperatively develop, plan, present and evaluate curricular units, and requires students to participate actively in learning as they

acquire strategies for finding and using information. Resource based instruction is the opposite of textbook instruction" (p. 2). Flexible scheduling facilitates the effective use of resource based instruction by providing a extensive variety of resources available as needed.

Flexible scheduling allows resources to be used when they are needed. It requires the cooperation and support of both the administrators and the teachers. Literature based and resource based instruction are enhanced and facilitated by the use of flexibly scheduled media centers. Cooperative planning for instruction by both the teachers and the media specialist increase learning effectiveness and test scores.

CHAPTER 3: STARTING THE TRANSITION

STAGE ONE: WE CONVINCED OURSELVES

Our change from fixed scheduling to flexible scheduling began with our feelings of dissatisfaction with the fixed scheduling program we had in place in our elementary media centers. There was not enough time for classes to come to the media center for research. Information skills were not integrated across the grade levels throughout the curriculum. They were being taught in isolation, one day a week, with little or no reinforcement and delayed follow-up. Students were not retaining skills. Every year skills were being retaught instead of being reinforced and extended. Book selection times were rushed in order to fit in a skill lesson within the forty minute class period. The pace in the media center was hectic. We *had* to keep up with the schedule. We were trapped by our schedules and the clock. There had to be a better way for us all: the media specialists, the students and the teachers.

While taking graduate classes, we talked about, read about and observed this “new fangled” thing called flexible scheduling. We found out it wasn’t really new. It had been around since the 1950’s, but was not widely used on the elementary level. We wondered, “WHY?” It was used extensively in most middle and high schools, but not on the elementary level. The AASL (American Association of School Libraries) recommended it. EMA_{NJ} (Education Media Association of New Jersey) also endorsed flexible scheduling. It sounded fantastic, but there were problems with scheduling. The class time scheduled in the media center was used to fulfill teachers’ contractual preparation time. How could teacher

preparation time be provided without including the media center as part of the weekly "specials"? Resolving this problem would be the first step in moving towards flexible scheduling.

STAGE TWO: WE CONVINCED ADMINISTRATORS

We are fortunate that our district provides opportunities for all of the school media specialists to meet three times a year to update curriculum and policies, discuss concerns, and to coordinate library programs throughout the district. One continual concern was our dissatisfaction with rigid scheduling and the problems it created in the elementary media centers. For two years we discussed the benefits and feasibility of implementing flexible scheduling with our curriculum supervisor. She recognized the positive aspects of flexible scheduling, but did not see how it could be implemented with the present scheduling problems in all of the elementary schools. We continued to look for other possible solutions, but flexible scheduling seemed to be the best choice, the most logical solution for our problems.

In 1992 our district changed to literature-based instruction in reading and language arts. The change also included the utilization of resource-based instruction as well as implementation of authentic assessment and the use of portfolios. Flexible scheduling in the media centers seemed to dovetail with these programs and would work to compliment and enhance them.

In the spring of 1996, our curriculum supervisor told us she would present our ideas about making the transition to flexible scheduling in the media centers at an administrators' meeting. Copies of brochures by EMAnj on flexible scheduling were used to help her explain

flexible scheduling. Jan Buchanan's book Flexible Access Library Media Programs was also part of the presentation.

We were pleasantly surprised with the results of this meeting. Convinced that the move to flexible scheduling in the elementary media centers would greatly benefit the teachers and students and enhance and support the curriculum, one of the principals thought of a possible solution. Teachers had been receiving more prep time than their contracts specified. Three minutes could be added to the length of each period in order to meet specified contractual teacher preparation time, reducing the number of preps from six to five. Then it would no longer be necessary for the media centers to be used as a teacher preparation period. These changes would be made in two of the three elementary schools. We would pilot the program in the 1996-97 school year. An administrative decision was made to exclude the third school at this time because it was scheduled for major renovations as well as an addition to the building.

We decided that we should visit an elementary school whose media center utilized flexible scheduling in order to see it in action. There were none in our county, Ocean, so we looked beyond our boundaries. Familiar with Ruth Toor from workshops and library literature, we called her for a suggestion. She invited us to visit her media center in Chatham. We went—four media specialists and one principal. Flexible scheduling had been in place for many years in this school; no transition had been needed as this format was all the faculty had known. Ruth graciously allowed us to observe her as she taught information skills to classes as well as guided small groups of children who came to the media center on a mission. When her schedule permitted it, we sat and discussed the realities of making the transition to

flexible scheduling. Ruth did caution us to realize it would probably take at least three years to implement a library program that included all of the components that we were hoping to include. Ruth also stressed that the first year would be the hardest, but the resulting program would be worth the work. We left Chatham feeling very positive about the road ahead. We were impressed by the independence of the students, even the Kindergarten children. The media center was clearly considered an important resource to both faculty and students. The program was an integral part of all areas of the curriculum as the faculty worked with the media specialist to achieve this goal. It was rewarding to see flexible scheduling in place and working.

STAGE THREE: ORGANIZING THE TRANSITION

In June of 1996 we spoke at faculty meetings in both schools to inform the teachers of the upcoming transition to flexible scheduling in the media centers in the fall. We explained what flexible scheduling is and how it would enhance the entire curriculum. It was met with much trepidation and concern. Some teachers were very supportive and positive about the transition. Others believed that we were responsible for the loss of a prep period and were resentful. We continually answered questions about flexible scheduling in the media centers, discussed how it would enhance the education of our students and how it would also benefit the teachers. We knew we had our work cut out for us.

At a district inservice day in June the elementary media specialists met to discuss the necessary changes needed to implement flexible scheduling. Considering different scheduling options, we decided that for the first year each class would still be scheduled for a 15-20

minute book selection time every other week. The teachers would come to the media center with their classes and assist with the students' selection of books. We wanted the teachers to become more involved with their students' choices, to be aware of their reading interests, and to help guide the students to appropriate selections for leisure reading as well as curriculum related topics. The media specialists would be present in the media center and available for guidance and suggestions. These book selection periods would largely be scheduled in the afternoons to open up the mornings for research and information skills instruction.

We also decided there should be open times for book selection every day. These open times would afford students the opportunity to select new books as often as they wanted to, thus accommodating the variety of reading interests, and reading levels of all students. Each day would begin and end with a half hour slot of open book selection.

The rest of the schedule would be left open for classroom teachers to sign up for research, storytimes, book talks, skills lessons, etc. Teachers would be able to schedule these times in a variety of ways to fit their needs--every day for one period, for a block of periods in one day, or even for the whole morning or afternoon. Information skills would be taught in conjunction with assignments from the classroom teachers, providing a real need to learn the skills. We media specialists were adamant that the teachers would need to plan with us to ensure the best instruction for the students. Teachers would need to conference with us about the time they wanted to schedule in the media center, so that we could plan together the purpose, goals, skills, resources, etc. of the scheduled media center time. Instruction would be a team effort.

During the summer, the elementary media specialists and the curriculum director attended a workshop sponsored by our Central Jersey Regional Library Cooperative group. The topic was *Resource-Based Instruction*, the presenters were Ruth Toor and Hilda Wiesburg. This workshop helped us define more clearly how our methods of instruction, as well as the types of assignments given, would need to change to bring about optimum learning experiences for our students. Although it was difficult to change our traditional ways of presenting information, such as teaching a skills lesson first before allowing students to use the resources in the media center, we understood the need, as well as the intended results, in allowing students to explore materials and discover what they need to find, and discussing the process afterwards. With our upcoming change to flexible scheduling, resource-based instruction would be easier to implement in our media center programs.

We were feeling very excited about the upcoming change. We were questioning every aspect of our programs--teaching and planning styles, goals and attitudes, organization and communication skills, collection strengths and weaknesses, daily routines and policies. We realized that the changes should bring about positive results, but it is difficult to give up what is comfortable and often used. We were growing stronger in our convictions that this move was the right one, but it was scary. With all of the changes ahead, we decided that we should review and revise our curriculum if needed.

CHAPTER 4: CURRICULUM

During the 1995-1996 school year we worked to revise and update the library media skills curriculum. This was done with the expectation of the change to flexible scheduling and the addition of new technology. Our goal for all students is to help them become critical thinkers and independent, ethical users of materials, who evaluate the relevance, pertinence, appropriateness and timeliness of the materials they use. This chapter will present the curriculum we revised and are continually updating as we implement flexible scheduling in our elementary schools.

THE LIBRARY MEDIA SKILLS CURRICULUM
OF THE MANCHESTER TOWNSHIP ELEMENTARY SCHOOLS

Kindergarten

I. Locational Skills

- A. Is aware that materials in the library media center have a specific order.
- B. Is developing an understanding of own responsibility in keeping materials in order.

II. Interpretative Skills

A. Evaluation and Selection Techniques

- 1. Is developing skills in selecting appropriate books.
- 2. Is beginning to select books on subjects of interest and personal preference.
- 3. Has been introduced to various forms of literature.
- 4. Has been taught the proper care of books.
- 5. Can follow circulation procedures.

B. Listening and Viewing Skills

- 1. Attends to the sights and sounds of storytelling.
- 2. Is developing ability to respond to what is seen and heard.

C. Literature Appreciation

- 1. Knows there are many types of books in the library media center.
- 2. Has some favorite books and main characters.

Grade 1

I. Locational Skills

A. Fiction and Nonfiction

1. Knows the difference between fiction and nonfiction.
2. Can locate the fiction and nonfiction sections.
3. Knows that the materials in the library media center have a specified arrangement.

B. Periodicals

1. Knows that the library media center has periodicals on a variety of subjects.
2. Is familiar with magazines that are of interest.

II. Interpretative Skills

A. Evaluation and Selection techniques

1. Selects appropriate books for independent reading as well as read alouds.
2. Selects books on subjects of interest and personal preference.
3. Is developing an awareness that there are various forms of literature.
4. Takes responsible care of the books and the media center.

B. Parts of a Book

1. Can locate the cover.
2. Can locate the spine and spine label.
3. Can locate the title page.
4. Can locate the title, author and illustrator.

C. Listening and Viewing Skills

1. Attends to and participates in the instructional situation.
2. Can understand what is seen and heard.
3. Can recall what is listened to and viewed.

D. Literature Appreciation

1. Is aware that books come in a variety of types.
2. Is starting to relate literature to their own experience.

Grade 2

I. Locational Skills

A. Fiction and Nonfiction

1. Knows the two categories in the library media center are fiction and nonfiction.
2. Can determine the difference between fiction and nonfiction books.
3. Knows that the spine label tells the location of a book.
4. Can locate a book in the fiction sections.
5. Knows that books on specific subjects may be located in the nonfiction section.
6. Can locate a book on a specific subject with the assistance of the library media specialist.

B. Reference Collection

1. Can locate the reference section in the library media center.
2. Knows there are a variety of materials in the reference section.
3. Knows that the materials in the reference section do not circulate.
4. Can locate and use the primary dictionaries utilizing alphabetical order and guide words.

C. Periodicals

1. Knows that the library media center has periodicals on a variety of subjects.
2. Uses periodicals for leisure reading.

II. Interpretative Skills

A. Evaluation and Selection Techniques

1. Selects appropriate books for independent reading as well as read alouds.
2. Selects books on subjects of interest and personal preference.
3. Understands that there are various forms of literature.

B. Parts of a Book

1. Can identify the cover.
2. Can identify the spine and spine label.
3. Can locate the title page and interpret information on it.

C. Listening and Viewing Skills

1. Attends to and participates in the instructional situation.
2. Can understand what is seen and heard.
3. Can recall, summarize and paraphrase what is listened to and viewed.

D. Literature Appreciation

1. Knows that there are many different types of literature.
2. Can relate literature to their own experience.

Grade 3

I. Locational Skills

A. Card Catalog

1. Understands that every book and most other materials in the library media center collection has at least one card in the card catalog and is entered into the OPAC (On-line Public Access Catalog).
2. Can locate materials using call numbers on cards and the OPAC screen.
3. Can use the card catalog and the OPAC to locate materials by author, title and subject.

a. Alphabetizing

- 1) Knows the library books are shelved alphabetically using the author's last name.
- 2) Knows biographies are shelved alphabetically by the subject's last name.
- 3) Can alphabetize by interior letters of words.

b. Subject Heading

- 1) Knows the card catalog and OPAC have subject cards and headings.
- 2) Can look up a subject and find a call number.
- 3) Can locate a book on a subject using the card catalog with some assistance.

c. Descriptive information

- 1) Knows there is information on the catalog card and the OPAC that tells about the book.
- 2) Knows the parts of a book that are listed on the catalog card and the OPAC screen.

B. Fiction and Nonfiction

1. Can define the difference between fiction and nonfiction.
2. Knows the two main categories in the library media center are fiction and nonfiction.

C. Dewey Decimal System

1. Is familiar with call numbers and their relation to the location of a book on the shelf.
2. Understands the general shelf arrangement of library media center materials.
3. Has been introduced to the ten main classes of the Dewey Decimal System.

D. Reference Collection

1. Knows the difference between the reference collection and the regular collection.
2. Can locate the reference collection.
3. Can locate information in encyclopedias and dictionaries with some assistance.
 - a. Encyclopedias and CD-ROM materials
 - 1) Knows encyclopedias are a source of information.
 - 2) Can use the alphabetical arrangement of the general encyclopedia to locate information about a subject.
 - 3) Knows there are special subject encyclopedias.
 - b. Dictionaries
 - 1) Can locate the dictionaries in the library media center.
 - 2) Can use the abridged and unabridged dictionaries to find word definitions.

E. Biographical Sources

1. Can locate information about a person with some help.
2. Knows biographies are shelved alphabetically by the subject's last name.

F. Periodicals

1. Is familiar with the periodicals in the library media center.
2. Knows there are special subject periodicals.

G. Indexes

1. Is introduced to information by subject in book and reference sources.
2. Is introduced to information using a book's index.
3. Is introduced to information in an encyclopedia using an index.

II. Interpretative Skills

A. Evaluation and Selection Techniques

1. Is introduced to various genres of literature.
2. Knows some favorite authors and their works.
3. With some help, can select appropriate materials.

B. Parts of a Book

1. Can identify and use table of contents.
2. Can identify the dedication.
3. Can identify the preface.
4. Can identify and use a glossary.
5. Can identify and use an index.

6. Can identify and interpret key information on the title page of a book.

C. Research and Reporting Techniques

1. Can locate and use information in reference sources.
2. Can locate information in both print and CD-ROM sources on a specific topic.
3. Is introduced to bibliographic information.

D. Listening and Viewing Skills

1. Attends to the sights and sounds on the instructional situation.
2. Interprets what is heard and seen.
3. Can Recall, summarize and paraphrase what is listened to and viewed.

E. Literature Appreciation

1. Is familiar with the elements of fiction.
2. Is familiar with many different types of literature.
3. Has begun to interpret meaning from many forms of literature and relate it to their own experience.

Grade 4**I. Locational Skills****A. Card Catalog**

1. Understands that the card catalog and the OPAC (On-line Public Access Catalog) are print and electronic indexes to the library media collection.
2. Can locate materials using call numbers on cards and the OPAC.
3. Can use the card catalog and OPAC to locate materials by author, title and subject.
 - a. Alphabetizing
 - 1) Can alphabetize by interior letters of word.
 - 2) Can interpret and use drawer labels on the card catalog and OPAC command keys.
 - b. Subject Headings
 - 1) Can be specific when looking up a subject.
 - 2) Can convert own terminology into that used in subject headings.
 - c. Descriptive Information
 - 1) Can interpret information on catalog cards and card image display on regular search catalog in the OPAC.
 - 2) Can use information on catalog cards and in the OPAC to compile a simple bibliography.

B. Fiction and Nonfiction

1. Understands the difference between fiction and nonfiction.
2. Knows fiction and nonfiction are two main categories of library media center materials.

3. Will be introduced to various kinds of fiction.
4. Can use nonfiction collection as a source of information.
5. Can use electronic information sources for information (i.e. CD-ROM materials, on-line news/information service).

C. Dewey Decimal System

1. Understands the purpose of the system.
2. Understands the ten main classes.
3. Can locate materials using call numbers.

D. Reference Collection

1. Is introduced to the unique characteristics of various reference sources and electronic information sources.
2. Is introduced to the reference source most appropriate for a specific purpose.
3. Can locate information in reference sources.
 - a. Encyclopedias and CD-ROM materials
 - 1) Can use an encyclopedia for answering questions, for background information and as a starting point for research.
 - 2) Can use index.
 - 3) Can use guide words.
 - 4) Can use special subject encyclopedias.
 - b. Dictionaries
 - 1) Can obtain definitions from dictionary entries.
 - 2) Can use alphabetical order and guide words.
 - 3) Knows there are specialized English language dictionaries.

c. Other Reference Tools

- 1) Knows the atlas is a book of maps.
- 2) Knows the almanac is a source of statistics and other current facts.
- 3) Is aware of CD-ROM materials and on-line news/information services for providing access to global information.

II. Interpretative Skills

A. Evaluation of Selection Techniques

1. Understands the various forms of literature.
2. Is acquainted with authors and their works.
3. Can select materials for leisure reading.
4. Can use the various parts of a book to determine scope, format, timelines, and to locate and document information.

B. Research and Reporting Techniques

1. Can locate materials to discover what others have found out about a topic.
2. Can use ideas gained through different materials to create a research report or project.
3. Can make a bibliography of author, title, publisher and copyright date for research assignments.

C. Listening and Viewing Skills

1. Attends to the sights and sounds of the instructional situation.
2. Interprets and understands what is heard and seen.
3. Can recall, summarize and paraphrase what is listened to and viewed.

D. Literature Appreciation

1. **Is familiar with various forms of literature.**
2. **Can interpret meaning from literature and relate it to their own experience.**

I. Locational Skills

A. Card Catalog

1. Understands that the card catalog and the OPAC (On-line Public Access Catalog) are paper and electronic indexes to the library media collection.
2. Can locate materials using call numbers.
3. Can use the card catalog and the OPAC to locate materials by author, title, subject and key word.
 - a. Alphabetizing
 - 1) Can alphabetize by interior letters of word.
 - 2) Can interpret drawer labels on the card catalog as well as OPAC command keys.
 - b. Subject Headings
 - 1) Understands and uses cross-references and can browse referenced words in the OPAC.
 - 2) Can convert own terminology into that used in subject headings and gain an introductory knowledge of key words in OPAC.
 - c. Descriptive Information
 - 1) Can interpret information on catalog cards and card image display in the key word or regular search catalog in the OPAC.
 - 2) Can use information on catalog cards to compile a simple bibliography and use the sort bibliography commands on the OPAC.

B. Fiction and Nonfiction

1. Understands difference between fiction and nonfiction.
2. Knows various kinds of fiction: adventure, science, realistic, mystery, historical, fantasy, sports, humor.
3. Has read some of each of the various types of fiction.
4. Can use nonfiction collection as source of information.
5. Can use electronic information sources for information (i.e. CD-ROM materials, on-line news/information service).

C. Dewey Decimal System

1. Understands purpose of the system.
2. Understands ten main classes.
3. Understands the ten main classes can be divided and subdivided into more specific subjects.
4. Can locate materials using call numbers.

D. Reference Collection and Electronic Information Sources

1. Can distinguish the unique characteristics of various reference sources and electronic information sources.
2. Can determine the reference source most appropriate for a specific purpose.
 - a. Encyclopedia, CD-ROM Materials and On-line News Information Services
 - 1) Can use cross-references to locate information.
 - 2) Can use indexes to locate information.
 - 3) Is aware of specialized encyclopedias.

b. Dictionaries

- 1) Can use alphabetical order and guide words.
- 2) Can obtain definitions form dictionary entries.
- 3) Can use pronunciation key.
- 4) Can use specialized dictionaries, including biographical dictionary and geographical dictionary.

c. Other Reference Tools

- 1) Can use almanacs to find statistics and other facts.
- 2) Can use atlases to locate places.
- 3) Can use CD-ROM materials and on-line news and information services for providing access to global information.

E. Biographical Sources

1. Can locate information about a person.
2. Knows the different types of biographical materials and can locate information in each.
3. Can locate information about a person in the collective biography collection and biographical dictionary.

F. Periodicals

1. Is familiar with periodicals of varying scope and purpose.
2. Knows periodicals are a source of current information.
3. Can interpret citations in the Children's Magazine Guide.

G. Indexes

1. Knows indexes provide access to information by subject in book and reference sources.

2. Can locate information using a book's index.
3. Can locate information in an encyclopedia using an index.
4. Is aware of other indexes to information as well as CD-ROM magazine indexes.

II. Interpretative Skills

A. Evaluation of Selection Techniques

1. Understands the various forms of literature.
2. Is acquainted with authors and their works.
3. Can select materials for leisure reading.
4. Can use the various parts of a book to determine scope, format, timelines, and to locate and document information.

B. Research and Reporting Techniques

1. Can locate materials to discover what others have found out about a topic.
2. Can use ideas gained through different materials to create a research report or project.
3. Can make a bibliography of author, title, publisher and copyright date for research assignments.

C. Listening and Viewing Skills

1. Attends to the sights and sounds of the instructional situation.
2. Interprets what is heard and seen.
3. Can recall, summarize and paraphrase what is listened to and viewed.

D. Literature Appreciation

1. Is familiar with various forms of literature.
2. Can interpret meaning from many forms of literature and relate it to their own experience.

SKILLS CHECKLISTS

Knowing that our curriculum revision included some new areas as well as lightly stressed areas from the past, we decided that we would develop a concise, organized, checklist of library media skills for each grade level. This would be a necessary part of our teaching program, especially in the hectic year ahead. Without some type of recordkeeping, it would be easy to miss teaching important skills that might impact on future learning as well as the success of our program. Since teachers would be independently scheduling their classes to come to the media center for instruction and research, the visitations per grade level would be different for each class. With this type of recordkeeping, we would be able to see at a glance what areas had not yet been covered and plan accordingly. We would also be adding to the lists as the program developed through this first year. This organizational tool made us feel more confident that we would still include the basic, traditional skills in the midst of the changes ahead. The following pages are the checklists we developed for each grade level.

LIBRARY MEDIA SKILLS CHECKLIST

Kindergarten

	Teacher	Teacher	Teacher	Teacher	Teacher
SKILLS INTRODUCED					
1. Orientation to media center and circulation procedures					
2. Proper care of materials					
3. Materials arrangement					
4. Selection of appropriate materials					
5. Difference between fiction and nonfiction					
6. Poetry					
7. Alphabet books					
8. Counting books					
9. Fairy tales and folk tales					
10. Nursery rhymes					
11. Biography					
12. Title, author and illustrator					
13. Illustration techniques					
14. Parts of a book: front cover, back cover, spine, spine label					

LIBRARY MEDIA SKILLS CHECKLIST

First Grade

	Teacher	Teacher	Teacher	Teacher	Teacher
SKILLS TAUGHT					
1. Orientation to media center and circulation procedures					
2. Proper care of materials					
3. Materials arrangement					
4. Selection of appropriate materials for independent reading					
5. Difference between fiction and nonfiction					
6. Locate materials in easy fiction section					
7. Introduction to title page—title, author, and illustrator					
8. Introduction to indexes					
9. Introduction to table of contents					
10. Use of nonfiction books to gather information					
11. Illustration techniques					
12. Biography					
13. Poetry					
14. Fairy tales and folk tales					
15. Periodicals					
16. Humor					
17. Introduce alphabetical order					
18. Parts of a book: front cover, back cover, spine, spine label, title page, dedication page					

LIBRARY MEDIA SKILLS CHECKLIST

Second Grade

SKILLS TAUGHT	Teacher	Teacher	Teacher	Teacher	Teacher
1. Orientation to media center, circulation procedures					
2. Proper care of materials					
3. Materials arrangement: locate specific areas of media center					
4. Selection of appropriate materials for independent reading					
5. Difference between fiction and nonfiction					
6. Locate materials in fiction sections					
7. Title page and verso--title, author, illustrator, publisher, place of publication, copyright date					
8. Beginning use of indexes					
9. Beginning use of table of contents					
10. Use of nonfiction books to gather information					
11. Introduction to reference					
12. Beginning use of dictionaries and glossaries					
13. Illustration techniques					
14. Biography					
15. Poetry					
16. Periodicals					
17. Introduce alphabetical order to second letter					
18. Introduction to card catalog: print and computer					
19. Parts of a book: front cover, back cover, spine, spine label, title page, dedication page					

LIBRARY MEDIA SKILLS CHECKLIST

Third Grade

	Teacher	Teacher	Teacher	Teacher	Teacher
SKILLS TAUGHT					
1. Orientation to media center, circulation procedures, proper care of materials					
2. Review materials arrangement in media center					
3. Review selection of appropriate materials for independent reading					
4. Introduce Dewey Decimal arrangement of nonfiction					
5. Introduction to use of call numbers to locate materials					
6. Use of card catalog: print/computer to locate materials by title, subject and author					
7. Introduction to interpreting information on catalog cards and OPAC screen.					
8. Interpret information on title page and verso					
9. Use of indexes					
10. Use of table of contents					
11. Use of nonfiction and reference books to gather information					
12. Introduction of correct bibliographic forms for citing sources					
13. Use of encyclopedias--print and CD-ROM					
14. Use of dictionaries, glossaries, thesauri					
15. Biography--locate & use					
16. Use of periodicals					

17. Alphabetical order to third letter					
18. Recognize award winning books: Newbery and Caldecott					

LIBRARY MEDIA SKILLS CHECKLIST

Fourth Grade

SKILLS TAUGHT	Teacher	Teacher	Teacher	Teacher	Teacher
1. Orientation to media center, circulation procedures, proper care of materials					
2. Review materials arrangement in media center					
3. Review selection of appropriate materials for independent reading					
4. Review Dewey Decimal arrangement of nonfiction					
5. Use of call numbers to locate materials					
6. Use of card catalog: print/computer to locate materials by title, subject and author					
7. Interpreting information on catalog cards and OPAC screen.					
8. Interpret information on title page and verso					
9. Use of indexes					
10. Compile a simple bibliography					
11. Introduction to notetaking methods for information gathering					
12. Reinforcement of correct bibliographic forms for citing sources					
13. Use of encyclopedias, general and topical--print and CD-ROM					
14. Use of dictionaries, glossaries, thesauri					
15. Introduction to periodical indexes: Children's Magazine Guide					

16. Introduction to biographical sources and dictionaries					
17. Introduction to concept of plagiarism and copyright law					
18. Introduction to the use of almanacs					
19. Introduction to the use of a variety of atlases					
20. Alphabetical order to fourth letter					
21. Fantasy					
22. Science Fiction					
23. Mystery					
24. Adventure					
25. Recognize award winning books: Newbery, Caldecott, Coretta Scott King					

LIBRARY MEDIA SKILLS CHECKLIST

Fifth Grade

	Teacher	Teacher	Teacher	Teacher	Teacher
SKILLS TAUGHT					
1. Orientation to media center, circulation procedures, proper care of materials					
2. Review materials arrangement in media center					
3. Review selection of appropriate materials for independent reading					
4. Review Dewey Decimal arrangement of nonfiction					
5. Use of call numbers to locate materials					
6. Use of card catalog: print/ computer to locate materials by title, subject, author and key word searches					
7. Selection of appropriate materials on a specific topic					
8. Identify information on catalog cards and OPAC screen.					
9. Compile a simple bibliography					
10. Use of indexes					
11. Understand that information may be organized by alphabetically, topically, chronologically, or numerically					
12. Information can be accessed in print or electronic forms					
13. Reinforcement of notetaking methods for information gathering					

14. Reinforcement of correct bibliographic forms for citing sources					
15. Determine the reference source most appropriate for a specific purpose					
16. Use of encyclopedias, general and topical—print and CD-ROM					
17. Use of dictionaries, glossaries, thesauri					
18. Reinforce use of periodical indexes: Children's Magazine Guide					
19. Use biographical sources and dictionaries					
20. Reinforcement of the concept of plagiarism and copyright law					
21. Review how to use almanacs					
22. Use of a variety of atlases					
23. Alphabetical order to fifth letter					
24. Fantasy					
25. Science Fiction					
26. Mystery					
27. Adventure					
28. Historical Fiction					
29. Introduce use of Internet for gathering information					
30. Recognize award winning books. Newbery, Caldecott, Coretta Scott King					

CHAPTER 5: RESEARCH SKILLS

In keeping with the district's philosophy, as well as the New Jersey Core Curriculum Standards, our students are expected to gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media. Research skills are introduced and taught in the elementary schools so that by the end of their twelfth grade year, students will be able to write a formal research paper. The following skills and abilities are introduced during grades one through five and reinforced during grades six through twelve.

1. Select topic
2. Narrow or broaden topic
3. Browse for available information
4. Develop a thesis statement
5. Gather specific information
6. Take notes on index cards
7. Paraphrase information
8. Integrate quotes appropriately
9. Credit sources of information
10. Develop bibliographic citations
11. Organize notes
12. Prepare an outline
13. Draft and revise
14. Organized paper into an assigned format

In order to ensure that these research skills are taught consistently across the grade levels, sample research assignments have been designated for each grade level, 1-12. These samples were developed to help guide the teachers to understand what the minimum requirement for research would be at each grade level. Included here are the samples for grades 1 through 5.

Grade 1: Select an animal. Within your group, use a non-fiction book to find and answer questions about your animal. Draw a picture. On your paper write, "I got my information from __ (title of book) __ by __ (author's name) __."
Multimedia sources could also be used to find information.

Grade 2: The teacher will provide a list of questions for you to answer about a topic, (e.g. dogs). You should use the index of a book to locate the answers to these questions. Then, turn the teacher's questions into statements about the topic. Title, author, publisher, and copyright date will be cited for each source used.

Grade 3: Use reference and nonfiction sources (print and CD-ROM) to answer questions about a topic, (e.g. animals). Answer the questions provided by your teacher. Complete a bibliography form for each source used. Choose one question and develop it into a paragraph. Build to a multi-paragraph report by the end of the school year.

Grade 4: Brainstorm topics in content areas. Browse information on the topic and find a problem you'd like to solve or a question about the topic that interests you. Gather information from sources which should include magazines and indexes. Use bibliography forms. Fashion a creative product based upon your chosen

problem or question. Later in the year you should write citations without the use of the bibliography forms.

Grade 5: Write a one to two page research report in your own words based upon a curriculum related topic. Select a topic, develop a thesis statement, take notes on index cards, organize your notes, prepare an outline and develop a bibliography. The use of the computer for the paper is optional..

The development of these assignment guidelines furthered the need for flexible scheduling in the elementary media centers. Adequate time is needed for research. A fixed schedule would not allow time for research. With flexible scheduling, teachers are able to schedule in the amount of time necessary for research at the point of need. This also requires cooperative planning between the classroom teacher and the library media specialist. Skills are no longer taught in isolation. The library media and information skills become integrated with classroom curriculum.

With the increased emphasis on developing strong research skills, we recognized the need for uniformity in source citation. At a district-wide library media specialists' meeting, Phyllis Press, our middle school library media specialist, presented bibliographic forms she developed for use with her students. MLA format was used in their development. We have modified them for use with elementary students. Samples are on the following pages.

SOURCE SHEET

Book

1. Author's full name (last name, first name) _____
2. Title of book (underlined) _____
3. City of publication _____
4. Publisher _____
5. Year of publication (copyright date) _____

EXAMPLE:

Hahn, Judith. How Science Works. Pleasantville, NY: Reader's Digest, 1991.

NOW WRITE YOURS IN THE CORRECT FORM.

NAME: _____ **DATE:** _____

RESEARCH TOPIC OR TITLE: _____

SOURCE SHEET

Magazine

1. Author's full name (last name, first name) _____
2. Title of article (in quotes) _____
3. Title of magazine (underlined) _____
4. Date of publication _____
5. Page numbers _____

EXAMPLE:

Easley, Mary. "Kiwi the Spotted Dolphin." Highlights for Children. Jul. 1996: p18-20.

NOW WRITE YOURS IN THE CORRECT FORM.

NAME: _____ DATE: _____

RESEARCH TOPIC OR TITLE: _____

SOURCE SHEET

Encyclopedia

1. Author's full name (last name, first name) If there is no author give the title first.

2. Title of article (in quotes) _____

3. Title of encyclopedia (underlined) _____

4. Date of publication _____

EXAMPLE:

Ainley, David G. "Penguin." World Book Encyclopedia. 1996.

NOW WRITE YOURS IN THE CORRECT FORM.

NAME: _____ **DATE:** _____

RESEARCH TOPIC OR TITLE: _____

SOURCE SHEET

Video or Filmstrip

1. Full title (underlined) _____
2. Director _____
3. Distributor _____
4. Year of production _____

EXAMPLE:

Native American Life. Fabian-Baber Communication, Inc. Schlessinger Video Productions,
1996.

NOW WRITE YOURS IN THE CORRECT FORM.

NAME: _____ DATE: _____

RESEARCH TOPIC OR TITLE: _____

SOURCE SHEET

CD-ROM

1. Name of author if given. Skip this if there is no author.

2. Title of CD-ROM (underlined) _____

3. Publication medium--just use the word (CD-ROM).

4. City of publication _____

5. Name of the publisher _____

6. Year of publication _____

EXAMPLE:

Where in the World is Carmen Sandiego? CD-ROM. Novato: Broderbund, 1992.

NOW WRITE YOURS IN THE CORRECT FORM.

NAME: _____ **DATE:** _____

RESEARCH TOPIC OR TITLE: _____

SOURCE SHEET

Internet Sources

1. Name of author if given. Skip this if there is no author.

2. Title of text accessed (underlined) _____

3. Publication medium--just use the word (Online).

4. Name of the place of the electronic text _____

5. Name of the computer network _____

6. Date of access _____

EXAMPLE:

The Origin of the Jersey Devil. Online. Excite. Internet. 4 Apr. 1997.

NOW WRITE YOURS IN THE CORRECT FORM.

NAME: _____ DATE: _____

RESEARCH TOPIC OR TITLE: _____

NAME: _____

I found information on

in

Title of book (underlined): _____

Author of book: _____

Name: _____

I found information on

in

Author's name: _____

Title of book (underlined): _____

Place book was published: _____

Publisher: _____

Date of publication: _____

Name: _____

I found information on

in

Title of magazine (underline): _____

Title of article in magazine: _____

Author of article: _____

Date of magazine: _____

Pages of article: _____

CHAPTER 6: THE CHALLENGE OF STARTING

STAGE FOUR: FLEXIBLE SCHEDULING BEGINS

In the fall of 1996, we spent the first three days of the school year preparing the media centers for use by the students and the teachers. We made changes to the layouts of our media centers to allow for individual, small group, and large group instruction and research. We restructured the reference section to allow easier access to the more often used sources, the encyclopedias and dictionaries. We made certain that all areas were clearly labeled and easily accessed by students and faculty. We divided the magazines and periodicals into two collections, students and faculty, for easier use and greater visibility of what publications we receive. We set up listening centers and filmstrip viewers in different areas of the media center. These areas, as well as the OPACs, were labeled with easy to follow instructions for use. We want media center visitors to be independent users.

We met with teachers to set up convenient times for them to bring their classes to the media center for orientation. We discussed what we planned to cover in the orientation and asked for their input as well. For many teachers, this would be their first introduction to the procedures, the location of materials, and the circulation process.

For the next two weeks, we met with the scheduled classes. We reviewed the typical items--the rules of the media center, book care, arrangement of the media center and the shelves, use of the book-look sticks for keeping order, circulation procedures (which now included checking out more than one book), the use of the OPACs, and the scheduled book selection time which would be every other week for 15 minutes. We also discussed the

changes that were occurring in the media center, mentioning some of the options their teachers might be selecting:

- individual, small group, large group research
- open book selection times at the beginning and end of each day
- listening to and/or viewing of tapes and filmstrips
- immediate use of media center to find answers
- access to internet
- access to the local public library
- areas that students and faculty suggested

We felt very encouraged by most of the reactions of students and faculty .

We were given the opportunity to speak at the faculty meetings in the first two months of school. We talked about the program, reemphasized the reasons for the change and made suggestions about ways the faculty could include the media center in their teaching day. We were pleased to be given the opportunity to speak to the faculty with the administration present so there would be less misunderstanding about our program. The principals followed up with a positive affirmation of the potential that flexible scheduling held and the anticipation of increased utilization of the media center to support and extend the curriculum. Again, the reactions of many teachers were favorable.

With the administration, we created our schedules. We first needed to schedule the book selection times for each class. There were a few special education classes that also needed to be scheduled for a full period each week to cover contractual teacher preparation time. Kindergartens were also scheduled for book selection, but without the teacher present

for the same reason. The schedules did not seem to be as open as we would have liked, but we were a big step closer to totally open scheduling. The administration felt the scheduled book selection times would be a good transition into open scheduling, especially for those teachers who were unhappy with the change. We have included copies of our schedules in Chapter 8.

The first few weeks went by quickly and fairly smoothly. Some teachers made the transition well while others needed “gentle” guidance. Some of the positive aspects we observed were:

- increased circulation of books
- teachers helping their students to make more appropriate reading choices and more tie-ins to the curriculum
- students were very enthusiastic about checking out more than one book
- teachers becoming more familiar with the materials available; hearing many comments such as “I didn’t know we had that book!” or “Are these videos (filmstrips, magazines, kits, etc.) new?”
- students becoming very comfortable in the media center, helping each other find what they were looking for and even making suggestions
- students becoming more and more independent users of the catalogs
- fewer discipline problems
- administration visiting the media centers more often
- we were more relaxed and able to give more individual attention
- we were able to fill requests for materials more quickly

On the flip side, there were many small problems that occurred. Some were addressed immediately; others required more time to resolve. These problems included:

- increased circulation created more books to reshelve and more book repairs
- teachers needed to limit the number of children they sent during open book time to 6 at a time--one morning we had over 100 students during the first 10 minutes!
- with some teachers and their classes, we had to "disappear" so that the teacher would assume responsibility for class behavior and book selection
- teachers would "forget" or decide not to come during their scheduled time since they didn't feel it was worth taking the time from their teaching
- many teachers made no effort to meet with us to discuss cooperative teaching; we constantly had to seek them out
- parents were told that students no longer came to the media center and were unhappy
- media center was frequently left in disarray; we had to speak diplomatically to teachers and their students about leaving the media center in order

Because of the negative parent feedback that we had received, we decided that we should speak to the parents at the monthly PAC (Parents Advisory Committee) meeting. We explained the concept of flexible scheduling, answered questions, gave examples of activities that had already been planned and completed, and assured the parents that the program would yield positive results. We also prepared a brochure that highlighted the positive aspects of the program. We encouraged the parents present to share it with those who were not present. A copy is included in Chapter 8.

Our daily schedules fluctuated during these first few months; some days were filled with instruction and research periods, others were quiet and unscheduled. We had to learn to take advantage of those unscheduled days to do some of the never-ending tasks that always need doing in the media center--shelving, repairing, inputting data, preparing books for circulation, ordering, filling requests for materials and suggestions, fixing A-V equipment,

loading software for teachers, just to name a few. Often disappointed in the lack of interest or enthusiasm some of the teachers projected about our program, our principals encouraged us with positive comments and stressed that we should concentrate on the faculty members who supported the program during this transitional first year. We attended many grade level meetings so we would be available to the grade group, as well as to keep ourselves aware of any curriculum concerns or changes.

We continued to reach out and try to draw the teachers into the media center to utilize the services available. We prepared handouts, highlighting ways that we could enhance the curriculum. We tried to think of simple ideas so the faculty would realize that planning with us did not have to entail hours of preparation, nor did the lessons need to be extensive projects or assignments.

One aspect of our program that met with the most resistance was the cooperative planning. Teachers did not want to try to fit in yet another task in their busy days. We feel that this planning is a crucial, necessary part of our program. Teachers want to just sign up on the schedule without discussing the purpose or goals of their visit. If this was the procedure, there would be no time for preparation, gathering of materials, or planning for specific skills needed. We also found we needed to discuss the scope of lessons or projects with the teachers so that they would be able to refine and refocus some of their goals. We tried to utilize a variety of planning sheets that we could fill out as we planned with the teachers. These were very useful for some planning sessions to help organize what we each were responsible for in the upcoming lesson. Chapter 8 includes copies of some of the forms we used. Some teachers were not aware that the skills the students would need to do their intended project

had not been taught in previous grades. We began to realize that an important part of our job would be to make teachers more aware of the sequence of skills needed to prepare students to be independent users of information sources. Planning with the teachers required diplomatic, subtle questioning and suggestions that would hopefully result in a more appropriate lesson than the original idea. Often projects had to be broken down into much smaller steps to ensure authentic learning for everyone. This was often frustrating and we sometimes had to concede when our ideas were rejected. Although we are former classroom teachers, as well as certified library media specialists, there is often an underlying feeling projected of, "What do you know? You're just the librarian."

Still, we continue to feel enthusiastic and positive about our program. We have seen, in the past few months, a great deal of growth in both the students and the faculty, and ourselves. The media center is usually an exciting place to be, with just a few days of quiet stillness. Students, especially the first and second graders, are excited about the research they do, the quiet discoveries, the loud, noisy "I found it!" discoveries, the feeling of independence and sense of purpose, and the learning at the point of need. Our program is still developing, slowly, but always moving forward. We each have a small, core group of teachers who are convinced of the program's worth and include the media center and us in as many ways as possible. But the majority of the faculty need constant reminders, invitations, suggestions, etc., for us to be a part of their curriculum implementation. We know that there are areas we will need to work harder to include next year, as well as the need to redefine our goals based on this year's successes and failures. With the administration providing constant support and

a slow but steady increase in the number of teachers who participate willingly, we are ready for the second year in this transition to an open access library media program.

Chapter 7: EVALUATION AND RECOMMENDATIONS

Stage Five: Planning for Year 2

We knew there would be many things we could not accomplish during the first year of the transition to flexible scheduling. After we critically evaluated our program and held evaluation conferences with our administrators, we came up with numerous ideas and strategies to improve our program in the following year.

Planning cooperatively with the teachers was our first concern. We both felt that planning needed to be scheduled on a regular basis. We discovered, through our literature search, that planning is most effective when done with a group having a common purpose or goal. We suggested to our administrators that time for planning in this manner could be during our weekly grade level meetings. We could use one of these meetings a month and schedule it for planning cooperatively and integrating library media skills into the classroom curriculum. This was readily accepted by our administrators. It will be implemented this April. We are excited about this opportunity to plan with a large group where there will be input from a variety of teaching styles and backgrounds. This administrative acceptance of our program reinforces its importance to the faculty.

Another concern was the teaching and application of library media skills. Teachers did not always allow us the time necessary to instruct students in the skills they needed to use while completing a research project. One possible solution to this problem would be to create mini-courses in library media skills. These could be scheduled before a cooperative unit or

lesson utilizing these skills. These units might include use of the internet, use of CD-ROM sources, use of periodical guides, bibliographic format, use of almanacs and atlases, and the use of indexes.

We felt we needed to schedule more time in the media center with kindergarten and first grades. We need to include more literature experiences with these students. Part of our planning with these teachers needs to include enriching language arts, social studies, math, science, and health with the resources in the media center.

As with any new program or idea, we need to develop more effective ways to promote our program and resources to the school population, especially the faculty. One way to promote our resources would be to create bibliographies of materials available to coincide with science and social studies units on each grade level. We might also prepare annotated lists of each type of material available in the media center. This could include videos, filmstrips, computer software, big books, books and cassettes, and professional books. To promote an awareness of services and procedures for use of the library media center, we could prepare handbooks for students, faculty, and parents. We will continue to attend PAC meetings several times during the year to maintain communication with the parents. Flyers promoting new materials or special activities could be placed in teachers' mailboxes. Daily or weekly announcements during opening exercises would remind everyone of what's happening in the media center.

We need to set aside more time for administrative and clerical duties necessary to keep the library media center current and organized for efficient operation. We have received materials for the media center that are still not available due to our lack of available time to

prepare them for the shelves. Forms need to be created that will help us more efficiently handle requests for resources, equipment, and for assistance with AV equipment and computers.

Workshops might be offered to the faculty on the use of the resources of the media center. These workshops could include the use of the computerized catalog, LCD panel or Presenter program, internet, accessing the county library online, use of multimedia software to create presentations, accessing online magazine indexes, such as EBSCOhost, or addressing needs generated from the faculty. An additional result to sponsoring these workshops might be teachers who would be more comfortable utilizing the resources of the library media center. If the teachers are at ease in the library media center, they will be more likely to visit on a regular basis with their classes.

More volunteers could be utilized to help keep the library media center in order. They can be used to help reshelve materials, create special displays, repair materials, and help with the processing of new items. We will need to find ways to recruit volunteers more aggressively. Our senior population is one avenue to explore.

It will take time to implement and test all of these ideas. They will be incorporated into our program during the next two years. Additional ideas and changes will naturally occur as our program develops and improves. We look forward with anticipation and optimism to future years of our flexibly scheduled media center program.

Chapter 8: LESSON PLANS AND FORMS

This chapter is the user friendly part of this paper. It contains examples of schedules we used in the implementation of flexible scheduling. There are samples of successful cooperatively planned lessons, the handout we designed and used for parents, and many other forms we found and designed to use during the first year of this pilot program.

Schedules

Lesson Plans

Handout for Parents PAC Meeting

Cooperative Planning Forms

Research Checklist

Yearly Unit Planning Form

MANCHESTER TOWNSHIP ELEMENTARY SCHOOL
MEDIA CENTER SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Per. 1	OPEN BOOK SELECTION	OPEN BOOK SELECTION	OPEN BOOK SELECTION	OPEN BOOK SELECTION	OPEN BOOK SELECTION
Per. 2					
Per. 3	**KINDERGARTEN BOOK SELECTION				
Per. 4	**KINDERGARTEN BOOK SELECTION				
Per. 5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Per. 6	**2ND GRADE BOOK SELECTION	**KINDERGARTEN BOOK SELECTION	**3RD GRADE BOOK SELECTION		**1ST GRADE BOOK SELECTION
	**2ND GRADE BOOK SELECTION	**KINDERGARTEN BOOK SELECTION	**3RD GRADE BOOK SELECTION		**3RD/4TH GRADE BOOK SELECTION
Per. 7	**4TH GRADE BOOK SELECTION			**1ST GRADE BOOK SELECTION	**5TH GRADE BOOK SELECTION
	**4TH GRADE BOOK SELECTION			**LD CLASSES BOOK SELECTION	**5TH GRADE BOOK SELECTION
Per. 8	OPEN BOOK SELECTION	OPEN BOOK SELECTION	OPEN BOOK SELECTION	OPEN BOOK SELECTION	OPEN BOOK SELECTION

** Two classes alternate tracks in this time period. BLANK SPACES ARE FOR FLEXIBLE SCHEDULING!

WHITING ELEMENTARY SCHOOL
MEDIA CENTER SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Per. 1	OPEN BOOK SELECTION ----- DO OVERDUE SLIPS	OPEN BOOK SELECTION ----- *1ST GRADE BOOK SELECTION	OPEN BOOK SELECTION -----	5TH GRADE LD CLASS	*2ND GRADE BOOK SELECTION -----
Per. 2		**5TH GRADES BOOK SELECTION -----	*A.M. KINDERGARTEN CLASS		
Per. 3					
Per. 4		*1ST GRADE BOOK SELECTION -----			
Per. 5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Per. 6	LUNCH DUTY	LUNCH DUTY	LUNCH DUTY	LUNCH DUTY	LUNCH DUTY
Per. 7	KINDERGARTEN LD CLASS	*3RD GRADES BOOK SELECTION	1ST/2ND GRADE LD CLASS		*2ND GRADE BOOK SELECTION
Per. 8		OPEN BOOK SELECTION	*P.M. KINDERGARTEN CLASS	OPEN BOOK SELECTION	OPEN BOOK SELECTION

* These classes come every other week.

** This is two classes that alternate weeks.

BLANK SPACES ARE FOR FLEXIBLE PLANNING!

Grade 1--Clouds

Classroom Objective:

Students will learn the differences between the three major types of clouds: stratus, cumulus, and cirrus.

Media Skills Objective:

Students will learn that books can answer questions.

Students will paraphrase information located.

Materials and Resources:

Reference and nonfiction books about weather and clouds.

Curriculum Connection:

Used as an enrichment activity to follow-up a literature selection—Clouds by Pat Cummings.

Science

Time Frame

30 minutes in Media Center for each group.

30 minutes in classroom to report findings to rest of the class.

Teaching Strategies:

Small groups—Class is divided into three groups.

Each group will be responsible for a type of cloud.

Media specialist has sources ready for students to use.

Read information to students from information sources.

Recall of what is read.

Activities:

Students look at pictures of clouds.

Students orally give one fact about their type of cloud.

Sentences are written on the board.

Students copy their fact onto a sentence strip paper.

Students draw a picture of their type of cloud on black paper with a white crayon.

End Product:

Display of sentence strips and cloud pictures in classroom.

Students share facts about clouds with the rest of the class.

Grade 1-Friends

Classroom Objective:

Students will choose books about friends for book report.

Media Center Objectives:

Students will be introduced to a wide variety of books featuring friends.

Students will become aware of the arrangement of Easy fiction.

Students will become aware of the concept of books in a series.

Curriculum Connection:

Enrichment activity to extend literature selection in reading series.

Language Arts.

Time Frame:

1 hour in media center.

Follow-up in classroom for 1 week.

Teaching Strategies:

Students will meet in a large group.

Listening, observing, discussion, and brainstorming will be used.

Students will use decision making skills.

Activities:

Discussion with class about the concept of friends, who can be friends, characteristics of friends, etc.

Display a selection of literature that features friends of all ages and types.

Read 3 selections, comparing and contrasting the friendships.

Discuss different series about friends.

Discuss and demonstrate how to locate books by an author in the Easy section.

Book talk the selections that have been prepared for class to choose to check out.

Model how to complete the book report form.

Give students opportunity to browse and select from books that were preselected.

End Products:

Students will complete book report forms to be displayed with books in media center.

FRIENDS

The title of my book is _____

The author of my book is _____

The friends in my book are

and

These friends like to _____

_____ together.

Grade 2--Animal Comparisons

Classroom Objectives

Students will learn about animals which are similar (e.g. penguin/puffin, horse/zebra).

Students will learn how these animals are alike and different.

Media Skills Objectives

Students will use nonfiction books to gather information.

Students will use index to locate information in a book.

Materials and Resources

Nonfiction books about animals (e.g. Grolier's Animals of the World Series).

Information graph to fill in on animals.

Curriculum Connection

Used as a follow-up to a reading selection.

Science.

Math--graphing.

Time Frame

Two 43 minutes periods in Media Center.

One 43 minutes period in classroom to finish organizing work.

Teaching Strategies

Students work with a partner.

Discuss what an index is (prior knowledge).

Demonstrate and practice using indexes to locate and gather information.

Activities

Use nonfiction books to gather information about pairs of animals which are similar (e.g. frog/toad).

Use the index in the books to find information about the young, group name, habitat, food, and two other interesting facts about both of the animals.

Fill in a Venn diagram to show the likenesses and differences of the animals.

Draw a picture of each of the animals.

End Products

Completed graph of information.

Completed Venn diagram.

Pictures of the animals.

Replica of graph used: original was on legal size paper

ANIMAL COMPARISON CHART				
Name: _____		Date: _____		
Name: _____				
INFORMATION TO GATHER	<u>Name of 1st animal</u>	Alike	Different	<u>Name of 2nd animal</u>
Name of young				
Name of a group of these animals				
Habitat				
Food				
Interesting Fact #1				
Interesting Fact #2				

Grade 2--Idioms

Classroom Objective:

Students will learn more about the author of the Amelia Bedelia books, Peggy Parrish.

Library Media Skills Objective:

Students will learn about idioms.

Students will become familiar with the Language class (400s) of the nonfiction section of the media center.

Students will become familiar with the idiom books written by Fred Gwynne.

Materials and Resources:

Amelia Bedelia books.

Information about Peggy Parrish from reference sources about authors.

Idiom books by Fred Gwynne.

Curriculum Connection:

Enrichment activity to supplement literature selection from reading series.

Language Arts.

Time Frame:

Approximately 45 minutes in media center.

Follow-up activity will take approximately 1 week.

Teaching Strategies:

Large group for listening to stories.

Observing.

Predicting.

Discussion.

Brainstorming techniques.

Activities:

Discussion with class about the character, Amelia Bedelia.

Discussion about the author, Peggy Parrish-her life, other books she has written, the books we have in our media center.

Discussion and introduction to idioms.

Display, reading, and discussion of Fred Gwynne books and where they are located in our media center.

Introduction to Language section (400s), location, types of books, call numbers.

Brainstorm possible idioms to use in writing an Amelia Bedelia book of their own.

List idioms on chart paper.

End Products:

Class will create an Amelia Bedelia book together during the next week in their classroom. This book will be displayed in the media center upon completion.

Grade 3—Wonders of the World

Classroom Objectives

Culminating activity to a science unit on machines.

Introduction to notetaking.

Introduction to citing sources.

Media Skills Objectives

Use encyclopedias to locate information.

Using indexes to locate information.

Introduction to other reference sources such as almanacs.

Introduction to CD-ROM encyclopedias.

Materials and Resources

Encyclopedias.

CD-ROM encyclopedias.

Other reference books.

Curriculum Connections

Science.

Art.

Math.

Time Frame

A month to complete—three to four periods a week in media center.

Teaching Strategies

Cooperative groups.

Initial skills lesson on notetaking and then application of skill.

Individual and group help and support as needed.

Research strategies—discover and share.

Activities

Look up information on a modern or ancient wonder. (e.g. Eiffel Tower, Pyramids, Sears Tower)

Find out who built the wonder, how it was built, when it was built, where it is, how big is it, etc.

Keep a record of sources.

Take notes.

Use a variety of sources.

End Products

Written report on a Wonder of the World.

Picture or caricature drawn of the Wonder of the World. Done in Art Class.

Create display of work for hallway.

Grade 4--Creating a Biographical Dictionary

Classroom Objectives

- To learn about our classmates.
- To do an interview.
- To use the computer to create a finished product.

Media Skills Objectives

- To learn what a biographical dictionary is.
- To learn how a biographical dictionary is organized and arranged.

Materials and Resources

- Biographical Dictionaries.

Curriculum Connection

- Computer technology.
- Social Studies.

Time Frame

- 3 months--2 to 4 Media Center periods a week.

Teaching Strategies

- Small group instruction.

Activities

- Look through various biographical dictionaries and found out what they are, how they are arranged and what information they give you.
- Interview a classmate.
- Write a paragraph about the classmate interviewed.

Create a biographical dictionary of all fourth graders using the computer.

End Product

A biographical dictionary of all fourth graders to be cataloged and put into the reference section of the media center.

Interview form used is on the following page.

Interview a Classmate

Name of interviewer: _____ Date: _____

Name of person interviewed: _____

Ask your classmate these questions and write down the answers.

1. What is your birthday? _____
2. What town do you live in? _____
3. How many brothers do you have? _____ sisters? _____
4. Do you have any pets? What? How many? _____

5. Who are your friends? _____
6. What is your favorite thing to do? _____
7. What sports do you play? _____
8. What are your favorite sports? _____
9. Do you have a hobby or collect something? What? _____

10. What is your favorite subject in school? _____
11. What would you like to be when you grow up? _____

Now write a paragraph about the person you interviewed. Use the answers to these questions for your sentences. Make sure it makes sense. When you are finished writing the paragraph, give it to the person you interviewed to proofread. Make final corrections. Make an appointment to enter it into the computer.

Grade 5--Trails West

Classroom Objectives

To do a complete research project from start to finish incorporating all the elements of creating a research paper.

To have students enter the Daughters of the American Revolution (DAR) essay contest.

Media Skills Objectives

To use reference sources.

To use CD-ROM sources.

To use the card and computer catalog to locate information.

To use magazine indexes to locate information.

To select the best resources for the topic.

Materials and Resources

Reference books.

CD-ROM encyclopedias.

Magazines.

All the resources available in the media center.

Curriculum Connections

Social studies.

Computer technology.

Language arts.

Time Frame

3 months

Teaching Strategies

Walk students step-by-step through the research process.

Individual guidance.

Peer help.

Mini lessons on each step of the process.

Set up timeline for each step in project.

Activities

Decide on topic for project. Choose one of the trails traveled during US Western expansion. (e.g. Santa Fe Trail, Oregon Trail, Trail of Tears)

Locate information on topic.

Create a bibliography.

Create an outline for paper.

Write a 500 word essay on the impact of this trail on United States History.

Use the computer for final copy.

Enter the essay in DAR contest.

End Products

500 word essay.

Outline of essay.

Bibliography.

Grade 5--Explorers

Classroom Objectives:

Students will find information about an assigned explorer and produce a report.

Media Center Objectives:

Students will be aware of the different reference sources to use to locate information about explorers--encyclopedias, biographical sources, atlases, CD-ROM programs, videos, filmstrips.

Students will utilize the computer catalog to locate books about the explorers.

Students will review how to take notes for research.

Students will use correct bibliographic formats to cite sources.

Materials and Resources:

Selected reference books, including index volume of encyclopedias.
CD-Rom Explorers program as well as CD-ROM encyclopedias--World Book, Encarta, Grolier.

Chart paper and markers.

Bibliographic forms for various types of media.

Transparencies for note-taking instruction.

Index cards.

AV machines as needed.

Curriculum Connection:

Extension of Social Studies unit on exploration of New World.

Time Frame:

Six 45 minute sessions in media center.

Follow-up in classroom and at home for 2 additional weeks.

Additional scheduled periods in media center, if needed.

Teaching Strategies:

Students will listen to introductory overview as a large group.

Students will work in pairs to locate information about their explorer in a variety of sources.

Students will participate individually in lesson on notetaking.

Instruction will be given to individual students at the point of need.

Activities:

Scope, format, and location of pertinent reference materials will be given in large group instruction.

Chart will be created featuring materials to check for information.

Lesson on notetaking utilizing overhead and transparency of short entry from encyclopedia will be given.

Lesson on summarizing from notes will be given.

Electronic reference sources will be introduced utilizing LCD panel with computer for large group instruction.

Review lesson on correct bibliographic format and location of forms will be taught.

Students working in pairs will use sources to create their reports.

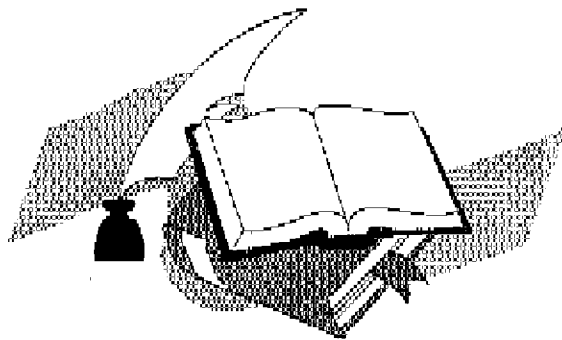
End Products:

Students will prepare a 2 page report on an explorer, including a map and a timeline.

A bibliography of at least three different sources.

The following four pages contain a brochure that was designed to be a hand out for parents at a Parents Advisory Committee meeting in October of 1996. It was originally printed on one piece of legal size paper, front and back, and folded over to create a single page booklet. This was used to help explain the flexible scheduling program that was being implemented in their children's school. The parents who attended were very interested and curious about the program. They asked for a later report about the progress of flexible scheduling later in the year. A return visit to a PAC meeting was made in February 1997. The parents are very supportive of the program.

TO *F-L-E-X*
OR NOT
TO *F-L-E-X*?



“When the library program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners for learning. The library is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students’ learning and information needs are readily available in a cost-effective manner.”

American Association of School Librarians Position Statement on flexible scheduling.

Focus on Flexible Scheduling

Should students be shuttled in and out of the library media center at a fixed time each week regardless of need? What about the teachable moment? Restricted use?

What is flexible scheduling?

- allows the use of the library media center at the point of need by individuals, groups, and/or classes.
- mutual planning by the library media specialist and classroom teacher
- integration of information skills and literature into the classroom curriculum

How does flexible scheduling work?

- classes are scheduled as teacher and library media specialist jointly see a need
- individuals and small groups can use the library media center as often as necessary

Who benefits from flexible scheduling?

- **EVERYONE!!**
 - enhances total instructional program
 - information skills are integrated and relevant to the total curriculum
- **STUDENTS gain:**
 - access to resources for assignments and enjoyment
 - strategies for using and analyzing information in many formats
 - development of critical thinking skills
 - tools for lifelong learning
- **TEACHERS gain:**
 - a partner for planning, preparing and presenting curriculum
 - greater resources for expanding lessons
 - use of the library media center at the time of need
- **ADMINISTRATORS gain:**
 - a stronger total instructional program
 - students who are comfortable with alternate methods of information access and use
- **LIBRARY MEDIA SPECIALISTS gain:**
 - a collaborative, resource based planning and teaching partnership with the classroom teacher
 - the opportunity to deliver relevant integrated instruction of information skills and literature

Information taken from School Library Media Quarterly, Fall 1990.

STUDENTS WITH FLEXIBLY SCHEDULED MEDIA CENTERS GAIN MANY BENEFITS

- integration of library skills with what is taught in the classroom
- spontaneity of the teachable moment
- enhancement of instructional units planned and taught by both teacher and library media specialist
- utilization of the media center by more individuals and small groups
- access to the expertise of the library media specialist at any and all times
- practice in searching for information using reading, study, critical thinking and location skills
- opportunity to learn about other resources and new technologies beyond the media center
- participation in activities such as author visits, book fairs, contests, designed to increase enjoyment of literature and promotion of reading
- guidance in book selection by the library media specialist and the teacher
- repetition of successful experiences giving students confidence to become life long learners and library users

Cooperative Planning Sheet

Teacher: _____ Grade level: _____

Class size: _____ Content area: _____

Unit of study or lesson _____

Classroom objective(s):

Media skills objective(s):

RESPONSIBILITIES

Teacher

Student

Media Specialist

Instructional strategies, including grouping of students:

Materials and resources:

Evaluation of student learning:

Comments / Evaluation of unit or lesson:

Media Center Cooperative Planning Form

Teacher: _____ Grade: _____

Lesson or unit on: _____

Scheduled for: _____

Objectives: _____

Skills: _____

Materials needed: _____

Activities: _____

End product(s): _____

Responsibilities: _____

Evaluation: _____

Comments or suggestions: _____

PLANNING MODEL

TEACHER: _____ GRADE: _____

UNIT OR LESSON: _____

OBJECTIVES (Learner outcomes)

END PRODUCT(S)--Evaluation

RESOURCES

SKILLS--New

SKILLS--Reinforced

CONCEPTS--Key

CONCEPTS--Related

LESSON ORGANIZATION--Time frame

CURRICULUM AREAS TO BE COVERED DURING THE YEAR

TEACHER: _____ GRADE: _____

Months	Language Arts	Social Studies	Science/Health	Math	Other
<u>September</u>					
<u>October</u>					
<u>November</u>					
<u>December</u>					
<u>January</u>					
<u>February</u>					
<u>March</u>					
<u>April</u>					
<u>May</u>					
<u>June</u>					

Research Checklist

Name: _____ Date: _____

My topic is: _____

Please check off everything as it is completed. Please hand in the checklist with your research paper or project.

_____ My name and the date are on all papers.

_____ I understand the assignment.

_____ I gathered all information needed.

_____ I have a source sheet completed for each place I located information.

_____ I shared my information with my group(if working in groups).

_____ I assembled the information neatly and completely in the correct format.

I have used the following resources in my research:

_____ Table of contents

_____ Index

_____ Card Catalog - Cards

_____ Card Catalog - Computer

_____ Encyclopedia

_____ Map or atlas

_____ Magazine

_____ Interview

_____ Computer CD-ROM

_____ Biography

_____ Nonfiction book

_____ Fiction book

_____ Reference book

_____ Filmstrip or video

_____ Internet

_____ Dictionary, Thesaurus

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