Guidelines for Library Media Programs In Louisiana Schools

Louisiana State Department of Education

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GUIDELINES FOR LIBRARY MEDIA PROGRAMS IN LOUISIANA SCHOOLS

FOREWORD

In 1999 representatives of the Louisiana Association of School Librarians (LASL) met with officials of the Louisiana Department of Education to discuss issues related to school libraries. At that time, one of the acute needs identified was revision of the 1990 state standards for school library programs, and LASL was given permission to begin work on revision of the recommended state guidelines. The LASL Standards Committee conducted a statewide survey of library media specialists, seeking input regarding current and future guidelines. The committee began work on a draft of new state guidelines in early 2000. Numerous LASL members have had the opportunity to read drafts and submit comments throughout the development of these guidelines. These state guidelines are aligned with national standards and guidelines. Library program standards from numerous other states were consulted in the process of developing the document.

RATIONALE

In recent decades a paradigm shift gradually occurred in education as states, districts, and schools shifted their focus from resource inputs to educational outputs. That is, schools today are judged more than ever before by the quality of the products they produce, i.e., the students they graduate. While many would argue that education reform has not gone far enough and others may question the direction or effectiveness of particular reform efforts, no one can argue that schools are not in need of improvement. Reforms have focused primarily on the classroom, as they should. However, there are other programs and services in the school that have an impact on the quality of a child’s education. Research shows the school library media program has significant potential for contributing to improved student achievement. The purpose of this document is to set forth guidelines of excellence for school library media programs in Louisiana by focusing on the role of the library media program as an active partner in the teaching and learning process. These guidelines provide a blueprint for schools and districts to use in evaluating current library programs and for planning and implementing improvement efforts. However, it should be noted that compliance with the criteria outlined for standard, basic, advanced, or exemplary programs is not required for either school approval or funding.

EDUCATION REFORM AND THE SCHOOL LIBRARY MEDIA PROGRAM

Education reform efforts have touched many aspects of school operations, the process of teaching and learning and, in many instances, have led to a renewed emphasis on assessing what students have learned. The school library community has not ignored these changes. The 1988 national standards for library media programs issued by the American Library Association/American Association of School Librarians (Information Power) states, “the mission of the library media program is to ensure that students and staff are effective users of ideas and information.” This document was a watershed statement by the profession. The emphasis for the first time was not so much on inputs (resources) but on outputs (student learning). The statement contains two major concepts of responsibility for the library media specialist. First, the library media specialist must provide not only physical access to resources and information but also intellectual access, through teaching information literacy skills and helping students to learn how to access, evaluate and use information in all formats effectively. Second, the library media specialist’s responsibility does not end with helping students learn to use information and information technologies effectively, but extends to teachers and members of the school’s learning community.
The 1998 revised national standards, *Information Power: Building Partnerships for Learning*, continued to emphasize the themes in the 1988 document but placed increased emphasis on collaboration, leadership, and technology as both the means and tools for achieving the goals that derive from the mission of creating an information literate society. The guidelines envision a school library media program that assists in developing and supporting a community of lifelong learners with the learning needs of students as the foremost criteria in district- and school-level decision making. The library media program is the essential link that connects students and teachers with the information resources they need. The library media specialist partners with the classroom teacher in helping students develop the ability to interact effectively with information and construct meaningful knowledge.

**RESEARCH FINDINGS RELATED TO SCHOOL LIBRARIES**

Is there research to support the notion that a library media program that is fully integrated into the instructional program of the school and is collaboratively planned and implemented makes a difference in student achievement?

The most recent wide-scale research studies involve several statewide studies on the impact of library media programs on student achievement in Colorado (1998), Pennsylvania (1999), Alaska (1999), Texas (2001), and Oregon (2001), among others. These studies, directed by Learning Resource Services in Colorado, confirm previous research results that demonstrated a strong correlation between an effective library media program and high student achievement. The most important findings of these studies demonstrate that academic achievement is higher in schools where:

- The level of library expenditures provides a quality collection of books and electronic information resources selected to support the school’s curriculum;
- State-of-the-art technology in the library media center is connected to classrooms and is integrated into teaching and learning;
- The library media center is staffed with at least one full-time, certified library media specialist and one aide;
- The principal supports collaborative planning between the library media specialist and classroom teachers;
- A high level of involvement by the library media specialist in integrating information literacy into the school’s approach to standards and curriculum (e.g., teaching cooperatively and independently, participating in curriculum meetings, managing information technology, and providing in-service training for faculty); and
- The library media program uses flexible grouping and scheduling, allowing the library media specialist to work with large groups, small groups, and one-on-one with students as needed to support student learning.

These results were shown to hold across all types of schools, regardless of teacher-pupil ratios, teacher-student characteristics, socio-economic differences, or adult educational attainment.
THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

The National Board for Professional Teaching Standards (NBPTS) has established national standards for most teaching areas. Since library media specialists are required to be certified classroom teachers before becoming certified in library science and since the focus of national library standards is on teaching information literacy, the National Board for Professional Teaching Standards has recognized library media specialists as teachers and has adopted strong standards for national certification in this area. The basic standards are shown below. These are demanding and comprehensive standards and meeting them requires a strong commitment on the part of the library media specialist to active participation in the instructional process. These National Board standards are aligned with Information Power (1998), the national library standards. State guidelines will provide support and serve as a resource for any Louisiana library media specialist who elects to work toward national certification.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
LIBRARY MEDIA STANDARDS

What Library Media Specialists Know

I. Knowledge of Learners
   Accomplished library media specialists have knowledge of learning styles and of human growth and development.

II. Knowledge of Teaching and Learning
   Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.

III. Knowledge of Library and Information Studies
   Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

What Library Media Specialists Do

IV. Integrating Instruction
   Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

V. Leading Innovation through the Library Media Program
   Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

VI. Administering the Library Media Program
   Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

How Library Media Specialists Grow as Professionals

VII. Reflective Practice
   Accomplished library media specialists engage in reflective practice to increase their effectiveness.

VIII. Professional Growth
   Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

IX. Ethics, Equity, and Diversity
   Accomplished library media specialists uphold professional ethics and promote equity and diversity.
X. Leadership, Advocacy, and Community Partnerships
   Accomplished library media specialists advocate for the library media program, involving others in the greater community.

REFERENCE AND RESOURCES FOR FURTHER INFORMATION

Library Learning Services. www.lrs.org
National Board for Professional Teaching Standards. www.nbpts.org
ORGANIZATION OF THE GUIDELINES

This document presents two types of guidelines related to library media programs.

*Library media program guidelines* comprise the first set of guidelines. The program guidelines describe the essential components that provide the foundation or building blocks of a quality school library media program. These guidelines are organized under four broad areas: Information Access, Learning Environment, Program Administration, and Facilities. Each area addresses several topics. These guidelines must not be viewed as a “pick and choose” menu. They must be understood as a mosaic in which each piece plays a different role but each is essential in order to form the complete picture. Just so, some individuals may view certain components of the library media program as more important than others, but it must be clearly understood that a quality library media program that contributes positively to student achievement requires attention to all guidelines.

*Student information literacy guidelines* form the second set of guidelines. The American Association of School Librarians Information Literacy Standards for Student Learning are endorsed for use in Louisiana schools. Accompanying the student guidelines is an information literacy framework with grade level skills. The framework is the Louisiana Information Literacy Model for Lifelong Learning. This information literacy process model has been further expanded with more specific skills described under each of the seven major areas. (See the Information Literacy Model Elaborated.) Using this framework, skills are further expanded into a scope and sequence of grade level skills. However, the “power” of this information literacy model will be lost if skills are taught in isolation rather than as part of literacy learning and the research process across the curriculum. The information literacy framework supports all content area standards and benchmarks. The goal is to develop age- and grade-level appropriate learning experiences that help students progressively become more efficient and effective learners.

The underlying philosophy of these guidelines is expressed in the statements below.

- The hub of a learning-centered school is an effective school library media program.
- A quality library media program improves student achievement.
- The best measure of the effectiveness of a library media program is the extent of its impact on student learning.
SECTION 1: PROGRAM GUIDELINES FOR LOUISIANA
LIBRARY MEDIA PROGRAMS

OVERVIEW OF AREA STANDARDS

AREA 1: LEARNING ENVIRONMENT

STANDARD 1: The library media program learning environment supports the mission and goals of the school and promotes the development of skills and attitudes that prepare students for lifelong learning in an information-rich society.

STANDARD 2: The library media program learning environment accommodates all students and their need to read, view, listen, and communicate individually and collaboratively, using traditional and technological resources for ideas, information, and personal development.

STANDARD 3: The library media program learning environment incorporates collaborative planning and collaborative teaching by library media specialist(s) and teachers and integrates information literacy and technology instruction into the curriculum.

STANDARD 4: The library media program learning environment provides an open setting that encourages the widest possible use of resources and active participation in the learning process as well as providing an essential link to the larger community.

STANDARD 5: The library media program learning environment fosters individual and collaborative inquiry in preparing students to become critical thinkers, competent problem-solvers, and life-long learners who contribute productively to society.

STANDARD 6: The library media program learning environment incorporates opportunities for staff development and professional growth for library media staff as well as teachers, administrators and other members of the school learning community.

AREA 2: INFORMATION ACCESS AND DELIVERY

STANDARD 7: The library media program has a board-approved materials selection policy that upholds basic principles of access to information and ideas by students and faculty and includes procedures for reconsideration of materials.

STANDARD 8: The library media center provides a balanced collection of print, non-print, and electronic resources that supports the curriculum and state standards, reflects an appreciation of diversity and recognition of different ways of learning, and promotes independent reading and learning as well as technologies for accessing and producing information.

STANDARD 9: The library media center provides flexible and equitable access to resources and information for all members of the school learning community.

AREA 3: PROGRAM ADMINISTRATION

STANDARD 10: The library media center is staffed by one or more certified library media specialist(s) and support staff in accordance with state and/or regional guidelines as applicable.
STANDARD 11: The library media program has sufficient local, state, and/or federal funding for the purchase and maintenance of library resources that, at a minimum, ensures that each library media center meets the requirements for a Basic Library Media Collection as defined in the guidelines.

STANDARD 12: The library media specialist manages the financial, physical, and human resources of the library media center efficiently and effectively.

STANDARD 13: The library media program conducts an annual inventory and, at least bi-annually, leads a program review, with the assistance of staff, administration, and the community, utilizing the Library Media Program Evaluation Rubric and other ongoing informal and formal assessments in developing a short- and long-range strategic plan for improvement.

AREA 4: FACILITIES

STANDARD 14: The library media facility is arranged to accommodate flexible access by classes and individual students, perform basic functions of an effective library media program, provide a climate conducive to learning, and provide access to information and resources within the school, community, and across global networks.

STANDARD 15: New and renovated library media facilities are of appropriate size and design to provide the physical elements required to support student learning and meet specifications in the Facility Design Principles and Design Specifications for Renovated or New Library Media Centers as outlined in the guidelines.
CHAPTER 1
LEARNING ENVIRONMENT

GUIDELINES

STANDARD 1: The library media program learning environment supports the mission and goals of the school and promotes the development of skills and attitudes that prepare students for lifelong learning in an information rich society.

INDICATORS
- The library media specialist develops annual goals that reflect school and district goals and sets specific, attainable goals for improving the information literacy instructional program.
- The library media specialist actively participates on curriculum and technology committees and planning groups to integrate information literacy.

STANDARD 2: The library media program learning environment accommodates all students and their need to read, view, listen, and communicate individually and collaboratively, using traditional and technological resources for ideas, information, and personal development.

INDICATORS
- The library media program incorporates a variety of instructional strategies that address the diverse learning needs of students and other members of the learning community, in mastering the concepts of information literacy and the use of information resources and technology.
- Students utilize traditional and electronic resources, such as CD-ROM, DVD and other fixed electronic formats to access online databases and telecommunications systems, in conducting research across the curriculum.
- The library media specialist uses a variety of techniques and methods to promote the use of resources to meet students’ individual needs.

STANDARD 3: The library media program learning environment incorporates collaborative planning and collaborative teaching by library media specialist(s) and teachers and integrates information literacy and technology instruction into the curriculum.

INDICATORS
- The library media specialist collaborates regularly with teachers to plan instructional activities that integrate information literacy skills and the use of technological resources into the curriculum.
- Library media center instructional activities are collaboratively planned and jointly implemented by library media specialist and teacher(s).
- Lesson plans, lessons taught, and schedules or calendars demonstrate strong links between the classroom curriculum and library instruction.
- Grade-level-appropriate information literacy skills are systematically taught and applied across the curriculum.

STANDARD 4: The library media program learning environment provides an open setting that encourages the widest possible use of resources and active participation in the learning process as well as providing an essential link to the larger community.
INDICATORS
• Library policies provide equitable and flexible access by all students and teachers to library resources.
• Library schedules include planning time with teachers and flexible access by classes, small groups, and individuals.
• The library media center utilizes, promotes, and cooperates with programs and services of the public library.
• The library media center provides information on and links to local resources, people, and organizations.

STANDARD 5: The library media program learning environment fosters individual and collaborative inquiry, promotes adherence to the highest ethical and legal standards in the use of resources, and prepares students to become critical thinkers, competent problem solvers, and lifelong learners who contribute productively and ethically to society.

INDICATORS
• All students learn and apply reading, research, and critical thinking skills to access, organize, and manage information, solve problems and construct knowledge.
• Students comprehend content presented in various types of media and compare and contrast the information contained in different resources.
• Students review and utilize resources that provide access to multiple viewpoints and creative expressions as sources of information and ideas.
• The library media specialist provides instruction on how to: use information ethically and legally; use an approved format to give proper credit to the author or creator of materials; and respect the intellectual property of others through adherence to U.S. copyright laws and guidelines as they apply to various media.

STANDARD 6: The library media program learning environment incorporates opportunities for staff development and professional growth for library media staff as well as teachers, administrators and other members of the learning community.

INDICATORS
• The library media specialist provides information and ongoing training for the faculty on the use of resources and technologies for learning.
• The library media specialist participates in professional development activities through attending regularly scheduled in-service meetings, training programs, workshops, and/or conferences, seeking to improve knowledge and skills in areas where improvement is most needed and to stay abreast of new technologies and learning resources.
• The library media specialist maintains awareness of general educational issues and trends and provides faculty and staff information on opportunities for professional development.
PHILOSOPHY

The primary purpose of the library media program is to foster the development of information-literate students who are effective users of ideas and information and become lifelong, independent learners. The library media specialist is an active partner with administrators, faculty, students and members of the community in nurturing students in all aspects of their development. The library media center is at the heart of the learning community, providing resources, programs, learning opportunities, and support for the academic and personal interests of students. To achieve this purpose, the library media specialist develops a student-centered teaching and learning program. Goals that incorporate this approach are:

- To offer resources and provide learning experiences that encourage students to develop into skilled and discriminating users and producers of information,
- To model and promote collaborative planning, teaching and curriculum development,
- To support learning with a comprehensive instructional program utilizing information resources and technologies,
- To design authentic student learning activities that support state content standards, technology standards, and information literacy standards, and
- To prepare all students for lifelong learning by accommodating a wide range of differences in learning styles and individual needs.

FOCUS TOPIC: COLLABORATIVE PLANNING AND COLLABORATIVE TEACHING

IMPORTANCE OF COLLABORATION

Collaboration is an essential component in school reform efforts centered on improvement in student learning. Collaboration:

- creates success in the workplace,
- supports current classroom practice (interdisciplinary curriculum, teaming, heterogeneous grouping, etc.),
- is essential to managing the impact of diversity,
- creates a positive school climate,
- encourages shared decision-making,
- incorporates cooperative learning into teaching strategies,
- generates greater understanding of varied faculty roles and promotes the shared development of common goals by all stakeholders and shared responsibility for obtaining these goals, and
- produces more ideas, alternatives, and solutions than isolated, independent work.

WHAT IS COLLABORATIVE PLANNING?

Collaborative planning is planning involving shared decision making by two or more teachers, one of whom is the library media specialist. Most planning will be with classroom teachers but it is also appropriate to plan with other ancillary teachers, guidance counselor or others. Each person has equal input and contributions to the planning process and a sense of shared responsibility for implementing activities and evaluating learning outcomes.
Collaborative planning focuses on decisions regarding:

- objectives (What content or theme will the lesson/unit address? How will higher order thinking be included? How will this lesson/unit contribute to lifelong learning?),
- content and skills to be included in a unit (What curricular areas will the lesson/unit address? What are the targeted standards and benchmarks, information literacy and technology skills?),
- methodology to be used (What will be presented through direct instruction, and what can be learned through guided learning activities? What teaching tools and resources will be used?),
- activities to include (What activities will get students actively engaged in learning? How will varied learning styles be addressed?),
- organization of activities (When and where will activities occur? How much time is needed?),
- student products (How will students demonstrate what they have learned? What will students produce? What technology will students use in their presentation?),
- evaluation of the process and product(s) (What forms of assessment will be used to evaluate the learning process and student work or products?), and
- culminating activities (If a unit, what final activity will bring together all that students have learned?).

Teachers bring to the planning process:

- knowledge of their grade level or subject area curriculum,
- knowledge of their students,
- knowledge of teaching strategies, and
- knowledge of the learning process.

Library media specialists bring to the planning process:

- general knowledge of the entire school curriculum,
- general knowledge of students and teachers,
- knowledge of teaching strategies and the learning process,
- knowledge of print and electronic resources (availability and suitability),
- knowledge of information literacy models and skills and the research process, and
- knowledge of techniques for using technology to enhance learning.

WHAT IS COLLABORATIVE TEACHING?

True collaboration goes beyond cooperation. Collaboration implies an equal partnership and shared responsibilities. Collaborative teaching involves the teacher and the library media specialist working in partnership in teaching activities that involve the use of library media and technology resources, with a clear understanding of each partner’s teaching responsibilities. The incorporation of hands-on, authentic learning tasks requires planning to ensure that students receive individual assistance as needed. If the whole class is scheduled, both teacher and library media specialist assume an active role in guiding students through the process of accessing, evaluating, and using library media resources efficiently and effectively. If small groups are scheduled, the library media specialist works with each group. Development of final products may or may not involve the library media specialist; time and other factors will influence that decision as planning is done.
WHY COLLABORATIVE TEACHING?

Collaboration is the only way to ensure that students learn and use information literacy skills in a meaningful and effective way, connecting skills to the curriculum and real life situations. Collaboration:

- increases individual attention to students, offering the potential to increase the rate and degree of learning that takes place,
- allows information literacy skills to be taught and used at the point of need,
- facilitates real life learning, through authentic, project- or problem-based learning activities, students learn steps in the research process, make decisions, solve problems, and use technological or other tools to create products that demonstrate what they have learned, and
- encourages professionals working with the same students to pool their ideas, resources and talents, resulting in more valuable learning experiences for their students.

By including other available special program teachers such as music, art, technology specialist, and guidance counselor, everyone has a vested interest in the outcome; students gain from diverse perspectives; and a richer, more cohesive learning community results. Working together, faculty members can provide stimulating learning experiences and accommodate all learning styles.

Collaborative planning and collaborative teaching are not:

- set, prescribed programs that must be done only one way,
- team teaching (taking turns), nor do they represent
- parallel teaching (some planning occurs but implementation is separate).

FOCUS TOPIC: OPEN ACCESS AND FLEXIBLE SCHEDULING

OPEN ACCESS

Open access is a key concept of national library media standards. In order to derive maximum benefit from the resources and services available in the library media center, students must have access at their point of need to books, media, and technological resources, individually or in small groups. In order to encourage all students to read more and use all resources as needed for academic or personal needs library media procedures and schedules encourage frequent library visits, including daily book exchange. The physical arrangement of the library media center permits flexible use of the facility by independent, small groups or individuals, even when a whole class is present. If no library media aide is available to assist with circulation when the library media specialist is engaged with a class, students are taught how to do self check-in and check-out of materials or student aides and/or community volunteers are trained to assist with circulation procedures.

Open access is used to ensure all students access to the resources they need on a frequent basis. Flexible scheduling, on the other hand, is designed to accommodate hands-on, authentic learning activities involving library media resources, rather than rote, whole class instruction in library skills with little opportunity to use resources in meaningful learning activities. Therefore, open access and flexible scheduling are two distinct but mutually supportive concepts in a student- and learning-centered library media program.

FLEXIBLE SCHEDULING
The American Association of School Librarians Task Force on Flexible Scheduling states: “Flexible scheduling allows use of the library media center at the point of need by individuals, groups, and/or classes through mutual agreement and planning by the library media specialist and classroom teacher to integrate information skills and literature into the classroom curriculum” (American Association of School Librarians, 1997, p. 1).

EDUCATIONAL BENEFITS OF FLEXIBLE SCHEDULING

Flexible scheduling places the emphasis on student outcomes. The purpose is to allow expanded opportunities for the student to explore information in its many formats and to make the library media center a true learning center. Flexible scheduling allows the library media specialist and teacher to design library usage to fit curricular and student need and to change the length and time of visits to reflect the current assignment. Under flexible access, the schedule is a mechanism that promotes optimum learning. When the schedule is molded to student and teacher needs, meaningful instruction can take place, and the experience can be shortened, expanded, or repeated to accommodate varying lessons and different learning styles. Collaborative planning and collaborative teaching are inherent in the concept of flexible scheduling. Both teacher and library media specialist are responsible for student learning, and they plan together to teach and assess learning activities.

To achieve its full potential, a flexible access program must exhibit two vital elements. First, it must integrate information literacy skills into the curriculum, and secondly, it must deliver instruction that has been collaboratively planned, taught, and evaluated by teacher and library media specialist.

Flexible access programs reflect what we know about learning. Learning in context facilitates the transfer of learning by providing connections between past knowledge/experience and present learning. It provides participatory experiences where students can learn and practice critical thinking skills. Repeated experiences with information in its many formats strengthen student learning and maximizes the use of school resources, both material and staff.

Flexible access benefits everyone since it allows instruction to be centered on the learning process along with the content. The less rigidly structured time can lead to the development of independent, self-directed learners. Access to materials at the time of need allows instruction to meet individual needs and abilities. Students gain involvement in more meaningful units of study; expanded opportunities to use a variety of materials for assignments, enrichment and enjoyment; time to master the search skills required in a technology-rich society; assistance with applying skills to ensure correct habits are formed; and independence in accessing, utilizing, and evaluating information. Teachers gain use of the library media center at the time of need and a teaching partner whose knowledge of resources and their use will expand the curriculum beyond the textbook.
FOCUS TOPIC: READING AND LITERACY

The school library media center has a vital role in the school’s reading program. Encouraging reading and increasing literacy are cornerstones of a quality library media program. The library media specialist must be knowledgeable about the reading instructional program in order to support it with resources and library instructional activities. A quality library literacy program is developed through collaborative efforts under the leadership of the school library media specialist. Numerous research studies demonstrate that greater access to books increases students’ reading time and that increased reading time leads to increases in reading fluency and vocabulary as well as improved comprehension. The library media specialist leads in promoting the value of reading with the entire school learning community. Such a program should include most of the following components, as appropriate for the grade levels served.

The library media specialist:

- provides access to current, high quality and high interest literature suited to the school’s population.
- provides instruction in the use of print, non-print, and electronic resources, including literacy strategies to increase comprehension.
- provides supplemental reading books listed in textbooks.
- participates in reading incentive programs (school-based or other programs).
- provides regular book talks on new and old favorites.
- develops special reading/book displays and events.
- reads aloud on a frequent basis, in the library and/or classroom.
- presents library lessons incorporating various genres of literature and authors and including creative follow up activities.
- includes book-related activities that require active student participation (writing to a favorite author, writing a skit based on a book, adapting a story into a reader’s theater script, developing a presentation on a book/author using available software programs, for example).
- participates in national or local reading weeks/days (Children’s Book Week, National Library Week, Teen Read Week, Banned Book Week, Read Across America, and others).
- participates in favorite book contests (Louisiana’s Young Readers Choice Award, e.g.).
- publishes bibliographies on favorite authors or topics (print or on library web page).
- involves parents and other volunteers in reading to and with students.
- sponsors a library club that promotes reading as one of its major goals.
- sponsors author visits and book fairs.

RESOURCES FOR FURTHER INFORMATION

American Association of School Librarians. www.ala.org/aasl/


CHAPTER 2
INFORMATION ACCESS

GUIDELINES

STANDARD 7: The library media program has a board-approved materials selection policy that upholds basic principles of access to information and ideas by students and faculty and includes procedures for reconsideration of materials.

INDICATORS
- A local selection and evaluation policy has been adopted and approved by the board of education.
- The policy meets universally accepted professional standards.

STANDARD 8: Each library media center provides:
- an appropriate collection of print, non-print, and electronic resources that:
  a. supports the curriculum and state standards,
  b. meets diverse learning needs of students,
  c. promotes independent reading and learning, as well as
- appropriate technologies for accessing, producing, and presenting information.

INDICATORS
- Annual inventories and collection evaluations measure adherence to state collection standards and form the basis for collection development decisions for subsequent year(s).
- The collection includes print and non-print resources selected to meet the diverse learning needs of the school population and leisure reading materials that appeal to current student interests.
- Computers and associated software and technologies are available to support student research and multimedia projects. A long-range plan updated annually is utilized to keep software and equipment updated.
- Online resources provided by state or local networks are available through the library media center.
- Assessment measures are applied to determine the effectiveness of the collection in supporting teaching and learning.
- As new courses are added to the curriculum, appropriate and sufficient print and non-print materials are added to the collection.

STANDARD 9: The library media program provides flexible and equitable access to resources and information for all members of the school learning community.

INDICATORS
- The library media center is open during the hours of school operation.
- The library media center is open during extended hours and extended year as frequently as funding permits.
- The library media specialist ensures flexible and regular access to library media services.
- The library media specialist collaborates with teachers across all grades and curriculum areas to promote student achievement through authentic learning tasks.
PHILOSOPHY

Given the mission of “ensuring that all students and teachers are effective users of ideas and information,” (Information Power, 1998), collection development in a learning-centered school is focused on providing access to information and ideas in a variety of formats, unfettered by physical time and space limitations, and selected for their usefulness, appropriateness, and contribution to the intellectual, emotional, and personal development of students. Thus, collection development in the electronic age may be defined as selecting resources that meet high standards of excellence in content, scope, authority, and/or literary value and making them available to patrons through a variety of access points that utilize diverse formats and various technologies suited to the educational environment. Placing primary emphasis on support for student learning requires flexibility in making decisions about what to make available and how access will be provided. For example, standard, highly used reference works such as a basic general encyclopedia may need to be accessible in both print and electronic format, either CD-ROM or other fixed digital medium, or through an Internet-based subscription. Although in previous eras, print access was sufficient, changing learning styles and student preferences argue for making the print and at least one electronic format available in order to serve the diverse needs of learners and increase accessibility. State and local standards, district and school collection development policy, use, priorities, faculty and administrative input, as well as budget must be considered in making selections.

SELECTION PRINCIPLES

1. Library media resources are selected to provide students and teachers opportunities for research, reading, and lifelong learning; to support and enrich the curriculum; and to meet the diverse needs of the learning community and fully engage students in the learning process through reading, viewing, and listening for understanding and enjoyment.

2. Library media resources are made available in print, non-print, and electronic format and through local, state, or worldwide networks.

3. Library media resources are selected on the basis of high standards of excellence in content, usefulness, comprehensiveness, and authoritativeness.

4. The library media collection is broadly inclusive, presenting the world as one in which all people share common interests and experiences, portraying themes of universal and timeless interest, and accurately representing persons with disabilities and various ethnic cultures and lifestyles.

5. The library media collection is developed and evaluated collaboratively to provide all members of the learning community, including students, teachers, administrators, parents, and community, participation in the library media program.

6. The library media collection is kept current and in good repair. The collection is systematically evaluated on a regular basis.

7. Outdated, worn, and inappropriate materials are discarded, based on local and state policies and professional standards.

8. Library resources are not excluded because of the race, nationality, or the social, political, or religious views of the author and reflect diverse points of view regarding current issues.

9. Acquisition of resources is guided by the reading, examination, and checking of professionally developed standard selection aids and media review tools and, whenever possible, examination of resources under consideration for purchase.

10. Any attempted censorship of library resources will be challenged in order to maintain the local district’s responsibility to provide information and intellectual enrichment for students.
and teachers. The local Board of Education is legally responsible for all matters relating to the operation of its library media centers. The local school board is responsible for adopting a written selection policy and statement of procedures for meeting the challenge of censorship.

LIBRARY MATERIALS SELECTION POLICY

Policies for library media programs are established at the district level and should be consistent with state guidelines. National guidelines and publications from the American Association of School Librarians will provide additional support in the development of policy statements. One of the most important of these is the materials selection policy. The library materials selection policy states the philosophy and broad goals of library media collections, establishes the legal responsibility for selection, provides guidance for school personnel and the community, and establishes procedures to ensure consistency in practice. The selection policy should include the following sections: (1) philosophy; (2) responsibility for selection of materials; (3) selection principles, objectives and criteria and format of materials included; (4) selection of sensitive materials; (5) policy in regard to gifts and donations; (6) aids used in selection; (7) procedures for handling questions or complaints; and (8) a form for use by citizens to request reconsideration of materials.

In addition to the district-level policy, it is recommended that individual schools have a school selection policy published in the school handbook along with other library policies. The school level policy should contain: (1) statement acknowledging the district policy and the school’s responsibility to uphold district policy; (2) goals and objectives of the library media center; (3) information on grade levels and special constituencies served; (4) purposes of the collection and specific collection goals (automatic inclusion of award winning books, local and state materials, special emphasis to support a magnet program, etc.); and (5) selection tools used and an explanation of how faculty, students, and parents contribute to the selection process. In other words, an individual reading a school selection policy should have a clear picture of the school population served, how the library media center supports the instructional and personal interests of students, and how it contributes to the overall educational mission of the school.
GUIDELINES FOR COLLECTIONS

The guidelines below establish three levels of collections: Basic, Advanced, and Exemplary. These three levels should be used as a measurement tool by which the collection is evaluated. The results should be used in developing goals for improvement.

COLLECTION REQUIREMENTS FOR ALL SCHOOLS

GENERAL REQUIREMENTS

Standard selection tools and collection development guides are used to select new materials, evaluate the quality of the collection, and support decision making when discarding items.

BOOKS: A minimum of 10 books per pupil to create a balanced collection of current, relevant, and useful books. Multiple copies may not be counted toward fulfillment of this requirement.

NON-PRINT: Access to a variety of non-print and electronic resources, including software, CD-ROM, and online reference resources as shown in the accompanying chart.

REFERENCE: A collection of print and electronic resources that supports the instructional program of the school, including any unique curriculum focus, and special needs and interests of students and teachers.

SPECIFIC REQUIREMENTS

- A combination of print, electronic, and online resources are provided to meet required guidelines.
- The general circulation print collection contains a varied mixture of non-fiction books supportive of the school curriculum and fiction books selected to meet the varied and diverse needs of the student population.
- Paperbound editions account for no more than 25 percent of the required collection.
- Titles in general disrepair or with substantial physical damage are removed and, if appropriate, replaced on a yearly basis.
- The non-fiction collection contains a broad selection of the best of current informational books representing subject areas that are part of the general collection as well as subjects of interest and concern to adolescents.
- The fiction collection provides access to titles representing the best of classic and current children’s and young adult literature as appropriate, addressing current interests and concerns of children and adolescents and representing the range of reading levels present in the student body.
- Non-fiction books containing significant factual errors and outdated information or addressing subjects no longer relevant to current curricular needs are removed and replaced on a yearly basis according to an established schedule.
- The fiction collection shows evidence of regular weeding to remove irrelevant and outdated titles.
- Electronic resources are available through a local area network.
- Current subscriptions to age- and curricular- appropriate online databases are maintained.
- Print materials and electronic resources mounted on the school file server in the Basic collection areas in which information changes rapidly have a copyright date within the past five (5) years. These areas include: science, technology, political science, and geography.
Other areas may have some older copyrights, but updated editions are purchased on a regular basis.

- General encyclopedias, both print and electronic, are removed from the library collection within 10 years of their publication date. Of the four basic sets required, one print set is less than two years old and one is less than five years old. The electronic requirement is met by either a current (i.e., no more than two years old), full-text edition in fixed media or online, available through the school local area network.
- Annual one-volume reference publications such as almanacs and handbooks are updated at least every 2 years.

Access to reliable, appropriate online reference tools is made available through at least one of the listed retrieval systems: (1) bookmarks/favorites, (2) icons or menu choices, (3) library/school and/or district web page, (4) embedded links in the online library catalog, and (5) cataloged web resources.

**EXPLANATORY NOTE ON COLLECTION GUIDELINES**

Elementary Schools: Elementary school standards are developed for the traditional K-5 school. Schools serving limited grade levels, K-1, for example, may adapt the collection to meet their needs but should ensure that the full range of student needs are met and that the collection is developed to promote information literacy skills as well as provide easy reading materials.

Middle Schools: Middle school standards are developed for the typical middle school configuration of grades 6-8. Schools with any combination of grades K-8 should follow the middle school guidelines.

High Schools: Schools with any combination of grade levels that include grade 9 or above should use the secondary guidelines.

All requirements refer to print resources unless there is a specific indication that the requirement is for a resource in digital or other non-print format.
## ELEMENTARY SCHOOL COLLECTION GUIDELINES

### General Collection: Fiction, Easy, and Non-fiction.

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<tr>
<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
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<tr>
<td>General Collection: Fiction, Easy, and Non-fiction.</td>
<td>• 10 relevant and usable books in good condition per student, providing a comprehensive collection to support the school’s instructional program; • new books equal to 2-3% of the collection added each year</td>
<td>• 11-15 relevant and usable books in good condition per student, providing a comprehensive collection to support the school’s instructional program; • new books equal to 4-5% of the collection added each year; • multiple copies of novels for classroom use are available for check out; • books &amp; cassette/CD-ROM sets are available</td>
<td>• 15-20+ relevant and usable books in good condition per student, providing a comprehensive collection to support the school’s instructional program; • new books equal to 4-5% of the collection added each year; avg. copyright of non-fiction collection (excluding biography) less than 20 years; • multiple copies of novels for classroom use are available for check out; • books &amp; cassette/CD-ROM sets are available and new additions are made annually</td>
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### Encyclopedia, General

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<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
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<tr>
<td>Encyclopedia, General</td>
<td>• 1 copy each of 3 different sets; 1 print set no more than 3 years old; oldest set no more than 10 years old • 1 primary • 2 upper* (Must be 2 different titles) • Must include a minimum of 1 networked CD-ROM no more than 2 years old or current online full text subscription</td>
<td>• PRINT: 2 copies each of at least 1 of the required 3 print sets (total-4 sets): 1 set no more than 1 year old; oldest set no more than 7 years old • 1 primary • 2 upper* (Must be 2 different titles) • ELECTRONIC: 2 different titles in digital format: CD-ROM (no more than 2 years old) or online</td>
<td>• PRINT: 2 copies each of the required 3 print sets (total-6 sets): 1 set no more than 2 years old; oldest set no more than 5 years old • 1 primary • 2 upper* (Must be 2 different titles) • ELECTRONIC: 2 different titles in digital format: CD-ROM- current year or online</td>
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### Dictionaries

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<td>Dictionaries</td>
<td>• 1 unabridged; • 5-10 copies of a recent, appropriate abridged dictionary for upper grades, latest editions; • 1-5 copies of a primary dictionary; • 1 foreign language dictionary for language taught in school</td>
<td>• 1 unabridged; • 10 -15 copies of a recent, appropriate abridged dictionary for upper grades, latest editions; 1 electronic dictionary; • 5-15 copies of a primary dictionary; • 2+ foreign language dictionaries for language taught in school</td>
<td>• 1 unabridged; • 15-30 copies of a recent, appropriate abridged dictionary for upper grades, latest editions; 1 electronic dictionary • 16-30 copies of a primary dictionary; • 2+ foreign language dictionaries for language taught in school; • 1 dictionary for at least one other common language</td>
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### Atlases

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<th>TYPE OF RESOURCE</th>
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<tr>
<td>Atlases</td>
<td>• 3 different U.S. atlases; • 3 world atlases; • 1 electronic atlas available though network</td>
<td>• 3 different U.S. atlases – at least 1 the latest edition available; • 3 world atlases– at least 1 the latest edition available; oldest world atlas no more than 5 years old</td>
<td>• 3 different U.S. atlases – at least 1 the latest edition available; • 3 world atlases– at least 2 are the latest editions available; oldest no more than 5 years old; multiple copies available for group work</td>
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<td>Almanacs</td>
<td>• 2 different general, appropriate almanacs;</td>
<td>• 2 different general, appropriate almanacs, the latest edition available;</td>
<td>• 2 different general, appropriate almanacs, the latest edition available;</td>
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<td>• 1 state almanac</td>
<td>• 1 state almanac, latest edition available;</td>
<td>• 1 state almanac, latest edition available; multiple copies available for group work</td>
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<td>Thesaurus</td>
<td>• 1 standard thesaurus</td>
<td>• 2 different thesauruses</td>
<td>• 2 different thesauruses, multiples copies for group work</td>
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<td>Handbooks</td>
<td>• 1 handbook of first facts</td>
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<td>• 1 handbook of trivia</td>
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<td>• 1 from the following list of handbooks of natural science: trees, birds, animals, and/or wildflowers</td>
<td>• 2 or more handbooks of natural science: trees, birds, animals, and/or wildflowers</td>
<td>• 1 copy of each of the handbooks of natural science: trees, birds, animals, and/or wildflowers</td>
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<td>• 1 handbook of flags</td>
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<td>Geographical Dictionary</td>
<td>• 1 geographical dictionary</td>
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<td>Biographical References</td>
<td>• A biographical reference source on each of the following groups:</td>
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<td>• Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and</td>
<td>• Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and</td>
<td>• Current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and</td>
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<td>• Current and historical figures of general interest and appeal to a diverse population.</td>
<td>• Current and historical figures of general interest and appeal to a diverse population.</td>
<td>• Current and historical figures of general interest and appeal to a diverse population.</td>
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<tr>
<td>Poetry</td>
<td>• 1 index to poetry</td>
<td>• 2 indexes to poetry indexing different years</td>
<td>• 2 indexes to poetry indexing different years; latest index no more than 3 years old</td>
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<tr>
<td>Quotations</td>
<td>• 1 standard book of quotations</td>
<td>• 2 standard books of quotations; at least 1 no more than 10 years old</td>
<td>• 2 standard books of quotations; at least 1 no more than 10 years old</td>
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<td>Subject References</td>
<td>• At least one multi-volume encyclopedia in each of the following areas:</td>
<td>• At least one multi-volume encyclopedia in each of the following areas:</td>
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<td>• A minimum of 15 other special subject encyclopedias, handbooks, or dictionaries; and</td>
<td>• A minimum of 20 other special subject encyclopedias, handbooks, or dictionaries, latest edition of at least half; and</td>
<td>• A minimum of 25 other special subject encyclopedias, handbooks, or dictionaries, latest edition of most; and</td>
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<td>• A subscription to at least one online database with specialized references for social studies, language arts, and science latest editions.</td>
<td>• A subscription to at least one online database with specialized references for social studies, language arts, and science latest editions.</td>
<td>• A subscription to at least one online database with specialized references for social studies, language arts, and science, latest editions.</td>
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<td>Periodical Index</td>
<td>• 1 index to periodical information</td>
<td>• 1 appropriate and current subscription to a periodical index – print or online database</td>
<td>• 1 appropriate and current subscription to a periodical index – print or online database</td>
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<tr>
<td>Magazines</td>
<td>• 15 subscriptions to appropriate periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals may count for one-half of this requirement)</td>
<td>• 15-20 subscriptions to appropriate print periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals may count for one-half of this requirement)</td>
<td>• 20-25 current subscriptions to appropriate print periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals may count for one-half of this requirement)</td>
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<tr>
<td>Newspapers</td>
<td>• 1 local or regional newspaper, current subscription</td>
<td>• 1 local or regional newspaper, current subscription; • 1 local weekly or other paper of interest</td>
<td>• 1 local or regional newspaper, current subscription; • 1 local weekly or other paper of interest</td>
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<tr>
<td>Information File</td>
<td>• 1 file with local, state, and special interest information</td>
<td>• 1 file with local, state, and special interest information; • most recent articles, brochures, maps, etc. available</td>
<td>• 1 file with local, state, and special interest information; • most recent articles, brochures, maps, etc. available</td>
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<tr>
<td>Internet Resources</td>
<td>• List of web sites that support the curriculum and professional needs</td>
<td>• List of web sites that support the curriculum and professional needs, available on school or library home page, and/or printed list</td>
<td>• List of web sites that support the curriculum and professional needs, available on school or library home page, and/or printed list</td>
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<td>Professional Collection</td>
<td>• 25-50 professional books; • 5 professional magazines</td>
<td>• 50-75 professional books; • 10 or more professional magazines; • A current list of web sites for professional information and staff development for educators</td>
<td>• 75-100 professional books; • 15 or more professional magazines; • A current list of web sites for professional information and staff development for educators</td>
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* Indicates SACS requirement
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<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
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<tr>
<td>General Collection:</td>
<td>• 10 relevant and usable books in good condition per student, providing a comprehensive collection to support the school’s instructional program; • new books equal to 2-3% of the collection added each year</td>
<td>• 11-15 relevant and usable books in good condition per student, providing a comprehensive collection to support the school’s instructional program; • new books equal to 4-5% of the collection added each year; • multiple copies of novels for classroom use are available for check out; • books &amp; tape sets are available</td>
<td>• 15-20+ relevant and usable books in good condition per student, providing a comprehensive collection to support the school’s instructional program; • new books equal to 4-5% of the collection added each year; • avg. copyright of non-fiction collection (excluding biography) less than 20 years; • multiple copies of novels for classroom use are available for check out; books &amp; tape sets are available and new additions are made annually</td>
</tr>
<tr>
<td>Fiction, Easy &amp; Non-fiction</td>
<td>• 1 copy each of 3 sets; • 1 print set no more than 3 years old; oldest set no more than 10 years old • 1 primary • 2 upper* (Must be 2 different titles); Must include a minimum of 1 networked CD-ROM no more than 2 years old or current online full text subscription</td>
<td>• 2 copies each of at least 1 of the required 3 print sets (total-4 sets): 1 set no more than 1 year old; oldest set no more than 7 years old • 1 primary • 2 upper* (Must be 2 different titles); • 2 different titles in digital format: CD-ROM (no more than 2 years old) or online</td>
<td>• 2 copies each of the required 3 print sets (total-6 sets): 1 set no more than 2 years old, oldest set no more than 5 years old • 1 primary • 2 upper* (Must be 2 different titles); • 2 different titles in digital format: CD-ROM- current year or online</td>
</tr>
<tr>
<td>Encyclopedia, General</td>
<td>• 2 copies each of at least 1 of the required 3 print sets (total-4 sets): 1 set no more than 1 year old; oldest set no more than 7 years old • 1 primary • 2 upper* (Must be 2 different titles); • 2 different titles in digital format: CD-ROM (no more than 2 years old) or online</td>
<td>• 1 unabridged; • 15-30 copies of a recent, appropriate abridged dictionary for upper grades, latest edition; • 1 electronic dictionary • 16-30 copies of a primary dictionary</td>
<td>• 1 unabridged; • 15-30 copies of a recent, appropriate abridged dictionary for upper grades, latest edition; • 1 electronic dictionary • 16-30 copies of a primary dictionary</td>
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<td>Dictionaries</td>
<td>• 1 unabridged; • 5-10 copies of a recent, appropriate abridged dictionary for upper grades • 1-5 copies of a primary dictionary</td>
<td>• 1 unabridged; • 10 -15 copies of a recent, appropriate abridged dictionary for upper grades, latest edition; • 1 electronic dictionary • 5-15 copies of a primary dictionary</td>
<td>• 1 unabridged; • 15-30 copies of a recent, appropriate abridged dictionary for upper grades, latest edition; • 1 electronic dictionary • 16-30 copies of a primary dictionary</td>
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<tr>
<td>Atlases</td>
<td>• 3 different U.S. atlases; • 3 world atlases; • 1 electronic atlas available though network</td>
<td>• 3 different U.S. atlases – at least 1 latest edition available; • 3 world atlases– at least 1 latest edition available; oldest world atlas no more than 5 years old</td>
<td>• 3 different U.S. atlases– at least 1 latest edition available; • 3 world atlases– at least 2 are the latest editions available; oldest no more than 5 years old; multiple copies available for group work</td>
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<tr>
<td>Almanacs</td>
<td>• 2 different general, appropriate almanacs, latest edition available; • 1 state almanac, latest edition available</td>
<td>• 2 different general, appropriate almanacs, latest edition available; • 1 state almanac, latest edition available</td>
<td>• 2 different general, appropriate almanacs, latest edition available; • 1 state almanac, latest edition available; multiple copies available for group work</td>
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<td>Thesaurus</td>
<td>• 1 standard thesaurus</td>
<td>• 2 different thesauruses</td>
<td>• 2 different thesauruses, multiple copies for group work</td>
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<td>Handbooks</td>
<td>• 1 handbook of first facts;</td>
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<td>TYPE OF RESOURCE</td>
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<td>• 1 from the following list of handbooks of natural science: trees, birds, animals, or wildflowers</td>
<td>• 2 or more handbooks of natural science: trees, birds, animals, or wildflowers</td>
<td>• 1 handbook of sports trivia;</td>
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<td></td>
<td>• 1 copy of each of the handbooks of natural science: trees, birds, animals, or wildflowers</td>
</tr>
<tr>
<td>Geographical Dictionary</td>
<td>• 1 geographical dictionary</td>
<td>• 1 geographical dictionary no more than 5 years old</td>
<td>• 2 geographical dictionaries no more than 5 years old</td>
</tr>
<tr>
<td>Biographical References</td>
<td>• A biographical reference source on each of the following groups:</td>
<td>• A biographical reference source on each of the following groups:</td>
<td>• A biographical reference source on each of the following groups:</td>
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<tr>
<td></td>
<td>• Americans of current and historical interest,</td>
<td>• Americans of current and historical interest,</td>
<td>• Americans of current and historical interest,</td>
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<td>• authors,</td>
<td>• authors,</td>
<td>• authors,</td>
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<tr>
<td></td>
<td>• current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and</td>
<td>• current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and</td>
<td>• current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and</td>
</tr>
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<td></td>
<td>• current and historical figures of general interest and appeal to a diverse population</td>
<td>• current and historical figures of general interest and appeal to a diverse population</td>
<td>• current and historical figures of general interest and appeal to a diverse population</td>
</tr>
<tr>
<td>Poetry</td>
<td>• 1 index to poetry</td>
<td>• 2 indexes to poetry indexing different years</td>
<td>• 2 indexes to poetry indexing different years</td>
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<td></td>
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<td></td>
<td>• latest index no more than 3 years old</td>
</tr>
<tr>
<td>Quotations</td>
<td>• 1 standard book of quotations</td>
<td>• 2 standard books of quotations; at least 1 no more than 10 years old</td>
<td>• 2 standard books of quotations; at least 1 no more than 10 years old</td>
</tr>
<tr>
<td>Subject References</td>
<td>• 1 multi-volume encyclopedia in each of the following areas:</td>
<td>• 1 multi-volume encyclopedia in each of the following areas:</td>
<td>• 1 multi-volume encyclopedia in each of the following areas:</td>
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<td>• general science,</td>
<td>• general science,</td>
<td>• general science,</td>
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<td></td>
<td>• social studies,</td>
<td>• special area of science</td>
<td>• special area of science</td>
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<td>• world cultures,</td>
<td>(biology, e.g.),</td>
<td>(biology, e.g.),</td>
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<td></td>
<td>• geography;</td>
<td>• social studies,</td>
<td>• social studies,</td>
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<td></td>
<td>• 1 volume handbook or dictionary in each of the following areas:</td>
<td>• world cultures,</td>
<td>• world cultures,</td>
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<td>• Business/economics;</td>
<td>• geography;</td>
<td>• geography;</td>
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<td>• Careers;</td>
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<td>• History;</td>
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<td>• Arts;</td>
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<td>• Health;</td>
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<td>• Mathematics;</td>
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<td></td>
<td>• Food/Nutrition.</td>
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</tr>
<tr>
<td></td>
<td>• 1 online database subscription with information for social studies, language arts, and science</td>
<td>• 1 online database subscription with information for social studies, language arts, and science</td>
<td>• 1 online database subscription with information for social studies, language arts, and science</td>
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</table>

Guidelines for Library Media Programs in Louisiana 29
<table>
<thead>
<tr>
<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodical Index</td>
<td>• 1 index to periodical information</td>
<td>• 1 appropriate and current subscription to a periodical index – print or online database</td>
<td>• 1 appropriate and current subscription to a periodical index – print or online database</td>
</tr>
<tr>
<td>Magazines</td>
<td>• 15 subscriptions to appropriate periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals may count for one-half of this requirement)</td>
<td>• 15-20 subscriptions to appropriate print periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals may count for one-half of this requirement)</td>
<td>• 20-25 current subscriptions to appropriate print periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals may count for one-half of this requirement)</td>
</tr>
<tr>
<td>Newspapers</td>
<td>• 1 local or regional newspaper</td>
<td>• Current subscription</td>
<td></td>
</tr>
<tr>
<td>Information File</td>
<td>• 1 file with local, state, and special interest information</td>
<td>• Most recent articles, brochures, maps, etc. available</td>
<td></td>
</tr>
<tr>
<td>Internet Resources</td>
<td>• List of web sites that support the curriculum and professional needs</td>
<td>• Available on school or library home page, and/or printed list</td>
<td></td>
</tr>
<tr>
<td>Professional Collection</td>
<td>• 25-50 professional books; 5 professional magazines</td>
<td>• 50-75 professional books; 10 or more professional magazines; A current list of web sites for professional information and staff development for educators</td>
<td>• 75-100 professional books; 15 or more professional magazines; A current list of web sites for professional information and staff development for educators</td>
</tr>
</tbody>
</table>

* Indicates SACS requirement
### HIGH SCHOOL COLLECTION GUIDELINES  
**GRADES 9-12**

Note: schools that contain any combination of grade levels that include grade 9 or above should follow these guidelines.

<table>
<thead>
<tr>
<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Collection</strong></td>
<td>• 10 books per pupil or 2,000 general circulation books, whichever is greater*</td>
<td>• 15 books per pupil or 5,000 general circulation books, whichever is greater</td>
<td>• 20+ books per pupil or 10,000 general circulation books, whichever is greater</td>
</tr>
</tbody>
</table>
| **Encyclopedias, General** | • 4 sets, at least 2 different titles;  
1 print set no more than 3 years old, oldest set no more than 10 years old;  
Must include a minimum of 1 networked CD-ROM no more than 2 years old or current online full text subscription | • 7 sets, at least 3 different titles;  
1 set no more than 2 years old, oldest set no more than 7 years old;  
Must include a minimum of 1 networked CD-ROM no more than 2 years old or current online full text subscription | • 10 sets, at least 4 different titles;  
1 set no more than 2 years old, oldest set no more than 5 years old;  
Must include a minimum of 3 electronic encyclopedias; 1 networked CD-ROM no more than 2 years old or current online subscriptions |
| **Language: Dictionaries and Handbooks** | ENGLISH LANGUAGE  
• 1 unabridged;  
2 different abridged dictionaries;  
5-10 copies of an abridged dictionary  
1 synonym & antonym dictionary  
1 thesaurus  
FOREIGN LANGUAGE  
• 1 dictionary for each language taught in school  
USAGE & GRAMMAR  
• 1 standard usage handbook  
1 standard style manual, latest edition | ENGLISH LANGUAGE  
• 1 unabridged;  
4 abridged;  
1 classroom set for use in library or to circulate  
2 synonym & antonym dictionaries  
2 thesauruses  
FOREIGN LANGUAGE  
• 1-2 dictionaries for each language taught in school  
USAGE & GRAMMAR  
• 1 standard usage handbook  
2 standard style manuals, latest edition | ENGLISH LANGUAGE  
• 1 unabridged;  
5 different abridged dictionaries;  
1 classroom set for use in library;  
1 set for circulation to classroom  
3+ synonym & antonym dictionaries  
3 thesauruses  
FOREIGN LANGUAGE  
• 2+ dictionaries for each language taught in school;  
1 or more of other language dictionaries  
USAGE & GRAMMAR  
• 2+ standard usage handbooks  
2+ standard style manual |
| **Geography: Atlases and Other References** | ATLAS  
• 4 atlases, including:  
2 world atlases, at least 1 latest edition;  
1 U.S. atlas;  
1 of the 4 may be electronic/online  
GEOGRAPHICAL DICTIONARY  
• 1 geographical dictionary or gazetteer, no more than 5 years old  
Encyclopedia  
1 encyclopedia of world | ATLAS  
• 6 atlases, including:  
3 world atlases, at least 2 latest edition;  
1 U.S. atlas;  
1 of the 6 may be electronic/online  
GEOGRAPHICAL DICTIONARY  
• 2 geographical dictionaries or gazetteers, no more than 5 years old  
Encyclopedia  
2 encyclopedias of world geography | ATLAS  
• 8+ atlases, including:  
5 world atlases, at least 3 latest edition;  
2 U.S. atlases  
2 of the 6 may be electronic/online  
GEOGRAPHICAL DICTIONARY  
• 3 geographical dictionaries or gazetteers, no more than 5 years old  
Encyclopedia  
3+ encyclopedias of world geography |
<table>
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<tr>
<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
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<tbody>
<tr>
<td>geography</td>
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<tr>
<td>Almanacs</td>
<td>• 1 general current almanac; • 1 state almanac</td>
<td>• 2 different general current almanacs; • 1 state almanac</td>
<td>• 2 or more copies of 2 different general current almanacs; • 2+ copies of state almanac</td>
</tr>
<tr>
<td></td>
<td>• 1 biographical dictionary; • 1 general biographical encyclopedia of world figures; • 1 biographical reference source on each of the following groups: • Americans of current and historical interest, authors, current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • current and historical figures of general interest and appeal to a diverse population</td>
<td>• 2 basic biographical dictionaries; • 2 general biographical encyclopedias of U.S. and world figures; • 1-2 biographical reference source on each of the following groups: • Americans of current and historical interest, authors, current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • current and historical figures of general interest and appeal to a diverse population</td>
<td>• 3+ basic biographical dictionaries; • 3+ general biographical encyclopedias of world figures; • 1-3 biographical reference source on each of the following groups: • Americans of current and historical interest, authors, current and historical world figures in science, math, the arts, and other fields of endeavor appropriate for study in the curriculum, and • current and historical figures of general interest and appeal to a diverse population</td>
</tr>
<tr>
<td>Literature: Handbooks, Indexes, Criticism, and Other Literary References</td>
<td>• 1 basic literary handbook for each type of literature: American, English, and World Literature; • 1 quotation book; • 1 poetry index; • 1 short story index; • 1 basic set of literary criticism for each type of literature: American, British, &amp; World Literature; • 1 specialized dictionary, and handbook on specific authors, genres, literary periods, and other relevant topics</td>
<td>• 2 basic literary handbooks for each type of literature: American, English, and World Literature; • 3 quotation books; • 1 poetry index; • 1 short story index; • 1 basic set literary criticism set for each type of literature: American, British, &amp; World Literature; • 5-10 other literary criticism sources; • 15 specialized dictionaries, and handbooks on specific authors, genres, literary periods, and other relevant topics; • 1 electronic database on literature and/or authors</td>
<td>• 3+ basic literary handbook for each type of literature: American, English, and World Literature; • 5+ quotation books; • 1 poetry index; • 1 short story index; • 1 basic set of literary criticism for each type of literature: American, British, &amp; World Literature; 15+ other literary criticism sources; • 20+ specialized dictionaries, and handbooks on specific authors, genres, literary periods, and other relevant topics; • 2+ electronic databases on literature and/or authors</td>
</tr>
<tr>
<td>Political science</td>
<td>• 1 specialized dictionary related to politics • 3 U.S. Government manuals, 3 hand books;</td>
<td>• 1 U.S. Government manual, 3 general handbooks; • 1 World Government</td>
<td>• 1 specialized dictionary related to politics; • 3 U.S. Government manuals, 3 handbooks;</td>
</tr>
<tr>
<td>TYPE OF RESOURCE</td>
<td>BASIC</td>
<td>ADVANCED</td>
<td>EXEMPLARY</td>
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<tr>
<td></td>
<td>• 1 World Government manual, 1 handbook</td>
<td>manual, 1 handbook</td>
<td>• 1 World Government manual, 2-5 other handbooks</td>
</tr>
<tr>
<td>Business</td>
<td>• 1 specialized dictionary related to business, economics, management, etc.</td>
<td>• 3 specialized dictionaries related to business, economics, management, etc.</td>
<td>• 5+ specialized dictionaries related to business, economics, management, etc.</td>
</tr>
<tr>
<td>Careers</td>
<td>• 1 multi-volume career encyclopedia;</td>
<td>• 2 multi-volume career encyclopedias;</td>
<td>• 2+ multi-volume career encyclopedias, latest edition;</td>
</tr>
<tr>
<td></td>
<td>• 1 standard job outlook handbook, a variety of individual titles on careers</td>
<td>• 2-4 copies of standard job outlook handbooks, latest editions;</td>
<td>• 5+ standard job outlook handbooks, latest editions;</td>
</tr>
<tr>
<td></td>
<td>• 1 dictionary</td>
<td>• a variety of individual titles on careers;</td>
<td>• a large variety of individual titles on careers;</td>
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<tr>
<td></td>
<td>• 1 encyclopedia of dates or chronology;</td>
<td>• 1 multimedia database on careers</td>
<td>• 1 multimedia database on careers</td>
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<tr>
<td>History</td>
<td>• 1 U.S. and 1 world history handbook;</td>
<td>• 2 U.S. and 2 world history handbooks;</td>
<td>• 3 or more U.S. and 2 world history handbooks;</td>
</tr>
<tr>
<td></td>
<td>• 1 encyclopedia of dates or chronology;</td>
<td>• 2 encyclopedia of dates or chronologies;</td>
<td>• 2 encyclopedia of dates or chronologies;</td>
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<td></td>
<td>• 1 dictionary of historical terms;</td>
<td>• 2 dictionaries of historical terms;</td>
<td>• 2 dictionaries of historical terms;</td>
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<td></td>
<td>• 1 historical atlas;</td>
<td>• 2 historical atlases: 1 U.S. &amp; 1 world;</td>
<td>• 2 historical atlases: 1 U.S. &amp; 1 world;</td>
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<td></td>
<td>• 1 atlas of world exploration;</td>
<td>• 2 atlases of world exploration;</td>
<td>• 2 atlases of world exploration;</td>
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<td></td>
<td>• 1 encyclopedia of battles;</td>
<td>• 3 encyclopedias of battles of different wars;</td>
<td>• 3 encyclopedias of battles of different wars;</td>
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<td></td>
<td>• 1 dictionary of names &amp; nicknames</td>
<td>• 2 dictionaries of names &amp; nicknames</td>
<td>• 2 dictionaries of names &amp; nicknames</td>
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<tr>
<td>Law</td>
<td>• 1 law dictionary;</td>
<td>• 2 law dictionaries;</td>
<td>• 2+ law dictionaries;</td>
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<tr>
<td></td>
<td>• 1 Louisiana law reference</td>
<td>• 1 Louisiana law reference</td>
<td>• 1 or more Louisiana law reference;</td>
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<td></td>
<td>• 1 book of sports records, latest edition;</td>
<td>• 1 book of sports records, latest edition;</td>
<td>• other law handbooks</td>
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<td></td>
<td>• 1 rulebook of major sports, latest edition</td>
<td>• 1 rulebook of major sports, latest edition;</td>
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<tr>
<td>Sports</td>
<td>• 1 dictionary;</td>
<td>• 1-2 dictionaries;</td>
<td>• 2+ dictionaries;</td>
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<td></td>
<td>• 1 general encyclopedia of art</td>
<td>• 2 general encyclopedias of art</td>
<td>• 3+ general encyclopedias of art;</td>
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<tr>
<td></td>
<td>• 1 book of sports records, latest edition;</td>
<td>• at least 1 other music reference</td>
<td>• other art references</td>
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<tr>
<td></td>
<td>• 1 rulebook of major sports, latest edition</td>
<td>• 2 general encyclopedias of music;</td>
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<tr>
<td></td>
<td>• 1 dictionary of music</td>
<td>• at least 1 other music reference</td>
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<tr>
<td>Arts</td>
<td>• 1 dictionary;</td>
<td>• 2 dictionaries;</td>
<td>• 2+ dictionaries;</td>
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<td></td>
<td>• 1 general encyclopedia of art</td>
<td>• 1 general encyclopedia of art;</td>
<td>• 2 general encyclopedias of art;</td>
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<tr>
<td>Music</td>
<td>• 1 dictionary;</td>
<td>• 1 general encyclopedia of music;</td>
<td>• other music references</td>
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<td></td>
<td>• 1 general encyclopedia of music</td>
<td>• at least 1 other music reference</td>
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<tr>
<td>Religion</td>
<td>• 1 dictionary;</td>
<td>• 1 dictionary;</td>
<td>• 1 dictionary;</td>
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<td></td>
<td>• 1 general encyclopedia of religion</td>
<td>• 1 general encyclopedia of religion;</td>
<td>• 1 general encyclopedia of religion;</td>
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<td></td>
<td>• 1 dictionary;</td>
<td>• 1-2 other references</td>
<td>• 3+ other references related to world religions</td>
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<td>Science, General</td>
<td>• 1 dictionary;</td>
<td>• 1 dictionary;</td>
<td>• 1 dictionary;</td>
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<tr>
<td></td>
<td>• 1 general encyclopedia of science;</td>
<td>• 1 general encyclopedia of science;</td>
<td>• 1 general encyclopedia of science;</td>
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<td>TYPE OF RESOURCE</td>
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<td>ADVANCED</td>
<td>EXEMPLARY</td>
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<tr>
<td></td>
<td>• 1 science fair handbook (if applicable)</td>
<td>• 1 science fair handbook (if applicable)</td>
<td>• 1 science fair handbook (if applicable)</td>
</tr>
<tr>
<td>Health</td>
<td>• 1 dictionary;</td>
<td>• 1 dictionary; 1 general encyclopedia of health</td>
<td>• 1 dictionary; 1 general encyclopedia of health</td>
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<td></td>
<td>• 1 general encyclopedia of health</td>
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<tr>
<td>Mathematics</td>
<td>• 1 dictionary; 1 general encyclopedia of mathematics</td>
<td>• 1 dictionary; 1 general encyclopedia of mathematics; 1-3 other mathematics references</td>
<td>• 1 dictionary; 1 general encyclopedia of mathematics; 5+ other mathematics references</td>
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<td>• 1 dictionary; 1 general encyclopedia of mathematics</td>
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<tr>
<td>Food &amp; Nutrition</td>
<td>• 1 dictionary;</td>
<td>• 1 dictionary; 1 general encyclopedia of food and nutrition; 1-2 other food and nutrition references</td>
<td>• 1 dictionary; 1 general encyclopedia of religion; 5+ other food and nutrition references</td>
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<tr>
<td></td>
<td>• 1 general encyclopedia of food and nutrition</td>
<td></td>
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<tr>
<td>Science, Specialized</td>
<td>1 dictionary; 1 science specialized encyclopedia; 1-2 handbooks of natural science: trees, birds, animals, and/or wildflowers</td>
<td>• 1 dictionary; 2-3 specialized science encyclopedias; 3-4 handbooks of natural science: trees, birds, animals, and/or wildflowers</td>
<td>• 1 dictionary; 4+ science specialized encyclopedias; other special science references; 5+ handbooks of natural science: trees, birds, animals, and/or wildflowers</td>
</tr>
<tr>
<td>Reference, General</td>
<td>• 25-50 other reference works to support multiple curricular areas</td>
<td>• 50-100 other reference works to support multiple curricular areas; 1-2 other electronic databases available on CD-ROM or online to support different curricular areas</td>
<td>• 100+ other reference works to support multiple curricular areas; 3+ other electronic databases available on CD-ROM or online to support various curricular areas</td>
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<tr>
<td>Quotations</td>
<td>• 2 general, comprehensive quotation books</td>
<td>• 3-4 quotation books covering varied countries, periods of time, topics, and representing various groups (women, African-American, e.g.); at least one should be recent (no more than 3 years old)</td>
<td>• 5+ quotation books covering varied countries, periods of time, topics, and representing various groups (women, African-American, e.g.); at least two should be recent (no more than 3 years old)</td>
</tr>
<tr>
<td>Rules of Procedure</td>
<td>• 1 handbook</td>
<td>• 2 handbook</td>
<td>• 3+ handbooks</td>
</tr>
<tr>
<td>Periodical Index</td>
<td>• 1 index to periodical information, current subscription, print or electronic</td>
<td>• 1 index to periodical information, current subscription, print or electronic</td>
<td>• 1 appropriate and current subscription to a periodical index, unabridged print or electronic</td>
</tr>
<tr>
<td>Magazines</td>
<td>• 30 subscriptions to appropriate periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online)</td>
<td>• 15-20 subscriptions to appropriate print periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online)</td>
<td>• 20-25 current subscriptions to appropriate print periodicals that support the curriculum (Note: Periodicals available through current subscriptions to CD-ROM or online full-text periodicals)</td>
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</tbody>
</table>
## FOCUS TOPIC: RESOURCE ALIGNMENT

National and state collection standards are based on the belief that a collection of resources assembled to match the school curriculum and the developmental, learning, and cultural needs and interests of students will contribute positively to the learning environment. Combining these thoughtfully assembled resources representing diverse formats with a program for teaching information literacy skills, the library media specialist provides a climate for improved student achievement.

Aligning resources with the curriculum and users needs is not a simple goal to achieve. Library media specialists have traditionally used informal methods for assessing the needs of students and teachers, such as informal surveys, teacher suggestions or recommendations, keeping notes on topics inadequately represented, and so on. Few library media specialists have employed more formal or structured methodologies that yield more definitive data and can be used in developing a resource development plan. Although collection development is a more familiar term to library media specialists, the advent of online resources that expand resource availability beyond the school walls, makes the term resource development more appropriate to the twenty-first century library media center.

Resource development and curriculum alignment require access to the following information:

- **Curriculum map**, showing major curriculum topics and standards addressed in each grade level in core subject areas as well as other subjects, including special programs unique to the school (if any),
- **Collection map**, showing data about each area of the collection, number of items held, average age, and circulation statistics, and
- **Resource map**, showing additional resources such as video and audio resources, electronic resources available on school wide network, and subscription databases on the Internet.

<table>
<thead>
<tr>
<th>TYPE OF RESOURCE</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ROM or online full-text periodicals may count for one-half of this</td>
<td>or online full-text periodicals may count for one-half of this requirement.)</td>
<td>may count for one-half of this requirement.)</td>
</tr>
<tr>
<td></td>
<td>requirement.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>• 1 local or regional newspaper</td>
<td>• Current subscription</td>
<td></td>
</tr>
<tr>
<td>Information File</td>
<td>• 1 file with local, state, and special interest information</td>
<td>• Most recent articles, brochures, maps, etc. available</td>
<td></td>
</tr>
<tr>
<td>Internet Resources</td>
<td>• List of web sites that support the curriculum and professional needs</td>
<td>• Available on school or library home page, and/or printed list</td>
<td></td>
</tr>
<tr>
<td>Professional Collection</td>
<td>• 25-50 professional books;</td>
<td>• 50-75 professional books; 10 or more professional magazines; A current list of web sites for professional information and staff development for educators</td>
<td>• 75-100 professional books; 15 or more professional magazines; A current list of web sites for professional information and staff development for educators</td>
</tr>
<tr>
<td></td>
<td>• 5 professional magazines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Indicates SACS requirement
CURRICULUM MAPPING

Heidi Hayes Jacob, a recognized expert on curriculum mapping, defines curriculum mapping as a systematic process that consolidates information from curriculum, standards and benchmarks, and textbooks into a clear, succinct, and visual picture of the instructional program. The curriculum map describes all elements that comprise the instructional program: the content to be taught, standards to be addressed, essential concepts and topics to be learned, skills to be addressed, learning process to be emphasized, and assessments, products, and performances to be used in evaluating what students have learned. Developing a school wide curriculum map is a long term, collaborative effort. A library media specialist serving in a school with no curriculum map – and no immediate plans to develop one – can develop her own more limited but still useful map using her knowledge of what teachers are teaching, examining textbooks, and, with permission, teacher lesson plans. Although it may not be possible to fill in every piece of information – essential questions or concepts, for example – it will be possible to show at least the major topics and skills addressed in each grade and/or core academic subject. It is important to use a standard form and record the known information, adding to the form over time as more information is discovered. Special emphasis areas should be included. For example, if the school does a school wide Louisiana study with different emphases at each grade level each year, that information should be included.

COLLECTION AND RESOURCE MAPPING

Collection mapping is the process of collecting, organizing, and presenting visual representations of data on resources available in or through the library media center. A comprehensive collection map provides information on the number of items in each Dewey category in the general circulation areas as well as reference, fiction, easy or any other area represented. Include non-print such as CD-ROMs, online databases, videos, software, periodicals, cassettes or CDs. The average age of items in each area can be obtained from most library automation software programs. If the collection is not automated, estimate the age by collecting the copyright date on every 10th book (or 3rd in areas where only a few items are available) and average the dates. (Please note: You can use this method in individual areas but do not try to average these averages to obtain an overall average age; any figure thus obtained is statistically invalid. Ask a math teacher for help with a formula to compute the overall average.) Circulation data are also useful, if available, in building a case for the need to update resources. Use the collection map to identify areas for weeding. (See FOCUS TOPIC: DE-SELECTION [WEEDING] in this chapter.)

The collection map must also include school-related data such as ethnicity of students, free/reduced lunch rate, and general test score data to help with analyzing the ability of the resources to meet the learning needs and interests of the students. Since student independent reading is an important goal of the curriculum, it is especially important to align resources to student interests and reading levels.

A separate area of the collection map should include collection data on large curricular topics that are studied at grade level or school wide each year. For example, if one grade level or course includes a large Civil War study each year, that topic should be shown. Resources to support such a unit might extend over a number of Dewey areas, including history, biographies, geography, music, weapons, clothing and food, historical fiction, etc.
Either in a separate section of the map or on a different map list the audiovisual and electronic resources available, including online database subscriptions. Some of these resources can be counted and grouped by curricular area, including databases targeted to one subject. Others, such as general databases, may be listed as general reference resources that support many curricular areas.

**RESOURCE ALIGNMENT**

Resource alignment refers to the process of aligning the library media center resources with the curricular, developmental, and learning needs of students.

1. Make a master list of major curricular units and topics, as well as special emphasis areas.
2. Match the collection map to curricular topics to identify areas that need to be strengthened.
3. Identify the special needs and interests of the student population and analyze the collection for weaknesses or gaps.
4. Analyze the collection map for diversity in content as well as diversity in format, such as technology access.
5. Prepare a prioritized list of needed curriculum resources, print, non-print, and electronic.
6. Develop a three-to-five year resource development plan to address present and future needs.
7. Present the plan to appropriate administrators. Identify some potential funding sources and discuss these with administrators. Other potential audiences include parent groups, community sponsors or organizations, and local, state, or national foundations or education agencies that provide grants for education.

Some of the resources listed below contain sample forms to help with creating curriculum or collection maps.

**RESOURCES FOR FURTHER INFORMATION**

FOCUS TOPIC: WEEDING (DE-SELECTION)
OF PRINT AND NON-PRINT MATERIALS

Just as important as selecting materials for a collection is the discarding of materials of little value to the school community. A small, attractive collection of relevant, up-to-date materials is more important to students and teachers than a large collection of mostly useless materials. De-selection is a continuous process. Generally speaking, about one percent (1%) of the collection should be deleted annually. Collections with any average age of 25 or more years old should be weeded heavily over several years until the average age is closer to fifteen years.

1. The objective of de-selection is to maintain a core collection of materials that would satisfy 95 to 99 percent of the present demands upon the entire present collection, including in-library usage.
2. A complete de-selection of the collection should take place annually.

Items may be removed from the collection based upon appearance or condition, superfluous or duplicate volumes, trivial subject matter, mediocre writing style, biased or sexist terminology, age, and unnecessary duplicates. Any item that supports the curriculum is retained if the book’s condition is satisfactory. In general items that have not circulated in three to five years are good candidates for weeding. However, caution should be exercised when making decisions about poorly circulating items. Some topics do not circulate frequently but a well-balanced collection should include some basic materials representing major areas of human knowledge. Follow state, district, and/or school policies in disposing of deleted items. Be cautious about offering books with erroneous information to teachers or students.

Standard, professionally published selection sources should be consulted for guidance during the weeding process. Examples are Children’s Catalog, Middle and Junior High School Library Catalog, Senior High School Library Catalog, and Fiction Catalog published by H. W. Wilson Company and Brodart’s Elementary School Library Collection.

Picture books with outstanding stories and illustrations in good condition should be retained. Discard books in poor condition and those inappropriate for the school’s population.

Fiction should be retained based on literary value, use, appearance, and appeal. Classic literature should be retained and replaced when worn.

Non-print materials should be weeded on an ongoing basis applying the same criteria as are used for print materials.

Non-fiction should be weeded looking for items that are out-of-date, inaccurate, or misleading. Below are some general guidelines to assist with non-fiction.
<table>
<thead>
<tr>
<th>DDS Number</th>
<th>Considerations for Retention or De-selection of Non-Fiction Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>Remove encyclopedias from reference collection after 10 years.</td>
</tr>
<tr>
<td>100</td>
<td>Judged by the use of material.</td>
</tr>
<tr>
<td>200</td>
<td>Retained depending on use.</td>
</tr>
</tbody>
</table>
| 300        | Each new volume supersedes almanacs and yearbooks. Retain 5 years.  
Books dealing with historical aspects of politics and economics are retained depending on use.  
Timely or topical materials are discarded after 5 years and replaced with new editions.  
Books on government replaced after 10 years.  
Non-historical concepts in social welfare become dated within 10 years.  
Historical materials in education and commerce retained if used, non-historical materials replaced every 10 years.  
Folklore materials should be retained indefinitely. |
| 400        | Basic materials should be retained based on use and potential usefulness. |
| 500        | Pure science books, except botany and natural history, are out of date within 5 years. This is a critical area of the collection to keep current; weed more frequently than other sections. |
| 600        | Applied science and mechanics, radio and television, become dated in 5 years.  
Inventions and medicine books are dated within 5 years, unless historical information or basic anatomy.  
Home economics books evaluated based on use, cookbooks are retained until they wear out.  
Business information materials are replaced every 10 years.  
Chemical and food product materials are replaced every 10 years. |
| 700        | Art, music, and craft materials are retained according to use and condition. |
| 800        | Basic literature materials retained. Evaluation is based on use and condition. |
| 900        | General history materials evaluated depending on use. Accuracy, relevancy, and variety of interpretations are of primary concern.  
Materials about countries and geography books replaced as new editions are available.  
Biographical materials, unless the subject has a permanent place in history, may be discarded as soon as use diminishes. Replace older biographies of mediocre value as more literary efforts become available. |

Refer to the appropriate level Collection Guidelines for further guidance.
GUIDELINES FOR TECHNOLOGY AND AUDIO-VISUAL RESOURCES

COMPUTER WORKSTATION REQUIREMENTS

Computer workstations connected to a local area network and the Internet must be made available for student access to electronic information sources and software programs. The chart below shows the Basic recommended number of computer workstations based on student enrollment.

<table>
<thead>
<tr>
<th>TYPE OF EQUIPMENT</th>
<th>0-250 students</th>
<th>251-500 students</th>
<th>501-750 students</th>
<th>750-1000 students</th>
<th>1000-1500 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer, with network &amp; Internet connection</td>
<td>1-2</td>
<td>3-4</td>
<td>5-7</td>
<td>8-10</td>
<td>11-15</td>
</tr>
<tr>
<td>Printer, network</td>
<td>1</td>
<td>1</td>
<td>2, black &amp; white or color</td>
<td>2, including 1 color</td>
<td>3, including 1 color</td>
</tr>
</tbody>
</table>

Advanced and Exemplary status libraries will have student workstations for at least 50% of the largest class plus 1-2 stations for online catalog and individual use. Note: These numbers do not include computers for library administration (circulation station, librarian’s workstation).

OTHER HARDWARE AND EQUIPMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>TYPE OF EQUIPMENT</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead projector</td>
<td>• 1 per classroom; 1 for LMC use</td>
<td>• 1 per classroom; 1 for checkout &amp; 1 for LMC use</td>
<td>• 1 per classroom; 2+ for checkout &amp; 1 for LMC use</td>
</tr>
<tr>
<td>Cassette Players</td>
<td>Elementary: • 1 per classroom &amp; 1 for checkout; Middle &amp; High: • 4 for checkout</td>
<td>Elementary: • 1 per classroom &amp; 1 for checkout; Middle &amp; High: • 1 per classroom &amp; 2 for checkout</td>
<td>Elementary: • 1 per classroom &amp; 1 for checkout; Middle &amp; High: • 1 per classroom &amp; 2 for checkout</td>
</tr>
<tr>
<td>CD Players</td>
<td>• 1 per grade level or department &amp; 1 for checkout</td>
<td>• 1 per classroom &amp; 1 for checkout</td>
<td>• 1 per classroom &amp; 2 for checkout with changer &amp; speakers</td>
</tr>
<tr>
<td>Television sets</td>
<td>• 1 per grade level; 1 for LMC use</td>
<td>• 1 in each classroom &amp; 1 for checkout; 1 for LMC use</td>
<td>• 1 in each teaching station &amp; 2 for checkout; 1 for LMC use</td>
</tr>
<tr>
<td>Educational TV/cable access</td>
<td>• 1 drop in LMC</td>
<td>• 1 drop in LMC &amp; each classroom</td>
<td>• 1 drop in LMC &amp; 1 drop in all teaching stations</td>
</tr>
<tr>
<td>Video players</td>
<td>• 1 per grade level or department; 1 in LMC</td>
<td>• 1 in each classroom &amp; 1 for checkout; 1 for LMC use</td>
<td>• 1 in each classroom &amp; 2 for checkout; 1 for LMC use</td>
</tr>
<tr>
<td>TV-Computer Converter</td>
<td>• 1 for check out</td>
<td>• 1 per grade level or department &amp; 1 for checkout</td>
<td>• 1 per TV, including TV’s for checkout; 1 for LMC use</td>
</tr>
<tr>
<td>Scanner</td>
<td>• 1 flatbed scanner in LMC</td>
<td>• 2 flatbed scanners in LMC</td>
<td>• 1 flatbed scanner per grade level or department; 2 in LMC</td>
</tr>
<tr>
<td>Digital camera</td>
<td>• 1 for check out</td>
<td>• 1 per grade level or department &amp; 1 for checkout</td>
<td>• 1 per grade level or department &amp; 2 for checkout</td>
</tr>
<tr>
<td>Video camera, digital</td>
<td>• 1 for checkout or LMC use</td>
<td>• 2 for checkout or LMC use</td>
<td>• 2 for checkout; 1 for LMC use</td>
</tr>
<tr>
<td>Copy Machine</td>
<td>Middle &amp; High: • 1 in LMC for student use</td>
<td>Middle &amp; High: • 1 in LMC for student use</td>
<td>Middle &amp; High: • 1 in LMC for student use</td>
</tr>
</tbody>
</table>
FOCUS TOPIC: INFORMATION TECHNOLOGY

The school library media center has a vital role in the schools’ information technology (IT) program.

Nearly all school library media centers now provide their users with access to the Internet. Technology is an integral element of every day life. Digital technology is now part of school library media specialists’ daily lives. When used correctly and wisely, technology can transform the ways teachers, students, and everyone involved in the instructional process perform their roles. The school library media specialist plays an essential role in technology planning through group decision making to ensure the school is utilizing available technologies to produce positive educational outcomes.

A quality technology program is developed through collaborative efforts under the leadership of the school library media specialist. Such a program involves leadership, planning, training, and support for the total school community and includes the following components:

- Provide strategic leadership on issues of IT policy, process, and practice for the school community.
- Coordinate and communicate with faculty, students, and staff, identifying common ground around which community IT interests coalesce.
- Provide students with access to a variety of information. This information should be accessible via the web, telephone, cable of high quality, and/or wireless.
- Provide appropriate hardware and software to support the needs and expectations of individual users, including selected networked services, while allowing for local unique applications specific to the nature and mission of the school.
- Provide appropriate, adequate, and easily accessible training and educational opportunities for users and service providers to insure learning opportunities at convenient times and places.
- Provide easily available information on instructional technology best practice for all users and service providers.
- Develop clearly defined, approved, and widely distributed policies that describe appropriate use of services, rights and responsibilities of IT users, and the procedures by which the policies will be implemented.
- Develop, in concert with faculty and administration, a plan to migrate from paper resources to electronic access to information resources.
- Migrate from a current mainframe-based OPAC to a web-based OPAC.
- Provides special needs students with adaptive technologies in order to help them become more self-sufficient.
- Provide opportunities for students to develop their creative abilities through the use of written, audio, and visual technology resources.
- Provide access to appropriate modern instructional technologies in all instructional areas.
- Participate in training opportunities on a regular basis to improve and enhance knowledge of current and emerging technologies.
- Develop ongoing technology staff development and training opportunities for faculty and staff.
- Provide teachers with the opportunity to learn how to use the computer as a management tool to become proficient users of the software applications that can assist with lesson planning, attendance, and grading procedures.
• Provide appropriate staff to support the network and the users including immediate technical support when problems arise with hardware or applications, both through adequate "at-the-elbow" assistance on the school campus and quick access to adequately staffed centralized services.

• Develop advisory and planning processes that provide IT users with the opportunity for input and service providers with feedback to guide the continued improvement of the entire enterprise.

• Develop a comprehensive plan to renew vital computing hardware and software resources needed to support library users in the school library media center and in the computer labs and multimedia classrooms.

REFERENCES AND RESOURCES FOR FURTHER INFORMATION

CHAPTER 3

PROGRAM ADMINISTRATION

GUIDELINES

STANDARD 10: The library media center is staffed by one or more certified professional library media specialist(s) and support staff in accordance with state and/or regional guidelines as applicable.

INDICATORS
• Library media program staffing meets state personnel guidelines.
• The library media specialist is certified in library science.

STANDARD 11: The library media program has sufficient local, state, and/or federal funding for the purchase and maintenance of library resources that, at minimum, ensures that the library media center meets the requirements for a Basic Library Media Program as defined in the guidelines (see the Library Media Program Evaluation Rubric).

INDICATORS
• District and school personnel work collaboratively in developing library media budgets that provide for the ongoing acquisition, updating, and expansion of collections, hardware, and software to provide equitable access to materials and information to support curricular and other needs.

STANDARD 12: The library media specialist manages the financial, physical, and human resources of the library media center efficiently and effectively.

INDICATORS
• The library media specialist manages budgets and makes purchasing decisions based on an analysis of needs related to the educational program and state guidelines.
• An annual inventory of library collections including print and non-print resources and technological equipment is conducted, and a report is kept on file at the school and district office to document holdings and to guide the budgeting process.
• The library media specialist administers the budget to meet informational and instructional needs, follows sound accounting procedures, and reports all expenses as required by local policies.
• The library media specialist maintains the appearance of the library media center to provide a pleasant environment, and follows local procedures in reporting facility problems or unsafe conditions to the proper authorities in a timely manner.
• The library media specialist evaluates paraprofessionals according to district policy.
• The library media specialist recruits, trains, and supervises student and adult volunteers in the library media center.

STANDARD 13: The library media specialist, at least bi-annually, leads a program review, with the assistance of staff, administration, and the community, utilizing the Library Media Program Rubric and other ongoing informal and formal assessments in developing a short- and long-range, strategic plan for improvement.
INDICATORS

- The library media specialist utilizes the Library Media Program Rubric to assess the library program and identify areas in need of improvement.
- The library media specialist works with school and district administration to develop and apply other assessment criteria for the library media program.
- The library media specialist collaborates with administration, teachers, and other members of the learning community to develop short- and long-range plans and goals for improvement.

STAFFING GUIDELINES

Staffing guidelines below are divided into two categories:
1. Schools that are not members of the Southern Association of Colleges and Schools (SACS) and
2. Schools that are members of the Southern Association of Colleges and Schools (SACS)

1. Staffing for Non-SACS Schools

Minimum (M) and recommended (R) staffing numbers are given for elementary and middle schools. High school guidelines match Southern Association standards since high schools are expected to maintain accreditation.

**Elementary Schools**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>0-599</th>
<th>600-799</th>
<th>800-999</th>
<th>1000-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY MEDIA SPECIALIST</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1-M</td>
</tr>
<tr>
<td>LIBRARY MEDIA AIDE/ CLERK</td>
<td>0</td>
<td>0-M</td>
<td>0-M</td>
<td>0-M</td>
</tr>
</tbody>
</table>

**Middle Schools**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>0-499</th>
<th>500-799</th>
<th>800-999</th>
<th>1000-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY MEDIA SPECIALIST</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>LIBRARY MEDIA AIDE/ CLERK</td>
<td>0</td>
<td>0-M</td>
<td>1-M</td>
<td>1-M</td>
</tr>
</tbody>
</table>

**High Schools**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>0-249</th>
<th>250-499</th>
<th>500-999</th>
<th>1000-1749</th>
<th>1750-1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY MEDIA SPECIALIST</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>LIBRARY MEDIA AIDE/ CLERK</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Southern Association of Colleges & Schools Requirements - Library Media Programs

**Elementary Schools**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>1-263</th>
<th>264-439</th>
<th>440-659</th>
<th>660-879</th>
<th>880-1099</th>
<th>1100-1319</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY OR MEDIA SPECIALISTS</td>
<td>.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>LIBRARY MEDIA AIDE</td>
<td>0</td>
<td>0</td>
<td>.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>
### Guidelines for Library Media Programs in Louisiana

#### Middle Schools

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>1-249</th>
<th>250-499</th>
<th>500-749</th>
<th>750-999</th>
<th>1000-1249</th>
<th>1250-1499</th>
<th>1500-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY OR MEDIA SPECIALISTS</td>
<td>.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>See Note A below</td>
</tr>
<tr>
<td>LIBRARY OR MEDIA AIDES</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

#### High Schools

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>1-249</th>
<th>250-499</th>
<th>500-749</th>
<th>750-999</th>
<th>1000-1249</th>
<th>1250-1499</th>
<th>1500-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY OR MEDIA SPECIALISTS</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>See Note A below</td>
</tr>
<tr>
<td>LIBRARY OR MEDIA AIDES</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**NOTE A:** One (full-time equivalent) staff member shall be added where needed for each additional 250 students over 1,500.

The American Association of School Librarians’ position is that the minimum staff required for an effective library media program that fully supports the instructional program is a full-time certified library media specialist and a part- or full-time clerical support person, with additional staff required for larger schools.

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**FOCUS TOPIC: COPYRIGHT**

United States copyright laws are enacted to provide the owners of copyright a set of exclusive rights and to protect the right of the public to access information. Inevitably, there are tensions and disagreements about the balance between these two rights. Copyright owners have exclusive rights to make and distribute copies of any copyrighted work. Fortunately, there are a number of exceptions to those rights that allow libraries and schools to use and even make copies of and distribute copyrighted materials – but only within certain rigorous conditions and limits.

In general, automatic copyright protection is extended to all literary works, pictorial, graphic, and sculptural works, photographs, motion pictures and other audiovisual works, musical works, dramatic works, pantomimes and choreographic works, sound recordings, architectural works, and nearly everything you find on the Internet. These categories are interpreted rather broadly. For example, literary works include computer software. Maps are protected under the pictorial, graphic, and sculptural works category. *Copyright Law of the United States*, §102 (a) protects “original works of authorship” that are “fixed in any tangible medium of expression.”

Many people have the mistaken belief if the © symbol does not appear on a work, it is not copyrighted, and it is all right to copy and even distribute it freely. That is not the case. Under current copyright law, a writer, artist, or other creator automatically “gets copyright” as soon as she or he creates an original work that is “fixed.” The absence of the © symbol does not mean the work is in the public domain. In fact, today it should be assumed that every work you may find anywhere is copyrighted. In particular, it is safest to assume that anything found on the Internet is copyrighted and should be used according to fair use guidelines unless there is a specific statement on the web site stating what rights are granted to users.
Writers, musicians, artists, architects, software developers, etc. may use the © symbol on any work they create without registering the work with the U.S. Copyright Office. However, only registered copyright owners have the right to sue an individual, company, or other entity for copyright infringement.

There are two general rules that can help determine if a work is copyrighted. First, if the work was originally published in the U.S. before 1978 and the copyright has not been renewed, it lacks copyright protection. Note that this rule applies only to published works. Unpublished works are still protected. Second, any work created in or after 1978 should be presumed to have copyright protection. Therefore, any material in any library, on the Internet, in your files, etc. is quite likely protected under copyright law. Again, just because a work does not have any mention of copyright, the user cannot treat it as if it were in the public domain.

Current copyright law grants protection for the life of the author plus seventy years. Luckily for scholars, teachers, librarians, and the public, there are exceptions to copyright owners’ rights. The first of these is fair use.

Fair use guidelines in the copyright law allow for some exemptions in the use and copying of copyrighted works – within certain restrictions. The four factors used to determine fair use are:

1. The purpose of the use, including a nonprofit educational purpose,
2. The nature of the copyrighted work,
3. The amount of the copying, and
4. The effect of the copying on the potential market for, or value of, the original work.

The second exception is library copying. Section 108 lays down some specific rules related to library copying. The library must be open to the public; the copying must not be for direct or indirect commercial advantage; each copy must include a copyright notice; and the library, under most circumstances, may not make multiple copies. For preservation purposes, the library may make up to three copies of a work. All copies must contain the copyright notice as it appeared on the original, or lacking a notice on the original, must include “a legend stating that the work may be protected by copyright.”

A third exception is the first-sale doctrine. This provision limits the “distribution right” of the copyright owner by providing that once the copyright owner allows the release of lawfully made copies of a work, those copies may in turn be sold, rented, loaned, given as gifts, or otherwise transferred. It is this provision that allows bookstores, music stores, video rental stores, and libraries to operate.

Any copy machine in a library used by faculty and students should display a notice informing users that making copies may be subject to copyright law. The same notice should be on any VCR, computer, printer, and any other equipment that is capable of making copies.
FAIR USE AND TEACHERS

While fair use allows some exemptions for educators, teachers should be aware of the general guidelines within which they may use and/or copy materials. They should realize that violation of copyright law is a federal offense and that they can be held personally liable if they engage in the illegal use or copying of materials. In addition, teachers have an ethical responsibility to adhere to the law as well as a moral responsibility to practice integrity and trustworthiness. An excellent chart to help teachers’ understand fair use is found in “A Teacher’s Guide to Fair Use and Copyright.” (See Copyright Websites below)

PLAGIARISM

Plagiarism has always been a problem in education at all levels. Much of it is inadvertent. Students often are not taught proper research skills and are not fully informed that copying information word-for-word without giving the owner credit is plagiarism. Even many teachers may not realize that paraphrasing can be considered plagiarism, if the user takes the essence of an author’s ideas and does not give the creator credit.

One of the unfortunate side effects of expanded access to the Internet is that students now have access to many web sites where they can down load papers and materials for reports and submit it as their own work. Library media specialists have an obligation to be informed about copyright issues so that they can provide guidance to both teachers and students on legal issues related to copyright.

RESOURCES FOR FURTHER INFORMATION


COPYRIGHT WEB SITES

Copyright Central: A Resource for Educators. www.copyrightcentral.org
Copyright Management Center. http://www.iupui.edu/~copyinfo
U.S. Copyright Act & Other Copyright Office Information. http://lcweb.loc.gov/copyright/title17/
Copyright Website. http://www.benedict.com/
Copyright Clearance Center. http://www.copyright.com/
CHAPTER 4
FACILITIES

GUIDELINES

STANDARD 14: The library media facility is arranged to accommodate flexible access by classes and individual students, perform basic functions of an effective library media program, provide a climate conducive to learning, and provide access to information and resources within the school, community, and across global networks.

INDICATORS
• The arrangement and organization of areas within the library media center (LMC) and display of resources are designed to accommodate a wide range of services and patron needs.
• A visitor to the LMC observes/experiences a climate of welcome, energy, and purposeful learning activities.
• The LMC is arranged to accommodate simultaneous access to individuals as well as large and small groups.
• The LMC provides computers connected to a school network and to the Internet.

STANDARD 15: New and renovated library media facilities are of appropriate size and design to provide the physical elements required to support student learning and meet specifications in the Library Media Center Facility Design Principles and Recommendations outlined in the guidelines.

INDICATORS
• The library media center design incorporates the principles outlined in these guidelines, meeting the primary goal of a flexible facility that supports a collaborative, hands-on, and technologically advanced learning environment.
• Professional input from the library media specialist is a part of the planning process and is utilized to guide the facility design and layout.

PHILOSOPHY

The library media center serves as the hub of the school’s instructional program. The focus of school library media programs has progressed from emphasis on the resources to an emphasis on creating a community of learners and laying the foundation for lifelong learning. The library media center has changed from a room with books to an active, technology-rich learning environment where the library media specialist focuses on the learning process as well as information dissemination. Resources in many formats and from worldwide locations are now available to students and teachers. Multiple uses occur simultaneously within library media center walls. Teaching strategies encourage group collaboration and cooperation. Schedules are shifting from fixed to flexible, from equal periods to multipurpose blocks of time, from quiet study to active, project-based learning. This learning-centered environment requires a flexible facility that accommodates multiple types of activities, small and large groups, and technology to connect with the global learning community and information sources. It is an efficient, aesthetically pleasing facility where patrons and staff feel welcome and are energized to be productive learners.
FACILITY DESIGN PRINCIPLES

The library media specialist serves as a consultant to the architect and the school planning committee in renovation and new construction projects.

1. The library media center provides a central point of access to information and resources for the learning community.
2. The library media center is located adjacent to instructional areas of the school and is convenient to administrative areas and accessible to visitors.
3. The library media center has the required infrastructure to accommodate access to and production of information utilizing a variety of technological devices and networks.
4. The library media center provides an appealing, effective environment that is age-appropriate for students. Furnishings, colors, and other elements create an environment that stimulates learning, productivity, and reading.
5. The library media center size accommodates the full range of programs and services and provides sufficient shelving and floor space to maintain an attractive, uncluttered appearance.
6. The library media center design contains no blind spots or other impediments to effective operation, provides a safe and secure environment, and accommodates supervision of all student areas by one person.

DESIGN SPECIFICATIONS FOR RENOVATED OR NEW LIBRARY MEDIA CENTERS

LOCATION
The library media center should be located near the academic areas and administrative area. It should be close to the main entrance. Accessibility after hours should be a consideration.

The library media center should not be located adjacent to the cafeteria, band room, gym or other high noise areas. Noisy mechanical rooms should not be adjacent to the library media center.

SHAPE
Shapes that are as nearly square as possible are easier to lay out effectively and supervise.

TRAFFIC PATTERNS
The plan should consider projected traffic flow patterns by library patrons and staff members to make navigation efficient. Traffic should flow along the perimeters of areas, not through them. The library media center design should limit entrances and exits to discourage using the library as a “shortcut” through the building.

FURNISHINGS AND SEATING
Furniture placement and traffic patterns allow individuals or small groups access to books, computers, and the circulation desk when a class occupies the instructional area(s).

Seating at tables accommodates classes and small groups. In elementary schools, a flexible-use open space is included for storytelling. Tables, chairs, and other furniture should be of appropriate size, design, and construction for the school population.

SHELVING
Wall space allows for most of the collection to be shelved around the wall with a minimum of low, freestanding shelves consuming available floor space. All shelving should be adjustable.

**LIGHTING**
Research has shown that the quality of light affects both behavior and learning. Unfortunately, poor lighting seems to be one of the most common problems in library media center design. A lighting plan should be designed to accommodate the various functions that will take place in the facility. A lighting management system that permits control of lighting by zones is essential. A well-designed combination of direct and indirect lighting provides well-balanced illumination that accommodates individual tasks, increasing productivity by users and staff as well as creating long-term energy savings. Some natural lighting is desirable, but careful attention must be paid to the orientation of the library. Blinds, shades, or screens that filter sunlight and control glare are essential. Lighting in any freestanding stack areas must be perpendicular to stacks to reduce shadows. Lighting in computer areas should be indirect and or include a track system that allows control over illumination. Skylights, if used, should have a design that provides only indirect lighting.

**HVAC SYSTEM (HEATING, VENTILATION AND AIR CONDITIONING)**
An energy management system ensures a draft-free and comfortable environment. The library media center houses an expensive inventory of materials and equipment and may operate outside school hours; therefore, it should have a separate HVAC system or be assigned to the same zone as administrative areas. The design accommodates a controlled environment throughout the year, including summer months and holidays.

**ACOUSTICS**
Acoustics in the library media center is an area of great importance in the effective functioning of the library media center. The addition of technology brings more machine noise. In addition, changing instruction patterns such as assigning more group work creates more noise. Careful consideration should be given to the location of areas within the library media center. High noise areas should not adjoin an instructional area. In addition, some areas such as a multimedia computer area might work best if enclosed as a separate room. Shelving and furniture can also be placed to create noise buffers. Carpeting, textured wall treatments, fabrics, and acoustical ceiling tiles are all effective additions to help with absorbing sound. Television or other production or recording areas should have special acoustical treatment.

**TELECOMMUNICATIONS**
Data and electrical outlets should be placed strategically throughout the media center to accommodate access to network resources and the Internet by classes and individuals as well as for instruction. New or renovated facilities should consider providing wireless network access. A telephone in the library office(s) is essential.
SECURITY
In new schools, where budgets allow, consideration should be given to installing a book theft protection system. In any case, strategically placed security mirrors should be used to deter vandalism and theft.

LIBRARY MEDIA CENTER ZONE PLAN
The zone plan for the library media center should be developed from the educational specifications for the school. “Zone plan” simply means developing a basic plan designating a space for each area to be incorporated into the final design. Exact space requirements and shapes are not yet allocated. This simply says, “Provide space for this activity.” This is the first planning phase. Spaces and areas are allocated and grouped based on the library program vision. The zone plan should establish the spaces that should be included and their placement in relation to other areas in the library media center. In general, a zone plan will assign and locate areas to maximize efficiency of operations and accommodate basic library functions: circulation of materials, instruction, research and technology use, equipment checkout and storage, technical processes, and library administration. The plan should also consider needs unique to the school. The detailed floor plan should be developed from the zone plan.

SPATIAL RELATIONSHIPS
Designs that incorporate the proper relationships of areas facilitate efficiency and effectiveness in services and operations. Placement of areas should be dictated by the workflow and activities that occur in the library media center. General recommendations include:

1. Locate circulation areas near the main entrance. The library office(s) and workroom should be adjacent to the circulation area. Periodical storage should be in close proximity to the circulation area or library office.
2. Locate reference/research areas near the circulation area for easy supervision of computers.
3. Locate leisure reading areas adjacent to fiction, magazines, and newspapers. This area should be within easy view of the circulation area.
4. Locate storage rooms and data retrieval rooms (server and other equipment) close to the other administrative areas. If possible, both should have an entrance into the hallway.

ENTRANCE
Display cabinets and spaces allow for display of student work and other items. In middle and high schools, shelves for book bags should be provided.

CIRCULATION AREA
The circulation area should be convenient to the main entrance and to bookshelves. Its location permits the library media specialist to maintain visual supervision of the media center. Its size and design accommodate essential circulation functions. The design and size of the circulation should be appropriate to the size of the room and age of the student population of the school.

MAIN AREA
The main room of the media center should be planned for simultaneous, multiple use by whole classes, small groups, and individual students.

1. Space should be planned to create distinct zones:  
   • an instructional area with seating for classes,  
   • a reference/research center with shelving, tables and computers,  
   • a circulation area located near the main entrance,
• a storytelling/read aloud area (as appropriate),
• a leisure reading area with comfortable seating, and
• a magazine and newspaper display rack adjoining a leisure reading area.

2. Space should be flexible to allow tables and chairs to be moved for meetings or special programs.

REFERENCE AREA
The reference area should be located near the main entrance and circulation area. Space should be provided for reference book shelving and computer terminals for network and Internet access. Its location and design should allow the library media specialist to view computer screens and supervise use of computers and other materials from the circulation desk.

LEISURE READING
A leisure reading and browsing section should contain soft seating and shelving for books and periodicals. This area should be close to the fiction and/or easy book sections. Individual chairs rather than sofas are recommended to allow flexibility and discourage undesirable activities.

STUDY AREAS
Particularly in high schools, an area should be provided to accommodate individual and small group study. A small number of individual carrels or a few small tables can be used to accommodate this purpose.

SUPPORT AREAS
Support Areas include:

1. office,
2. work room with sink and running water,
3. equipment/technology storage (circulating equipment),
4. conference room,
5. TV/multimedia production room,
6. data retrieval room (server and other fixed equipment),
7. general storage room, and
8. small meeting room for teachers, housing the professional collection and teaching resources.

Doors to ancillary rooms from the main library area should have a glass panel. The librarian’s office, workroom, conference room, and the TV/multimedia production room should have a large window on the wall adjacent to the library media center.
<table>
<thead>
<tr>
<th>AREA/SERVICES</th>
<th>SPACE REQUIRED</th>
<th>TECHNOLOGY INFRA-STRUCTURE</th>
<th>LIGHTING NEEDS</th>
<th>CO-LOCATION WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCULATION AREA</td>
<td></td>
<td>Data, voice, fax, electrical</td>
<td>No glare</td>
<td>Entrance Library office</td>
</tr>
<tr>
<td>• Check in/out</td>
<td>.35 classroom elementary (280 sq. ft.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answer general information questions</td>
<td>.50+ high school (400 sq. ft.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supervise student seating areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Online catalog terminals (2) near circ desk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REFERENCE AREA</td>
<td></td>
<td>Data, electrical</td>
<td>No glare</td>
<td>Near circulation desk</td>
</tr>
<tr>
<td>• Shelving</td>
<td>.50 classroom Elementary (400 sq. ft.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hold general reference collection</td>
<td>.75+ high school (600 sq. ft.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reference Computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide online references services (LAN &amp; Internet)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating for computers (12) and minimum of 8 at tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENERAL SHELVING</td>
<td></td>
<td></td>
<td>Good lighting</td>
<td>Class seating (See Instructional Area)</td>
</tr>
<tr>
<td>• Print/non-print circulating collection</td>
<td>See shelving chart below</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTIONAL AREA</td>
<td>1.5 classrooms minimum* - elementary (1200 sq. ft.)</td>
<td>Data, Electrical</td>
<td>No glare; Some natural light is recommended</td>
<td></td>
</tr>
<tr>
<td>• Seating for 1-3 classes as recommended for level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Allow for drop in access – small groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Allow for students to bring laptops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRODUCTION AREA</td>
<td>.35 classroom (240-400 sq. ft.)</td>
<td>Data, electrical, table work space</td>
<td>No glare</td>
<td>Near entrance; second entrance on hall preferred</td>
</tr>
<tr>
<td>• Student and teacher use for video and multimedia production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Doubles as conference room when not in use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EQUIPMENT STORAGE</td>
<td>.35 classroom (280 sq. ft.)</td>
<td>Data, electrical, table work space</td>
<td>No glare</td>
<td>Near entrance; second entrance on hall preferred</td>
</tr>
<tr>
<td>• Shared A/V or technological hardware</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equipment to support student or teacher presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENERAL STORAGE</td>
<td>.5 classroom (400 sq. ft.)</td>
<td>Data, electrical</td>
<td>No glare</td>
<td>Near library office/workroom</td>
</tr>
<tr>
<td>• Periodicals, instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STORY AREA/LARGE GROUP AREA</td>
<td>.5 classroom elementary (400 sq. ft.)</td>
<td>Data, electrical</td>
<td>Natural light, no glare</td>
<td>Near easy book collection; away from high traffic areas</td>
</tr>
<tr>
<td>(Elementary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREA/SERVICES</td>
<td>SPACE REQUIRED</td>
<td>TECHNOLOGY INFRA-STRUCTURE</td>
<td>LIGHTING NEEDS</td>
<td>CO-LOCATION WITH</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>LEISURE READING (soft seating)</td>
<td>.30 elementary (240 sq. ft.) .75 middle &amp; high (600 sq. ft.)</td>
<td></td>
<td>Natural light, if possible; no glare</td>
<td>Near fiction &amp; magazines; away from high traffic areas</td>
</tr>
<tr>
<td>LIBRARY OFFICE/WORKROOM Note: In larger schools, an office is required for each professional staff member.</td>
<td>.35 classroom (280 sq. ft.)</td>
<td>Data, electrical, voice</td>
<td>No glare</td>
<td>Accessible to circulation desk</td>
</tr>
<tr>
<td>MEDIA RETRIEVAL ROOM • File server • Desk for technician • Shelving</td>
<td>.3 classroom (240 sq. ft.)</td>
<td>Data, electrical, voice</td>
<td>Good lighting</td>
<td>Near entrance; direct entrance on hall preferred</td>
</tr>
<tr>
<td>COMPUTER LAB (General Purpose Lab, optional) • Space permitting, a general purpose lab is adjacent to the media center</td>
<td>1.25 classroom (1000 sq. ft.)</td>
<td>Data, electrical</td>
<td>No glare</td>
<td>Access from hallway</td>
</tr>
</tbody>
</table>

* Classroom size used for space requirements: 800 sq. ft.
Elementary Library Media Center Minimum Space Requirement: 4,200 sq. ft. without computer lab; 5,000+ sq. ft. with lab
Middle/High School Library Media Center Minimum Space Requirement: 5,200 sq. ft.; 6,200+ sq. ft. with lab

**SHELVING**

Shelving should accommodate the current collection with room for 30% growth. Although state and regional guidelines require a minimum of 10 books per pupil, elementary schools need a larger number of books per pupil than secondary. Although high schools in general require a smaller collection, secondary schools with a small enrollment will need a larger per pupil collection to accommodate the range of curricular needs. Schools with a wider-than-average grade range (K-8, for example) will need more shelving to accommodate a larger per pupil collection to meet the range of needs. Shelving in the reference area accommodates the size and weight of reference books. Wall shelving should be securely attached to walls. All shelving should be adjustable.

Depth of shelves: Regular books, 10 inches; Picture books, reference books, and periodical storage, 12 inches; Equipment storage, 18-24 inches.
### SHELVING SPECIFICATIONS

<table>
<thead>
<tr>
<th>TYPE OF COLLECTION</th>
<th>ITEMS PER LINEAR FOOT</th>
<th># ITEMS PER PUPIL</th>
<th>NORMAL SHELVING HEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary books</td>
<td>20</td>
<td>Elementary: 24 books per pupil</td>
<td>Elementary: Wall, 60 inches; Free standing, 42 inches</td>
</tr>
<tr>
<td>Middle/High School books</td>
<td>12</td>
<td>Middle: 18 books per pupil</td>
<td>Middle/High School: Wall, 72 inches; Free standing, 60 inches</td>
</tr>
<tr>
<td>Allow room for 30% growth</td>
<td></td>
<td>High: 15 books per pupil</td>
<td></td>
</tr>
<tr>
<td>Reference books</td>
<td>Encyclopedias – 10</td>
<td>Elementary: Wall, 60 inches; Free standing, 48 inches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other reference books – 12</td>
<td>Middle/High School: Wall, 72 inches; Free standing, 60 inches</td>
<td></td>
</tr>
<tr>
<td>Videos, books on tape, etc.</td>
<td>10</td>
<td>Elementary: Wall, 60 inches; Free standing, 48 inches</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle/High School: Wall, 72 inches; Free standing, 60 inches</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Americans with Disabilities Act recommends 42 inches between shelving units; 36 inches is the legal minimum.

### REFERENCES


### PROFESSIONAL ASSOCIATIONS AND RESOURCES

American Library Association /American Association of School Librarians (ALA/AASL), 50 E. Huron St., Chicago, IL 60611. (800) 545-2433. [http://www.ala.org/aasl/](http://www.ala.org/aasl/)

Association for Educational Communications and Technology (AECT), 1800 North Stonelake Dr., Suite 2, Bloomington, IN 47404. [http://www.aect.org/](http://www.aect.org/)

ICONnect. An initiative of the American Association of School Librarians that provides free online courses to support development of technology skills and use of the Internet in schools. [http://www.ala.org/ICONN/index.html](http://www.ala.org/ICONN/index.html)


KidsConnect. Sponsored by ICONnect, this is a question and answer help and referral available to K-12 students on the Internet. [http://www.ala.org/ICONN/kidsconn.html](http://www.ala.org/ICONN/kidsconn.html)

LM_NET. The best known and most widely subscribed to discussion group and mailing list for school librarians on the Internet. [http://ericir.syr.edu/lm_net](http://ericir.syr.edu/lm_net/) (Note: There is an underscore between “lm” and “net” in the URL.)
CHAPTER 5
LIBRARY MEDIA PROGRAM EVALUATION RUBRIC

The library media program evaluation rubric provides a framework for assessing the quality of the library media program and its effectiveness in meeting the needs of the school’s learning community. By using the rubric and analyzing individual components, library media specialists and school administrators will be able to identify areas in greatest need of improvement and develop plans for improvement. If a school does not meet the Basic level in some components, the school’s short-range goal should be to attain Basic status in those areas.

The evaluation measures describe three levels of performance: Basic, Advanced, and Exemplary. These measures are descriptive of points along a continuum. Even schools that score within the Exemplary range in a given area will have room for improvement. The descriptors are designed to help schools expand their understanding and awareness of excellence in school library media programs by describing specific, observable phenomena.

PERFORMANCE LEVELS

BASIC: Observation and/or documentation provide some evidence that Basic guidelines are at least partially met.

ADVANCED: Observation and/or documentation provide evidence that the program exceeds Basic guidelines and that Advanced guidelines are at least partially met.

EXEMPLARY: Observation and/or documentation provide evidence that the program exceeds Advanced guidelines and that Exemplary guidelines are at least partially met.

POINTS: 1-3 Basic
4-6 Advanced
7-9 Exemplary

Awarding of points is based on the extent to which documentation demonstrates that the criteria are met. Partial points should be avoided but may be used if considered essential, particularly in the Basic category (award as decimal for example, .5).

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1. The library media program-learning environment supports the mission and goals of the school and promotes the development of skills and attitudes that prepare students for lifelong learning in the information-rich society. | Resources include varied formats and levels to meet the diverse, basic learning styles and abilities of students. • The library media specialist: Adapt methods to accommodate the range and diversity of student needs. • Regular whole class instruction is given in the retrieval and use of resources. | Resources include different formats and levels to meet the diverse, basic learning styles and abilities of students to encourage high levels of achievement by all students. • The library media specialist: Adapt methods to accommodate the range and diversity of student needs, and provides extra assistance, support, and collaboration with teachers to analyze learning and support. | Resources include many varied formats and levels to meet the range of diversity and needs of students and support high expectations for student achievement. • The library media specialist: Adapt methods to accommodate the range and diversity of student needs, and collaborates with teachers to analyze learning and support. | 1-3 Basic
4-6 Advanced
7-9 Exemplary |
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BASIC</th>
<th>ADVANCED</th>
<th>EXEMPLARY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The library media program—learning environment accommodates all students and their need to read, view, listen, and communicate individually and collaboratively, using traditional resources and technology for ideas, information, and personal development.</td>
<td>Students have the opportunity to read, view, listen, and communicate through regular class visits or by special arrangement with the teacher.</td>
<td>Students have the opportunity to read, view, listen, and communicate through flexibly scheduled class or group visits and through ongoing programs or special programs provided through the library media center.</td>
<td>Students participate at a high level in reading, viewing, listening, and communicating activities through flexibly scheduled individual, class or group visits and through ongoing or special programs provided through the library media center.</td>
<td></td>
</tr>
<tr>
<td>• The library media specialist:</td>
<td>• Assists students in accessing various resources to meet their curricular or personal needs, and</td>
<td>• The library media specialist:</td>
<td>• Assists students with accessing, evaluating, and using information for curricular or personal needs, and</td>
<td></td>
</tr>
<tr>
<td>• Assists students in accessing various resources to meet their curricular or personal needs, and</td>
<td>• Supports the school’s reading program by making appropriate reading materials available to students.</td>
<td>• Supports the school’s reading program and provides occasional reading emphases.</td>
<td>• Develops and implements a planned, ongoing, reading motivation program, using a variety of methods and involving the entire learning community.</td>
<td></td>
</tr>
<tr>
<td>• Supports the school’s reading program by making appropriate reading materials available to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

3. The library media program incorporates collaborative planning and collaborative teaching by library media specialist(s) and teachers and integrates information literacy and technology instruction into the curriculum. | The library media specialist and teachers collaborate on an informal basis, consulting on resources for lessons and the curriculum. | The library media specialist and teachers collaborate on a regular basis, developing lessons or units that integrate information literacy skills into the curriculum. | The library media specialist and teachers, working in a collaborative culture, meet on an ongoing, regular basis to plan upcoming projects. They agree on project goals and objectives, design lesson strategies that incorporate an information literacy model, and determine needed resources. |        |
<p>| • The library media specialist: | • Teaches information literacy skills with attendance and support by the classroom teacher. | • The library media specialist: | • Provides leadership in developing a collaborative culture, encouraging shared responsibility for selection of resources and instruction in information literacy skills. Some assessment of the |        |
| • Teaches information literacy skills with attendance and support by the classroom teacher. | | • Provides leadership in developing a collaborative culture, encouraging shared responsibility for selection of resources and instruction in information literacy skills. Some assessment of the | • Student work individually and/or collaboratively, is based on objectives. |        |
| | | | • Evaluation criteria are |        |</p>
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<td>learning process occurs.</td>
<td>established, with the library media specialist helping to assess the learning process and/or final products.</td>
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<td>4. The library media program-learning environment provides an open setting that encourages the widest possible use of resources and active participation in the learning process as well as providing an essential link to the larger community.</td>
<td>Members of the learning community feel welcome to use the resources and services of the library media program.</td>
<td>Members of the learning community frequently utilize the resources and services of the library media program.</td>
<td>Members of the learning community frequently utilize the resources and services of the library media program during and beyond the school day.</td>
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<td>Some information on community resources is provided on an informal basis.</td>
<td>Information on community resources is provided on a regular basis.</td>
<td>The environment stimulates active and productive learning.</td>
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<td>Information on community and other resources of interest is provided on a frequent basis.</td>
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<td>5. The library media program-learning environment fosters individual and collaborative inquiry, promotes adherence to the highest ethical and legal standards in the use of resources, and prepares students to become critical thinkers, competent problem-solvers, and life-long learners who contribute productively and ethically to society.</td>
<td>The library media specialist and teachers develop research choices for individual students, partners, or small groups.</td>
<td>The library media specialist and teachers develop research activities, allowing students some choice in topic and resource selection within collaboratively developed parameters and guidelines.</td>
<td>Students engage in individual and group inquiry, determining their own research needs and strategies, with guidance, learning to evaluate and utilize appropriately a wide range of resources.</td>
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<td>The library media specialist or teachers decide the resources to be used.</td>
<td>Students are given guidance in note taking and information-seeking skills and proper formats for citation of information sources.</td>
<td>Students utilize appropriate note taking and information gathering techniques and use proper formats for citation of information sources.</td>
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<td>Students are given minimal guidance in proper note taking skills and citation of information sources.</td>
<td>The library media specialist is aware of copyright laws and guidelines and proper formats for citation of information resources and makes this information available on an informal basis.</td>
<td>The library media specialist is aware of copyright laws and guidelines and proper formats for citation of information resources and provides faculty and students information through presentations and lessons.</td>
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<td></td>
<td>The library media specialist is aware of copyright laws and guidelines and proper formats for citation of information resources and makes this information available on a regular basis through written and oral communications.</td>
<td>Students engage in individual and group inquiry, determining their own research needs and strategies, with guidance, learning to evaluate and utilize appropriately a wide range of resources.</td>
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<td>6. The library media program-learning environment incorporates opportunities for staff development and professional growth for library media staff as well as teachers.</td>
<td>The library media specialist: participates in school-based or district-level staff development, and presents topics for faculty in-service sessions upon</td>
<td>The library media specialist: participates in school-based and district-level staff development, seeks opportunities to present or sponsor workshops or staff development for</td>
<td>The library media specialist: participates in school-based and district-level staff development, presents workshops or staff development for</td>
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<td>administrators and other members of the learning community.</td>
<td>request.</td>
<td>teachers,</td>
<td>frequently attends other staff development activities, workshops, and conferences and shares and/or uses the information learned,</td>
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<td>• occasionally attends other staff development activities;</td>
<td>• is a member of at least one professional association and attends at least one in-state workshop or conference annually for professional improvement.</td>
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<td>• is a member of at least one professional association and attends at least one in-state workshop or conference annually for professional improvement.</td>
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<td>• frequently attends other staff development activities, workshops, and conferences and shares and/or uses the information learned,</td>
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<td>• shares information with faculty on learning opportunities of interest,</td>
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<td>• individually or collaboratively, writes grants for resources and staff development to enhance the learning environment, and</td>
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<td>• is a member of one or more state or national professional associations and attends at least one state, regional or national workshop, or conference annually for professional improvement.</td>
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### INFORMATION ACCESS

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<td>7. The local district has a board-approved materials selection policy that upholds basic principles of access to information and ideas by students and faculty and includes procedures for reconsideration of materials.</td>
<td>• Written policies on selection, challenges to materials, copyright, gifts, rented or borrowed materials, and Internet use have been developed and approved by the school board.</td>
<td>• Written policies on selection, challenges to materials, copyright, gifts, rented or borrowed materials, and Internet use have been developed and approved by the school board.</td>
<td>• Written policies on selection, challenges to materials, copyright, gifts, rented or borrowed materials, and Internet use have been developed and approved by the school board.</td>
<td>• The policy provides strong support for diversity in collections.</td>
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8. The library media center provides: a balanced collection of print, non-print, and electronic resources that support the curriculum and state guidelines, reflect an appreciation of diversity and recognition of different ways of learning, and promote independent reading and learning, and technologies for accessing and producing information.

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<td>8. The library media center provides: a balanced collection of print, non-print, and electronic resources that support the curriculum and state guidelines, reflect an appreciation of diversity and recognition of different ways of learning, and promote independent reading and learning, and technologies for accessing and producing information.</td>
<td>• The collection: • meets the basic collection guidelines; • is weeded periodically; • is organized according to accepted classification rules; and • is responsive to and meets some of the curricular and information needs and reading interests of students and teachers.</td>
<td>• The collection: • meets, and in some areas, exceeds the basic collection guidelines; • is weeded regularly; is organized according to accepted classification rules; and • is responsive to and generally meets the curricular and information needs and reading interests of students and teachers.</td>
<td>• The collection: • meets exemplary collection guidelines; • is weeded regularly; • is organized according to accepted classification rules; and • is responsive to and meets most of the curricular and information needs and reading interests of students and teachers.</td>
<td>• The collection: • meets exemplary collection guidelines; • is weeded regularly; • is organized according to accepted classification rules; and • is responsive to and meets most of the curricular and information needs and reading interests of students and teachers.</td>
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<td>• There are some multimedia and electronic resources and Internet access.</td>
<td>• There are some multimedia and electronic resources and Internet access.</td>
<td>• There are many multimedia and networked resources and Internet access.</td>
<td>• There are many multimedia and networked resources and Internet access.</td>
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<td>Access to the collection and resources is extended into some classrooms.</td>
<td>Access to the collection and resources is extended into some classrooms.</td>
<td>Access to collections and resources is extended into all classrooms.</td>
<td>Access to collections and resources is extended into all classrooms.</td>
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<td>9. The library media program provides flexible and equitable access to resources and information for all members of the school learning community.</td>
<td>● The library media center is open during the hours of school operation. Some provision is made to allow students access beyond regularly scheduled classes. Time is allocated for professional and technical duties (minimum of 10 hours per week, with time blocks of at least 2 hours), with support staff available to assist in keeping the library media center open. If the library media specialist works the same number of days as teachers, time is allotted at the beginning and end of the year for necessary library maintenance tasks (two weeks). Adequate time and support in schedule adjustment and volunteer assistance is provided to supplement clerical support. The library media specialist: collaborates with teachers and administrators to provide flexible and equitable access to the full range of learning resources in the library media center, and contributes her/his knowledge about the range of educational materials, characteristics of learners, and methods of matching needs of individual learners to appropriate materials and resources to the process.</td>
<td>● The library media center is open during the hours of school operation, and before and after school. Time is allocated for professional and technical duties (minimum of 10 hours per week, with time blocks of at least 2 hours), with support staff available to assist in keeping the library media center open. If the library media specialist works the same number of days as teachers, time is allotted at the beginning and end of the year for necessary library maintenance tasks (two weeks). Adequate time and support in schedule adjustment and volunteer assistance is provided to supplement clerical support. The library media specialist: collaborates with teachers and administrators to provide flexible and equitable access to the full range of learning resources in the library media center, and contributes her/his knowledge about the range of educational materials, characteristics of learners, and methods of matching needs of individual learners to appropriate materials and resources to the process, and plans special activities and programs designed to include all members of the learning community in activities that expand and enrich the learning environment.</td>
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## PROGRAM ADMINISTRATION

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<td>10. The library media center is staffed in accordance with state and/or regional guidelines as applicable (certified professional library media specialists and paraprofessionals).</td>
<td>• The library media center is staffed to meet Bulletin 741 standards (one or more certified library media specialists). • Schools accredited by SACS provide library media aides as required.</td>
<td>• The library media center is staffed to meet SACS accreditation standards. • Smaller schools provide at least one full-time library media specialist.</td>
<td>• The library media center is staffed to exceed state and regional guidelines. • At least one staff member has technical training for technology support.</td>
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<td>11. Each school district provides sufficient funds for the purchase and maintenance of library resources.</td>
<td>• Funding levels ensure that, at minimum, the library media center meets the requirements for a Basic Library Media Collection as defined in the guidelines. • Provisions are made at the school or district level for basic maintenance, upkeep, and upgrade of technology and equipment.</td>
<td>• Funding levels ensure that the library media center exceeds the requirements for a Basic Library Media Collection as defined in the guidelines. • Provisions are made at the school or district level for basic maintenance, upkeep, and upgrade of technology and equipment.</td>
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<td>12. The library media specialist manages the human, financial, and physical resources of the library media center efficiently and effectively.</td>
<td>• Standard professional selection aids are used to select suitable materials according to local and state guidelines. • Purchasing priorities are based on student and teacher needs and available funding. • Resources are cataloged, marked, and shelved according to a standard classification system. • Standard procedures are utilized to circulate, maintain, inventory, and weed the collection. • Materials are made available through the public access catalog. • Duties and schedules of aides and volunteers are arranged to optimize student and teacher services and the efficient operation of the library media center.</td>
<td>• Standard selection aids and other professional recommendations are used in selecting materials according to local and state guidelines. • Standard procedures are utilized to process, inventory, catalog, circulate, maintain, and weed the collection. • The library media specialist makes some provisions for informing students and staff about available resources. • Duties and schedules of aides and volunteers are arranged to optimize students and teacher services and the efficient operation of the library media center. • Fund raising and/or grant writing are used to increase resources and programs to support information access and learning.</td>
<td>• Standard selection aids, professional recommendations, and student suggestions are used in selecting materials. • Standard procedures are utilized to process, inventory, catalog, circulate, maintain, and weed the collection. • The library media specialist regularly provides information on resources to students and staff using a variety of methods. • Duties and schedules of aides and volunteers are arranged to optimize student and teacher services and the efficient operation of the library media center. • The district or school provides sufficient funding to maintain exemplary status. Fund raising and grant writing are optional and are not required to keep resources and technology current.</td>
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Guidelines for Library Media Programs in Louisiana 62
13. The library media program undergoes periodic review and ongoing informal and formal assessments are used in developing a long range, strategic plan for improvement.

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<tr>
<td>The library media specialist sets annual goals and presents those to the administration.</td>
<td>Program assessment is based on informal assessments, including some input from administrators, faculty, and students.</td>
<td>The library media specialist sets annual goals and presents those to the administration.</td>
<td>Program assessment is based on informal and formal assessments.</td>
<td>The library media specialist uses surveys and data from library reports, inventories, and other assessments to set short and/or long range goals for improvement, and provides reports to the school and/or district administration.</td>
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14. The library media center facility is arranged to: accommodate flexible access by classes and individual students, perform basic functions of an effective library media program, provide a climate conducive to learning, and provide access to information and resources within the school and across local and global networks.

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<td>Regardless of space constraints, the arrangement of furniture and equipment supports use by a minimum of one class and individual students.</td>
<td>There is sufficient shelving and appropriate furniture.</td>
<td>Regardless of space constraints, the arrangement of furniture and equipment is designed to encourage simultaneous use by one or more classes and small groups or individuals, accommodating a minimum of one class, small groups, and individuals.</td>
<td>There is sufficient shelving and appropriate furniture.</td>
<td>Regardless of space constraints, the arrangement of furniture and equipment encourages simultaneous use by one or more classes, small groups, and individuals.</td>
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<td>The space arrangement includes areas for circulation, large group use, individual research, use of technology, leisure reading, and library management tasks.</td>
<td>The space arrangement establishes specific areas or zones for circulation, large group use, individual research, use of technology, leisure reading, and library management tasks.</td>
<td>The space arrangement accommodates reading, viewing, production, and communication activities as well as library circulation and management tasks.</td>
<td>The shelving accommodates growth, and appropriate furniture is provided.</td>
<td>The shelving accommodates growth, and appropriate furniture is provided.</td>
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Elementary library media centers provide a storytelling area.
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<td>• Elementary library media centers provide a storytelling area.</td>
<td>• Elementary library media centers provide a storytelling area. The library media center is neat and well organized. Various methods of display, furniture selection, and room treatment are utilized to establish an atmosphere of welcome and productivity.</td>
<td>• The library media center is neat and well organized.</td>
<td>• The library media center is neat and well organized.</td>
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<tr>
<td>• The library media center is neat and well organized.</td>
<td>• The library media center is accessible by persons with disabilities.</td>
<td>• The library media center is easily accessible by persons with disabilities.</td>
<td>• The library media center is easily accessible by persons with disabilities.</td>
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<td>• Various methods of display or treatment are utilized to establish an atmosphere of welcome and productivity.</td>
<td>• Various methods of display, furniture selection, and room treatment are utilized to establish a pleasant atmosphere of welcome and productivity.</td>
<td>• A new school library media center goes beyond basic guidelines for a functional library media center, providing larger spaces than required or additional support areas.</td>
<td>• A new school features a flexibly designed library media center that exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement.</td>
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<tr>
<td>• The library media center is accessible by persons with disabilities.</td>
<td>• Multiple classes as well as small groups and individuals can be accommodated.</td>
<td>• The center includes ample shelving, appropriate furniture, professional workspace, storage, wiring, production space, small group meeting space, and professional area for teachers.</td>
<td>• Age-level appropriate leisure reading and/or storytelling areas are provided.</td>
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15. New and renovated library media facilities are of appropriate size and design to provide the physical elements required to support student learning, as specified in the Library Media Center Facility Design Principles and Recommendations outlined in the guidelines.

• A new or renovated school provides a functional library media center that supports Louisiana library media basic program guidelines. | • A new or renovated school provides a functional library media center that supports Louisiana library media basic program guidelines. | • A new or renovated school provides a functional library media center that supports Louisiana library media basic program guidelines. | • A new or renovated school provides a functional library media center that supports Louisiana library media basic program guidelines. | |
| • The library media center is large enough to accommodate one class as well as small groups and individuals. | • The library media center is large enough to accommodate simultaneous use by large and small groups and individuals. | • The center includes ample shelving, appropriate furniture, professional workspace, storage, wiring, and permits some flexibility in rearrangement of areas. | • The center includes ample shelving, appropriate furniture, professional workspace, storage, wiring, production space, small group meeting space, and professional area for teachers. | |
| • The center includes sufficient shelving, appropriate furniture, professional workspace, storage, and wiring. | • The center includes ample shelving, appropriate furniture, professional workspace, storage, wiring, and permits some flexibility in rearrangement of areas. | • Age-level appropriate leisure reading and/or storytelling areas are provided. | • Age-level appropriate leisure reading and/or storytelling areas are provided. | |
| • Age-level appropriate leisure reading and/or storytelling areas are provided. | • Age-level appropriate leisure reading and/or storytelling areas are provided. | | |
SECTION TWO: INFORMATION LITERACY GUIDELINES FOR STUDENT LEARNING

INFORMATION LITERACY: INTRODUCTION

Information literacy has emerged as a key concept describing the successful learning environment of the 21st century. As the computer age has given way to the information Business leaders, policy makers, and educators realize that schooling must change. Fact memorization and knowledge of 20th century style basic skills does not prepare students for the problem-solving, creative, non-linear, and adaptive thinking processes required for a technologically based society and work place. Teachers, library media specialists and other educators are confronted with the need to prepare students to face an undefinable future and the skills to be successful in future jobs that do not currently exist.

In a society and economic system where technological innovations and information glut are the norm and almost beyond comprehension, the person most likely to succeed is the one who is the most adaptable, flexible, creative, and innovative. Curiosity and imagination – once considered useful only in the arts – have become desirable traits in all disciplines. The lack of new technologies is no longer a barrier to advances in human knowledge. The knowledge explosion creates new possibilities for solving problems in science, medicine, and many other fields. The struggle to adapt teaching strategies to meet the challenges of this new way of thinking taxes the ingenuity and human and fiscal resources available to schools and school districts. Nevertheless, advances are occurring as educators and policy makers rise to the challenge.

In Louisiana, for example, new and challenging content standards and benchmarks have shaped the development of local curricula that is more focused on problem solving and higher order thinking skills. The expectation is that students will not only learn concepts but also demonstrate their understanding of how these concepts and skills can be applied in the real world. New high stakes state tests are constructed to measure the student’s ability to think about information and apply reasoning and problem solving skills to arrive at the correct answer or solution. The state has also supported a strong technology initiative that offers districts and schools support in technology planning, financial assistance through grants, professional development models and training opportunities, technology guidelines, online resources, distance learning, online professional development, and leadership in various other technology ventures. The K-3 reading initiative, Pre-K program, and other initiatives are strengthening and expanding educational opportunities for students.

The school library media community is uniquely qualified to provide strong support and partnership with these reforms. Library media specialists have always focused on teaching students skills that help them access and utilize information in various formats. In recent years, the focus has clearly shifted to incorporate technology resources and the skills needed to utilize these resources. In many school buildings, the library media center was the first place where students had access to computers and to the Internet, and the library media specialist was the first teacher to instruct students in how to search databases and other electronic resources. Library media specialists also have a strong role to play in helping teachers locate the best resources, whether traditional or technological, to support the curriculum. They also frequently help teachers learn about and use new technologies. However, their strongest impact on student achievement comes when they work in partnership with teachers to integrate information literacy skills into the curriculum through well-designed learning activities. Recent research studies
provide strong evidence that student achievement is significantly higher in schools where a strong library media program exists. One significant indicator of effectiveness is the extent of collaboration among teachers and library media specialists, in planning and teaching curricular lessons or units that integrate information literacy skills.

*Information literacy* has been defined as “…a survival skill in the Information Age. Instead of drowning in the abundance of information that floods their lives, information literate people know how to find, evaluate, and use information effectively….” (American Library Association Presidential Committee on Information Literacy, 1989, p. 4). The American Association of School Librarians, a division of the American Library Association, has developed nine information literacy guidelines for students that define what an information literate student should know and do. These information literacy guidelines have been adopted and incorporated into library media and information literacy guidelines documents by many states. The AASL Information Literacy Standards for Student Learning along with the *Louisiana Information Literacy Model* provide an intellectual framework for the *Information Literacy Grade Level Skills* that follow. The grade level skills also incorporate media literacy skills.

Building-level school library media specialists should use these guidelines and skills in planning and developing lessons with teachers to ensure that at every grade level students participate in guided learning experiences. Becoming information literate goes beyond the physical access stage of learning to identify and locate resources to a higher level of knowing how to evaluate and select the best resources, and then extract, record, synthesize, and use information in effective, appropriate, and ethical ways. It requires that teachers at every grade level recognize that guiding students to develop effective research strategies is essential to helping them master the curriculum and perform well on assessments, but, more importantly, is essential in preparing them to participate productively in a technological, knowledge-based society.

The following section includes:
- Introduction to Media Literacy,
- Louisiana Content Guidelines Foundation Skills,
- AASL Information Literacy Standards for Student Learning,
- Louisiana Information Literacy Model, and
- Elaborated Louisiana Information Literacy Model with key skills added to each of the seven steps in the model.

This section is followed by Grade Level Information Literacy Skills, Pre K- Grade 12. The seven steps of the Information Literacy Model form the framework that organizes the skills. The steps are aligned with the AASL Information Literacy Standard(s) and the Louisiana Foundation Skills(s). Within each grade level list, the skills that closely correspond to content area standards and benchmarks and the Louisiana K-12 Technology Guidelines, are followed by symbols linking them to specific benchmarks and/or technology guidelines. The symbol key is in the page footer.

**MEDIA LITERACY**

The Alliance for Media Literacy defines media literacy as *a series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms including print and non-print messages*. Interdisciplinary by nature, media literacy is concerned with helping students acquire the skills needed to comprehend the messages...
they receive through print and non-print media outlets --(e.g., TV, radio, movies, Internet)-- and explore the impact of media and technology in our society. To become a successful student, responsible citizen, productive worker, or competent and conscientious consumer, individuals need to develop expertise with the increasingly sophisticated information and entertainment media that address us on a multi-sensory level, affecting the way we think, feel and behave.

Today's information and entertainment technologies communicate to us through a powerful combination of words, images and sounds. Students need to develop a wider set of literacy skills helping them to both comprehend the messages they receive, and to effectively utilize these tools to design and distribute their own messages. Being literate in a media age requires critical thinking skills, which empower people as they make decisions, whether in the classroom, the living room, the workplace, the boardroom or the voting booth.

Using educational television and radio programs and other audio-visual resources in the classroom or library media center can enrich and enliven the learning experience for students of all ages. Visual and auditory materials can help students with different learning styles experience greater success in learning subject matter. Many times students need exposure to material more than once in more than one type of format to understand it. Different presentations that incorporate written, video, and audio resources help students better grasp the material being presented. The media savvy teacher may also use commercial programs successfully at times. Media literacy is important for both instructors and students. Library media specialists can help by becoming more informed about media literacy and offering information to both teachers and students about how to use media wisely.

RESOURCES FOR FURTHER INFORMATION

http://www.ala.org/Content/NavigationMenu/ACRL/Publications/White_Papers_and_Reports/Presidential_Committee_on_Information_Literacy.htm
Center for Media Literacy. http://www.medialit.org
Cable in the Classroom. www.ciconline.org
Corporation for Public Broadcasting. www.pbs.org
National Public Radio. www.npr.org
LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

1. Communication: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving: The identification of an obstacle or challenge and the application of knowledge and thinking processes, which include reasoning, decision making, and inquiry, in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communication information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil and paper, audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.

4. Linking and Generating Knowledge: The effectiveness of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. Transfer refers to the ability to apply strategies or content knowledge effectively in a setting or context other than that in which it was originally learned. Elaboration refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s choices and actions and understanding their impact on oneself and others; knowing one’s civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.
AASL INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

INFORMATION LITERACY

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

INDEPENDENT LEARNING

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

SOCIAL RESPONSIBILITY

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Note. From Information Power: Building Partnerships for Learning by the American Association of School Librarians and Association for Educational Communications and Technology, Copyright 1998 by the American Library Association and Association for Educational Communications and Technology. Reprinted with permission.
Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy – the ability to recognize an information need and then locate, evaluate, and effectively use the needed information – is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **DEFINING/FOCUSING:** The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. **SELECTING TOOLS AND RESOURCES:** After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. **EXTRACTING AND RECORDING:** Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, *chunking*, reading, finding main ideas, and taking notes.

4. **PROCESSING INFORMATION:** After recording information, students must examine and evaluate the data in order to use the information retrieved. Students must interact with the information by categorizing, analyzing, evaluation, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. **ORGANIZING INFORMATION:** Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. **PRESENTING FINDINGS:** Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game bibliography, hyper stack, etc.).

7. **EVALUATING EFFORTS:** Throughout the information problem-solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The teacher and also other qualified or interested resource persons may evaluate the final product.
This Information Literacy Model for Lifelong Learning provides a basic framework that library media specialists and teachers can use in designing instruction to help students become information literate.

The following section presents an elaborated or extended version of the Information Literacy Framework with skills added to each step to further define the information literacy skills.
LOUISIANA INFORMATION LITERACY MODEL FOR LIFELONG LEARNING ELABORATED

The student will…

1. DEFINING/FOCUSING
   1.1 define the task, issue, or problem.
   1.2 recognize the need for accurate and complete information based on current level of
      knowledge.
   1.3 brainstorm to focus the topic and formulate research questions.

2. SELECTING TOOLS AND RESOURCES
   2.1 determine possible sources of information, including print, non-print, and electronic.
   2.2 utilize effective search strategies to locate sources.
   2.3 evaluate the appropriateness and select the best sources.

3. EXTRACTING AND RECORDING
   3.1 access information within sources (e.g., use table of contents, index, and other parts).
   3.2 read, view, and listen to a variety of sources to build background information and in-
      depth knowledge of relevant aspects.
   3.3 skim and scan for keywords and major ideas.
   3.4 utilize appropriate note taking skills, summarizing and paraphrasing information to
      record most relevant facts and details.

4. PROCESSING INFORMATION
   4.1 determine the accuracy, relevance, and reliability of information and reject misleading
      and inaccurate information.
   4.2 categorize, analyze, and synthesize information for quality and usefulness.
   4.3 identify bias, propaganda, cultural diversity, and point of view.
   4.4 recognize omissions, errors in logic, and interrelationships among concepts.
   4.5 re-engage with sources as needed to complete research.

5. ORGANIZING INFORMATION
   5.1 sort, manipulate, and logically organize information.
   5.2 decide how best to communicate findings (format, organization, etc.)
   5.3 apply critical thinking and problem solving to complete a task.

6. PRESENTING FINDINGS
   6.1 apply and communicate information from multiple sources.
   6.2 select an appropriate presentation format.
   6.3 document sources using an appropriate format.
   6.4 re-check project criteria and make corrections as needed.
   6.5 make presentation to an appropriate audience.

7. EVALUATING EFFORTS
   7.1 conduct an ongoing assessment by revising, improving, and updating the process as
      needed.
   7.2 evaluate the effectiveness of the presentation.
   7.3 determine how well the project met the defined needs or resolved the problem.
   7.4 evaluate what new skills and knowledge were gained.

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FOCUS TOPIC: TEACHING THE INFORMATION LITERACY PROCESS

ELEMENTARY SCHOOL

PRIMARY GRADES (PRE K - GRADE 2)

In the primary grades, students must develop awareness of learning that begins by asking questions and that there are resources they can use to find answers to their questions. Students need to participate in learning activities that stimulate their curiosity and require them to seek and find information, thereby developing beginning information literacy competence. The Louisiana Information Literacy Model provides a framework for all grades. Hands-on learning for this level includes developmentally appropriate activities that involve students in teacher- and librarian-guided information seeking and gathering, using varied tools and graphic organizers and completing a product that demonstrates what they have learned.

INFORMATION LITERACY MODEL FOR PRIMARY GRADES

<table>
<thead>
<tr>
<th>TASKS</th>
<th>INFORMATION LITERACY MODEL STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Identify the information need</td>
<td>1. Defining/Focusing/Appreciation/Orientation</td>
</tr>
<tr>
<td>Task 2: Identify and locate an appropriate source of information</td>
<td>2. Selecting Tools and Resources</td>
</tr>
<tr>
<td>Task 3: Record relevant information</td>
<td>3. Extracting/Recording</td>
</tr>
<tr>
<td>Task 4: Analyze and synthesize information</td>
<td>4. Processing Information</td>
</tr>
<tr>
<td>Task 5: Sort, manipulate and logically organize</td>
<td>5. Organizing Information</td>
</tr>
<tr>
<td>information</td>
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</tr>
<tr>
<td>Task 6: Apply and communicate information and select appropriate presentation format</td>
<td>6. Presenting Findings</td>
</tr>
<tr>
<td>Task 7: Self-evaluation</td>
<td>7. Evaluating Efforts</td>
</tr>
</tbody>
</table>

For young students, this can best be understood if presented as a series of questions.

1. What do I want to know?
2. Where can I find it?
3. How can I record it?
4. What did I learn?
5. How can I organize what I learned?
6. How can I share what I learned?
7. How did I do?

Teachers and librarians should use this framework as a guide in planning lessons involving library research and other information seeking lessons. There may be times when the teacher or librarian pre-identifies the information needed and pre-selects one or more appropriate information sources. In this instance, the lesson includes a topic introduction (read a story or other selection aloud, show a short video, for example) and then an explanation of what information students will seek related to the general topic. If students have not previously been taught how to use the resource, a brief lesson is given. If this is their first time to do this type of activity, the library media specialist should model the activity for them or work through an example with the entire group. Using a graphic organizer so students are guided as they record information (draw pictures, take a short note, circle a picture or word, etc.) provides scaffolding for their learning. The lesson should always include some self-evaluation; this may be informal (verbal questioning) or formal (a simple checklist or rubric).
INTERMEDIATE GRADES (GRADES 3-5)

As students gain more experience with tools and research steps, they can accomplish more complex assignments. Although materials on differing levels may need to be provided for students to accommodate the range of reading levels, students can still be taught using a common format for the assignment and with the same expectations for producing quality work. Developing a rubric that will be used in evaluating students’ work, sharing the rubric with students prior to their beginning work, and reminding them to refer to it as they work will help instill good work habits and research skills.

INFORMATION LITERACY MODEL FOR INTERMEDIATE GRADES

<table>
<thead>
<tr>
<th>TASKS</th>
<th>INFORMATION LITERACY MODEL STEPS</th>
</tr>
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<tbody>
<tr>
<td>Task 1: Identify the information need</td>
<td>1. Defining/Focusing/Appreciation/Orientation</td>
</tr>
<tr>
<td>Task 2: Identify and locate possible sources of information</td>
<td>2. Selecting Tools and Resources</td>
</tr>
<tr>
<td>Task 3: Record relevant information</td>
<td>3. Extracting/Recording</td>
</tr>
<tr>
<td>Task 4: Evaluate information for relevance and appropriateness</td>
<td>4. Processing Information</td>
</tr>
<tr>
<td>Task 5: Sort, manipulate and logically organize information</td>
<td>5. Organizing Information</td>
</tr>
<tr>
<td>Task 6: Select an appropriate presentation format, record sources and present findings</td>
<td>6. Presenting Findings</td>
</tr>
<tr>
<td>Task 7: Self-evaluation</td>
<td>7. Evaluating Efforts</td>
</tr>
</tbody>
</table>

For intermediate grade students, more questions are added to help students understand there is a process that successful learners use in doing research.

1. What do I know? What do I need to know?
2. Where can I find information? What types of resources are best to find the kinds of information I need? How can I evaluate sources?
3. How can I use the sources and find the most important information? How can I paraphrase and record information?
4. How should I organize the information?
5. Are there any missing parts? Do I need to look further?
6. Who is my audience? How should I present what I learned? What format best communicates my findings?
7. How did I do? What will I do differently next time?

MIDDLE SCHOOL (GRADES 6-8)

Middle school students continue to gain more experience with tools and research steps and can accomplish more complex assignments. Although materials on differing levels may need to be provided for students to accommodate the range of reading levels, students can still be taught using a common format for the assignment and with the same expectations for producing quality work. Developing a rubric that will be used in evaluating students’ work, sharing the rubric with students prior to their beginning work, and reminding them to refer to it as they work will help instill good work habits and research skills.
### INFORMATION LITERACY MODEL FOR MIDDLE GRADES

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Information Literacy Model Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Identify the information need</td>
<td>1. Defining/Focusing/Appreciation/Orientation</td>
</tr>
<tr>
<td>Task 2: Identify, locate, and evaluate possible sources of information</td>
<td>2. Selecting Tools and Resources</td>
</tr>
<tr>
<td>Task 3: Record relevant information</td>
<td>3. Extracting/Recording</td>
</tr>
<tr>
<td>Task 4: Examine and evaluate information for relevance and appropriateness</td>
<td>4. Processing Information</td>
</tr>
<tr>
<td>Task 5: Manipulate, synthesize, and logically organize information</td>
<td>5. Organizing Information</td>
</tr>
<tr>
<td>Task 6: Apply and communicate information and select appropriate presentation format</td>
<td>6. Producing Findings</td>
</tr>
<tr>
<td>Task 7: Self-evaluation</td>
<td>7. Evaluating Efforts</td>
</tr>
</tbody>
</table>

For middle school students, additional questions help the students understand the process and end of their research.

1. What am I looking for? What are the essential (key) questions I need to answer?
2. What types of resources are best to find the kinds of information I need? Where can I find them? How can I evaluate sources?
3. Is the information I found relevant to my needs? How can I interpret and use the information to accomplish my task? How can I paraphrase and record information?
4. How shall I sort and organize the information?
5. Did I get the right information? Do I need more information? What do I need to review, revise, or edit?
6. How can I prepare the final results and communicate what I learned?
7. How did I do? What will I do differently next time?
HIGH SCHOOL (GRADES 9-12)

High school students continue to gain more experience with tools and research steps and can accomplish more complex assignments. Although materials on differing levels may need to be provided for students to accommodate the range of reading levels, students can still be taught using a common format for the assignment and with the same expectations for producing quality work. Developing a rubric that will be used in evaluating students’ work, sharing the rubric with students prior to their beginning work, and reminding them to refer to it as they work will help instill good work habits and research skills.

INFORMATION LITERACY MODEL FOR HIGH SCHOOL GRADES

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Information Literacy Model Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Identify and formulate the information need</td>
<td>1. Defining/Focusing/Appreciation/Orientation</td>
</tr>
<tr>
<td>Task 2: Identify, locate, and evaluate various sources of information</td>
<td>2. Selecting Tools and Resources</td>
</tr>
<tr>
<td>Task 3: Interpret and record relevant information</td>
<td>3. Extracting/Recording</td>
</tr>
<tr>
<td>Task 4: Assess information for relevance and appropriateness</td>
<td>4. Processing Information</td>
</tr>
<tr>
<td>Task 5: Synthesize selected information</td>
<td>5. Organizing Information</td>
</tr>
<tr>
<td>Task 6: Apply and communicate information and select appropriate presentation format</td>
<td>6. Producing Findings</td>
</tr>
<tr>
<td>Task 7: Self-evaluation</td>
<td>7. Evaluating Efforts</td>
</tr>
</tbody>
</table>

For high school students, additional questions help students develop further understanding of the process and purpose of their research.

1. What is my purpose? What are the essential (key) questions I need to investigate?
2. What kinds of resources are best to find the kinds of information I need? Where can I find them? How can I evaluate them?
3. Is the information I found relevant to my needs? How can I interpret and use the information to accomplish my task? How can I paraphrase and record information?
4. How shall I sort, manipulate, and organize the information?
5. Did I get the right information? Do I need more information? What conclusions can I draw from the information? What do I need to review, revise, or edit?
6. What format will best convey the final results and communicate what I learned?
7. How did I do? What should I do differently next time?
Accountability is a hot topic in educational reform. It is increasingly important for school library media specialists to demonstrate the importance of their library media center to student achievement. How can school library media specialists validate their intuitive understanding that library programs contribute to student learning?

As long as students are asked only to “write a report” about a topic, to research questions that can be answered by finding facts without interpretation or personal engagement, or to participate in a form of Trivial Pursuit through scavenger hunts in reference books or online resources for information that will not improve their understanding of a subject, the shift from low-level, fact memorization activities to problem solving and higher order thinking as the central concern of instruction will not be achieved, and school library media specialists will continue to subvert their own instructional goals.

School library media specialists know that assessing student learning is an integral part of the teaching and learning process in the classroom. They have a responsibility to assess student learning in the library media center.

**WHAT IS ASSESSMENT?**

One definition of assessment is that it is the process of observing and collecting objective data on students’ progress in learning. Assessing student learning is an ongoing process and consists of collecting multiple types of data that together create a picture of students’ progress. Based on assessment data, teachers form a judgment of students’ performance and assign a value, i.e., a grade.

**WHAT IS THE ROLE OF THE LIBRARY MEDIA SPECIALIST IN ASSESSMENT?**

The library media specialist has a vested interest in improving student learning. Since the library media specialist typically does not assign grades to students, her/his concern focuses on the learning process the student follows. For example, when students are assigned to research and write reports on a topic, the teacher may evaluate only the final product. The library media specialist is concerned that the project provides an opportunity for students to utilize or enhance information literacy skills, computer literacy skills, or other skills they already know or to learn and apply new skills needed to accomplish the assignment successfully. Through planning and working with the teacher, the library media specialist determines what skills lessons s/he needs to teach and helps to design assessments that determine improvement in students’ skills. Although it is neither possible nor appropriate to assess every library-related activity, some form of process assessment is desirable to inform the teacher, library media specialist, and the students about their progress in achieving the desired outcomes. These formative assessments promote growth by monitoring students’ progress, keeping students focused on goals, and helping the library media specialist and/or teacher to improve instruction.

**STRATEGIES FOR THE LIBRARY MEDIA SPECIALIST**

Library media specialists should utilize a variety of strategies in working with teachers and students. A few suggested strategies are listed below. These range from very informal, brief activities to more involved and formal strategies. The type and complexity of assessments that are appropriate depend on many factors, including the grade level, instructional goals of teachers, prior experiences of students, and the time a teacher allots to a particular unit of study.
Assessment strategies might include any of the following activities:

- Meet individually with students in a class to discuss research topic, selection and use of resources, and documentation.
- Schedule small groups to provide more one-on-one assistance.
- Offer to design note taking forms or other tools to help students use appropriate note taking techniques. The teacher or library media specialist can check these for correct note taking.
- Teach lessons on search strategies, note taking, outlining, use of software programs or databases at the point of need. When time permits include a hands-on practice activity, check, and initial when they complete the activity.
- Provide access to self-teaching tutorials on various resources and technologies. Many of these tutorials are available on the Internet and making them available may be as simple as creating handouts and/or hot lists on the library home page.
- Find out what projects teachers plan for their students to complete during the next time period – month, six weeks, or semester. Decide what research and computer skills students will need to know as well as what resources they will need to use. Develop hands-on, mini-activities that provide brief instructions and direct students to perform a task. Copy a list of students’ names from the teacher’s roll book and track students’ completion of tasks.
- Develop a pathfinder for major units taught on a yearly basis. When the class comes to the library, review the pathfinder with them and assign them one or two short tasks to do using the information on the pathfinder as a way of checking their understanding of how to use the pathfinder.
- Use a checklist. Sometimes a simple checklist that lists the steps or tasks students are required to complete will be sufficient. Using the checklist will help student, teacher, and/or library media specialist to ensure that the student is on task and is not omitting any component. This type of checklist should include process steps as well as information gathered. For example, on an elementary level, the checklist might contain a list of types of resources and the students would check the ones used and insert a page number. On an upper grade level, the checklist might direct students to a self-teaching tutorial on how to perform a Boolean search or how to use a particular software program. The teacher or library media specialist initials the checklist when the student completes the tutorial. All such tasks are linked to a project the student is required to complete. These examples illustrate that checklists perform a variety of functions in monitoring student learning.
- Use a graphic or visual organizer. This type of assessment is especially helpful when objectives include use of information seeking and gathering skills. The graphic organizer is structured to guide the student to select appropriate resources and then extract and record appropriate and useful information. Graphic organizers of various types help students organize notes and are used to ensure students only take notes, rather than copying entire sentences and paragraphs. Although graphic organizers are typically used as a process tool, they also serve to provide informative data about students’ ability to follow instructions and apply mental processing skills as they interact with information resources. A graphic organizer can incorporate checkboxes for teachers or library media specialist to initial, thus serving some of the same functions as a checklist.
• Use a rubric. A rubric is a set of criteria that clearly defines for the student what a range of acceptable and unacceptable performance looks like. Its purpose is to give students a concrete description of what a successful performance looks like. Through defining the attributes of a successful performance, the teacher and library media specialist are increasing students ability to succeed by helping them understand exactly what they are expected to do. By incorporating items in the rubric that deal with information literacy skills, students are able to connect learning steps and processes with their own achievement, i.e., successful completion of a project.

The value of assessment from the library media specialist’s point of view is that students become more aware of the steps and processes they use to successfully and ethically access, evaluate, and use information for learning.

Understanding the use of assessments in improving student achievement requires study, willingness to experiment, and learning from mistakes. If improving student achievement is indeed “the bottom line,” then library media specialists must be willing to take the plunge and get involved in this final phase of the teaching and learning process.

RESOURCES FOR FURTHER INFORMATION


Web Sites


Bellingham Schools Course: Information Literacy and the Net. http://www.bham.wednet.edu/literacy.htm
PRE-KINDERGARTEN INFORMATION LITERACY SKILLS

The student ... 

DEFINING/FOCUSBING  
(INFORMATION LITERACY STANDARDS 1 & 5; FOUNDATION SKILLS 1, 2, 3 & 5) 
- feels welcome in the school library media center (LMC). 
- recognizes the purpose and activities of the school library media center (types of materials, storytelling, etc.).
- demonstrates good library citizenship, including proper use and treatment of print materials and electronic resources (equipment, software). T-5-D; T-1-F; T-3-F 
- uses accurate and developmentally appropriate library and technology terms. T-6-B
- enjoys listening to stories and responds to various media. ELA-1-E6
- appreciates various types of literature (nursery rhymes, fairy tales, poetry and factual materials) that reflect global and national experiences. ELA-6-E2
- explores ways of interpreting and dramatizing literature. ELA-1-E6
- develops awareness of a topic by recalling previous experiences. ELA-7-E1
- develops beginning awareness of favorite authors and/or illustrators.

SELECTING TOOLS/RESOURCES  
(INFORMATION LITERACY STANDARDS 2, 3 & 4; FOUNDATION SKILLS 1, 2 & 3) 
- chooses and enjoys looking at books independently.
- identifies books on topics of interest with assistance.
- learns the conventions of print (left-to-right, top-to-bottom). ELA-1-E2
- develops awareness of magazines for recreational reading. ELA-1-E2
- uses information in a variety of media. ELA-5-E1
- uses pictures to gain information. ELA-1-E5
- locates and uses parts of a book (author, title, illustrator, front, back). ELA-5-E1
- uses simple software programs and hardware with assistance. ELA-5-E2; T-3-F
- distinguishes between television programs and commercials. ELA-5-E2; T-2-I

EXTRACTING/RECORDING  
(INFORMATION LITERACY STANDARDS 1, 2 & 3; FOUNDATION SKILLS 3 & 4) 
- recalls information based on print or non-print materials.
- recalls simple facts about what is observed and heard (e.g., field trips, experiments, puppet shows, transparencies, slide shows, audio/video tapes). ELA-4-E6
- observes teacher-facilitated information gathering, using technology tools. (e-mail, ask an expert, online search tools). T-1-G
- records simple information in picture form. ELA-5-E4; T-3-E

PROCESSING INFORMATION  
(INFORMATION LITERACY STANDARDS 2, 5 & 6; FOUNDATION SKILLS 2, 3 & 4) 
- identifies story elements (setting, plot, character, theme). ELA-1-E4
- determines cause and effect in picture form. ELA-7-E4
- assesses validity of information, at an introductory level, with teacher guidance. ELA-5-E2; T-4-I

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; S=Science; H=History; G=Geography; T=Louisiana Technology Guidelines

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ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARD 3; FOUNDATION SKILLS 3 & 4)
- sorts and classifies pictures. ELA-7-E1
- tells or retells simple stories. ELA-4-E3
- organizes information as a group. ELA-5-E3; T-3-E

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILL 4)
- shares information in own words and/or draws pictures to present information. ELA-1-E5; ELA-4-E1
- draws pictures to present information. ELA-1-E5
- publishes learned information in shared and guided contexts.

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2 & 6)
- evaluates favorite books read aloud (e.g., class votes, graphing). ELA1-E5
- demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, rubrics, and work samples.
KINDERGARTEN INFORMATION LITERACY SKILLS

The student ...

DEFINING/FOCUSING
(INFORMATION LITERACY STANDARDS 1 & 5; FOUNDATION SKILLS 1, 2, 3 & 5)

- feels welcome in the school library media center (LMC) and asks for help.
- recognizes the purpose and activities of the LMC (types of materials, circulation procedures, storytelling, etc.).
- demonstrates good library citizenship, including proper use and treatment of print materials and electronic resources (equipment, software). ELA-1-E2; T-5-D; T-1-F; T-3-F
- uses accurate and developmentally appropriate library and technology terms. T-6-B
- listens, looks, and responds to various media. ELA-4-E6
- appreciates various types of literature (nursery rhymes, fairy tales, poetry and factual materials) that reflect global and national experiences. ELA-6-E2
- explores ways of interpreting and dramatizing literature. ELA-4-E6
- brainstorms ideas and information about a topic by recalling previous experiences. ELA-7-E1
- develops awareness of favorite authors and/or illustrators.

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3 & 4; FOUNDATION SKILLS 1, 2 & 3)

- asks for help in locating materials.
- uses alphabetizing to locate easy books. ELA-1-E-1
- chooses and enjoys looking at books independently.
- selects materials and checks out, with assistance.
- learns the conventions of print (left-to-right, top-to-bottom). ELA-1-E2
- develops awareness of magazines for recreational reading. ELA-1-E2
- uses organizational features of printed text, other media and electronic information. ELA-5-E1; T-6-A
- uses information in a variety of media. ELA-5-E1
- uses pictures to gain information. ELA-1-E5
- locates and uses parts of a book (author, title, illustrator, front, back). ELA-5-E1
- uses technology to find answers to basic questions, in shared and guided contexts. ELA-5-E2; T-4-G
- develops a beginning awareness of Internet use policies. T-5-D
- distinguishes between television programs and commercials. ELA-5-E2; T-2-I

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2 & 3; FOUNDATION SKILLS 3 & 4)

- recalls information based on print or non-print materials.
- recalls simple facts about what is observed and heard (e.g., field trips, experiments, puppet shows, transparencies, slide shows, audio/video tapes). ELA-4-E6

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• participates in teacher-facilitated information gathering, using technology tools. (e-mail, ask an expert, online search tools). T-1-G
• records simple information in picture form. ELA-5-E3; T-3-E

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• identifies story elements (setting, plot, character, theme). ELA-1-E4
• determines cause and effect in picture form. ELA-7-E4
• assesses validity of information, at an introductory level, with teacher guidance. ELA-5-E2; T-4-I

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARD 3; FOUNDATION SKILLS 3 & 4)
• sorts and classifies pictures. ELA-7-E1
• sequences pictures, tells story in a logical order, and recognizes story patterns. ELA-7-E1; P-3-E
• organizes information as a group. ELA-5-E3; T-3-E

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILL 4)
• shares information in own words using compete sentences. ELA-4-E1
• draws pictures to present information. ELA-1-E5
• publishes learned information in shared and guided contexts.

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2 & 6)
• evaluates favorite books read aloud (e.g., class votes, graphing). ELA1-E5; T-3-E
• uses simple graphics to self-evaluate assignment success (e.g., ☺, ☼).
• demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, checklists, rubrics, work samples, conferences and journals/learning logs.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
GRADE 1 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/orIENTATION
(INFORMATION LITERACY STANDARDS 1, 4 & 5; FOUNDATION SKILLS 1, 2, 3 & 5)
• recognizes the school library media center (LMC) and feels comfortable asking for help.
• knows the location and organization of materials in the LMC and Browse to find appropriate materials. ELA-5-E2
• demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). T-5-D; T-1&3-F
• identifies and responds to a variety of classic and contemporary literature from appropriate genres. ELA-1-E5; ELA-6-E1 & E2
• identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.). ELA-6-E3
• identifies real and make-believe (non-fiction, fiction, poetry, etc.). ELA-6-E2
• recognizes the role of the author & illustrator, identifies favorites, and locates their works.
• identifies award winning books. ELA-6-E2
• identifies the purpose of focusing on a specific question to be answered. ELA-7-E1
• brainstorms ideas and information about a topic by recalling previous experiences. ELA-7-E1
• is aware of and uses community libraries. ELA-5-E2

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3 & 4; FOUNDATION SKILLS 1, 2 & 3)
• asks for help in locating materials, when necessary.
• alphabetizes to the first letter and locates words in a picture dictionary. ELA-1-E1; ITBS
• recognizes the library card or online catalog. ELA-5-E2; ITBS
• selects materials and uses appropriate check-out procedures.
• identifies and uses parts of book (title page, table of contents, and glossary). ELA-5-E1; ITBS
• identifies various information sources (books, newspapers, magazines, audio & visual materials, CD-ROM, Internet, community resources, television and radio, etc.). ELA-5-E1; ELA-5-E2; T-4-E
• uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, computer, etc.) T-6-A; T-6-B.
• uses organizational features of printed text, other media and electronic information. ELA-5-E1; T6-A
• uses simple maps and globes. ELA-5-E6; ITBS
• uses technology to find answers to basic questions, with teacher guidance. ELA-5-E2; T4-G
• develops a beginning awareness of Internet use policies. T-5-D

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; Sf=Science; H=History; G=Geography; T=Louisiana Technology Guidelines

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• distinguishes between television programs and commercials. ELA-5-E2; T-2-I

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2 & 3; FOUNDATION SKILLS 3 & 4)
• listens and observes for answers to specific questions. ELA-4-E5
• determines main idea. ELA7-E1
• records simple information in picture, single word, or short answer form using simple graphic organizers. ELA-5-E3; T-3-E
• recalls/records what is observed and listened to (e.g., demonstrations, field trips, experiments, etc.). ELA-4-E6
• participates in teacher-facilitated information gathering (e.g., e-mail, ask an expert, online searches). ELA-4-E7; T-1-G

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• recalls simple, specific details from print, visual, or auditory materials. ELA-1-E5
• identifies story elements (setting, plot, characters, theme, time & events). ELA-1-E4
• retells story in order and recognizes story patterns. ELA-7-E1; P-3-E
• makes simple predictions. ELA-7-E1
• determines cause and effect in picture and simple word form. ELA-7-E4
• interprets meaning from literature and relates it to his/her experiences. ELA-1-E6
• interprets information in different formats (e.g., graphs, charts). ELA-5-E6; D-2-E; ITBS
• assesses validity of information, at an introductory level, with teacher guidance. ELA-5-E2; T-4-I

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
• sorts and classifies pictures, simple words, and sentences. ELA-7-E1
• sequences pictures and simple sentences. ELA-7-E1
• identifies patterns and relationships using modeled examples. P-3-E
• decides on an appropriate presentation format using modeled examples. ELA-5-E3

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILL 4)
• shares information and ideas orally and in simple written sentences. ELA-4-E1; T-3-E
• presents thoughts and information through student-produced media. ELA-5-E4; T1-E; T-3-E
• presents information in a group graph/chart/diagram. ELA-5-E3; T-1-E; T-3-E

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
• uses simple graphics to self-evaluate assignment's success (e.g., ☺, ☠). respects the rights and opinions of others.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• demonstrates competence, as evaluated by the teacher using one or more of the following techniques: teacher observation, checklists, rubrics, work samples/portfolios, conferences, and journals/learning logs.
GRADE 2 INFORMATION LITERACY SKILLS

The student...

DEFINING/FOCUSING/APPRECIATION/orIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2, 3 & 5)

- reviews and reinforces understanding of the school library media center (LMC) arrangement and procedures. ELA-5-E2
- knows the location and organization of materials in the LMC and browses to find appropriate materials. ELA-5-E2
- demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). T-5-D; T-1-F; T-3-F
- identifies and responds to a variety of classic and contemporary literature from appropriate genres. ELA-1-E5; ELA-6-E1 & E2; ITBS
- identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.). ELA-6-E3; ITBS
- identifies real and make-believe (non-fiction, fiction, poetry, etc.). ELA-6-E2
- identifies favorite authors and locate their works. ELA-6-E2
- identifies and reads award winning books. ELA-6-E2; ELA-7-E3
- identifies purpose and uses various types of information sources. ELA-5-E2; ITBS
- brainstorms ideas and information about a topic by recalling previous experiences. ELA-7-E1
- is aware of and uses community libraries. ELA-5-E2
- develops awareness of the importance of information in a democratic society. ELA-7-E4; C-1B-E1

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILLS 1, 2 & 3)

- alphabetizes to the second letter. ELA-5-E1; ELA-1-E1; ITBS
- uses the LMC card or online catalog to locate books. ELA-5-E1; ITBS; T-4-H; T-4-J
- uses LMC check-out system.
- uses guide words and other features of a dictionary. ELA-5-E1; ITBS
- distinguishes between dictionary and encyclopedia. ELA-5-E2; ITBS
- locates and evaluates various information sources (books, newspapers, magazines, audio & visual materials, CD-ROM, Internet, community resources, television and radio, etc.). ELA-5-E1; ELA-5-E2; T-4-E
- uses appropriate equipment correctly (e.g. audio cassette player, overhead projector, computer, etc.). T-6-A; T-6-B.
- uses organizational features of printed text, other media and electronic information. ELA-5-E1; T-6-A
- identifies and uses parts of book (title page, table of contents, and glossary). ELA-5-E1; ITBS
- uses simple maps and globes. ELA5-E6; G-1A-E1; ITBS

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SF=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• uses technology to find answers to basic questions, with teacher guidance. ELA-5-E2; T-4-G
• is aware of school Internet use policies/guidelines. T-5-D
• distinguishes between television programs and commercials and understands the purpose of commercials. ELA-5-E2; T-2-I

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2 & 3; FOUNDATION SKILLS 3 & 4)
• listens and observes for answers to specific questions. ELA-4-E5
• determines main idea. ELA-7-E1
• records simple information in picture, single word, or short answer form using graphic organizers. ELA-5-E3; T-3-E
• spells accurately using strategies when necessary. ELA-3-E5; ITBS
• uses closed book note-taking, on a beginning level. ELA-5-E3; ELA-7-E1
• interprets information in different formats (e.g., graphs, charts). ELA-5-E6; D-2-E; SI-E-A5; ITBS
• recalls/records what is observed and listened to (e.g., demonstrations, field trips, experiments). ELA-4-E6
• participates in teacher-facilitated information gathering (e.g., e-mail, ask an expert, online searches). ELA-4-E7T-1-G

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• recalls simple, specific details from print, visual, or auditory materials. ELA-1-E5
• identifies story elements (setting, plot, characters, theme, time & events). ELA-1-E4
• makes simple predictions. ELA-7-E1
• determines cause and effect in picture and simple word form. ELA-7-E4
• interprets meaning from literature and relates it to his/her experiences. ELA-1-E6
• assesses validity of information viewed, read, or listened to, at an introductory level, with teacher guidance. ELA-5-E2; T-4-I
• generates and links knowledge, transferring information from one context to another. ELA-1-E6

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3, 5 & 6; FOUNDATION SKILLS 3 & 4)
• tells and retells stories in sequence. ELA-4-E3
• sorts and classifies pictures, simple words, and sentences. ELA-7-E1
• sequences pictures and simple sentences. ELA-7-E1
• identifies patterns and relationships using modeled examples. ELA-7-E1; P-3-E
• decides on an appropriate presentation format using modeled examples. ELA-5-E3; T-1-E & F
• develops an understanding of storing, organizing, manipulating, and visually representing data through participating in teacher-facilitated use of graphing, spreadsheet or database software. ELA-4-E7; D-2-E; T-2-L; T-3-L

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6 & 9; FOUNDATION SKILL 4)
• shares information and ideas orally and in simple written sentences. ELA-4-E1; T-3-E
• presents thoughts and information through simple student-produced media. ELA-5-E4; T-1 & 3-E & F
• presents information in an individual or group graph/chart/diagram. ELA-5-E3; D-2-E; T-1 & 3-E & F

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
• uses simple graphics to self-evaluate assignment's success (e.g., ☺, ☹).
• respects the rights and opinions of others.
• demonstrates competence, as evaluated by the teacher using one or more of the following techniques: teacher observation, checklists, rubrics, work samples/portfolios, conferences and journals/learning logs.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
GRADE 3 INFORMATION LITERACY SKILLS

The student ...

DEFINING/FOCUSING
(INFORMATION LITERACY STANDARDS 1, 4 & 5; FOUNDATION SKILLS 1, 2, 5 & 7)

- reviews and reinforces understanding of the school library media center (LMC) arrangement and procedures. ELA-5-E2; T-5-D; T-3-F
- knows the location and organization of materials in the LMC and browses to find appropriate materials. ELA-5-E2
- demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). T-5-D; T-1-F; T-3-F
- identifies, reads and responds to a variety of classic and contemporary literature from appropriate genres. ELA-1-E5; ELA-6-E2; ITBS/LEAP
- identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.). ELA-6-E3; ITBS/LEAP
- identifies real and make-believe (non-fiction, fiction, poetry, etc.). ELA-6-E2
- identifies favorite authors and locates their works. ELA-6-E2
- identifies and reads award winning books. ELA-6-E2
- listens and responds to a wide variety of media (music, TV, film, video, multimedia, etc.). ELA-4-E6; T-2-J; T-4-J
- identifies purpose and use of various types of information sources. ELA-5-E2; ELA-3-E1; T-4-J
- brainstorms ideas and information about a topic by recalling previous experiences. ELA-7-E1
- identifies key issues or questions for further exploration. ELA-7-E4
- develops concept maps to generate ideas and to aid learning by integrating new and old knowledge, using varied tools and technologies. ELA-7-E2; T-2-E&J
- is aware of and uses community libraries. ELA-5-E2
- develops awareness of the importance of information in a democratic society. ELA-7-E4; C-1B-E1

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILLS 1, 2 & 3)

- alphabetizes to the third letter. ELA-1-E1; ELA-5-E1; ITBS
- uses the LMC card or online catalog to locate books by author, subject, or title. ELA-5-E2; ITBS
- recognizes and uses features of the Dewey Decimal system to locate materials. ELA-5-E2
- uses LMC check-out system.
- locates, evaluates, and uses various information sources (books, newspapers, magazines, telephone directory, audio & visual materials, CD-ROM, Internet, community resources, television and radio, etc.). ELA-5-E1 & E2; T-4-E

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
- uses organizational features of printed text (title page, table of contents, glossary, and index), other media (captions and sequence) and electronic information (outline, searching). ELA-5-E1 & E2; T-6-A; ITBS
- identifies and uses parts of book (title page, table of contents, glossary, and index). ELA-5-E1; LEAP
- develops awareness of other reference resources besides encyclopedias. ELA-5-E2; T-4-H
- understands purpose and organizational features and uses a dictionary, thesaurus, almanac, and encyclopedia. ELA-5-E1; ITBS
- understands purpose and uses basic features of maps and globes. ELA-5-E6; G-1A-E1; ITBS
- uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.). T-6-A.
- operates computers, other technologies, and software necessary to access information. ELA-5-M1; T-6-A
- uses technology to find answers to basic questions, with teacher guidance. ELA-5-E2; T-4-G
- understands and follows school/district Internet use policy/guidelines. T-5-D
- analyzes techniques used in commercials to attract attention and influence thinking. ELA-5-E2; T-2-I

**EXTRACTING/RECORDING**

(INFORMATION LITERACY STANDARDS 1, 2 & 3; FOUNDATION SKILL 3)

- listens and observes for answers to specific questions, for enjoyment, and for problem solving. ELA-4-E5
- uses closed book note-taking. ELA-5-E3; ELA-7-E1; T-3-E; T-3-F
- uses graphic or visual organizers for note-taking. ELA-5-E3; T-3-B; T-3-F
- writes a simple outline or develops a web. ELA-5-E3
- skims and scans for facts. ELA-7-E4
- takes notes on a topic, recording key words and phrases and summarizing. ELA-5-E3
- spells accurately using strategies when necessary. ELA-3-E5; ITBS
- interprets information from graphics (pictures, charts/graphs, tables/schedules, diagrams/maps). ELA-5-E6; D-2-E; ITBS
- recalls/records what is observed and listened to (e.g., demonstrations, field trips, experiments, etc.). ELA-4-E6
- participates in information gathering (e.g., library reference sources, e-mail, ask an expert, online searches). ELA-5-E3; ELA-4-E7; T-1-G
- knows credit must be given for borrowed ideas and information. ELA-5-E5; T-5-D

**PROCESSING INFORMATION**

(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)

- recalls specific details from print, visual, or auditory materials. ELA-1-E5
- identifies story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection. ELA-1-E4
- interprets meaning from literature and relates it to his/her experiences. ELA-1-E6
• determines main idea, sequences, predicts, makes inferences, and draws conclusions. ELA-7-E1
• distinguishes fact from opinion, determines cause and effect, generates inquiry, and makes connections with real-life situations. ELA-7-E4
• evaluates information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. ELA-5-E2; T-2, 4 & 5-I
• generates and links knowledge, transferring information from one context to another. ELA-1-E6

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
• tells and retells stories in sequence. ELA-4-E3
• identifies a sequence of ideas and selects the most important. ELA-7-E1
• identifies patterns and relationships using modeled examples. ELA-7-E1; P-3-E
• develops an understanding of storing, organizing, manipulating, and visually representing data through participating in teacher-facilitated use of graphing, spreadsheet or database software. D-2-E; T-2 & 3-L
• decides on an appropriate presentation format using modeled examples. ELA-5-E3; T-1-E; T-1-F
• organizes, edits, and proofreads his/her own work. ELA-2-E3

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6 & 8; FOUNDATION SKILL 4)
• uses available technology to produce, revise, and publish a variety of works. ELA-5-E4; T-1-E; T-3-E
• presents information orally and/or in an individual or group graph/chart/diagram or other presentation. ELA-4-E4; ELA-5-E4; D-2-E; T-1 & 3-E
• gives credit for borrowed information by telling or listing sources. ELA-5-E5; T-5-D

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
• uses a checklist or rubric to self-evaluate his/her own or group efforts during the research process.
• respects the rights and opinions of others.
• demonstrates competence, as evaluated by the teacher using one or more of the following techniques: observation, checklists, rubrics, work samples/portfolios, conferences and journals/learning logs.
GRADE 4 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

• reviews and reinforces understanding of the school library media center (LMC) arrangement and procedures. ELA-5-E2; T-5-D; T-3-F
• demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). T-5-D; T-1 & 3-F
• identifies, reads, and responds to a variety of classic and contemporary literature from appropriate genres. ELA-6-E2; LEAP
• identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.). ELA-6-E3; LEAP
• identifies and reads award winning books. ELA-6-E2
• identifies essential (key) issues or questions for further exploration. ELA-7-E4
• creates and utilizes concept maps and webs to generate ideas and to aid learning by integrating new and old knowledge, using varied tools and technologies. ELA-5-E3; T-2-E&J
• learns a search strategy for locating resources on a specific topic. ELA-5-E2
• identifies purpose and use of various types of information sources. ELA-5-E2; T-4-J; LEAP
• critiques various media productions, identifying personal favorites. ELA-4-E6; ELA-5-E2
• is aware of and uses community libraries. ELA-5-E2
• is aware that information is important to a democratic society. ELA-7-E4; C-1B-E1

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILLS 1, 2 & 3)

• alphabetizes to the fourth letter. ELA-1-E1; ELA-5-E1; LEAP
• uses the LMC card or online catalog to locate books by author, subject, or title. ELA-5-E2; T-4-J; T-4-H; LEAP
• locates materials using the classification system of the LMC and uses check-out system. ELA-5-E2
• selects materials that present varied points of view. ELA-7-E3
• locates, evaluates, and uses various information sources (books, newspapers, magazines, telephone directory, audio and visual materials, CD-ROM, pre-selected Internet sites, online databases, television and radio, etc.). ELA-5-E1; ELA-5-E2; T-4-E; LEAP
• uses organizational features and information in media, and online sources (pull down menu, keyword searching, online databases, periodical indexes, Internet visuals, etc.). ELA-5-E1; T-6-A; LEAP
• identifies and uses parts of book (title page, table of contents, glossary, and index). ELA-5-E1; LEAP

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
identifies other reference materials besides encyclopedias. ELA-5-E2; LEAP
understands purpose and organizational features and uses a dictionary, thesaurus, almanac, biographical dictionary, and encyclopedias, general and subject. ELA-5-E1; ELA-5-E2; LEAP
uses an atlas and/or globe as a source of information on political divisions or geographical features, or variation in climate, population density, vegetation, etc. ELA-5-E6; G-1A-E1; LEAP
uses magazines and newspapers appropriate to his/her own level as a source of current information. ELA-5-E2; LEAP
identifies and uses primary and secondary source documents. H-1A-E3; LEAP
evaluates the currency of information by the copyright date or other dating system. ELA-5-E2
uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.). T-6-A; T-6-E
operates computers, other technologies, and software necessary to access information. ELA-5-M1; T-6-C
uses keywords and applies basic search techniques to broaden or narrow topic, (e.g., keyword, phrases), to search information sources. ELA-5-E1
understands Internet concepts, and uses online resources to investigate curriculum-related issues. ELA-5-E2; T-4-J; T-1 & 4-N
understands and follows district approved Internet use policy/guidelines. T-5-D
analyzes techniques used in commercials to attract attention and influence thinking. ELA-5-E2; T-2-I
uses resources outside the school (e.g., public library, community resources, and resource people). ELA-5-E2

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILLS 3 & 4)

previews selected resources by using table of contents, index, and other simple scanning strategies. ELA-5-E1
skims to identify key words and key phrases. ELA-7-E4
spells accurately using strategies when necessary. ELA-3-E5; ITBS
organizes information using graphic organizers or simple outlining techniques. ELA-5-E3; T-3-E; LEAP
identifies the types of information in a newspaper. ELA-5-E2
uses closed book note taking. ELA-5-E3; ELA-7-E1
understands and uses the technique of **chunking** information by reading sections and making a note. ELA-5-E3; ELA-7-E1
takes notes on a topic, recording key words and phrases and summarizing. ELA-5-E3
uses 2 or more sources to gather information on a topic, including traditional sources and technology (reference books, databases, e-mail, ask an expert, online searches). ELA-5-E2; T-1, 4, & 5-G; LEAP
interprets information from graphics (pictures, charts/graphs, tables/schedules, diagrams/maps, timeline, flowchart, etc.). ELA-5-E6; D-2-E; LEAP
• uses information, media, and technology in a responsible and appropriate manner. ELA-5-E5; T-5-D

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• recalls specific details from print, visual, or auditory materials. ELA-1-E5
• identifies story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection. ELA-1-E4
• examines information for bias or opinion. ELA-7-E4
• problem solves by interpreting meaning of literature/information and relating it to life experiences. ELA-7-E2; LEAP
• determines main idea, sequence, predict, make inferences, and draw conclusions. ELA-7-E1; LEAP
• distinguishes fact from opinion, determines cause and effect, generates inquiry, and makes connections with real-life situations. ELA-7-E4; LEAP
• evaluates information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. ELA-5-E2; T-2, 4, & 5-I; LEAP
• generates and links knowledge, transferring information from one context to another. ELA-1-E6

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
• tells and retells stories in sequence. ELA-4-E3
• selects an appropriate organizational style for reporting information (i.e., chronological, argumentative position, order of importance or priority, space order, problem solution, or topical arrangement). ELA-5-E3
• organizes information, incorporates key words and phrases, edits, and proofreads his/her own work. ELA-2-E3; LEAP
• inspects method of organization to determine missing elements. ELA-2-E3; LEAP

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
• includes a simple bibliography and table of contents in written reports. ELA-5-E1; ELA-5-E5
• uses available technology to produce, revise, and publish a variety of works. ELA-5-E4; T-1 & 3-E & F
• presents information orally and/or in an individual or group graph, chart, diagram or other presentation. ELA-5-E4; T-1 & 3-E & F
• uses graphing, spreadsheet or database applications to organize, store, display, and share data. ELA-5-E3; D-2-E; T-2 & 3-L
• gives credit for borrowed information by telling or listing sources. ELA-5-E5; T-5-D

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)

- uses a checklist or rubric to self-evaluate his/her own or group efforts during the research process.
- respects the rights and opinions of others.
- demonstrates competence as evaluated by the teacher using one or more of the following evaluation techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences and journals/learning logs.
GRADE 5 INFORMATION LITERACY SKILLS

The student ...

DEFINING/FOCUSING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

• reviews and reinforces understanding of the school library media center (LMC) arrangement and procedures. T-3-F
• demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). T-5-E; T-5-F
• recognizes and responds to a variety of classic and contemporary literature from various genres (folklore, fairytales, tall tales, legends, etc.). ELA-6-M2 & M3; ITBS/LEAP
• identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.). ITBS/LEAP
• identifies and reads award winning books. ELA-6-M2
• defines an information need and develops a preliminary search plan. ELA-7-M2
• identifies essential (guiding) issues or questions for further exploration. ELA-7-M4
• proceeds from general to specific or vice versa when researching a subject. ELA-7-M2
• creates and utilizes concept maps and webs to generate ideas and to aid learning by integrating new and old knowledge, using varied tools and technologies. ELA-7-M2; T-2-E&J
• is aware of and use community libraries. ELA-5-M2
• is aware that information is important to a democratic society. C-1B-E1; T-5-F

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)

• alphabetizes to the end of the word. ELA-3-M5; ITBS
• uses the LMC card or online catalog to locate books for informational purposes or personal interests. ELA-5-M1; ITBS
• locates materials using the classification system of the LMC and uses check-out system. ELA-5-m2
• selects materials that present varied points of view. ELA-7-M3
• uses a bibliography to select additional information. ELA-5-m2
• locates, evaluates, and selects information sources appropriate to the task (print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual material). ELA-5-M2; LEAP
• identifies and uses organizational features of printed text, other media and electronic information (index, table of contents, guide words, copyright page, bibliography, alphabetizing, captions, legends, pull-down menus, icons). ELA-5-M1; ITBS

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• understands purpose and organizational features and uses a thesaurus, almanac, biographical dictionary, encyclopedias, general and subject, and other reference sources. ELA-5-M1; ITBS/LEAP
• uses dictionary guide words and locates word meanings, correct spelling, and inflectional forms. ELA-5-M1 & M2; ITBS
• uses an atlas and/or globe as a source of information on political divisions or geographical features, or variation in climate, population density, vegetation, etc., including use of the index to an atlas. ELA-5-M1; G-1A-M1; ITBS/LEAP
• uses magazines and newspapers appropriate to his/her own level as a source of current information. ELA-5-M1 & M2
• identifies and uses primary and secondary source documents. H-1A-E3; LEAP
• uses a print or electronic index to children's periodicals to locate information in magazines. ELA-5-M1; ITBS
• uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.). T-6-C
• selects appropriate technology resources and tools to address a variety of tasks and problems. ELA-5-2; T-6-C&M
• operates computers, other technologies, and software necessary to access information. ELA-5-M1; T-6-C
• uses keywords and applies intermediate searching techniques to broaden or narrow topic (e.g., keyword, phrases, Boolean logic), to search information sources. ELA-5-M1; T-1 & 4-J
• understands Internet concepts and uses online resources to investigate curriculum-related issues. ELA-5-M1; T-4-J; T-1 & 4-N
• understands and follows district approved Internet use policy/guidelines. T-5-N
• analyzes techniques used in commercials to attract attention and influence thinking. ELA-2-M2; T-5-N
• uses resources outside the school (e.g., public library, community resources, and resource people). ELA-5-M2

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)
• previews selected resources by using table of contents, index, and other simple scanning strategies. ELA-7-M1
• skims to identify key words and phrases. ELA-7-M4
• spells accurately using strategies when necessary. ELA-7-M 1 & 4; ITBS
• records information using graphic organizers, outlining, note taking, and/or summarizing. ELA-5-M3 & M6
• interprets and extracts information presented in graphic form (e.g., charts/graphs, tables/schedules, diagrams/maps/globes, flowcharts, timeline, etc.). ELA-5-M6; ITBS/LEAP
• interprets and extracts information from a thesaurus, almanac, biographical dictionary, general and subject encyclopedias, and other reference sources. ELA-5-M1; ITBS/LEAP
• uses general purpose productivity tools (e.g., word processing, graphing, database, or spreadsheet program). D-2-E; T-1, 2, & 3 -E&F
• uses telecommunications to access remote information and to communicate with individuals inside and outside their own school. T-1& 4-G & K
• uses three (3) or more sources to gather information on a topic, including traditional sources and technology (reference books, databases, e-mail, ask an expert, online searches). T-1 & 4-K; LEAP
• writes an outline using both main topics and subtopics. ELA-5-M3; LEAP
• uses information, media, and technology in a responsible manner, giving credit for borrowed information. ELA-5-M5; T-5-E

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• recalls specific details from print, visual, or auditory materials.
• identifies story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection. ELA-1-M2
• determines main idea, sequences, predicts, makes inferences, and draws conclusions. ELA-7-M1; ITBS/LEAP
• analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc. D-2-E; ELA-5-M3; ELA-5-M6; LEAP
• utilizes materials that present alternative points of view. ELA-7-M3
• problem solves by interpreting meaning of literature/information and relating it to life experiences. ELA-7-M2; LEAP
• distinguishes fact from opinion, determines cause and effect, generates inquiry, and makes connections with real-life situations. ELA-7-M4; ITBS/LEAP
• evaluates information from print, non-print, electronic, and media sources for currency, accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. ELA-5-M2; ELA-7-M2; T-2-N; T-4-N; T-5-N; LEAP
• generates and links knowledge, transferring information from one context to another. ELA-1-M4

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
• synthesizes (examines, sorts, manipulates, organizes) information retrieved from information sources. ELA-5-M3; ITBS/LEAP
• refines the working outline as important information is discovered. ELA-5-M3
• organizes information and incorporates key words and phrases. ELA-2-M3 & M4; LEAP
• selects an appropriate organizational style for reporting information (i.e., chronological, argumentative position, order of importance or priority, space order, problem solution, or topical. ELA-2-M1; ELA-7-M2; LEAP

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PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)

- uses outline to write a more detailed report (including charts, statistics and/or visual aid) using his/her own words. ELA-5-M3; LEAP
- edits and proofreads his/her own work and participates in peer editing. ELA2-M3;
- presents an oral report, audiovisual, or multimedia presentation on a given topic, incorporating information from print, non-print, electronic and other sources. ELA-4-M4; T-1&3-G&H
- uses graphing, spreadsheet or database applications to organize, store, display, and share data. D-2-E; T-2 & 3-L
- lists sources, using an approved bibliographic format. ELA-5-M5; T-4-E

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)

- uses a checklist or rubric to self-evaluate his/her own or group efforts during the research process.
- respects the rights and opinions of others.
- demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, conferences and journals/learning logs.
GRADE 6 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/orientation
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

• demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
• demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). T-5-D; T-1& 3-F
• identifies and responds to United States and world literature representing diverse ethnic groups. ELA-6-M1
• recognizes, appreciates, and classifies a variety of classic and contemporary literature from many genres (folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, novels, drama). ELA-6-M2 & M3
• experiences and reads a wide variety of literature for personal enjoyment. ELA-6-M2
• establishes a purpose for research (e.g., formulates a central research question or thesis statement). ELA-2-M1
• identifies essential (key) issues or questions for further exploration. ELA-7-M4
• identifies basic steps in the information search process. ITBS
• is aware of and use community libraries.
• recognizes the role and importance of information in a democratic society. ELA-7-M4; C-1B-M1; T-5-F

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)

• identifies and uses the LMC card or online catalog to access information for research purposes and leisure reading. ELA-1-M1; ITBS
• understands the purpose and major divisions of the Dewey Decimal System to locate materials. ELA-5-M2
• locates materials using the classification system of the LMC and uses check-out system. ELA-5-M2
• locates, evaluates, and selects information sources appropriate to the task (print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual material). ELA-5-M2; T-2-M; LEAP
• identifies and uses organizational features of printed text, other media and electronic information (index, table of contents, guide words, copyright page, bibliography, alphabetizing, captions, legends, pull-down menus, icons). ELA-5-M1; ITBS
• selects and accesses independently an increasing variety of print, non-print, electronic, and media resources. ELA-5-M2; T-4-H
• selects materials that present varied points of view. ELA-7-M3
• uses a bibliography to locate additional information. ELA-5-M2

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- uses organizational features in various references (guide words, key words, table of contents, index, glossary, etc.). ELA-5-M1; ITBS
- uses encyclopedias for answering questions, for an overview of a topic, for background information, and as a starting point for research. ELA-5-M2; ITBS
- uses almanacs to compare and analyze data; uses atlases and globes to locate places, determines distance and directions, and for geographical and other information; uses other print and electronic references to gain information. ELA-5-M2; G-1A-M1; ITBS
- uses newspapers and periodicals as a source of information as well as for leisure reading. ELA-5-M2; ITBS
- uses a print or electronic index to periodicals to locate information in magazines. ELA-5-M2; ITBS
- identifies and uses primary and secondary source documents. H-1A-M4; LEAP
- uses keywords and applies intermediate searching techniques to broaden or narrow topic, (e.g., keyword, phrases, Boolean logic), to search electronic databases or the Internet for information. ELA-5-M1
- understands Internet concepts, and uses online resources to investigate curriculum-related issues. ELA-5-M1; T-4-J; T-1 & 4-N
- operates computers, other technologies, and software necessary to access information. ELA-5-M1; T-6-C
- understands and follows district approved Internet use policy/guidelines. T-4 & 5-E
- analyzes techniques used in commercials and other ads to attract attention and identifies point of view represented. ELA-2-M2; T-5-N
- consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.). ELA-5-M2

**EXTRACTING/RECORDING**

*INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3*

- previews selected resources by using table of contents, index, and other simple scanning strategies. ELA-7-M4
- skims to identify key words and phrases. ELA-7-M1; ELA-7-M4
- spells accurately using strategies and resources. ELA-3-M5; ITBS
- records information using graphic organizers, outlining, note taking, and/or summarizing. ELA-5-M3; ELA-5-M6
- extracts essential information from visual and auditory sources. ELA-5-M3
- interprets and extracts information presented in graphic form (e.g., charts/graphs, tables/schedules, diagrams/maps, flowcharts, timeline, etc.). ELA-5-M6; SI-M-A3; ITBS/LEAP
- uses a glossary, dictionary, thesaurus, and/or spell check to assist with writing and spelling. ELA-3-M5
- recognizes and uses organizational features of technology tools and applications (graphical user interface, toolbars, pull-down menus, etc.). ELA-5-M1; T-6-C
- recognizes the appropriate use of information, adheres to copyright guidelines, and follows ethical and legal guidelines that apply to the use of information (use of key

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words and phrases to avoid plagiarism, proper attribution of direct quotes, record of sources used, etc.). ELA-5-M3; T-5-M; T-4 & 5-E

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
- analyzes story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection. ELA-1-M2
- determines main idea, sequences, predicts, makes inferences, compares and contrasts, makes inferences, and draws conclusions. ELA-7-M1; ITBS/LEAP
- problem solves by interpreting meaning of literature/information and relating it to life experiences. ELA-7-M2; LEAP
- analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc. ELA-7-M2; D-1-M; ELA-5-M3; ELA-5-M6; LEAP
- determines cause and effect, generates inquiry, and makes connections with real-life situations. ELA-7-M4; ITBS/LEAP
- evaluates information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. ELA-5-M2; ELA-7-M4; T-2, 3, & 4-1; LEAP
- utilizes materials that present alternative points of view. ELA-7-M4
- distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-M4; ITBS; T-2, 4 & 5-N
- uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-M1; ITBS
- compares, summarizes, and generalizes information. ELA-7-M1; ITBS
- derives valid inferences from information collected. ELA-7-M1; ITBS
- generates and links knowledge, transferring information from one context to another. ELA-1-M4

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
- synthesizes (examines, sorts, manipulates, organizes) information retrieved from information sources. ELA-5-M3; ITBS
- selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques & technologies as available. ELA-2-M3; ELA-7-M2; T-1 & 3-D&K
- demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc. ELA-2-M3
- uses spreadsheets or databases with teacher guidance to organize, store, retrieve, and visually display data. D-2-E; T-2 & 3-L
- demonstrates ability in proofreading and editing. ELA-2-M1; ITBS

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
- plans a specific project using a selected organizational style. ELA-5-M4
- uses outline to write a more detailed report (including charts, statistics an/or visual aid) using his/her own words. ELA-5-M3; LEAP

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determines the most effective method of presentation for a selected organizational style. ELA-5-M4
produces a written, oral, or electronic presentation using a variety of print and/or electronic tools appropriate to grade level, with progressing independence. ELA-5-M4; T-1 & 3-G
uses appropriate resources as needed in creating presentation (glossary, dictionary, thesaurus, spell check). ELA-3-M5; ELA-5-M1
credits sources of information by citing references using various formats (footnotes, bibliographies). ELA-5-M5; T-4 & 5-E

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
- evaluates the communication skills of others as well as his/her own.
- demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences, student-authored books, journals/learning logs and research projects.
GRADE 7 INFORMATION LITERACY SKILLS

The student…

DEFINING/FOCUSING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

- demonstrates knowledge of the library media center (LMC) personnel, organization and procedures.
- demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software). ELA-1-M2; T-5-D; T-1& 3–F
- identifies and responds to United States and world literature representing diverse ethnic groups. ELA-6-M1
- recognizes, appreciates, and classifies various types and genres of literature. ELA-1-M5; ELA-6-M1, M2 & M3
- experiences and reads a wide variety of literature for personal enjoyment. ELA-6-M2
- establishes a purpose for research (e.g., formulates a central research question or thesis statement). ELA-2-M1
- draws on prior knowledge to brainstorm or cluster ideas. ELA-7-M2
- identifies essential (key) questions for exploration, using modeled techniques, and refines questions throughout the research process, as necessary. ELA-7-M4
- identifies basic steps in an information search process. ITBS
- is aware of and use community libraries.
- recognizes the role and importance of information in a democratic society. ELA-7-M4; C-1B-M1

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)

- identifies and interprets information in the LMC card or online catalog to access information for research purposes and personal interests. ELA-1-M5; ITBS
- locates materials using the classification system of the LMC and uses check-out system. ELA-5-M2.
- locates, evaluates, and selects information sources appropriate to the task (print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual material). ELA-5-M2; T-2-M; LEAP
- identifies and uses organizational features of printed text, other media and electronic information (index, table of contents, guide words, copyright page, bibliography, alphabetizing, captions, legends, pull-down menus, toolbar, graphical interface; icons, etc.). ELA-5-M1; T-6-C; ITBS
- determines the reference source most appropriate for a specific purpose. ELA-5-M2; T-2-M
- selects materials that present varied points of view. ELA-7-M3
- uses skimming and scanning techniques to survey readability and determine suitability of resources for the task. ELA-7-M4

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uses organizational features in various references (guide words, key words, table of contents, index, glossary, etc.). ELA-5-M1; ITBS

uses encyclopedias for answering questions, for an overview of a topic, for background information, and as a starting point for research. ELA-1-M5; ELA-5-M2; ITBS

uses almanacs to compare and analyze data; uses atlases and globes to locate places, determines distance and directions, and for geographical and other information; uses other print and electronic references to gain information. ELA-1-M5; ELA-5-M2; G-1A-M1; ITBS

uses newspapers and periodicals as a source of information as well as for leisure reading. ELA-1-M5; ITBS

identifies and locates information from both primary and secondary sources. H-1A-M4

uses keywords and applies intermediate searching techniques to broaden or narrow topic, (e.g., keyword, phrases, Boolean logic), to search electronic databases or the Internet for information. ELA-5-E1

understands Internet concepts, and uses online resources to investigate curriculum-related issues. ELA-5-E1; T-4-J; T-1 & 4-N

operates computers, other technologies, and software necessary to access information. ELA-5-M1; T-6-C

understands and follows district approved Internet use policy/guidelines.

analyzes techniques used in commercials and other ads to attract attention and identifies point of view represented.

consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)

previews selected resources by using table of contents, index, and other simple scanning strategies. ELA-7-M4

extracts essential information from visual and auditory sources, using appropriate note taking strategies. ELA-5-M3

uses a glossary, dictionary, thesaurus, and/or spell check to assist with writing and spelling. ELA-3-M5

interprets and uses graphic sources for information: maps, charts, pictures, diagrams, bar and picture graphs, tables, schedules, etc. ELA-5-M6; D-1-M; SI-M-A3; ITBS

recognizes the appropriate use of information, adheres to copyright guidelines, and follows ethical and legal guidelines that apply to the use of information (use of key words and phrases to avoid plagiarism, proper attribution of direct quotes, record of sources used, etc.). ELA-5-M3 & M5; T-4 & 5-E

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)

analyzes story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection. ELA-1-M2
• determines main idea, sequences, predicts, compares and contrasts, makes inferences, and draws conclusions. ELA-7-M1; ITBS/LEAP
• problem solves by interpreting meaning of literature/information and relating it to life experiences. ELA-7-M2; LEAP
• analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc. ELA-7-M2; D-1-M; LEAP
• determines cause and effect, generates inquiry, and makes connections with real-life situations. ELA-7-M4; ITBS/LEAP
• evaluates information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. ELA-5-M2; ELA-7-M4; T-2, 3, & 4-1; LEAP
• utilizes materials that present alternative points of view. ELA-7-M1
• distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-M4; ITBS; T-2, 4 & 5-N
• uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-M1; ITBS
• compares information from different sources for opposing viewpoints and accuracy. ELA-7-M1; ITBS
• summarizes, and generalizes information. ELA-7-M1; ITBS
• derives valid inferences from information collected and understands why there may be various interpretations of data. ELA-7-M1; ITBS
• relates information to previous experience to determine cause and effect. ELA-7-M4; ITBS
• generates and links knowledge, transferring information from one context to another. ELA-1-M4

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
• uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check). ELA-3-M5
• synthesizes selected information, individually or with a group, and proposes a solution to a problem based on prior knowledge and new information.
• selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques and technologies as available. ELA-2-M3; T-1 & 3-D&K
• demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc. ELA-2-M3
• recognizes information deficiencies and locates additional information.
• uses word processing skills for note taking, creating reports, lists and simple tables. D-1-M
• uses a spreadsheet program, creating simple formulas for basic functions. D-1-M
• uses a database program with teacher guidance to browse, edit, add, or delete records in a group or class-created database. D-1-M
• demonstrates ability in proofreading and editing. ELA-2-M3; ITBS
PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
- plans a specific project using a selected organizational style. ELA5-M4
- determines the most effective method of presentation for a selected organizational style. ELA-5-M4
- creates a written, oral, or multimedia presentation using a variety of print and/or electronic references appropriate to grade level. ELA-5-M4; T-1 & 3-G
- credits sources of information by citing references using various formats (footnotes, bibliographies). ELA-5-M5; T-4 & 5-E

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
- evaluates the communication skills of others as well as his/her own skills.
- considers the quality, quantity, and relevance of information.
- reflects on and evaluates effectiveness of the process used.
- demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences, student-authored books, journals/learning logs and research projects.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
GRADE 8 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4 & 5; FOUNDATION SKILLS 1, 2 & 5)

• demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
• identifies, appreciates, and classifies various types and genres of literature. ELA-1-M5; ELA-6-M1, M2 & M3
• establishes a purpose for research (e.g., formulates a central research question, thesis statement, or problem to investigate). ELA-2-M1
• draws on prior knowledge to brainstorm or cluster ideas.
• develops key questions using modeled techniques and clarifies and refines questions throughout the research process with guidance.
• develops a search strategy for a research question or project with guidance, broadening or narrowing the focus as needed to refine results. ELA-5-M3; ELA-7-M2; H-1A-M6
• recognizes the role and importance of information in a democratic society. ELA-7-H4; C-1B-M1

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)

• identifies and interprets information in the LMC card or online catalog to access information for research purposes and leisure reading. ELA-1-M5; LEAP
• recognizes the need to locate a variety of sources representing a range of views. ELA-5-M2
• understands the purpose and major divisions of the Dewey Decimal System and locates materials. ELA-5-M2
• uses skimming and scanning techniques to survey readability and determine suitability of resources for the task. ELA-5-M2; ELA-7-M4; T-2-M
• uses organizational features in various references (guide words, key words, table of contents, index, glossary, etc.). LEAP
• uses newspapers and periodicals as a source of information as well as for leisure reading. ELA-1-M5; LEAP
• analyzes primary and secondary sources. H-1A-M4
• understands Internet concepts, applies intermediate online searching techniques (keyword, phrases, Boolean logic), and uses online resources to investigate curriculum-related issues. T-4-J & N; T-1-N
• independently accesses a wide variety of print, non-print, electronic, and online resources. ELA-5-M2
• follows district approved Internet acceptable use policy/guidelines in accessing information. T-4 & 5-E
• operates equipment and software needed necessary to access information. T-6-C

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• analyzes techniques used in commercials and other ads to attract attention and identifies point of view represented.
• consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)
• extracts essential information from textual, visual, and auditory information, using proper note taking techniques. ELA-5-M3; ELA-7-M4
• uses print or online encyclopedias for answering questions, an overview of a topic, or background information and as a starting point for research. ELA5-M2; ITBS
• uses almanacs, atlases and other print and non-print reference sources to compare and analyze data, locate places, determine distance and directions and other geographical information, and to gain other relevant information. ITBS
• identifies, interprets and uses graphic sources for information: almanacs, maps, charts, pictures, diagrams, bar and picture graphs, tables, schedules, etc. ELA-5-M6; G-1A-M1 & M2; D-1-M
• recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.). ELA-5-M3; ELA-5-M5; T-4-E; T-5-E
• recognizes and uses organizational features of technology tools and applications (graphical user interface, toolbars, pull-down menus, etc.). ELA-5-M1; T-6-C

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• analyzes story elements (setting, plot, characters, theme, time & events) and literary devices (e.g. figurative language, dialogue) within a selection. ELA-1-M2
• determines main idea, sequences, predicts, compares and contrasts, makes inferences, and draws conclusions. ELA-7-M1; ITBS/LEAP
• problem solves by interpreting meaning of literature/information, determines cause and effect and makes connections to real-life situations. ELA-7-M2 & M4; LEAP
• distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-M4; ITBS; T-2-N, T-4-N; T-5-N
• compares, summarizes, and generalizes information from varied sources, evaluating information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. ELA-5-M2; ELA-7-M 1 & M4; T-2, 3, & 4-1; LEAP
• compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data. ELA-7-M1; LEAP
• uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-M1; LEAP
• analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc. ELA-7-M2; D-1-M; LEAP
• generates and links knowledge, transferring information from one context to another.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)

- synthesizes selected information, individually or with a group, and proposes a solution to a problem based on prior knowledge and new information.
- uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check). ELA-3-M5
- selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques & technologies as available. ELA-2-M3; T-1 & 3 - D & K
- recognizes information deficiencies and locates additional information.
- demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc. ELA-2-M3
- compiles a bibliography according to a prescribed format. ELA-5-M5

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)

- plans a specific project using a selected organizational style. ELA-5-M4
- determines the most effective method of presentation for a selected organizational style. ELA-5-M4
- produces a written, oral, or electronic presentation using a variety of print and/or electronic tools appropriate to grade level, with progressing independence. ELA-5-M4; D-1-M; T-1 & 3-G
- uses a glossary, dictionary, thesaurus, and/or spell check to assist with writing and spelling. ELA-3-M5
- demonstrates ability in proofreading and editing. ELA-2-M3; LEAP
- uses word processing skills for creating reports, lists and simple tables. ELA-5-M4; D-1-M
- uses a spreadsheet program, creating simple formulas for basic functions. D-1-M
- uses a database program with guidance to browse, edit, add, or delete records in a group or class-created database. ELA-5-H4; D-1-M
- demonstrates legal and ethical responsible and legal use of technology and information, crediting sources of information and citing references using various formats (footnotes, bibliographies). ELA-5-M5; T-4 & 5-E

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)

- evaluates the usage of information, technology, and the processes involved during the production and completion of individual or group projects. T-2 & 5-K
- demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences, student-authored books, journals/learning logs and research projects.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
GRADE 9 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/orIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

- demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
- identifies, appreciates, and classifies various types and genres of literature. ELA-1-H5; ELA-6-H3 & H4
- formulates a central research question, thesis statement, or problem for investigation. ELA-2-H1
- draws on prior knowledge to brainstorm or cluster ideas.
- develops focus questions using modeled techniques and clarifies and refines questions throughout the research process with guidance from school library media specialist and teacher.
- develops a search strategy for a research project with guidance. ELA-5-H3
- broadens and narrows searches to locate specific information. ELA-5-H3
- recognizes alternate overview sources such as subject encyclopedia, magazine articles, online databases and other technologies. ELA-5-H2; T-4-J
- recognizes the role and importance of information in a democratic society. ELA-7-H4; C-1B-H2

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)

- identifies and interprets information in the LMC card or online catalog to access information for research purposes and leisure reading. ELA-1-H-5; LEAP
- understands the need to locate a variety of sources representing a range of views.
- understands the purpose and major divisions of the Dewey Decimal System to locate materials.
- uses skimming and scanning techniques to survey readability and determine suitability of resources for the task. ELA-5-H2; ELA-7-H-4; T-2-J
- uses organizational features in various references (guide words, key words, table of contents, index, endnotes, glossary, etc.). LEAP
- uses periodicals, newspapers, encyclopedias, almanacs, vertical files, non-print materials, and a wide variety of reference tools as sources of information or leisure reading. ELA-1-H5; LEAP
- interprets and evaluates data from primary and secondary sources. H-1A-H3
- applies intermediate online searching techniques (keyword, phrases, Boolean logic), and uses online resources to investigate curriculum-related issues. SI-H-A3; T-4-J
- selects broader or narrower topics to refine search results.
- follows district approved Internet acceptable use policy/guidelines in accessing information. T-5-D
- recognizes databases as sources of information and as tools for organizing information using standard categories. ELA-5-H4; T-3-G

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• operates equipment and software programs necessary to access information. T-6-C
• consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).
• examines media sources (TV show, movie, commercial, billboard ad, tabloid newspaper, etc.) and compares point of view, checks for sources, and compares and contrasts different versions of the same information to detect bias or political “spin” control.
• consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)
• locates and uses information from textual, visual, auditory sources and interviews, using skimming, scanning, and contextual clues, distinguishing fact from opinion, determining cause and effect, and generating inquiry. ELA-5-H3; ELA-7-H4
• conducts research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying. ELA-5-H3
• interprets and makes inferences from graphic presentations of data (charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts). ELA-5-H6; D-7-H; LEAP
• recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.). ELA-5-H5; T-5-C & D
• uses advanced tools associated with software applications, telecommunications, and emerging technologies. T-1 & 3-E
• compiles a bibliography using a standard prescribed format. ELA-5-H5

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• sorts, evaluates, and selects information appropriate to topic. ELA-7-H2; T-1&2-J
• problem solves by assessing the reliability and validity of information. ELA-7-H2
• determines purpose and point of view, identifies bias, and recognizes various sides of an issue. ELA-7-H3
• distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-H4; ITBS; T-2, 4 & 5-N
• compares, summarizes, and generalizes information from varied sources. ELA-7-H1; LEAP
• recognizes information deficiencies and locates additional information as necessary.
• relates information to previous experience to determine cause and effect. ELA-7-H4; ITBS
• compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data. ELA-7-H1; LEAP
• re-writes thesis statement or re-states problem for investigation based on research results.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• generates and links knowledge, transferring information from one context to another. F-4

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3 & 6; FOUNDATION SKILLS 3 & 4)
• prioritizes, categories, and synthesizes selected information, individually or with a group, and proposes an appropriate solution to a problem based on prior knowledge and new information. ELA-7-H2
• uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-H1; LEAP
• selects and uses an appropriate organizational style (list, web, cluster, traditional outline, e.g.) utilizing brainstorming/webbing techniques & technologies as available. T-2-J

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
• plans a specific project using a selected organizational style. ELA-5-H4
• determines the most effective method of presentation for a selected organizational style. ELA-5-H4
• produces a written, oral, or electronic presentation using a variety of print and/or electronic tools appropriate to grade level, with progressing independence. ELA-5-H4; T-3-G
• uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check) to assist with writing and spelling. ELA-3-H3
• demonstrates ability in proofreading and editing. ELA-2-H3; LEAP
• uses word processing skills for note taking, creating reports, lists and tables and producing and publishing a variety of works. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• uses a spreadsheet program, creating simple formulas for basic functions. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• uses a database program with guidance to browse, edit, add, or delete records in a group or class-created database. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• demonstrates ethical and legal use of information, credits sources of information, and cites references using various formats (footnotes, bibliographies). ELA-5-H5; T-4 & 5-C & D

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
• evaluates the end product/project (student and peer).
• evaluates reliability of each source used.
• evaluates by one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, journals/logs, conferences, etc.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
GRADE 10 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

- demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
- identifies, appreciates, and classifies various types and genres of literature. ELA-6-H3 & H4
- formulates a central research question, thesis statement, or problem for initial investigation. ELA-2-H1
- draws on prior knowledge to brainstorm or cluster ideas. ELA-7-H2
- develops focus questions using modeled techniques and clarifies and refines questions throughout the research process with guidance from school library media specialist and teacher.
- develops and uses a search strategy for a research project with guidance. ELA-5-H3
- broadens and narrows searches to locate specific information. ELA-5-H4
- recognize alternate overview sources such as subject encyclopedia, magazine articles, online databases and other technologies. ELA-5-H2; T-4-J
- recognizes the role and importance of information in a democratic society. ELA-7-H4; C-1B-H2

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)

- identifies and interprets information in the LMC card or online catalog to access information for research purposes and leisure reading. ELA-1-H5; LEAP
- understands the need to locate a variety of sources representing a range of views.
- understands the purpose and major divisions of the Dewey Decimal System to locate materials.
- uses skimming and scanning. ELA-5-H2; ELA-7-H4
- uses organizational features in various references (guide words, key words, table of contents, index, endnotes, glossary, etc.). LEAP
- uses periodicals, newspapers, encyclopedias, almanacs, vertical files, non-print materials, and a wide variety of reference tools as sources of information or leisure reading. ELA1-H5; LEAP
- interprets and evaluates data from primary and secondary sources. H1A-H3
- applies intermediate online searching techniques (keyword, phrases, Boolean logic), and uses online resources to investigate curriculum-related issues. SI-H-A3; T-4-J; T-1 & 4-J
- follows district approved Internet acceptable use policy/guidelines in accessing information. T-4 & 5-E
- recognizes databases as sources of information and as tools for organizing information using standard categories. ELA-5-H2; T-3-G
- operates equipment and software programs necessary to access information. T-6-C
• examines media sources (TV show, movie, commercial, billboard ad, tabloid newspaper, etc.) and compares point of view, checks for sources, and compares and contrasts different versions of the same information to detect bias or political “spin” control.
• consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).

**EXTRACTING/RECORDING**
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)
• locates and uses information from textual, visual, auditory sources and interviews, using skimming, scanning, and contextual clues, distinguishing fact from opinion, determining cause and effect, and generating inquiry. ELA-5-H3; ELA-7-H4
• conducts research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying. ELA-5-H3
• interprets and makes inferences from graphic presentations of data (charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts). ELA-5-H6; D-7-H; LEAP
• uses advanced tools associated with software applications, telecommunications, and emerging technologies. T-1 & 3-E; T-6-C
• recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.). ELA-5-H3; ELA-5-H5; T-4 & 5-C&D
• compiles a bibliography using a standard prescribed format. ELA-5-H5

**PROCESSING INFORMATION**
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• sorts, evaluates, and selects information appropriate to topic. ELA-7-H2
• problem solves by assessing the reliability and validity of information. ELA-7-H2
• determines purpose and point of view, identifies bias, and recognizes various sides of an issue. ELA-7-H3
• recognizes information deficiencies and locates additional information as necessary. ELA-5-H2
• distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-H4; ITBS; T-2, 4 & 5-J
• compares, summarizes, and generalizes information from varied sources. ELA-7-H1; LEAP
• relates information to previous experience to determine cause and effect. ELA-7-H4; ITBS
• compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data. ELA-7-H1; LEAP
• re-writes thesis statement or re-states problem for investigation based on research results.
• generates and links knowledge, transferring information from one context to another. ELA-1-H4

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3, 6 & 9; FOUNDATION SKILLS 3 & 4)
- prioritizes, categories, and synthesizes selected information and proposes an appropriate solution to a problem based on prior knowledge and new information, individually or in a group situation. ELA-7-H2
- uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-H1; LEAP
- selects and uses an appropriate organizational style (list, web, cluster, traditional outline, etc.) utilizing brainstorming/webbing techniques & technologies as available. ELA-2-H3; D-7-H; T-1-D&K; T-3-D&K
- demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc. ELA-2-H3

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
- plans a specific project using a selected organizational style. ELA-5-H4
- determines the most effective method of presentation for a selected organizational style. ELA-5-H4
- produces a written, oral, or electronic presentation using a variety of print and/or electronic references appropriate to grade level, with progressing independence. ELA-5-H4; T-1 & 3-G
- uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check) to assist with writing and spelling. ELA-3-H5
- demonstrates ability in proofreading and editing. ELA-2-H3; LEAP
- uses word processing skills for note taking, creating reports, lists and simple tables, and producing and publishing a variety of works. ELA-5-H4; T-1, 2 & 4-F, G & J
- uses a spreadsheet program, creating simple formulas for basic functions. ELA-5-H4; T-1, 2 & 4-F, G & J
- uses a database program with guidance to browse, edit, add, or delete records in a group or class-created database. ELA-5-H4; T-1, 2 & 4-F, G & J
- demonstrates ethical and legal use of information, credits sources of information, and cites references using various formats (footnotes, bibliographies). ELA-5-H5; T-4 & 5-C&D

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
- evaluates the end product (student and peer).
- evaluates reliability of each source used.
- evaluates by one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, journals/logs, conferences, etc.
GRADE 11 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)
• demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
• identifies, appreciates, and classifies various types and genres of literature. ELA-6-H2 & H3
• formulates an essential question, thesis statement, or problem for investigation. ELA-2-H1
• draws on prior knowledge to brainstorm or cluster ideas.
• develops focus questions using modeled techniques and clarifies and refines questions throughout the research process with guidance from school library media specialist and teacher.
• develops a search strategy for a research project. ELA-5-H3
• broadens and narrows searches to locate specific information. ELA-5-H3
• recognize alternate overview sources such as subject encyclopedia, magazine articles, online databases and other technologies. ELA-5-H2; T-4-J
• recognizes the importance of information to a democratic society. ELA-7-H4; C-1B-H2

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3, 4 & 8; FOUNDATION SKILL 1)
• identifies and interprets information in the LMC card or online catalog to access information for research purposes and leisure reading. LEAP
• understands the need to locate a variety of sources representing a range of views.
• understands the purpose and major divisions of the Dewey Decimal System to locate materials.
• uses skimming and scanning techniques to survey readability and determine suitability of resources for the task. ELA-5-H2; ELA-7-H4; T-2-J
• uses organizational features in various references (guide words, key words, table of contents, index, endnotes, glossary, etc.). LEAP
• uses periodicals, newspapers, encyclopedias, almanacs, vertical files, non-print materials, and a wide variety of reference tools as sources of information or leisure reading. ELA-1-H5; LEAP
• interprets and evaluates data from primary and secondary sources. H-1-A; H-3
• applies intermediate online searching techniques (keyword, phrases, Boolean operators), and uses online resources to investigate curriculum-related issues. SI-H-A3; T-4-J; T-1& 4-J
• follows district approved Internet acceptable use policy/guidelines in accessing information. T-4 & 5-E
• recognizes databases as sources of information and as tools for organizing information using standard categories. ELA-5-H2; T-3-G.

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• operates equipment and software programs necessary to access information. T-6-C
• examines media sources (TV show, movie, commercial, billboard ad, tabloid newspaper, etc.) and compares point of view, checks for sources, and compares and contrasts different versions of the same information to detect bias or political “spin” control.
• consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.)

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)
• locates and uses information from textual, visual, auditory sources and interviews, using skimming, scanning, and contextual clues, distinguishing fact from opinion, determining cause and effect, and generating inquiry. ELA-5-H3; ELA-7-H4
• conducts research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying. ELA-5-H3
• interprets and makes inferences from graphic presentations of data (charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts). ELA-5-H6; D-7-H; LEAP
• uses advanced tools associated with software applications, telecommunications, and emerging technologies. T-1 & 3-E
• recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.). ELA-5-H5; T-4 & 5-C&D
• compiles a bibliography using a standard prescribed format. ELA-5-H5

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• sorts, evaluates, and selects information appropriate to topic. ELA-7-H2
• problem solves by assessing the reliability and validity of information. ELA-7-H2
• determines purpose and point of view, identifies bias, and recognizes various sides of an issue. ELA-7-H3
• recognizes information deficiencies and locates additional information as necessary.
• distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-H4; ITBS; T-2, 4 & 5-J
• compares, summarizes, and generalizes information from varied sources. ELA-7-H1; LEAP
• relates information to previous experience to determine cause and effect. ELA-7-H4; ITBS
• compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data. ELA-7-H1; LEAP
• re-writes thesis statement or re-states problem for investigation based on research results.
• generates and links knowledge, transferring information from one context to another. ELA-1-H4
ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3, 6 & 9; FOUNDATION SKILLS 3 & 4)
• prioritizes, categories, and synthesizes selected information and proposes an appropriate solution to a problem based on prior knowledge and new information, individually or in a group situation. ELA-4-H6
• uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-H1; LEAP
• follows a process for drawing own conclusions: hypothesis, prediction, analogy, judgment. ELA-7-H1; LEAP
• selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques & technologies as available. ELA-2-H3; T-3-J
• demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc. ELA-2-H3; T-3-J
• evaluates different perspectives and forms personal opinion.

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
• plans a specific project using a selected organizational style. ELA-5-H4
• determines the most effective method of presentation for a selected organizational style. ELA-5-H4
• produces a written, oral, or electronic presentation using a variety of print and/or electronic references appropriate to grade level, with progressing independence. ELA-5-H4; T-3-G
• uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check) to assist with writing and spelling. ELA-3-H3
• demonstrates ability in proofreading and editing. ELA-2-H3; LEAP
• uses word processing skills for note taking, creating reports, lists and simple tables, and producing and publishing a variety of works. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• uses a spreadsheet program, creating simple formulas for basic functions. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• uses a database program to browse, edit, add, or delete records in a group or class-created database. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• demonstrates ethical and legal use of information, credits sources of information, and cites references using various formats (footnotes, bibliographies). ELA-5-H5; T-4 & 5-C & D
• identifies audience beyond the school setting.

EVALUATING EFFORTS
(INFORMATION LITERACY STANDARDS 2, 6 & 9)
• evaluates the end product/project (student and peer).
• evaluates reliability of each source used.
• evaluates by one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, journals/logs, conferences, etc.
GRADE 12 INFORMATION LITERACY SKILLS

The student …

DEFINING/FOCUSBING/APPRECIATION/ORIENTATION
(INFORMATION LITERACY STANDARDS 1, 4, 5 & 7; FOUNDATION SKILLS 1, 2 & 5)

- demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
- identifies, appreciates, and classifies various types and genres of literature. ELA-6-H1, H2 & H3
- formulates a central research question, thesis statement, or problem for initial or further investigation. ELA-2-H1
- draws on prior knowledge to brainstorm or cluster ideas. ELA-7-H2
- develops focus questions using modeled techniques and clarifies and refines questions throughout the research process with guidance from the library media specialist and teacher.
- develops and uses a search strategy for a research project with guidance from the library media specialist and teacher. ELA-5-H3
- broadens and narrows searches to locate specific information. ELA-5-H4
- recognize alternate overview sources such as subject encyclopedias, magazine articles, online databases and other technologies. ELA-5-H2; T-4-J
- recognizes the importance of information to a democratic society. ELA-7-H4; C-1B-H2

SELECTING TOOLS/RESOURCES
(INFORMATION LITERACY STANDARDS 2, 3 & 4; FOUNDATION SKILL 1)

- identifies and interprets information in the LMC card or online catalog to access information for research purposes and personal interests. ELA-1-H5; LEAP
- understands the need to locate a variety of sources representing a range of views.
- understands the purpose and major divisions of the Dewey Decimal System to locate materials.
- uses skimming and scanning techniques. ELA-5-H2; ELA-7-H4
- uses organizational features in various references (guide words, key words, table of contents, index, endnotes, glossary, etc.). LEAP
- uses periodicals, newspapers, encyclopedias, almanacs, vertical files, non-print materials, and a wide variety of reference tools as sources of information or leisure reading. ELA-1-H5; LEAP
- interprets and evaluates data from primary and secondary sources. H-1A-H3
- applies intermediate online searching techniques (keyword, phrases, Boolean logic), and uses online resources to investigate curriculum-related issues. SI-H-A3; T-4-J; T-1 & 4-J
- follows district approved Internet acceptable use policy/guidelines in accessing information. T-4 & 5-E
- recognizes databases as sources of information and as tools for organizing information using standard categories. ELA-5-H2; T-3-G

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• operates equipment and software programs necessary to access information. T-6-C
• examines media sources (TV show, movie, commercial, billboard ad, tabloid newspaper, etc.) and compares point of view, checks for sources, and compares and contrasts different versions of the same information to detect bias or political “spin” control.
• consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.)

EXTRACTING/RECORDING
(INFORMATION LITERACY STANDARDS 1, 2, 3 & 8; FOUNDATION SKILL 3)
• locates and uses information from textual, visual, auditory sources and interviews, using skimming, scanning, and contextual clues, distinguishing fact from opinion, determining cause and effect, and generating inquiry. ELA-5-H3; ELA-7-H4; H-1A-H5; SI-H-A2
• conducts research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying. ELA-5-H3
• interprets and makes inferences from graphic presentations of data (charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts). ELA-5-H6; D-7-H; LEAP
• uses advanced tools associated with software applications, telecommunications, and emerging technologies. T-1 & 3-E; T-6-C
• recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.). ELA-5-H3 & H5; T-4 & 5-C & D
• compiles a bibliography using a standard prescribed format. ELA-5-H5

PROCESSING INFORMATION
(INFORMATION LITERACY STANDARDS 2, 3, 5 & 6; FOUNDATION SKILLS 2, 3 & 4)
• problem solves by assessing the appropriateness and validity of information, prioritizing, categorizing, and evaluating. ELA-7-H2
• determines purpose and point of view, identifies bias, and recognizes various sides of an issue. ELA-7-H3
• sorts, evaluates, and selects information appropriate to topic. ELA-5-H2
• recognizes information deficiencies and locates additional information as necessary. ELA-5-H2
• distinguishes among fact, non-fact, opinion, and propaganda. ELA-7-H4; ITBS; T-2, 4 & 5-J
• compares, summarizes, and generalizes information from varied sources. ELA7-H1; LEAP
• relates information to previous experience to determine cause and effect. ELA7-H4; ITBS
• compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data. ELA-7-H1; LEAP

Codes following some items show correlation with Louisiana content standards & benchmarks and/or LEAP or Iowa test. ELA=English Language Arts; A=Algebra; C=Civics; D=Data Analysis, Probability & Discrete Math; P=Patterns, Relations & Functions; SI=Science; H=History; G=Geography; T=Louisiana Technology Guidelines
• re-writes thesis statement or re-states problem for investigation based on research results. ELA-1-H5
• generates and links knowledge, transferring information from one context to another. ELA-1-H4

ORGANIZING INFORMATION
(INFORMATION LITERACY STANDARDS 3, 6 & 9; FOUNDATION SKILLS 3 & 4)
• prioritizes, categories, and synthesizes selected information and proposes an appropriate solution to a problem based on prior knowledge and new information, individually or in a group situation. ELA-4-H6; ELA-7-H2
• selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques & technologies as available. ELA-2-H3; T-1& 3-D & K
• uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships. ELA-7-H1; LEAP
• demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc. ELA-2-H3
• evaluates different perspectives and forms personal opinion.
• creates a new concept based on research.

PRODUCING FINDINGS
(INFORMATION LITERACY STANDARDS 3, 6, 8 & 9; FOUNDATION SKILL 4)
• plans a specific project using a selected organizational style. ELA-5-H4
• determines the most effective method of presentation for a selected organizational style. ELA-5-H4
• produces a written, oral, or electronic presentation using a variety of print and/or electronic references appropriate to grade level, with progressing independence. ELA-5-H4; T-1& 3-G
• uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check) to assist with writing and spelling. ELA-3-H3
• demonstrates ability in proofreading and editing. ELA-2-H3; LEAP
• uses word processing skills for note taking, creating reports, lists and simple tables, and producing and publishing a variety of works. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• uses a spreadsheet program, creating simple formulas for basic functions. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• uses a database program to browse, edit, add, or delete records in a group or class-created database. ELA-5-H4; D-7-H; T-1, 2 & 4-F, G & J
• demonstrates ethical and legal use of information, credits sources of information, and cites references using various formats (footnotes, bibliographies). ELA-5-H5; T-4 & 5-C & D
• articulates a position about findings and conclusions on a particular topic.
• identifies audience beyond the school setting.
EVALUATING EFFORT
(INFORMATION LITERACY STANDARDS 2, 6 & 9)

- evaluates the end product/project (student and peer).
- evaluates reliability of each source used.
- evaluates by one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, journals/logs, conferences, etc.

RESOURCES FOR FURTHER INFORMATION