

Education-Elementary and Secondary

INFORMATION AND LIBRARY RESOURCES

Today's school library media program plays an integral role in educating students for the future. While all programs will have unique characteristics, due to geography, pupil demographics, teaching and leadership styles, and a host of other factors, all school library media centers should maintain basic services and sufficient resources to meet students' research and personal needs. With resource-based learning as the primary way of teaching, schools have put more emphasis on utilizing a variety of information resources found in library media centers. For students and teachers, the library media center serves as a laboratory in which they access a wide range of appropriate resources available in a variety of print, nonprint and electronic formats designed to widen, intensify and individualize learning. When the library media program is fully integrated into the instructional program of the school, these resources, technologies, equipment, and services are readily available in a cost-effective manner. In such an environment, students and teachers can also produce curriculum materials to meet instructional needs.

An effective, school library media program involves the total school community of library media specialist, teachers, administrators, students and parents. The library media specialist, in separate but overlapping roles of teacher, information specialist, and instructional consultant, has the professional knowledge and primary responsibility to support, complement, and extend classroom instruction by providing inviting facilities, materials, and programs to meet the informational and instructional needs of students, teachers, and administrators. As a teacher of information literacy skills, the library media specialist helps students learn to locate, analyze, evaluate, interpret, and communicate information and ideas -- skills they will need as adults to live and work in an information-based society. As an information specialist, the library media specialist works collaboratively with teachers in the use of appropriate instructional technologies and in the design of educational materials and strategies to achieve learning objectives. As an instructional consultant, the library media specialist confers with teachers and administrators to select resources and equipment that are current, comprehensive, and support all areas of the school's curriculum and instructional program.

I. Information and Library Resources in the School

A. Suggested Responsibilities of the Administrator:

- 1. Communicate the expectations for the school library media program to all staff and assure that the library**

media specialist is a member of the teaching team;

2. Maintain an inventory of information resources, instructional materials, and equipment in the school;
3. Evaluate the extent to which the print, nonprint, electronic resources, instructional materials, and equipment support the school's educational program, observe district guidelines, and at the senior high school level, meet accreditation standards;.
4. Develop policies and procedures consistent with district, state and national guidelines for managing, evaluating, and integrating the library media program into the instructional program;
5. Monitor processes and procedures that allow flexible scheduling of the library media center so that all students have opportunities to use the center effectively and so that teaching occurs at the appropriate time within the instructional sequence;
6. Support inservice activities that help teachers understand the use of varied information resources and how new technologies contribute to increase learning;
7. Provide consistent financial support to develop and maintain a library media collection of print, nonprint, electronic resources, instructional materials, and equipment that support the curricular, developmental, and recreational needs of students and teachers.

B. Suggested Responsibilities of the Teacher:

1. Determine which information resources, instructional materials, and equipment are needed to meet the learning needs of students, and participate with the library media specialist in the acquisition process;
2. Plan with the library media specialist to make accessible those resources and activities which integrate instruction, reinforcement, and enrichment of information literacy skills into classroom curriculum;
3. Assume responsibility for expanding personal knowledge and skills concerning competencies,

techniques, and operation of instructional media and information technologies;

4. Encourage students to use imaginative and creative ways to report research results, and develop student assignments that require students to use a variety of instructional resources and information technologies;
5. Provide class time for students to use the library media center for research assignments, recreational needs, and personal enjoyment to make their school years productive and fulfilling.

C. Suggested Responsibilities of the Student:

1. Participate in planning for school library media program activities;
2. Develop a lifelong love of reading, listening, and viewing;
3. Understand the need to be skilled in methods of information retrieval and modes of communication.

D. Suggested Responsibilities of the Library Media Specialist:

1. Plan with teachers to utilize and integrate into the school's day-to-day activities information resources and instructional materials that are essential to a student's education;
2. Instruct and assist students to develop techniques of information literacy and critical evaluation skills to ensure independent learning, and provide students with the opportunity to present information in a variety of formats;
3. Organize, catalog, manage, inventory, and circulate a wide choice of print, nonprint, electronic information resources, and equipment appropriate for students of varying achievement levels and differing teaching/learning styles;
4. Provide both an atmosphere conducive for the cultivation of reading, viewing, computing, and listening in pursuit of lifelong learning, and a laboratory

environment for research, study, and production;

5. Facilitate the systematic selection, de-selection, evaluation, and utilization of print, nonprint, electronic information resources, and equipment for the delivery of information and instruction;
6. Develop policies and procedures in accordance with district procedures that do not restrict student and teacher use of the library media center facility and materials throughout the school day at the time of need;
7. Participate in school, region, district, or state curriculum development, technology, and assessment projects;
8. Emphasize respect for intellectual freedom, copyright, and unrestricted access to information and ideas;
9. Build within the community, connections among school library media centers, public libraries, and other community sources of information;
10. Stimulate student, parent, school, and community partnerships;
11. Celebrate the diversity and uniqueness of all people and emphasize the aesthetic, cultural and recreational aspects of the library media program through such activities as story telling, book discussions, poetry readings, and art displays.

II. Information and Library Resources in the District:

- A. Suggested Responsibilities of Subject Area Instructional Supervisors:
 1. Relate curricular requirements to the print, nonprint, electronic resources, instructional materials, and equipment essential to that part of the instructional program for which they are responsible;
 2. Assume responsibility for collaborating with the appropriate personnel for identifying and evaluating appropriate resources for purchase;
 3. Encourage and assist teachers to gain competency in

the operation and use of resources and equipment related to the instructional program for which they are responsible.

B. Suggested Responsibilities of the Instructional Supervisor for Library Media Services:

1. Convey information to library media specialists on the district's mission, goals, objectives, policies and procedures as they relate to the school library media program;
2. Advise district staff, region personnel, school site administrators, and library media specialists on all aspects of the school library media program, including instruction, collection development, selection and purchase, budget, technology, personnel, building facilities and design, accreditation, and inservice education;
3. Evaluate and make recommendations for the improvement of school library media programs;
4. Monitor the library media program for compliance with statutory, accreditation and curriculum requirements;
5. Promote community activities that foster literacy and the use of information resources for education, personal needs, and recreation.

C. Suggested Responsibilities of the District Director for Instructional Technology and Media Support Services:

1. Coordinate and supervise the activities of Instructional Technology, Library Media Services and Textbook Services;
2. Serve as the Division of Instructional Technology and Media Support Services' liaison within the Bureau of Elementary and Secondary Education and the other administrative units of the Office of Education;
3. Foster a continuing appraisal of information resources, instructional technologies, and textbooks so they are in alignment with the curriculum and instructional priorities of the district;

4. Seek local, state, and national support for ideas, methods, materials, equipment, and advice which will benefit the district;
5. Work with instructional technology industries to determine if their products provide the support necessary for quality instruction

III. Textbooks

For complete information concerning textbooks, refer to Board Rule 6Gx13- 6A-1.26, *Instructional Materials and Resources*.

Specific Authority. 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 228.041(9)(c); 230.23(7)(d);
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