

Mary Lin Elementary Media and Learning Center Handbook

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**Reading Programs:
Accelerated Reader
Georgia Book Awards
Milner Award
Summer Readers**

Media Philosophy Statement

A student-centered media center is the core of the school. In today's information age, the media program forms an integral part of the learning environment and is an extension of the classroom. The library media specialist (LMS) plays a role that supports and enriches the curriculum, promotes a love of reading and teaches skills in accessing, processing and communicating information. The intent is to provide opportunities for critical thinking and decision-making, build self-reliance, enhance self-esteem and promote life-long learning. Students learn to use information competently and responsibly in problem solving, decision-making and critical thinking. Analyzing, evaluating, synthesizing, and communicating information, students become discerning consumers and skilled creators of information in a changing world. As a vital component of the learning community, the LMS connects students and teachers to the resources they need.

Mission Statement

The Mary Lin media program provides resources in a variety of formats to a diverse population in an environment that encourages use by students, staff, and parents. The LMS collaborates with teachers and other faculty members, providing quality, effective instruction. Through activities that are collaboratively planned, implemented and evaluated, students have the opportunity to develop the information literacy skills and strategies that will enable them to become competent, knowledgeable and productive members of society.

The LMS works with classroom teachers to enhance student learning through resource based instructional support. Operating under a flexible schedule, the media center provides technological tools and skills guidance that help students master Georgia Performance Standards and QCC learner outcomes.

Collection development, based on grade level curriculum maps and student interests, seeks to provide high quality books and audiovisual materials that promote life-long reading for pleasure and information. Collection development also supports multicultural themes and a diversity of thought, feeling and belief. Students have access to a wide range of print, multimedia and electronic resources that sustain their diverse learning styles, ability levels and interests. All media center transactions are supported by an accurate automated catalog and collection inventory. The media committee plays an active role in supporting and guiding the media center program

Media Center Goals

- Implement a school library curriculum. The media handbook informs teachers of the information literacy/media outcomes for their grade level.
- Continue to implement a flexible media schedule and develop strategies to ensure regular student access to the media center on an as needed basis for book checkout and research.
- Provide services to improve learning and enhance instruction in the use of media center resources and facilities. Students locate resources and access information through the automated library catalog, and utilize a variety of reference materials.
- Facilitate in-service training on resources needed to support the school's program.
- Collaborate with teachers to design learning units and strategies that meet the needs of individual students. The LMS and classroom teacher collaborate to integrate research skills within the school's curriculum, and to provide technology tools and skills guidance to insure that students master learner outcomes. LMS meets with grade level teams as needed.
- Assess, develop, and maintain a balanced and relevant print and non-print collection.
- Develop strategies to encourage recreational reading
- Implement the National Information Literacy Standards

National Information Literacy Standards American Association of School Librarians

Information Literacy

The student who is information literate:

- accesses information efficiently and effectively.
- evaluates information critically and competently.
- uses information accurately and creatively.

Independent Learning

The student who is an independent learner:

- is information literate and pursues information related to personal interests.
- is information literate and appreciates literature and other creative expressions of information.

is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

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.

information literate and practices ethical behavior in regard to information and I information literacy.

information literate and participates effectively in groups to pursue and generate information.

OPERATIONAL POLICIES AND PROCEDURES

Center Use

- The media center operates on a flexible schedule.
- Students may checkout books with their classroom teacher, or in small groups and independently using a media center pass.
- The media center is open throughout the school day from 8:00AM to 2:30PM. Students may visit the media center outside of school hours between 7:30-8:00AM and from 2:30-3:00PM if accompanied by a parent/guardian.
- Teachers are expected to plan collaboratively with the LMS as individuals or by grade level teams. The “Library/Media Curriculum Support Form” must be completed before the scheduled time is placed on the media center schedule. Teachers are to schedule small and whole group classes with the LMS in advance and are responsible for insuring students arrive at the appointed time. When scheduling whole class groups, the teacher must remain in the media center to assist with their class.
- Groups of four or fewer students may be sent without prior notice to work independently. They must bring a media center pass stating a specific purpose and expected outcomes as well as the names of the students using the media center.
- Students may not have food or drink in the media center (This includes candy and gum.)

Acquisition of Materials

- Teachers are encouraged to make requests for the purchase of any materials, which adhere to the purchase and selection guidelines of the Atlanta Public School System. Teachers must supply the appropriate information including title, publisher or producer, cost, copyright date, ISBN and any other pertinent information.

Utilization of Materials

- Materials will be checked out through the automated circulation system. (Library Solutions)
- Students and teachers are not allowed to check out materials for one another.
- Current issues of magazines and newspapers must be used in the media center. Back issues may be checked out.
- Video cameras, LCD Projectors, digital cameras, and DVD players must be checked out and returned by the teacher who intends to use the equipment. Items must be returned by **2:30 p.m.** on the day of checkout.
- Videos may be checked out for one week.
- It is imperative that teachers plan with the LMS regarding media center materials and other resources.
- Most materials/equipment can be placed on a reserve status or booked in advance to insure availability
- Reference materials may not be checked out.

Overdue Notices

- Students with outstanding fines or books that are overdue for two weeks or more will receive notices at intervals throughout the semester. Notices are placed in teachers' mailboxes.
- Fines are not charged for overdue materials,
- Students are held accountable for lost and damaged books and must pay a \$15.00 replacement cost.
- Teachers are held accountable for lost or damaged library materials.
- Students with overdue materials may temporarily lose their checkout privileges until the items are returned.

Services

- Provide media orientation for all students.
- Provide media orientation for all teachers.
- Assist in the selection, location and use of resources
- Pull 25-30 books for a classroom library—general selection or thematic. (These can be exchanged for a new selection as needed.)
- Provide subject area bibliographies (including web resources) and pull books/videos for classroom units.
- Assist with information access/communication skills instruction.
 1. Work with students in small groups to create timelines, graphs and webs, or multimedia presentations using PowerPoint.
 2. Teach Microsoft Office applications including: Word, Publisher, PowerPoint, Excel
- Direct Internet searches, create a WebQuest or bookmark sites for your unit of study.

1. Access Galileo, NetTrekker or Britannica Online for research.
 2. Facilitate the use of UnitedStreaming, on-line videos and video clips.
- Teach skills for a particular activity in correlation with classroom curriculum or instructional objectives.
 1. Teach research skills including keyword searching, note taking, parenthetical citation, bibliography, plagiarism, index, table of contents, identification of appropriate resources and website relevancy.
 - Arrange for outside speakers, presentations and lectures.
 - Conduct in-service activities with students and teachers
 - Provide information about copyright laws.
 - Analyze collection based on curriculum objectives and students' diverse characteristics and needs, and select media consistent with Atlanta Public Schools policy.
 - Encourage students to read recreationally.
 1. Book checkout for students, teachers, and parents.
 2. Read and share literature including specific literature studies such as folklore, tall tales, fairytales, and teach literary elements such as theme, setting, character, plot, etc.
 3. Book talks on a particular theme.
 - Assist with differentiated instruction—enrichment activities, extra practice with research skills/information literacy skills.

Challenged Material

- The School Media Center supports the Library Code of Ethics, Freedom to Read, and the Library Bill of Rights (American Library Association).
- In the event any material is challenged, a complaint must be made in writing to the LMS. Atlanta Public Schools policy will be adhered to.

COLLABORATIVE PLANNING & SCHEDULING

Library media instruction provides the skills, experience and confidence necessary for students to utilize libraries and information resources for lifelong learning. When the media specialist and teachers plan collaboratively, media instruction becomes an integral part of the teaching and learning process. Teachers and the LMS join together to plan, conduct, and evaluate learning activities that incorporate information literacy. Collaboration supports authentic, information-based learning and the development of a collection that includes all formats. The collaborative process should include:

- Planning goals and objectives of a unit
- Completing preparations for the unit
- Jointly teaching the learning activities
- Utilizing resources and technology to achieve learning objectives
- Assessing the learning process

- Assessing the materials, information, and information technology used

Guidelines for Collaborative Planning

Teachers must schedule a meeting for collaborative planning sessions with the media specialist. Collaborative planning sessions will include:

Georgia Professional Standards
QCC's
Lesson Planning
Lesson Presentation/Completion
Evaluation of Student Performance

Collaboratively planned units are implemented through flexible scheduling in the media center.