

K-12 Library Learning Center Program 2009-2010

In alignment with the mission and goals, approved by the Board of Education on May 14, 2008 and established by the LLC Program Review Committees (Appendix A) during phase one of this review process, the following program design is being recommended for implementation during the 2009-2010 school year. Many elements of the design are based upon the Illinois Standards Aligned Instruction for Libraries (ISAIL). This document, created by the state of Illinois, includes library benchmarks, state objectives and standards, as well as the AASL (American Association of School Librarians) Standards for the 21st Century Learner. This document played a crucial role in the articulation of the renewed Library Learning Center Program being recommended. The ISAIL document may be accessed via the following hyperlink <http://www.islma.org/pdf/ISAIL.pdf>. Please hold down the control key while clicking on the hyperlink.

LLC Program Mission Statement

The mission of the District 200 Library Learning Center Program is to foster a love of reading and learning to further the District's goal of inspiring, educating, challenging, and supporting all members of the school community.

The LLC program will provide an inviting atmosphere where:

- All are provided flexible, equitable, and efficient access to ideas, information, and resources,
- All are encouraged to explore a variety of diverse materials,
- All are taught skills to locate, evaluate, and use information appropriately for their purposes, and
- Collaboration with members of the learning community will further the delivery of the critical content.

LLC Program Goals

Program Goal One: The Library Learning Center program establishes a collaborative climate where students:

- Acquire skills to locate, evaluate, and use information
- Access a variety of materials selected and promoted by the LLC staff
- Are given opportunities to explore reading for a variety of purposes

Program Goal Two: The Library Learning Center is accessible for individual, whole class, and small group use of its resources in an environment that is welcoming and purposeful. In order to accomplish this, the LLC staff will:

- Collaborate with teachers to deliver instruction aligned with the critical content
- Communicate on a regular basis with the school community
- Offer scheduling options that meet the needs of all students

Program Goal Three: The Library Learning Center program in each of the District 200 schools must reflect equitable funding based on the diverse student population at each building by:

- Establishing, reviewing, and adjusting (according to annual rate of inflation) base-line funding to support the collection
- Maintaining print and non-print collections that reflect the needs of our diverse student population at each building in order to support critical content
- Managing District funds that provide for library and media resources which service and allow the whole school to function in addition to the base-line funding, i.e., library automation system, hardware, software, selected web-based subscriptions, projection bulbs, and book processing materials.

Program Goal Four: The Library Learning Center program will provide appropriate equipment and instruction of use in order to improve teacher and student access to information and technology by:

- Collaborating and communicating with the Department of Technology about equipment and program needs
- Completing an annual summary report of equipment and program needs to develop and sustain an appropriate replacement schedule
- Participating actively to develop, lead, and explore opportunities for professional development such as U200 and/or online courses
- Leading students and teachers in the use of technology.

LLC Program Design*

Learning and Teaching:

The Library media program objectives are derived from and support the ISAIL components of Library benchmarks, state objectives and standards, and 21st Century standards, as well as the mission, goals, and objectives of District 200.

The Library media program will provide intellectual and physical access to ideas, information, and resources for learning that support the Illinois Standards Aligned Instruction for Libraries (ISAIL) as well as the district and building level School Improvement goals.

The Library media program will promote the fundamental literacy skills of reading, viewing, listening, and communicating by promoting the enjoyment and fulfillment derived from self-selected material for ideas, information, and recreation.

The Library media program will promote information literacy standards for student learning which include mastery of digital, visual, textual, and technological skills.

The Library media program will enhance the learning of all members of the learning community including those who have diverse learning abilities, styles, and needs. All Library Learning Center Directors (LLC Directors) will be trained to use Project CRISS, CReating Independence through Student-owned Strategies (Appendix B) to ensure that all students are successful learners.

The Library media program will include organized, appropriate resources that support and extend the curriculum and provide the most appropriate and advanced technologies for accessing and producing information related to the learning needs of all members of the learning community. Instruction in the Big 6/Super 3 research strategies (Appendix C) aligned with Project CRISS, will be spiraled throughout grade levels.

The Library media program will model and promote collaborative planning and teaching within a school climate conducive to collaborative learning. LLC Directors and classroom teachers will work together to provide our students with lifelong learning tools, such as those taught through Project CRISS.

The Library media program will integrate technology into instruction for learning and teaching through the use of 21st Century learning strategies which rely heavily on technological tools for implementing Project Based Learning.

The Library media program will play a critical role in the development of 21st Century Learning in District 200. The LLC Directors will be directly involved in providing staff development, collaboration, and resources which support this initiative.

The Library media program's effectiveness will be strengthened by the LLC Director's display of strong curricular and instructional leadership.

Information Access and Program Delivery:

The Library media program will provide and promote flexible, equitable, and efficient access to ideas, information, and resources. Access to the library must follow a flexible schedule so that collaboratively planned instruction can occur as needed.

The Library media program will take place in an inviting, accessible, and stimulating space that is open and staffed for individual and group use.

The Library media program will support the principles of intellectual freedom; legal guidelines and professional ethics which are reflected in its policies, procedures, and practices.

The Library media program's mission statement and goals will be clearly communicated to the entire learning community.

The Library media program will be structured to ensure that flexible access to ideas, information, and resources is equitable, efficient and integrated into the educational program of the school.

The Library media program will be well planned and its effectiveness will be continually assessed by the LLC Director.

The Library media program will be promoted and supported by building and district level leadership who provide vision, direction, instructional leadership, and links to the community and beyond.

Funding and Staffing:

Current research supports that Library media programs are adequately and equitably funded at the building level. It is recommended that district and building leadership collaborate to determine adequate and equitable funding based on individual building needs.

Current research supports a fully staffed Library media program which consists of at least one full-time certified Library media specialist per elementary and middle school building, two full-time certified Library media specialists per high school building, one or more paid full-time clerical staff members as well as one or more paid full-time technology support staff members at each building as permitted by the district budget. It is recommended that staffing be reviewed annually by district and building leadership in order to adequately meet the needs of the students and school community.

**Based on the “Essential Library Media Program Components” from Linking for Learning, The Illinois School Library Media Program Guidelines*

Recommended Resources and Materials:

Below you will find the recommended online resources for the implementation of the above revised LLC Program. With the incorporation of 21st Century Standards, the following online resources were determined as essential components of the LLC Program as it supports the seamless integration of technological literacy across curricular areas.

Elementary Online Resources:

- United Streaming
- World Book Online
- Nettrekker
- *Kids InfoBits – Gale Cengage Learning

Middle School Online Resources:

- United Streaming
- World Book Online
- Nettrekker
- Novelist
- *Student Resource Center, Jr. - Gale Cengage Learning
- *Biography Resource Center - Gale Cengage Learning
- *Culture Grams – ProQuest

High School Online Resources:

- United Streaming
- Britannica Online
- Nettrekker
- Novelist
- Proquest Platinum
- *Culture Grams – ProQuest

(Please see Appendix D for individual high school technology purchases)

*Indicates a new resource to supplement the existing digital resources and curriculum.

Please be aware that the EBSCO Online Package services for the middle schools are being discontinued in lieu of these recommendations. These additional resources will be funded through the Department of Technology budget as a component of District 200's 21st Century initiative.

Please see Appendix D for specific costs.

Professional Development:

In order to fully implement the above revised LLC Program during the 2009-2010 school year, it is recommended that the LLC Directors be provided with both Project CRISS and 21st Century professional development opportunities. This foundational knowledge will enhance the LLC Directors ability to foster the integration of 21st Century Standards across curricular areas. Building upon District 200's critical content and existing research approach, Super 3/Big 6, our LLC Directors, in collaboration with classroom teachers and staff, will begin to integrate information literacy competencies through the teaching and learning process. With an emphasis on the use of instructional technologies, problem solving, and critical thinking skills, our LLC Directors will promote, support, and implement the ISAIL Standards. "Students need active, authentic learning experiences which weave together content area goals and information literacy skills so that they will be able to work effectively in the collaborative model of the 21st Century," per the Illinois School Library Media Program Guidelines.

LLC Program Position Descriptions

Title: Library Learning Center Director K-12

Reports to: Building Principal

Primary Purpose: The person in this position is expected to foster love of reading and to support District 200's goal to ensure that each student will acquire and apply knowledge and skills for lifelong learning in a global community.

Job Qualifications:

- Valid Illinois Teaching Certificate
- Meets current Library Information Specialist certification standards as endorsed by the Illinois State Board of Education.

Major Policy Responsibility: The Library Learning Center Director works in collaboration with building administrators, teachers, and staff to deliver curriculum and meet the diverse needs of all students. The person in this position is responsible for providing a warm, welcoming atmosphere where students:

1. are encouraged to explore a variety of reading materials;
2. have intellectual and physical access to an organized system of ideas, information, and resources;
3. develop skills enabling them to locate, synthesize, evaluate, and communicate information through a variety of resources and current technologies.

Key Functions:

A. Learning and Teaching

1. Performs the duties of information specialist, teacher, and instructional consultant as a specialist in learning resources and strategies; information location, evaluation, and use, and the design of instruction.
2. Promotes reading and literature appreciation through activities such as book talks, displays, and special events.
3. Utilizes current research and methods in areas of technology, teaching, learning, and library and information science.
4. Collaborates with teachers to integrate research, information retrieval skills, and literature appreciation into the curriculum.
5. Collaborates with teachers in developing activities which stress interdisciplinary strategies.
6. Assists teachers and students in using information resources and incorporating information skills into classroom curriculum, such as using Project CRISS and the Big 6/Super 3.
7. Exercises leadership and serves as a catalyst in the instructional program, providing various services to students and staff.
8. Uses a variety of materials and activities to stimulate and maximize learning to help students achieve educational and personal goals.
9. Maintains an attractive and inviting physical environment which allows for enriched learning experiences and intellectual growth.

B. Information Access

1. Selects materials and technology which support the district's educational philosophy and curriculum.
2. Creates and maintains a collection development process which includes: ordering and processing material; maintaining accurate, current catalogs and records; weeding; and conducting inventories.
3. Provides access to materials and information for students and staff by adhering to established policies, laws (including copyright laws), principles of intellectual freedom, and ethical behavior.
4. Selects and provides resources and technologies needed to integrate and produce authentic learning experiences.
5. Provides materials, resources, and instructional leadership to implement district initiatives such as Understanding by Design, 21st Century Learning, Project CRISS, and Project-Based Learning.

C. Program Administration

1. Develops short and long-range goals which guide the development of the library learning center program.
2. Promotes the library learning center program, services, and its materials by maintaining a positive relationship with students, staff, and community.
3. Develops and implements policies and procedures of flexible access for staff and students.

4. Works with administration and staff to implement a technologically advanced facility and program.
5. Evaluates library learning center programs, services, facilities, and materials to ensure optimum use.
6. Maintains complete and accurate records of all library learning center holdings.
7. Prepares and oversees a library learning center program budget which reflects the needs of the entire school community.
8. Selects, trains, and supervises library aides, student assistants, and adult volunteers to perform duties efficiently.
9. Maintains and enhances professional knowledge in trends and technology in information science by participating in various professional organizations and activities which relate to the library media programs and technology.
10. Participates actively in developing, leading, and exploring opportunities for professional development, leading students and teachers in the use of technology.

Title: Library Learning Center Aide K-12

Reports to: LLC Director/ Building Principal

Primary Purpose: The library aide will support students and staff. The primary focus will be to provide access to library materials and facilitate information retrieval.

Job Qualifications:

- State of Illinois Paraprofessional (Aide) Approval
- Have the ability to work effectively with children
- Focused on the needs of students, staff and district
- Have the ability to communicate effectively with others
- Ability to accept directions from others
- Self-starter
- Advanced problem solving skills
- Have knowledge of the operational procedures of the Library Learning Center
- Have the ability to function within the framework of the school environment (class periods, bell schedules etc.)

Duties/ Responsibilities:

- Oversees circulation of all library materials. Secure library materials for staff, students, and other district LLC's.
- Assists in maintenance of collection: mending, cleaning, inventory, packing, withdrawing, processing and importing books.
- Assists students and staff with the location of materials.
- Assists with research, reference, and word processing using appropriate technology.
- Assists in the instruction of students either one-on-one, in a small group, or classes.

- Performs clerical tasks, including but not limited to: typing, processing, record maintenance, monthly reports, overdue notices, holds and reserves, and interlibrary loans.
- Supervises the training and assigning of tasks to volunteer LLC help.
- Assists with the operation and delivery of AV equipment and materials.
- Assists with management of reading incentive programs, book fairs, and special programs.

Title: Library Learning Center Computer Aide K-8

Reports to: Teacher/LLC Director/ Building Principal

Primary Purpose: The computer aide will enhance learning through improved integration of technology. The primary purpose of the computer aide is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff.

Job Qualifications:

- State of Illinois Paraprofessional (Aide) Approval
- Have the ability to work effectively with children
- Focused on the needs of students, staff and district
- Have the ability to communicate effectively with others
- Ability to accept directions from others
- Self-starter
- Advanced problem solving skills
- Current in the field of technology
- Have knowledge of the operational procedures of the Library Learning Center/Computer Lab
- Have the ability to function within the framework of the school environment (class periods, bell schedules etc.)

Duties/ Responsibilities:

- Collaborate with teachers to support their use of technology in the delivery of curricula through a variety of instructional methods. In partnership, the computer aide and the teacher will work toward integrating the use of hardware, software and Internet resources in support of student learning and assisting teachers in meeting ISAIL (Illinois Standards Aligned Instruction of Libraries) which incorporates 21st Century literacy technologies.
- Perform such other tasks as shall be required by the building principal.
- Assist the LLC Director and other certified staff with duties and tasks related to the technology program.
- Teachers will present to the class curricular information of the lesson and set student expectations. The computer aide will be called upon to assist/support in the instruction of the technical aspect of the lesson.
- Assist student and staff in using technology resource to locate and retrieve information.
- Support teacher in developing their own resources and provide additional support when needed.

- Assist students and staff with various computer programs such as word processing, spreadsheets, database and other programs as needed.
- Provide staff with suggestions for the implementation of software/internet in the framework of a lesson.
- Assist in preparing the class for visit by bookmarking web sites, loading CD's/DVD's, researching online resources, design templates, etc.
- Assist staff and students in daily operational problems.
- Troubleshoot students' difficulties with technology equipment as they occur.
- Have computers/lab ready for incoming classes.
- Maintain appropriate technology skills needed to assist student and staff in the use of all technology equipment available in the LLC/Computer Lab.
- Assist in maintaining security and integrity of district network and data.
- Keep a log of scheduled classes and planned activities.
- Oversee student use of the Internet according to the District Acceptable Use Policy.
- Attend District Computer Aide Meetings.

Appendix A

Stakeholder Group	Last Name	First Name
Parent	Jones	Jan
Parent	Pfalgraf	Taryn
BOE Member	Swanson	Rosemary
Principal	Monson	Kelly
Principal	Turyna	Brian
Asst. Principal	Thomas	Deborah
Asst. Principal	Campos	Lorrie
LLC Director	Ramp	Jeri
LLC Director	Jaeger	Cathy
LLC Director	Jenkins	Kathy
LLC Director	Mambu	Barb
CL – Kindergarten	Stoll	Debby
CL – Kindergarten	Lynch	Katy
CL - First Grade	Gunther	Beth
CL - Second Grade	Piccione	Ann
CL - Third Grade	Baehl	Andrea
CL - Third Grade	Callahan	Lisa
CL - Third Grade	Murphy (Morris)	Melissa
CL - Third Grade	Pasqualicchio	Suzanne
CL - Fourth Grade	Meyer	Jennifer
CL - Fifth Grade	Hewick	Stacey
CL - Fifth Grade	O'Rourke	Ellen
CL - ELL/ESL	Pilkington	Jon
CL - Reading Specialist	Baumann	Laura
CL - Reading Specialist	Burke	Kathy
CL - Reading Specialist	Szafran	Denise
CL – Special Education	Raniere	Karen
CL – MS	Bonnamy	Joan
CL – MS	Quartarone	Sue
CL – MS	McCormick	Meredith
CL – MS	Bresnahan	Patrick
CL – MS	Tavine	Jennifer
HS - 9th -12th Grade	McNeal-Bulak	Susan
HS - 9th -12th Grade	Ellett	Alexia

LLC Directors

Last Name	First Name
Campbell	Carolyn
Dolgin	Jill
Evans	Karen
Graham	Diane
Hettlinger	Taryn
Jaeger	Cathy
Jenkins	Kathy
Johnson	Jan
Jones	Cheryl
Lawson	Debby
Lia	Phyllis
Mambu	Barbara
McCartney	David
Monaghan	Jan
Northup	Kristin
O'Grady	Mary Clare
Paul	Kristin
Ramp	Jeri
Schoon	Carol
Speight	Susan

Appendix B

Project CRISS:

CRreating Independence through Student-owned Strategies



As the needs of our students continually change, so must our educational practices in order to prepare District 200 students for success in today's world. Literacy is at the forefront of educational progress as it underlies content learning in all of the academic areas. Teaching students how to use literacy as a tool needs to be taught explicitly to students.

Therefore, CUSD 200 has adopted a literacy initiative called Project CRISS (CRreating Independence through Student-owned Strategies) as an effective component of professional development. Project CRISS was designed to promote literacy education by providing teachers with the appropriate tools and mindset needed to facilitate meaningful learning experiences within their classrooms. Students are encouraged to become life-long learners who utilize literacy for success in all realms of their lives.

Project CRISS literacy strategies are based upon brain research and learning processes which are supported by numerous educational studies. The principles and philosophies of Project CRISS include: building background knowledge, purpose setting, active learning, and metacognition (awareness of one's own learning), organization, author's craft (text structure), modeling and explanation, and teaching for understanding. Project CRISS staff trainings are active, engaging, and reflective of the processes which teachers will implement with their students. For instance, when learning the principles and philosophies of CRISS, teachers are guided through a series of activities which put them in the students' shoes and allow for reflection of one's own teaching style. As teachers take on the role of their students, they experience new ways of making connections, setting purposes, increasing motivation, and providing ways for students to organize information and understand their own learning processes. The essential components of these learning processes can be incorporated into any curricular area and provide opportunities for students to not only comprehend texts but to transfer and apply knowledge. Therefore, training teachers how to enhance the process of learning as part of their daily instruction will foster literacy independence as well as a common language for students. As teachers model and utilize Project CRISS techniques in the classroom, students begin to internalize various learning strategies and apply them in different educational settings. Therefore, the ultimate outcome is to promote student ownership in the learning process and create life-long learners.

The Project CRISS website hyperlink has been provided below for further information.

<http://www.projectcriss.com> (Please hold down the control key while clicking on the hyperlink.)

Appendix C

The Big6: Essential Skills for the Informational Age

The Big6™

Developed by Mike Eisenberg and Bob Berkowitz, the Big6 is the most widely known and widely used approach to teaching information and technology skills in the world. Used in thousands of K-12 schools, higher education institutions, and corporate and adult training programs, the Big6 information problem-solving model is applicable whenever people need and use information. The Big6 integrates information search and uses skills along with technology tools in a systematic process to find, use, apply, and evaluate information for specific needs and tasks.

Why Big6™?

We all suffer from information overload. There's just too much "stuff" out there, and it's not easy to keep up. At the same time, there's an irony—yes, we are surrounded by information, but we can never seem to find what we want, when we want it, and in a form we want it so that we can use it effectively.

One solution to the information problem—the one that seems to be most often adopted in schools (as well as in business and society in general)—is to speed things up. We try to pack in more and more content, to work faster to get more done. But, this is a losing proposition. Speeding things up can only work for so long. Instead, we need to think about helping students to work smarter, not faster. There is an alternative to speeding things up. It's the smarter solution—one that helps students develop the skills and understandings they need to find, process, and use information effectively. This smarter solution focuses on process as well as content. Some people call this smarter solution information literacy or information skills instruction. We call it the Big6.

The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem. From practice and study, we found that successful information problem-solving encompasses six stages with two sub-stages under each:

1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed

2. Information Seeking Strategies

- 2.1 Determine all possible sources
- 2.2 Select the best sources

3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources

4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information

5. Synthesis

- 5.1 Organize from multiple sources
- 5.2 Present the information

6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)

People go through these Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. It's not necessary to complete these stages in a linear order, and a given stage doesn't have to take a lot of time. We have found that in almost all successful problem-solving situations, all stages are addressed.

In addition to considering the Big6 as a process, another useful way to view the Big6 is as a set of basic, essential life skills. These skills can be applied across situations—to school, personal, and work settings. The Big6 Skills are applicable to all subject areas across the full range of grade levels. Students use the Big6 Skills whenever they need information to solve a problem, make a decision, or complete a task.

The Big6 Skills are best learned when integrated with classroom curriculum and activities. Teachers and library media specialists can begin to use the Big6 immediately by:

- Using the Big6 terminology when giving various tasks and assignments
- Talking students through the process for a particular assignment
- Asking key questions and focusing attention on specific Big6 actions to accomplish.

The Super3

The Super3 is the early childhood version The Big6 Skills™ written by Mike Eisenberg and Bob Berkowitz. The Super 3 steps are listed below.

#1 - Plan

What am I supposed to do?

What will the result look like if I do a really good job?

What do I need to make to show what I learned?

What do I need to find out about in order to do the job?

#2 - Do

How can I do the job?

What can I use to find what I need?

Now I need to make something to show what I learned!

#3 - Review

Is my job done?

Did I do what I was supposed to do?

Do I feel OK about this?

Should I do something before I turn it in?

For further information regarding The Big 6 /Super 3, please access the following hyperlink by holding down the control key and clicking [The Big6 Skills™](#).

Appendix D

Recommended Student Online Databases

<u>Database</u>	<u>Level</u>	<u>Cost</u>
Kids InfoBits <i>Gale Cengage Learning</i>	Elementary	\$2,584
Student Resource Center, Jr. <i>Gale Cengage Learning</i>	Middle School	\$1,790
Biography Resource Center <i>Gale Cengage Learning</i>	Middle School	\$1,999
Culture Grams <i>ProQuest</i>	Middle School High School	\$3,740
TOTAL		\$10,113

High School Database Collections
2009-2010

Company	Database	Type	WN	WS	Paid By	
Britannica	Britannica	encyclopedia	x	x	D200	
Career Cruising	Career Cruising	careers	x	x	WN & WWS	
Cavendish	Ancient Civilizations	Social Studies	x		WN	
	Middle Ages	Social Studies	x		WN	
	Renaissance	Social Studies	x		WN	
	WWI & WWII	Social Studies	x		WN	
	Family Health	Health	x		WN	
	Drugs & Society	Health	x	x	WN & WWS	
	Facts About Drugs	Health	x		WN	
	Gods & Goddess	English	x		WN	
	The Elements	Science	x		WN	
	Earth & Physical Sciences	Science		x	WWS	
	How It Works	Science		x	WWS	
	Congressional Digest	Pro/Con	issues	x		WN
	CQ Researcher	CQ Researcher	issues	x	x	WN & WWS
Discovery Education	United Streaming	videos	x	x	D200	
Ebsco	Novelist	literature	x	x	D200	
Facts on File	Facts on File	news	x		WN	
	Issues and Controversies	issues	x		WN	
	Today's Science	Science	x		WN	
	World Almanac	reference	x		WN	
	Gale	Literature Resource Center	literature		x	WWS
Student Resource Center		do-all		x	WWS	
Opposing Viewpoints		issues	x		WN	
NetTrekker	NetTrekker	search engine	x	x	D200	
Newsbank	Chicago Tribune	newspaper		x	WWS	
NoodleTools	NoodleTools	works cited	x	x	WN & WWS	
Polar Electro	Wellness Center	Health		x	WWS	
ProQuest	Culture Grams	Social Studies	x	fall 09	WN & WWS	
	Electric Library	do-all		x	WWS	
	ProQuest Platnium	do-all	x	x	D200	
	Learning Literature	literature	x		WN	
	History Study Center	Social Studies	fall 09	fall 09?	WN & WWS	
Rosen	E-Library Science	Science	fall 09		WN	
	Teen Health & Wellness	Health	fall 09	fall 09	WN & WWS	
Total			28	19		