

## STAFF DEVELOPMENT COMPONENT INFORMATION

**COMPONENT TITLE:** Library Media Program: 21<sup>st</sup> Century Skills in Core Subjects, Curriculum Support and Collection Development

**COMPONENT NUMBER:** 1407003

**MAXIMUM POINTS:** 40

**PRE-REQUISITE:** Complete objectives in Library Media Services: Technology Tools component

### GENERAL OBJECTIVE:

Library Media Specialist will develop an understanding of how to maintain a “living” Collection Development plan with annual goals based on current data that support an up-to-date collection of resources that are integral to the School Improvement Plan, Technology Plan etc. The library is promoted as a student and teacher service center with resources accessible 24 / 7 /365. There is open communication and collaboration on schedules, lesson plans, program goals and expected outcomes.

### SPECIFIC OBJECTIVES:

Within the duration of this program, the participant will demonstrate:

1. how to write sample FINDS library lessons that correlate with curriculum objectives, 21<sup>st</sup> Century skills and classroom content incorporating science concepts, global awareness, civic responsibilities and economic principles.
2. ways to implement the FINDS research model or equivalent with every grade level in the school by embedding library information skills and FCAT Cluster 4 skills into core subjects and content.
3. how to design sample rubrics that evaluate different stages of the FINDS research model.
4. how to navigate current technology resources, online reading programs [e.g. Reading Counts], and electronic links provided by the district to improve student achievement.
5. how to develop a plan to establish an effective communication network with grade levels or subject-area departments to promote resources and services, identify perceived needs, and initiate collaborative opportunities using the structure of the FINDS Model.
6. how to develop strategies and goals to promote and market how the FINDS Model can impact student achievement and how the goals and strategies are appropriate for documents such as the School Improvement Plan, Comprehensive Reading Plan and Technology Plan.
7. how to develop strategies to make the Library Media Center program and the FINDS Model an integral part of the single school culture.
8. how to create web pages, pathfinders, bibliographies and promotional material in print and electronic format that tie library media center resources to classroom curriculum content and FINDS Model research.

9. how to design displays, book talks, announcements, flyers etc. that support the core subjects through themes, holidays, contests and / or competitions.
10. how to create sample collection maps to evaluate availability of library resources for specific subjects taught by teachers.
11. how to adapt the FINDS Model and library media resources to meet the diverse needs of students.
12. how to compare differences between subscription electronic databases and the Internet and how to incorporate both into sample library lessons using the FINDS model.
13. how to prepare a sample annual budget that maximizes the available funding and uses collection development data as a justification for purchases.
14. how to explain the philosophy, purpose and procedures for interlibrary loan.
15. how to summarize the benefits of participating in consortium memberships such as SEFLIN [regional], SUNLINK [state], PowerCard [district], Live HomeWork Help [public library] and Ask a Librarian [state].
16. how to explain the importance of library policies that provide access to resources, technology, curriculum content and information to whole classes, small groups, individual students, teachers and parents at the time of need 24 / 7 / 365
17. how to compare schedules, check-out procedures and policies to identify perceived and real access-barriers to resources, technology and information.
18. how to identify elements in the library environment that contribute to the students' ability to work cooperatively on Internet-based projects and computer-generated presentations to achieve educational goals.
19. how to identify ways that the school's cultural diversity can be reflected in the library media program.
20. how to identify and use reliable review sources and electronic collection analysis tools to select resources for the library media program.

#### **DELIVERY PROCEDURES:**

Participants will engage in facilitated interactions and activities relating to various researched models and strategies by:

1. taking part in activities that lead to mastery of specific objectives of this component.
2. networking and sharing best practices related to library media content.
3. simulating the use of various library media instructional tools such as the FINDS Research Model or equivalent or the reference skills in FCAT Cluster 4.
4. creating authentic products based on the content of the targeted objective of the component.

#### **EVALUATION OF PARTICIPANTS:**

Participants will demonstrate mastery of the targeted objectives as evidenced through product samples, reflections, observations, dialogue notes and/or assessment.

**FOLLOW-UP:**

Participants will do three or more of the following:

1. provide documentation showing impact to job performance.
2. provide documentation showing student impact to increase achievement.
3. develop a portfolio.
4. reflect in written and oral forms.
5. publish curriculum modifications, adoptions and/or interdisciplinary units.
6. participate in study groups.
7. engage in action research.

**COMPONENT EVALUATION:**

Professional developer will assess the degree to which the professional development procedures addressed the specific objectives of this component and will make recommendations for revision on the component evaluation.