<center>STAFF DEVELOPMENT COMPONENT INFORMATION</center>

COMPONENT TITLE: Library Media Program: Technology Tools: Technology Standard in the District

COMPONENT NUMBER: 3407001

MAXIMUM POINTS: 40 points

GENERAL OBJECTIVE:
Library Media Specialists are proficient in the use of software supported by the district including office applications, email, online forms, web sites, OPAC and subscription electronic databases. Library Media Specialists actively use and model district, state and national web resources.

Mastery of the objectives in this component is required before entry into the 21st Century Librarian Program.

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

1. how to operate the district's OPAC to manage library media resources.
2. how to search the OPAC or SUNLINK to create a bibliography of resources from the district or from a specific school.
3. how to develop effective search strategies that provide targeted results using electronic resources provided by the district.
4. how to identify ways to seamlessly integrate electronic resources provided by the district into lesson plans.
5. how to explain and evaluate personal technology skill and knowledge to stay current with tools emerging in the educational environment.
6. how to use Office Suite software application programs by creating sample word processing, spread sheets, databases and presentation documents used to develop, demonstrate and teach content.
7. how to use communication software including email, blogs, listserves, etc. effectively.
8. how to identify security and privacy issues with email and Internet access.
9. how to explain copyright laws and policies regarding the use of print, visual and electronic media.
10. how to select and use technology peripherals such as digital cameras, scanners, projection units and printers to generate a product or presentation.
11. how to maintain a web site that includes resources that support the mission of the school and the district.
12. how to access electronic resources made available through cooperative association such as the public library, SEFLIN, SUNLINK, etc.
13. how to use SUNLINK and the district OPAC to monitor the 'average-age-of-the-collection' and to determine if sufficient materials are available to support specific curricular content and to create a list of outdated materials that need to be weeded from the collection of a specific school.

14. how to create a visible, easy to access link from the school's home page to the library media center web page and to information resources provided by the district or state.
15. how to compare available computers, peripherals, AV equipment and other technologies at the school to prioritize a list of equipment needed to meet the needs of the instructional program.
16. how to use of the current equipment placed in classrooms to a) show a video/DVD, b) broadcast instructional television, and c) navigate web sites on the Internet.
17. advanced navigational skills using the resources on the District's Learning Tools page.
18. how to evaluate print, visual and electronic information critically to determine authenticity, validity, accuracy, relevance, point of view, opinion, facts and comprehensiveness.
19. how to identify resources and access points that promote reading and use of information 24 / 7 / 365.

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.