K-12 Library

Resources

L I B R A R Y   G U I D E L I N E S

The following resources help to explain library-related topics. The resource section is not meant to be all-inclusive. Please remember that, although the Web site addresses were accurate at the time of publication of this document, Web site addresses frequently change and may necessitate the need to search for the information by name of item instead of URL. Information printed in this section was submitted to the Department by a variety of individuals associated with the various topics presented. Additional information was adapted from agency/organization Web sites.

ACCESS FOR ALL

This section contains information regarding access for library patrons with disabilities.

Access for Library Patrons with Disabilities

Adaptive materials and assistive technologies provide many people with disabilities better access to education, careers and life experiences. Effective school library media programs should have written procedures that provide information about the services and adaptive technologies available that ensure equitable access to information for all members of the school community.

Adaptive materials should be available or readily accessible to a library media center. They can increase the independence, capabilities and productivity of people with disabilities and may include:

- Large-print and Braille materials;
- Books with low reading levels;
- Books in audio format;
- Book stands and page turners;
- Magnifiers;
- Tactile maps and globes;
- Software with large-print screen output and/or sign language;
- Open- and closed-captioned videotapes.

Assistive Devices may include:

- Closed circuit television to enlarge print;
- Closed-captioned decoders for videos and equipment;
- Remote controls for equipment;
- Alternative inputs to computers such as head control or touch screens;
- Speech synthesizers or computer-to-speak screens;
- Braille embossers and printers;
- Braille keyboards and translation software;
- Computers with voice recognition software, talking calculators, modified keyboards and/or on-screen keyboards.

Additional information regarding assistive technologies, access to devices and professional development for teachers may be obtained by contacting the Ohio Department of Education's Office for Exceptional Children and/or ORCLISH (an organization which provides services to parents and educators of students with low incidence and severe disabilities).

- **ORCLISH**

www.orclish.org

AREA MEDIA CENTERS

* The Area Media Center structure may change as a result of the Ohio Regional Education Delivery System (OREDS) plan.

The Ohio Area Media Centers (AMC) are a partner in Ohio's library network. The AMC collection contains more than 100,000 curriculum-related resources including videos, DVDs, CD-ROMs, videodiscs, multimedia kits, audio books, equipment, material in digital formats and much more. The resources housed in the AMC collection are selected by Ohio teachers. The collection is available online. The Web catalog helps teachers locate and reserve materials from any computer at school or at home for delivery to their buildings.

- **Ohio Area Media Center Directory**

www.infohio.org/medianet/AMCDirectory.html

- **Online Catalogs**

www.infohio.org/Medianet/medianet.html

BALDRIGE IN EDUCATION INITIATIVE

Visit the Baldrige Web page by accessing the Ohio Department of Education's Web Site at this URL: **www.ode.state.oh.us** and search the word "Baldrige."

What is Baldrige?

Baldrige has become a generic term used to describe a systemic framework of quality concepts designed to improve the overall effectiveness of any organization by raising expectations, building capacity and improving results for all the stakeholders. This framework may be used by organizational stakeholders to guide improvement of an organization. Organizations that choose to proceed with the learning experience of participating in an awards process may participate in either or both national (Malcolm Baldrige National Quality Award) or state (Ohio Award for Excellence) award-application processes.

Baldrige in Education Initiative (BiE IN)

The Ohio BiE IN State Leadership Team has provided a framework for leading change. It is a long-term commitment to strategically change the culture of Ohio's education system through the alignment of the education policy, professional development, legislative and service delivery organizations.

LIBRARY GUIDELINES

The State Education Goals drafted by the BiE IN State Leadership team are to:

- Assure higher achievement for all learners. Preserve and nurture enthusiasm for learning;

- Promote a safe and orderly learning environment;

- Help every generation learn, enhance and practice the character traits that are valued by its community;

- Support efficient, effective and continuously improving systems of learning.

The BiE IN is designed to develop a "problems down, solutions up" collaborative work culture. Ohio, with the assistance of the BiE IN work, aims to become a professional learning community that goes "wider" by connecting with the legislative, business and education service communities that have traditionally been seen as external to the education organization. BiE IN goes "deeper" by taking the time to explore the fundamental purposes and values of education.

LIBRARY GUIDELINES

BOOK AWARDS

Awards listed in this section are presented to authors and illustrators of notable work produced within a specific time period. Winning criteria vary by award.

Alex Awards
The Alex Awards were first given annually beginning in 1998. The titles were selected by the Young Adult Library Services Association (YALSA) a division of the American Library Association, Adult Books for Young Adults Task Force. The task force selects 10 titles annually in the form of a top 10 list that parallels the 10 titles selected by the Best Books for Young Adults and Quick Picks for Reluctant Young Adult Readers committees.

www.ala.org/ala/yalsa/booklistsawards/alexawards/alexawards.htm

Buckeye Book Award
The Buckeye Children's Book Award program is designed to encourage children in Ohio to read literature critically, to promote teacher and librarian involvement in children's literature programs and to commend authors of such literature. The Buckeye Children's Book Award program was established in 1981 through a collaborative effort of the Ohio Council of the International Reading Association, the Ohio Educational Library Media Association, the Ohio Council of Teachers of English and Language Arts, the Ohio Library Council and the State Library of Ohio. The award is given every other year. Children nominate books during the first year and vote for the winners the second year. Winners are selected in three categories, primary, intermediate and young adult.

www.bcbookaward.info

Caldecott Book Award
The Caldecott Medal was named in honor of 19th-century English illustrator, Randolph Caldecott. It has been awarded annually since 1937 by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children published during the previous year.

www.ala.org/alsc/cmedal.html

Coretta Scott King Award
The Coretta Scott King Award is presented annually by the Coretta Scott King Task Force of the American Library Association's Social Responsibilities Round Table. Recipients are authors and illustrators of African descent whose distinguished books promote an understanding and appreciation of the American dream. The award commemorates the life and work of Dr. Martin Luther King, Jr., and honors his widow, Coretta Scott King, for her courage and determination in continuing his work for peace and world brotherhood.

www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.cfm

Laura Ingalls Wilder Award
Administered by the Association for Library Service to Children, a division of the American Library Association, the Laura Ingalls Wilder Award was first given to its namesake in 1954. The award, a bronze medal, honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children. It is given irregularly every three to five years.

www.ala.org/ala/alsc/awardsscholarships/literaryawds/wildermedal/wildermedal.cfm

LIBRARY GUIDELINES

Margaret Edwards Award

The Margaret A. Edwards Award, established in 1988, honors an author's lifetime achievement for writing books that have been popular with teenagers. The annual award is administered by the Young Adult Library Services Association (YALSA) and sponsored by *School Library Journal* magazine. Nominations for the award may be submitted by young adult librarians and teenagers. The author must be living at the time of the nomination. The book or books honored must have been published in the U.S. at least five years before nomination. The award is named in honor of the late Margaret A. Edwards, an administrator of young adult programs at Enoch Pratt Free Library in Baltimore, Maryland.

www.ala.org/yalsa/edwards

Michael Printz Award

The Michael L. Printz Award is for a book that exemplifies literary excellence in young adult literature. It is named for a Topeka, Kansas, school librarian who was a long-time active member of the Young Adult Library Services Association (YALSA) division of the American Library Association.

www.ala.org/yalsa/printz

Mildred L. Batchelder Award

The purpose of the Mildred L. Batchelder Award, a citation to an American publisher, is to encourage international exchange of high-quality children's books by recognizing United States publishers, who through translation of these books, assist in the interchange of high-quality children's materials between countries.

www.ala.org/ala/alsc/awardsscholarships/literaryawds/batchelderaward/batchelderaward.cfm

Newbery Book Award

The Newbery Medal was named for 18th-century British bookseller John Newbery. It has been awarded annually since 1922 by the Association for Library Service to Children, a division of the American Library Association. The purpose of the award is "to encourage original creative work in the field of books for children and to give librarians, who make it their life's work to serve children's reading interests, an opportunity to encourage good writing in this field." The award goes to the author of the most distinguished contribution to American literature for children for each given year.

www.ala.org/alsc/nmedal.html

Pura Belpré Award

The Belpré is awarded every two years by the Association for Library Service to Children (ALSC) and the National Association to Promote Library Services to the Spanish Speaking (REFORMA) both divisions of the American Library Association. It honors Latino writers and illustrators whose work best portrays, affirms and celebrates the Latino cultural experience in a work of literature for youth. Named in honor of Pura Belpré, the first Latina librarian of the New York Public Library, the first awards were given in 1996.

www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprmedal.cfm

CABLE IN THE CLASSROOM

Cable in the Classroom
Cable in the Classroom (CIC) represents the cable industry's education initiative that provides schools with access to commercial-free, copyright-free programming for taping, Web-based educational material and online professional development. According to the CIC Web site, "the Cable in the Classroom mission emphasizes five essential elements to ensure quality education in the 21st century: visionary and sensible use of technologies, engagement with rich content, community with other learners, excellent teaching and the support of parents and other adults." CIC includes an exceptional media literacy Web site (www.ciconline. com/Enrichment/MediaLiteracy/default.htm) which may help school librarians provide students with much- needed media literacy skills.

www.ciconline.org

L I B R A R Y   G U I D E L I N E S

CALENDAR OF EVENTS

Items contained in this section represent approximate dates/months of significant school library celebrations.

September

Banned Books Week (September 27-October 4, 2008)
Contact: ALA Office for Intellectual Freedom

www.ala.org/bbooks

International Literacy Day (September 8)
Contact: International Reading Association

www.reading.org

Library Card Sign-Up Month
Contact: ALA Public Information Office

www.ala.org/pio

National Book Festival (September 27, 2008)
(Generally held in September or October) Sponsored by the Library of Congress

www.loc.gov/bookfest

October

Teen Read Week (October 12-18, 2008)
Contact: Young Adult Library Services Association

www.ala.org/teenread

National Book Month
Contact: National Book Foundation

www.nationalbook.org

November

American Education Week (November 16-22, 2008)
Contact: National Education Association

www.nea.org/aew

Family Literacy Day (November 1)
Contact: National Center for Family Literacy

www.famlit.org

National Young Reader's Day (November 11, 2008)
Contact: BOOK IT!

www.bookitprogram.com

March

Freedom of Information Day (On or near March 16)
Contact: ALA Public Information Office

www.ala.org/ala/washoff

L I B R A R Y   G U I D E L I N E S

Read Across America (March 2, 2009)
Contact: National Education Association

www.nea.org/readacross

World Storytelling Day

www.storytellingday.net

April

National Library Week (April 12-18, 2009)
Contact: ALA Public Information Office

www.ala.org/@your_library

National Poetry Month
Contact: The Academy of American Poets

www.poets.org

School Library Media Month
Contact: ALA Public Information Office

www.ala.org/pio

May

Get Caught Reading Month
Contact: Association of American Publishers

www.getcaughtreading.org

Ohio Right to Read Week
(Generally first week of May)
Sponsored by OCIRA - Ohio Council of the International Reading Association

www.ocira.org

Children's Book Week
Contact: The Children's Book Council

www.cbcbooks.org

Reading is Fun
Contact: Reading is Fundamental

www.rif.org

LIBRARY GUIDELINES

CISSL—Center for International Scholarship in School Libraries

cissl.scils.rutgers.edu

CISSL the Center for International Scholarship in School Libraries is a place where leading researchers and professionals work together to create school libraries that spark learning in information-age schools around the world.CISSL researchers conducted the Ohio Research study. The following information was adapted from the CISSL web site.

"CISSL is:

- A locus of intellectual life and research exploring the boundaries of knowledge as it shapes school libraries;

- A center for professional development;

- A resource for school librarians throughout the nation and the world;

- A key player in the growing global network of scholarship and the practical application of that scholarship to school libraries internationally.

CISSL is dedicated to research, scholarship, education and consultancy for school library professionals. CISSL's beginning is motivated by international developments in school libraries and their diverse educational contexts. The fusion of learning and technology presents dynamic challenges for teachers, school librarians, administrators and their students. The growing preponderance of digital resources underscores the need for new ways of enabling student learning. The school library is the essential information tool with which to address the complexities currently facing the education environment. School libraries provide the spark for connection, engagement and achievement—the sizzle for learning.

CISSL focuses on:

- How learning in an information-age school is enabled and demonstrated by school library programs;

- How inquiry-based learning and teaching processes can contribute to educational success and workplace readiness."

(CISSL, 2004)

LIBRARY GUIDELINES

The U.S. Copyright Office maintains a Web site that contains information about U.S. copyright law including informational circulars, fact sheets, brochures, copyright application forms and an online database of copyright records. Two widely used documents which are applicable to schools are *Copyright Basics: Circular One* (2000) and *Reproduction of Copyrighted Works by Educators and Librarians: Circular 21* (1995, Web 1998). This information should serve as a beginning point for school district discussions about copyright and fair use of educational materials.

- U.S. Copyright Office, Washington. D.C.

  www.copyright.gov

- *Copyright Basics: Circular One.* U.S. Copyright Office. (2000).

  www.copyright.gov/circs/circ01.pdf

- *Reproduction of Copyrighted Works by Educators and Librarians: Circular 21.* U.S. Copyright Office. (1995, Web 1998).

  www.copyright.gov/circs/circ21.pdf

- U.S. Copyright Office: *Frequently Asked Questions (FAQ).*

  www.copyright.gov/help/faq

- U.S. Copyright Office: *Circulars, Fact Sheets and Brochures.*

  www.copyright.gov/circs

The following resources are a selected bibliography and may be used to inform school district discussions about copyright and fair use of educational materials.

Selected Bibliography:

- Bruwelheide, Janis H. *The Copyright Primer for Librarians and Educators,* 2nd. ed. A joint publication of the American Library Association and the National Education Association. 1995.

- Crews, Kenneth D. *Copyright Essentials for Librarians and Educators*. Chicago: American Library Association. 2000.

- Minow, Mary and Lipinski, Tomas A. *The Library's Legal Answer Book*. Chicago: American Library Association. 2003.

- Simpson, C. M. *Copyright for School Libraries; A Practical Guide*. Worthington, Ohio: Linworth Publishing, Inc. 2003.

LIBRARY GUIDELINES

Scenarios:

The following scenarios were provided by Linda Cornette (librarian and former chair of the Ohio Educational Library Media Association's Intellectual Freedom Committee). The scenarios are part of a workshop about copyright designed by Ms. Cornette and used with her permission. The answers are derived from information provided on the U.S. Copyright Office Web site, the sources listed, and used with permission from the authors.

*Disclaimer: Extensive effort has gone into ensuring the reliability of the information presented here. The author is not an attorney. The information is intended to be used to discuss copyright law, Title 17, United States Code, Public Law
94 553.90 Stat. 2541. It is not intended to be a legal interpretation of U.S. Copyright Law. It is not intended to be used as local school district policy.

- *Copyright Basics: Circular One.* U.S. Copyright Office. (2000).

  www.copyright.gov/circs/circ01.pdf

- *Reproduction of Copyrighted Works by Educators and Librarians: Circular 21.* U.S. Copyright Office. (1995, Web 1998).

  www.copyright.gov/circs/circ21.pdf

- Crews, Kenneth D. *Copyright Essentials for Librarians and Educators.* Chicago: American Library Association. 2000.

- Simpson, C. M. *Copyright for school libraries; a practical guide.* Worthington, Ohio: Linworth Publishing, Inc. 2003

Scenario One—A special education class continually shows Disney films (a student brings them from home) on Fridays as part of the curriculum. The teacher says that watching a movie is part of the students' Individual Education Plan (IEP). These are very low-level students whose educational experience seems to be centered on social skills. Does an IEP override copyright law?

Answer: No. An IEP cannot stipulate that federal law be violated. Showing cartoons for reward (which is what this question appears to be) is specifically prohibited no matter what someone writes down in a lesson plan or IEP. Copyright law prohibits the use of video for entertainment or a reward in classroom.

Scenario Two—Several educators teaching the same subject want to view a video program at the same time. I am asked to show the video in a distribution system that would make it available, not just to these five teachers, but also to every teacher in the building. Is it legal for me to do this?

Answer: It is legal for you to show this video to the five teachers whose curriculum pertains to the video and you can even do that through a video distribution system. Other classes watching the same video, however, (those whose current curriculum does not include the topic of the video) would be infringing on the copyright.

Scenario Three—I have some very expensive videos in my library collection and I'm afraid to circulate them for fear that something might happen to them. May I make an archival copy of the video as I do for the computer software we circulate?

Answer: No. You are not permitted by copyright law to make a backup copy of video or audiotape. Copyright law gives express permission to make archival copies of computer software only. No other medium is granted such permission. However, if the video is on Beta tape (now obsolete) the DMCA (Digital Millennium Copyright Act) allows you to transfer the tape to a current technology (VHS or digital).

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Scenario Four—Another library requests an article from a magazine I have in the school library and I make a copy of the article, including the full citation, and fax it to that library. Since this is an article that I know I will receive additional requests for, I file the article copy to be used for later requests. Is this an infringement of copyright law?

Answer: Yes. It is a violation for several reasons. First, you need to destroy the copy of the article, once it has been faxed because the request has been fulfilled. The law specifies that you cannot copy (whether it is a chapter in a book, off-air recording, magazine article, etc) in anticipation that there will be a request for this material.

Scenario Five—A librarian suspects that a teacher has checked out a "for home use only" video from a video store on holidays to be used in her classroom. Does this violate copyright because it would be a public performance?

Answer: It depends. If the teacher is studying holidays around the world and the video relates to face-to-face instruction, then copyright law permits this type of use. If the video is being shown for entertainment only, then it is a violation of copyright law.

Scenario Six—A library owns one copy of a software program under a license agreement. The library has five public-access computers. Two patrons want to use the program. If the librarian or technology representative loads the program on two computers, has a copyright infringement occurred?

Answer: Maybe, it is not clear if this use would violate the copyright law, although it probably would violate most license agreements. Section 117 of the Copyright Act authorizes the making of a copy, if necessary, to use the program, but the law does not specifically limit the number of copies to one. The advice of counsel should be sought. However, many license agreements prohibit use of the software on more than one terminal at a time, as well as prohibit networking or any system that enables more than one person to use the software at a time. Therefore, the answer may depend on the validity of the license agreement (Simpson 2001). **Scenario Seven—**During a classroom discussion about Election 2004 candidates, there has been some confusion about what a student read in the morning newspaper before leaving home. The teacher sends a student to the library and requests that the librarian make 30 copies of the article. If the librarian makes these copies has she violated copyright law?

Answer: This is not a copyright infringement. The request is for the copies to be used in a face-to-face instructional setting and the teacher requests the copies for this use.

Scenario Eight— A teacher has checked a book out from another library. Your library does not own a copy of this work. The teacher requests that you make five copies of a chapter from this supplemental book and place them on reserve in the school library for students to access. If you make the copies and place them on close reserve have you violated the copyright law?

Answer: According to a model policy written by ALA the following should be considered:

- Of a reasonable amount considering the nature of the course, its subject matter and level, and the amount of material usually assigned for a single class term;
- The number of copies should be less than six, unless six is not enough for enrollment in that course and others that can be anticipated to use the same material;
- Each copy must contain notice of copyright; and
- **The effect of the copying should not diminish the market for the original. The policy strongly recommends that the library own a copy of the original** (ALA, 1982, p.6).

Scenario Nine— Our school just purchased a new poster-making machine that will take an 8 ½- x 11-inch copy and make a 24- x 33-inch poster. If I copy a page from a textbook and want to make a poster of it would I be violating copyright law?

Answer: A single copy of something for personal research or use in teaching is permitted, so if you discard the original photocopy and just use the poster, there should be a reasonable claim of fair use.

Scenario 10—The principal has scanned a cartoon from a professional journal and included it in a newsletter that will be printed and presented at a board meeting and then mailed to the parents. Is this a copyright infringement?

Answer: Yes. The use of the cartoon in a new work is a copyright infringement. The principal may display the original cartoon at a meeting in its original format.

Scenario 11—The music appreciation class wants to take portions of recordings and make "listening tests." Since this is an anthology, is this permitted?

Answer: According to the guidelines for Educational Uses of Music, taking excerpts of school-owned recordings for "aural examinations" is permitted.

Scenario 12—We have several teachers who are leaving to take jobs elsewhere, and the staff member in charge of the farewell party has taken a popular song and rewritten the lyrics to honor these staff members. The teaching staff will be singing this version of the song at the party. Is this legal?

Answer: Based on the Guidelines for Educational Uses of Music, this is not permitted under fair use. Copies of purchased music may be simplified (arranged for young learners) but lyrics may not be changed or added to.
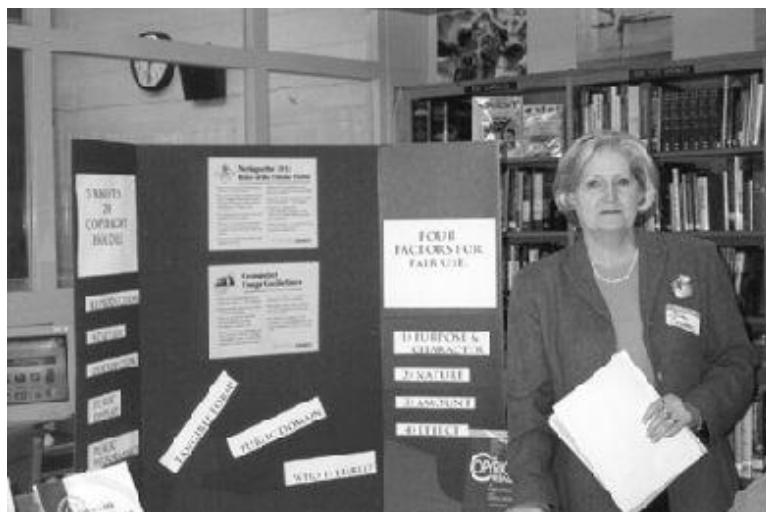
LIBRARY GUIDELINES

EVIDENCE-BASED PRACTICE

The U.S. DOE supports a scientifically based approach to research that measures student learning. The No Child Left Behind legislation emphasizes that funds, specifically Title 1 funds, are used to support educational practices that are based on scientific research. The legislation requires school districts to develop plans for educational programs and services that are based on scientific research. This type of research is different from theoretical or anecdotal research in that it requires the researcher to conduct empirical investigation - which is linked to theory and can be replicated for continued study (U.S. DOE, 2002 pp. 19-20). One of the issues with scientifically-based education research is that there is not a large body of it in existence today and that school districts are not as familiar with the scientific approach to research as they are with other approaches

Lance and Loertscher, in their book *Powering Achievement: School Library Media Programs Make a Difference; the Evidence*, describe several methodologies for conducting educational research and answer questions about each method. In particular they discuss statistical research in terms of correlation vs. cause and effect, and quantitative vs. qualitative research (Lance and Loertscher, 2002 pp. 55-57).

Scientifically based education research strives to determine "how we know that students have learned" or "what the evidence of student learning is." The U.S. Department of Education's workgroup on the Use of Scientific Research in Education has identified six guiding principles of scientific inquiry.

Guiding Principles of Scientific Inquiry

Principle One: Pose Significant Questions that can be Investigated Empirically;
Principle Two: Link Research to Theory;
Principle Three: Use Methods That Permit Direct Investigation of Question;
Principle Four: Provide Coherent Chain of Rigorous Reasoning;
Principle Five: Replicate and Generalize;
Principle Six: Transparency and Scholarly Debate.

Dr. Ross J. Todd has described evidenced-based practice in school librarianship as "the process of carefully documenting how school librarians make a difference in student learning." Dr. Todd recommends that school librarians start documenting the outcomes of effective school library media instruction. "Support will come from showing how school librarians impact student learning."

In his article, *Irrefutable Evidence* (SLJ 2003), Dr. Todd identifies several strategies for getting started with evidenced-based practice including teaching students information literacy skills and inquiry-based learning, collecting samples of student work, saving information about collaborative lesson plans and conducting student and staff surveys (Todd, April 2003 pp. 52-54).

Sources:

- Feuer, Michael and Towne, Lisa. *The Logic and the Basic Principles of Scientific Based Research*, as part of the U.S. Department of Education workgroup on the Use of Scientific Research in Education. February 6, 2002

  www.ed.gov/nclb/methods/whatworks/research/page_pg11.html

- Lance, Keith Curry and Loertscher, David. *Powering Achievement: School Library Media Programs Make a Difference; the Evidence*. San Jose, Calif. 2002.

- Todd, Ross J., "Irrefutable Evidence: How to Prove You Boost Student Achievement," *School Library Journal*, April 2003, pp. 52-54.

- United States Department of Education. *No Child Left Behind: A Desktop Reference*. 2002. pp. 19-20.

FACILITIES (SCHOOL LIBRARY)

The information here contains a selected bibliography of resources on school library facility design. These resources are not meant to be used in place of school district policy. School districts should review local school board adopted facility policies including fire codes, safety codes, requirements for fixation of book shelving, space requirements for free-standing shelving, securing/anchoring of equipment and use of equipment by students and others.

Selected Bibliography:

- American Association of School Librarians (AASL) *Facilities Guides Web Site*.
  www.ala.org/ala/aasl/aaslproftools/resourceguides/facilitiesaasl.htm

- Baule, Steven M. *Facilities Planning for School Library Media and Technology Centers*. Worthington, Ohio: Linworth Publishing, 1999.

- Erikson, Rolf, and Carolyn Markuson. *Designing a School Library Media Center for the Future*. Chicago: American Library Association, 2000.

- National Clearinghouse for Education Facilities Web site
  www.edfacilities.org

- Ohio School Facilities Commission (OFSC) Web site. The *Ohio School Facilities Design Manual* CD is available for purchase through the OSFC (614-466-6290).
  www.osfc.state.oh.us

- Johnson, Doug. *Some Design Considerations When Building or Remodeling a Media Center*.
  www.doug-johnson.com/dougwri/buildingquestions.html

INFOHIO—Information Network for Ohio Schools

www.infohio.org

INFOhio offers a wide range of electronic databases, instructional resources, standardized software and technical support. It provides the content and the tools that library media specialists, teachers, and parents need to help students succeed. It is available to kindergarten through grade-12 public and nonpublic schools from any Internet-accessible computer at school or at home.

INFOhio uses state and federal funds to deliver a core collection of electronic resources to every Ohio kindergarten through grade-12 student and educator via the Internet. The core collection's resources provide age-appropriate, curriculum-related online content for a variety of subject areas.

INFOhio provides vendor preview and discounted pricing to help school districts supplement their local library collections to better meet local instructional requirements. INFOhio organizes a yearly Electronic

Resources Vendor Preview that takes place from January 15 to March 15. Databases that support the curriculum and offer a wide range of products are available to students, teachers and librarians to review and evaluate for purchasing. All products reflect discounted state pricing for the following school year. INFOhio provides library automation software to help put school library card catalogs online. This software also provides circulation data, reports and other tools for the librarian. INFOhio automation allows school districts to participate in MORE—Moving Ohio's Resources Everywhere. MORE is a partnership between the State Library of Ohio, INFOhio and OPLIN (Ohio Public Library Information Network) that allows library patrons to borrow materials statewide through their local online catalogs.

The INFOhio Curriculum Resource Catalog (CRC) is a Web-based database that includes more than 1.4 million bibliographic records from kindergarten through grade-12 schools and educational support agencies throughout the state. This makes it the primary tool for many librarians to copy MARC records using INFOhio's library automation software or a stand-alone system. The database is updated daily and 6,000 records are downloaded weekly to local catalogs. It simultaneously searches the state's 24 Area Media Centers for booking of resources and for links to state-owned streaming video resources.

INFOhio also provides easy access to a statewide online reservation/tracking system for educational materials. Currently, Ohio's Area Media Centers, Special Education Regional Resource Centers, Educational Television Agencies and large-city school district central media centers participate in the program using media booking software. The agencies provide convenient online booking for their customers, while benefiting from the components required to manage extensive collections.

LIBRARY GUIDELINES

INFORMAL EDUCATION PROVIDERS IN OHIO

This section contains a sampling of informal education opportunities available to students and educators through Ohio agencies, organizations and cultural entities. Among the most prominent sites for informal learning are museums, science centers, aquariums, zoos, state agencies and community groups. Descriptions of the following resources were provided via the entity Web site or informational brochure.

COSI—Center of Science and Industry (Columbus and Toledo)
COSI's mission is to provide "an exciting and informative atmosphere for those of all ages to discover more about our environment, our accomplishments, our heritage, and ourselves. COSI motivates a desire toward a better understanding of science, industry, health, and history through involvement in exhibits, demonstrations, and a variety of educational activities and experiences."

www.cosi.org
www.cositoledo.org

NASA Glenn Research Center
Part of NASA's educational mission is to inspire the next generation of explorers and to encourage students to pursue careers in science, technology, engineering and mathematics. This mission is fulfilled through the Education Programs Office (www.grc.nasa.gov/Doc/educatn.htm). NASA sponsors both student and educator programs.

www.grc.nasa.gov

National First Ladies' Library
The National First Ladies' Library is intended for people to explore the lives of the nation's First Ladies. The library facilities include a research and educational center along with online access to biographical information about each first lady via the First Ladies Bibliography.

www.firstladies.org
www.firstladies.org/Bibliography.htm

National Underground Railroad Freedom Center
50 East Freedom Way, Cincinnati, Ohio 45202
The Freedom Center seeks to educate the public about the historic struggle to abolish human enslavement and secure freedom for all people. The education programs include the Freedom Stations Program, public lectures, diversity training, genealogy, performances and educational resources, including film and Web initiatives.

www.freedomcenter.org

The Ohio Historical Society
1982 Velma Avenue, Columbus, Ohio 43211
The society exists to interpret, preserve, collect, and make available evidence of the past, and to provide leadership on furthering knowledge, understanding, and appreciation of the prehistory and history of Ohio and of the broader cultural and natural environments of which Ohio is a part. Educational services include student field trips to the museum, the History to Go Van which can visit school districts, distance learning programs and a variety of additional offerings.

www.ohiohistory.org

LIBRARY GUIDELINES

A Sampling of Ohio Museum's and Web addresses are listed below:

Bicycle Museum of America
New Bremen, Ohio

www.bicyclemuseum.com

Cincinnati Museum Center
Containing the Cincinnati History Museum, Museum of Natural History & Science, an Omnimax Theater, and the Cincinnati Historical Society Library.

www.cincymuseum.org

Cleveland Museum of Art

www.clemusart.com

Cleveland Museum of Natural History

www.cmnh.org

Columbus Museum of Art

www.columbusmuseum.org

Dayton Art Institute

www.daytonartinstitute.org

Hale Farm and Village
Bath, Ohio. Hale Farm and Village is an outdoor, living history museum that depicts life in the early to mid-1800s. Hale Farm & Village features 21 historic buildings to tour and many craft demonstrations.

www.wrhs.org

National Inventor's Hall of Fame
Dayton, Ohio

www.invent.org

Pro Football Hall of Fame
Canton, Ohio

www.profootballhof.com

Rock and Roll Hall of Fame and Museum
Cleveland, Ohio

www.rockhall.com

United States Air Force Museum
Dayton, Ohio

www.wpafb.af.mil/museum

Sampling of Ohio State Agency Educational Offerings:

Ohio EPA Kidzone

www.epa.state.oh.us/kids

Ohio Statehouse

www.statehouse.state.oh.us

Ohio Supreme Court

www.sconet.state.oh.us

Sampling of Ohio Zoos and Web addresses are listed below:

Cincinnati Zoo and Botanical Garden

www.cincyzoo.org

Cleveland Metro Parks Zoo

www.clemetzoo.com

Columbus Zoo and Aquarium

www.columbuszoo.org

Toledo Zoo

www.toledozoo.org

INSTITUTE FOR LIBRARY AND INFORMATION LITERACY EDUCATION (ILILE)

www.ilile.org

The ILILE information was adapted from their web site.

"The primary objective of the Institute is a demonstration project of local, statewide and national significance. The development of this project will be accomplished through the creation of a variety of endeavors that will provide leadership in the research and teaching necessary for the integration of information literacy in classroom and library media centers.

The Institute focuses on activities with prekindergarten through grade-12 teachers, library media specialists, pre-service educators, and students working as collaborative peer-learner teaching teams to learn how to use school library media centers and information resources (print, electronic and Web-based) more effectively to enhance student learning."

The ILILE has four areas of focus:

- "**Education and Training** Prepare preservice and inservice teachers and library/media specialists to use information resources to enhance teaching and learning.

- **Curriculum Development** Create a replicable model for curriculum development and delivery through which prekindergarten through grade-12 teachers, library media specialists, administrators and students work as collaboratively to promote academic success through information literacy skills.

- **Promotion and Outreach** Engage in library and information literacy promotion and outreach activities to improve school library media specialist's effectiveness in working with other educators to integrate information literacy into kindergarten through grade-12 education.

- **Research and Evaluation** Conduct a systematic program of applied research on the effectiveness of model approaches and techniques for enhancing collaboration between school library/media specialists and teachers, and promoting the integration of information literacy skills in schools."

(ILILE 2004)

Institute for Library & Information Literacy Education

KENT STATE UNIVERSITY

institute for library & information literacy education

Home
Events
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Goals & Objectives
Discussion Forum
Links

Goals & Objectives of ILILE

The primary objective of the Institute is a demonstration project of local, statewide and national significance. The development of this project will be accomplished through the creation of a variety of endeavors that will provide leadership in the research and teaching necessary for the integration of information literacy in classroom and library media centers.

The Institute will focus on activities with PK-12 teachers, library media specialists, pre-service educators, and students working as collaborative peer-learner teaching teams in learning how to use school library media centers and information resources (i.e., print, electronic and web-based) more effectively to enhance student learning.

The ILILE has four areas of focus:

A. Education and Training
Prepare pre- and in-service teachers and library/media specialists to use information resources to enhance teaching and learning.

1. Prepare existing teachers and school library media specialists to be more effective library and information resource users.

2. Prepare pre-service teachers to be effective library and information resource users.

B. Curriculum Development
Create a replicable model for curriculum development and delivery through which PK-12 teachers, library media specialists, administrators and students work as collaboratively to promote academic success through information literacy skills.

INSTITUTE OF MUSEUM AND LIBRARY SERVICES (IMLS)

www.imls.gov

The Institute of Museum and Library Services (IMLS) is an independent federal agency that fosters leadership, innovation and lifelong learning. IMLS supports all types of museums, from art and history to science and zoos, and all types of libraries and archives, from public and academic to research and school. IMLS expands the educational benefit of these institutions by encouraging partnerships.

IMLS grant programs help libraries bring people the information they want and can use. Through statewide initiatives and subgrants, nationwide competitions for leadership activities and grants to improve Native American and Native Hawaiian library service, IMLS support reaches libraries in thousands of communities every year.

The Library Services and Technology Act of 1996, a section of the Museum and Library Services Act, promotes access to learning and information resources in all types of libraries for individuals of all ages. Through this legislation, IMLS provides funds to state library agencies using a population-based formula. State libraries may use the appropriation to support statewide initiatives and services. They also may distribute the funds through competitive subgrant competitions or cooperative agreements to public, academic, research, school and special libraries in their state.

LSTA outlines two broad priorities for this funding. The first is for activities using technology for information sharing between libraries and between libraries and other community services. The second is for programs that make library resources more accessible to urban, rural or low-income residents and others who have difficulty using library services. In Ohio, LSTA funds are administered by the State Library of Ohio which notifies eligible agencies when funds become available for allocation.

This information was adapted from the IMLS web site.

LEADERSHIP FOR SCHOOL LIBRARIES (L4SL)

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=340&ContentID=13933&Content=32810

Leadership for School Libraries is an Ohio partnership comprised of a collaboration between the Ohio Department of Education, the Ohio Educational Library Media Association, the Information Network for Ohio Schools and the State Library of Ohio. Members consist of experienced school library media specialists who hold school library leadership positions in Ohio. Members have served as school library media specialists in school districts throughout Ohio.

The mission of Leadership for School Libraries is to provide leadership to Ohio's school library community through the integrated efforts of state-level entities.

L4SL activities include:

Greater Ohio Technology in Education Conference- L4SL presentation and exhibit announcing the partnership (November 2001).

American Association of School Librarians 10th National Conference and Exhibition- L4SL was selected as one of the 25 Exploratorium participants at the AASL 10th National Conference and Exhibition, Indianapolis, Ind. The Exploratorium is a two-hour session consisting of hands-on learning stations that showcase the "best practices" of school libraries and state organizations (November 14-18, 2001).

Ohio SchoolNet Conference- L4SL provided a 21st Century School Library Technology Exhibit at the Ohio SchoolNet Conference. In addition to demonstrations on automation, information, integration and multimedia resources for school libraries, First Lady of Ohio, Hope Taft visited the school library, read a book to students and participated in a video conference with the author of the book (February 4-6, 2002).

Your School Library: Its All about Learning video- L4SL assisted the Ohio Educational Library Media Association
(OELMA) in the development of a video titled, *Your School Library: Its All about Learning.* The production was funded through a Library Services and Technology Act (LSTA) Grant from the State Library of Ohio. The video was mailed to Ohio school districts in February 2003.

The Ohio Research Study: Student Learning through Ohio School Libraries- L4SL collaborated with Ohio Educational Library Media Association (OELMA) on the Ohio Research Study project. The study was funded through a Library Services and Technology Act (LSTA) Grant from the State Library of Ohio.

LIBRARY ADVOCACY

A discussion on communication, public relations, marketing and advocacy.

Communication is being proactive in an age of accountability. While school librarians may be functioning daily as an integral part of the school learning environment, the role of the media specialist may not be well understood by many education decision makers or the learning community as a whole. The school library media specialist communicates the mission, goals, function and impact of the school library media program through many avenues including public relations, marketing and advocacy.

Through *public relations* the school library media specialist raises awareness for the school library program by encouraging and promoting library use. *Marketing* is a promotional technique in which the learning

communities wants and needs are identified, corresponding resources and services are made available and those resources and services are promoted. Building support for school library media programs and services through a long-term step-by-step effort is advocacy. Any program existing in a vacuum is vulnerable. Media specialists must take active roles in promoting the school library program to make sure decision makers, administrators, parents, community members, educators, staff and students recognize and value the impact of effective school library media programs on student achievement.

Selected Bibliography:

- AASL Resources for School Library Media Program Development: Public Relations
  www.ala.org/aasl/resourcs/pr.html

- The Book Report 19, no. 1 (May/June 2000). Public relations is the theme of this publication aimed towards secondary school libraries.

- Flowers, H. *Public Relations for the School Library: 500 Ways to Influence People and Win Friends for your School Library Media Center*. New York: Neal-Schuman. 1998.

- FOLUSA Fact--#13: Checklist for Advocacy
  www.folusa.com/html/fact13.html

- Hartzell, Gary N. *Building Influence for the School Librarian*. Linworth Publishing, 1994.

- Internet Public Library: Library Advocacy & Promotion Resources
  www.ipl.org/ref/RR/static/hum45.20.00.html

- Kids Can't Wait: Library Advocacy NOW!
  www.calibraries.org/kidsconnect/advocacy/alapl.shtml

- Legislative Advocacy & Grassroots Lobbying
  www.ala.org/washoff/advocacy.html

- Library Media & PR: Strategies, Techniques, Resources, Tips, & Tools for Library Communicators
  www.ssdesign.com/librarypr/index.html

- Library Talk 15, no. 3 (May/June 2002).The theme of this elementary school library media publication is public relations.

- OELMA Advocacy Support Resources
  www.oelma.org/advocacy2.htm

- OELMA: Quotations about how library media centers and specialists impact student achievement
  www.oelma.org/advquotes.htm

- Statistics on Libraries
  libws66.lib.niu.edu/libstats/etst.htm

- So You Want to Be a School Media Specialist: Public Relations
  tln.lib.mi.us/%7Ertruxall/media/pr2.html

- PR-Talk Shop
  www.ssdesign.com/prtalkshop/index.html

- Wasman, A., ed. *Ideas for Promoting your School Library Media Program*. Chicago: American Library Association. 1996.

LIBRARY GUIDELINES

MORE—MOVING OHIO RESOURCES EVERYWHERE

www.library.ohio.gov/more/

MORE is a statewide resource-sharing network that brings library patrons "more resources, more books, more music, more videos—any circulating item in a library collection." A library user can search and request items from statewide Ohio library catalogs. The items are shipped to the participating home library and checked out to the person who requested the items. The items also may be returned to the home library, which will ship the items back to the originating library. School libraries, public libraries, academic libraries and special libraries may participate in MORE. There is a fee structure based on the number of delivery days per week.

* Information in this section was adapted from the MORE- Moving Ohio Resources Everywhere Web site.

NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS: Library Media Standards for National Certification.

www.nbpts.org/

From the NBPTS Web page—The National Board for Professional Teaching Standards is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching. The NBPTS mission is to advance the quality of teaching and learning by maintaining rigorous standards for what accomplished teachers should know and be able to do, by providing a national voluntary system certifying teachers who meet these standards and by advocating related education reforms to integrate national board certification in American education and to capitalize on the expertise of national board certified teachers.

The NBPTS addresses five core propositions including the items listed here; explanations of each proposition may be viewed at this URL: www.nbpts.org/about/coreprops.cfm.

1. Teachers are committed to students and their learning;
2. Teachers know their subjects and how to teach them to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;
5. Teachers are members of learning
communities. **NBPTS Library Media Standards**
www.nbpts.org/standards/stdsoverviews.cfm

The requirements for National Board Certification in the field of Library Media reflect 10 standards and are organized around three areas: what library media specialists know, what library media specialists do and how library media specialists grow. The 10 standards may be found at this URL: www.nbpts.org/standards/stdsoverviews.cfm (scroll to the library media area).

Information regarding ODE's policies and guidelines for national board certification may be found at this URL:
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=528&ContentID=24342&Content=50117.

* Information in this section was adapted from the NBPTS and ODE Web sites.

LIBRARY GUIDELINES

NO CHILD LEFT BEHIND:
Improving Literacy Through School Libraries (LSL) Grant Program

http://www.ed.gov/programs/lsl/index.html

The Improving Literacy through School Libraries (LSL) program is one component of the U.S. Department of Education's commitment to dramatically improve student achievement by focusing available resources, including those of school library media centers, to ensure that no child is left behind. School library media centers have an important role to contribute to the success of local reading improvement efforts by increasing collaboration between instructional and school library media center staff, providing additional instructional materials and resources and extending hours of operation during nonschool hours.

Grants are available to local school districts (local educational agencies) in which 20 percent or more of the families have incomes below the poverty line. Charter schools are considered local educational agencies. Individual schools may not apply; private schools are ineligible.

* Information adapted from U.S. DOE LSL Frequently Asked Questions www.ed.gov/offices/OESE/LSL.

OHIO CENTER FOR THE BOOK

www.ohiocenterforthebook.org

The Ohio Center for the Book is located in the Cleveland Public Library. It is affiliated with the national Center for the Book located at the Library of Congress (www.loc.gov/loc/cfbook/). The Ohio Center for the Book was established in 1977 to promote books, reading, libraries and literacy throughout Ohio. The Web site provides an interactive literary map of Ohio that allows Internet visitors to click on a region of the state and view a list of authors from that region. The Web site provides information about each author; as well as, links to Ohio literary organizations.

* Information for this section was adapted from the Ohio Center for the Book Web site.

OHIO DEPARTMENT OF EDUCATION

www.ode.state.oh.us
This section contains quick links to frequently requested information.

Academic Content Standards Information:

Academic Content Standards Web site
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=305

Instructional Management System (IMS- Model Curricula)

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1222&TopicRelationID=1282

LIBRARY GUIDELINES

Center for Curriculum and Assessment

Serves Ohio's children and adults by defining and communicating challenging standards, establishing measures for assessing progress and providing leadership, products and services. The Center for Curriculum and Assessment houses the Office of Curriculum and Instruction, Office of Assessment and the Office of Career Technical and Adult Education.

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=29

Office of Curriculum and Instruction

Provides leadership and technical assistance to internal and external customers for research and development, implementation and assessment and continuous improvement of products and practices supporting standards-based education.

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=43

Office of Assessment

Provides leadership and technical assistance to school communities by managing the development and administration of statewide tests, communicating assessment guidelines and providing assessment-related products and services.

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=41

Office of Career Technical and Adult Education

Provides leadership and technical assistance to career-technical planning districts and service providers supporting a continuum of career development for all learners, career pathways for students in secondary education and workforce development and literacy for adults.

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=2

Certification and Licensure Information:

Center for the Teaching Profession

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=30

CORE Educator Information

This site allows visitors to review educator credentials.

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1415&ContentID=8283&Content=46189

Roger Verny, Deputy Director of the State Library of Ohio and Dr. Ross J. Todd, Professor, Rutgers University shake hands in celebration of the completion of the Ohio Research Study.

OELMA
Ohio Educational Library Media Association

Student Learning Through Ohio School Libraries
The Ohio Research Study Fact Sheet

http://www.oelma.org/studentlearning.htm

The research study, *Student Learning through Ohio School Libraries*, was funded by the State Library of Ohio through a Library Services and Technology Act (LSTA) grant from the federal Institute of Museum and Library Services (IMLS) to the Ohio Educational Library Media Association (OELMA), and was coordinated through Leadership for School Libraries (L4SL), a coalition of OELMA, INFOhio (the state K-12 network), the Ohio Department of Education and The State Library of Ohio. The research was undertaken by Dr. Ross J. Todd and Dr. Carol C. Kuhlthau of Rutgers University and the Center for International Scholarship in School Libraries (CISSL). The study sought to understand **how students benefit from school libraries** through elaborating "conceptions of help" and providing some measure of the extent of these "helps," as perceived by students and faculty.

The Study
- Conducted from October, 2002 through December, 2003
- Looked at 39 effective school libraries across Ohio
- Collected information through two web-based surveys with 48 questions & one open-ended critical incident
- Surveyed 13,123 students in Grades 3 to 12 and 879 faculty
- Largest study to date of how the school library helps students learn

When effective school libraries are in place, students do learn. 13,000 students cannot be wrong.

The Results
99.44% of the sample (13,050 students) indicated that the school library and its services, including roles of school librarians, have helped them in some way, regardless of how much, with their learning.

Collectively, the data show that effective school libraries in Ohio are dynamic rather than passive agents of learning. The findings indicate that the effective school library helps the strongest as a *resource agent* and a *technical agent*, providing access to information resources necessary for students to complete their research assignments and projects successfully. However, the qualitative responses show that the school library's strength is not just as a passive information supply and exchange agency. Clearly helpful is the library's part in engaging students in an active process of building their own understanding and knowledge – the library as an *agent for individualized learning, knowledge construction and academic achievement*.

Correspondingly, the instructional intervention by the school librarian goes beyond teaching students how to use technology tools to access and evaluate information, but also provides instruction in how to use these tools effectively and reflectively to create products.

The study shows that an effective school library, lead by a credentialed school librarian who has a clearly defined role in information-centered pedagogy, plays a critical role in facilitating student learning for building knowledge. This instructional intervention role, centering on the development of information literacy, affords Ohio students significant opportunities to learn and to succeed with their research. What this conveys is the notion of an effective school library in Ohio as not just an *information place*, but also as a *knowledge space* where students develop the appropriate information literacy scaffolds to enable them to engage with information and build new knowledge. An effective school library is not just *informational*, but *formational*.

The Implications and Recommendations
The successes of the school libraries in this study show what can be focused on and improved in any school, and they provide useful benchmarks for measuring improvement. The study identifies some essential *informational, transformational* and *formational* building blocks for effective school libraries in Ohio's schools to play a leading role as *dynamic agents of learning*. Key building blocks are:

- Resources
- Technological infrastructure
- Reading resources
- Information literacy
- Technological literacies
- Reading engagement

As a result of the Ohio research study, it is recommended that:

— *all school library programs provide instructional intervention, through a credentialed school librarian, which centers on the development of information literacy skills for inquiry learning*

— *all school libraries, including elementary schools, be staffed with credentialed school librarians who have educational certification and who engage in collaborative instructional initiatives to help students learn and achieve*

— *all school librarians have a clearly defined role as information-learning specialist, with expertise*
  - as an instructional designer who creates and delivers information literacy instruction at class, group and individual levels;
  - as an educational partner-leader who mutually collaborates, negotiates, and plans with school administrators, teachers, students and parents to implement information literacy instruction in the curriculum;
  - as a school library program administrator who mutually negotiates, plans and implements a whole-school library program which articulates the integration of information, transformations and formation, as well as the managerial and organizational dimensions of the role; and
  - as a partner-leader in the provision of learning-oriented professional development targeted to whole-school success of learning goals.

— *all school libraries provide a learning-centered space supported by a strong technology infrastructure*

— *all stakeholders engage in sustained and action-oriented discussions in the context of continuous improvement of the necessary resources, technology and staffing requirements needed to maximize the learning opportunities through school libraries.*

In Ohio, the provision of opportunities to learn through effective school libraries is critical to ensure that no student is left behind.

The essential foundations for an effective school library in Ohio's schools are identified in the model below. All Ohio schools are encouraged to strive for excellence through continuous improvement of school libraries. These building blocks for excellence are not to be perceived as independent blocks; rather, as elements that work together in integrated and iterative ways to bring about student achievement.

The Ohio School Library as a Dynamic Agent of Learning
ESSENTIAL LEARNING FOUNDATIONS

INFORMATIONAL The Resource Base	TRANSFORMATIONAL Learning-Teaching Intervention
Resources: Current, multi-perspective, multi-format resources with readability levels aligned with the local curriculum, and supporting Ohio's academic content standards. **Technological infrastructure:** State-of-art technology to acquire, organize, produce, and disseminate information, and function as a gateway to information. **Reading resources:** Reading materials targeted beyond informational curriculum needs – personal pursuits, pleasure/leisure reading.	**Information literacy:** Development of information literacy for engagement with information in all its forms in the context of curriculum needs, content strands and subject knowledge creation processes for effective engagement and utilization of information. **Technological literacies:** Development of media and technological skills, which include critical thinking skills and communication competencies; as well as the appropriate and ethical use of technology for information access, retrieval, production, and dissemination via electronic resources, networks, and the Internet. **Reading engagement:** Development of approaches to promote and encourage reading for academic achievement and life-long learning through participation in national and state reading celebrations and initiatives; reading to students, promoting literature, reinforcing reading skills, and encouraging independent reading for personal enjoyment; engaging in a range of activities to foster sustained love of reading.

FORMATIONAL
Student Expectations and Achievement

Knowledge creation: Students achieve through being able to define problems, frame questions, explore ideas, formulate focus, investigate, analyze and synthesize ideas to create own views, evaluate solutions and reflect on new understandings.

Knowledge use: Students develop transferable skills for sustaining knowledge creation beyond the classroom.

Knowledge production: Students can use technology and information tools to produce new knowledge and demonstrate achievement. They create information products that accurately represent their newly developed understanding.

Knowledge dissemination: Students can communicate ideas using oral, written, visual and technological modes of expression – individually or in teams.

Knowledge values: Students are ethical, responsible users of information who accept responsibility for personal decisions and information actions. They demonstrate concern for quality information and value different modes of thought.

Reading literacy: Students have high levels of reading literacy. They become independent, life-long sustained readers.

LIBRARY GUIDELINES

PARTNERSHIP FOR 21ST CENTURY SKILLS

www.21stcenturyskills.org

Information in this section was adapted form the Partnership for 21st Century Skills Web site. The Partnership for 21st Century Skills is a "unique public-private organization formed to define and incorporate into learning the skills that are necessary for every student's success in the 21st Century. The Partnership for 21st Century Skills brings together educators, administrators, parents, businesses, and community leaders to determine how to define and assess these skills, as well as to make recommendations and provide tools for their implementation."

The Partnership addresses learning skills including, information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The Partnership has produced a report, *Learning for the 21st Century*, which may be accessed at this URL: www.21stcenturyskills.org. The report describes critical elements for learning in the 21st century and identifies strategies for developing and assessing 21st century learning and provides instructional examples from effective school districts.

Critical elements for creating 21st century skills:

- Emphasize core subjects;
- Emphasize learning skills;
- Use 21st century tools to develop learning skills;
- Teach and learn in a 21st century context;
- Use 21st century assessments that measure 21st century skills.

PRE-SERVICE LIBRARY EDUCATION

This section lists Ohio colleges and universities that offer school library media licensure.

Ohio educators are required to hold an appropriate credential (certificate or license) to teach in Ohio schools. The Ohio Department of Education's Center for the Teaching Profession oversees Ohio certification and licensure. Information regarding the credentials of Ohio educators may be obtained through the Ohio Educator Information System. The public may look up educators who are licensed or certified by the state of Ohio and view there credentials by accessing this URL: webapp2.ode.state.oh.us/core/Educator_Information/default.asp.

Certification and licensure information, including initial licensure and certificate renewal or conversion, may be obtained via the Web sites listed here or by contacting the ODE Certification and Licensure Office.

ODE Teaching Profession Web page
www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=30

ODE Certification and Licensure Web page
www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=513

ODE Alternative Licensure Web page
www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=513&TopicRelationID=540

ODE Renewal or Conversion Web page
www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=513&TopicRelationID=541

Ohio Application Status Web page
www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=513&Content=41761

Ohio education programs including library media education are accredited through the National Council for Accreditation of Teacher Education (NCATE). Programs in library and information studies also may be accredited by the American Library Association (ALA). ALA accreditation is not required for Ohio school library media licensure. Ohio currently has three universities which offer various types of initial school library media licensure.

ALA accreditation
www.ala.org/ala/accreditation/accredstandards/index.htm

ALA accredited programs
www.ala.org/ala/accreditation/lisdirb/lisdirectory.htm

NCATE
www.ncate.org

NCATE School Library Media Standards
www.ncate.org/documents/ProgramStandards/ala%202001.pdf

Kent State University College of Education offers licensure at the graduate level. This program is NCATE accredited. Information may be found at this URL: www.educ.kent.edu/. Specific information about the school library media licensure program may be found at this URL: www.slis.kent.edu/content/view/172/112/.

Kent State University also offers a Master of Library and Information Science (MLIS) degree through the School of Library and Information Science (www.slis.kent.edu) which is accredited by the American Library Association (ALA). Students may follow an option that allows them to add the multiage prekindergarten through grade-12 school library media license to the MLIS degree. Information about this program may be found at this URL: www.slis.kent.edu/content/view/56/131/.

Wright State University (www.wright.edu) offers graduate-level programs in educational technology that also allow students to follow a path toward initial school library media licensure. The educational technology program options may be accessed at this URL: www.cehs.wright.edu/academic/educational_leadership/ed-technology/index.php. Information regarding the library media graduate degree may be obtained through this URL: www.cehs.wright.edu/academic/educational_leadership/ed-technology/index.php. These programs are NCATE accredited.

LIBRARY GUIDELINES

Kent State University School of Library and Information Science opened the Reinberger Children's Library Center in September 2003. It is the only facility in the United States dedicated to the training and education of children's, young adult and school library media specialists.

PROFESSIONAL ASSOCIATIONS—NATIONAL AND INTERNATIONAL

Resources listed in this section identify national and international professional organizations.

American Association of School Librarians (AASL)
AASL is a division of the American Library Association that serves the professional needs of school librarians, educators of school librarians and others interested in libraries and education. The mission of AASL, as identified on the organization Web site, is to advocate excellence, facilitate change and develop leaders in the school library media field. AASL provides programs in conjunction with the ALA annual conference and also holds its own biennial conference. AASL presents several awards honoring school librarians and exemplary school library programs. The award criteria may be viewed on the AASL Web site. AASL provides school library related resource guides that may be used to assist librarians as they develop school library services. AASL also provides position statements on school library topics which may be used to inform librarians and others about the particular topic. The Position Statements and Resource Guides are located under the Professional Tools section of the AASL Web site.

www.ala.org/aasl

- Position Statements:
www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslposition.htm

- Resource Guides:
www.ala.org/ala/aasl/aaslproftools/resourceguides/aaslresource.htm

American Library Association (ALA)
ALA is the main professional organization for American library professionals. It promotes the profession, addresses issues relating to libraries and their roles, publishes position papers of relevance to current library-

related issues and champions its positions in the political arena. ALA hosts an annual conference during the summer and a midwinter meeting to conduct the business of the Association.

www.ala.org

Association for Educational Communications and Technology (AECT)
The mission of the AECT, as stated on the organization's Web site, is to provide leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology and its application to the learning process. AECT has a division for school media and technology professionals and hosts an annual conference generally held in the fall.

www.aect.org

International Association of School Librarianship (IASL)
The goal of IASL is to provide an international forum for those people interested in promoting effective school library media programs as viable instruments in the educational process. IASL produces a newsletter title School Library Happenings Worldwide that provides information about school library success and concerns. IASL hosts an annual conference generally during the summer months.

www.iasl-online.org

PROFESSIONAL ASSOCIATIONS—OHIO

Resources listed in this section identify Ohio professional organizations.

Ohio Educational Library Media Association (OELMA) *www.oelma.org*

OELMA is the professional association for Ohio library media educators. It is dedicated to educational, literary and technological excellence in library media services in Ohio's schools. OELMA members link students, teachers and other members of the learning community to the world of information by teaching students to become information literate and lifelong learners; working in collaborative partnerships to meet individual needs, and providing access to information resources and technology.

The Association is divided into six regions, and each is represented on the OELMA Board by two directors (one is elected each year). OELMA hosts an annual two-day conference with related pre-conferences each fall. It sponsors an e-list for members and publishes a journal, the *Ohio Media Spectrum*. OELMA is also an affiliate of AASL.

OELMA presents several annual awards honoring Ohio school librarians and library programs. Information about the award criteria may be found on the OELMA Web site.

Award of Merit

The Award of Merit honors an Ohio media specialist that has distinguished him/herself in the educational library/media profession. Honorees have provided notable service and significant contributions to education while actively participating in OELMA.

Administrator's Award

The Administrator's Award honors those administrators who have made worthy contributions to the concepts of effective media programs and are continuing to stimulate interest in the planning, implementation and support of media programs resulting in improvement of curriculum and classroom instruction. Any educational administrator, such as a superintendent, assistant superintendent, director, coordinator or

principal, is eligible. Nominations must be made by OELMA members. A nominee must provide written permission for his/her consideration for the award.

Edgar Dale Distinguished Service Award

This award was created in honor of Edgar Dale, a distinguished Ohio educator, who became nationally prominent as an authority on the use of audio-visual materials in education. This prestigious award honors media specialists who have demonstrated a commitment to the educational media profession through active involvement in both OELMA and AECT.

Intellectual Freedom Award

The Intellectual Freedom Award is an annual award recognizing the contribution of an individual or a group who has actively promoted intellectual freedom in Ohio. Anyone who is actively promoting intellectual freedom in Ohio is eligible for this award. Activities within the past five years are eligible for consideration.

Innovative School Library Practice Awards

The ISLP award is given to school librarians who have implemented exemplary school library practices in their school buildings or districts.

OELMA Scholarships

OELMA provides two scholarships to worthy students pursuing study for careers as school library media specialists. Since its beginning, OELMA has been providing encouragement to those wishing to enter the school library media field through the awarding of scholarships. An additional scholarship was established in 1985, through the philanthropy of the late J. Allen Oakum, a past president. Applicants are eligible to apply if you intend to prepare for a career as a school library media specialist, are a college junior or senior in a four-year program or a graduate student, a legal resident of Ohio at the time of application and are in need of financial assistance.

PROFESSIONAL DEVELOPMENT (LPDC AND IPDP)

Ohio Senate Bill 230 authorized the establishment of Local Professional Development Committees (LPDCs) in every school district and chartered nonpublic school. One of the primary functions of an LPDC is to ensure that the professional development of educators aligns with the rising expectations for students, schools and teachers, and contributes to the ongoing continuous improvement of a district and school. The LPDC members also review the course work and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses have been met.

Every educator is required to create an individual professional development plan (IPDP) that identifies their goals for learning. The IPDP development process enables educators to reflect upon their practice and take responsibility for their continued professional development. The LPDC will have a format for the IPDP to be used by the educators in each school district and a process for the approval of such plans. *Each educator is responsible for keeping his or her own IPDP and maintaining documentation that the goals and related activities outlined in the plan have been completed.*

Educators should consider these principles of professional development when planning their IPDPs:

- Quality professional development increases the capacity of educators to improve student achievement;

- Quality professional development addresses educators' varied experiences and learning needs;

- Quality professional development addresses educators' varied experiences and principal work;

- Quality professional development creates communities of educators that support continuous inquiry, collaboration and growth;

- Quality professional development applies knowledge from research, as well as what has been learned from sound educational practice;

- Quality professional development is based on student data, aligned with building and district goals and focused on a specific set of targeted improvements in student learning;

- Quality professional development is a process that occurs over time with system support for acquiring new skills and incorporating them into practice.

The Individual Professional Development Plan (IPDP) should be developed before enrolling or participating in any coursework or activities. This allows the LPDC to determine if the proposed plan meets the requirements of the educator licensing rules.

LPDC and IPDP information in this section was adapted from the Ohio Department of Education Web site.

LIBRARY GUIDELINES

SCHOOL LIBRARY IMPACT STUDIES

This section includes a selected bibliography of school library impact study resources available on the Web.

- Baughman, James C. *School Libraries and MCAS Scores*. Massachusetts, 2000.
  web.simmons.edu/~baughman/mcas-school-libraries/Baughman%20Paper.pdf

- Baumbach, Donna. *Making the Grade: The Status of School Library Media Centers in the Sunshine State and How They Contribute to Student Achievement*. Florida, 2003.
  www.sunlink.ucf.edu/makingthegrade

- Baxter, Susan J. and Smalley, Ann Walker. *Check it out! Results from the School Library Media Census*. Minnesota, 2001.
  metronet.lib.mn.us/survey/final_report.pdf

- Burgin, Robert and Bracy, Pauletta Brown. *An Essential Connection: How Quality School Library Media Programs Improve Student Achievement in North Carolina*. North Carolina, 2003.
  www.rburgin.com/NCschools2003/NCSchoolStudy.pdf

- Lance, Keith Curry. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools*. Alaska, 2000.
  www.library.state.ak.us/dev/infoemp.html

- Lance, Keith Curry, Hamilton-Pennell, Christine, and Rodney, Marcia. *How School Librarians Help Kids Achieve Standards: The Second Colorado Study*. Colorado, 2000.
  www.lrs.org/documents/lmcstudies/CO/execsumm.pdf

- Lance, Keith Curry, Rodney, Marcia, and Hamilton-Pennell, Christine. *Good Schools have School Librarians: Oregon School Librarians Collaborate to Improve Academic Achievement*. Oregon, 2002.
  www.oema.net/Oregon_Study/OR_Study_exec.pdf

- Lance, Keith Curry, Rodney, Marcia, and Hamilton-Pennell, Christine. *How School Libraries Improve Outcomes for Children: The New Mexico Study*. New Mexico, 2002.
  www.stlib.state.nm.us/files/NMStudyforDistribution.pdf

- Lance, Keith Curry, Rodney, Marcia, and Hamilton-Pennell, Christine. *Measuring Up to Standards: The Impact of School Libraries & Information Literacy in Pennsylvania Schools*. Pennsylvania, 1999.
  www.statelibrary.state.pa.us/libraries/lib/libraries/measuringup.pdf

- Miller, Jamie, Want, Jinchang, Whitacre, Lisa. *Show Me Connection: How School Library Media Center Services Impact Student Achievement, 2002-2003*. Missouri, 2003.
  dese.mo.gov/divimprove/curriculum/librarystudy/libraryresearch.pdf

- Rodney, Marcia, Lance, Keith Curry, Hamilton-Pennell, Christine. *The Impact of Michigan School Librarians on Academic Achievement: Kids Who Have Libraries Succeed*. Michigan 2003.
  www.michigan.gov/documents/hal_lm_schllibstudy03_76626_7.pdf

- Rodney, Marcia, Lance, Keith Curry, Hamilton-Pennell, Christine. *Making the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa*. Iowa, 2000.
  www.aea9.k12.ia.us/aea_statewide_study.pdf

- Smith, Ester G. *Texas School Libraries: Standards, Resources, Services, and Students' Performance*. Texas, 2001.
  www.tsl.state.tx.us/ld/pubs/schlibsurvey/survey.pdf

- Todd, Ross J., and Carol C. Kuhlthau. *Student Learning for Ohio School Libraries: The Ohio Research Study*. Ohio Educational Library Media Association, 2004.
www.oelma.org/StudentLearning/default.asp

SCHOOL LIBRARY MEDIA SPECIALISTS

Excerpted from Chapter One, "The Vision," of *Information Power: Building Partnerships for Learning.* Copyright 1998 American Library Association and Association for Educational Communications and Technology. Used by permission.

Roles and Responsibilities of the School Library Media Specialist

As **teacher,** the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations—particularly those that call upon students to access, evaluate and use information from multiple sources to learn, think and create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge to work effectively with teachers, administrators and other staff— both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the use of information technology.

As **instructional partner,** the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes and a wide variety of print, non-print, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments, and integrating the information and communication abilities required to meet subject matter standards.
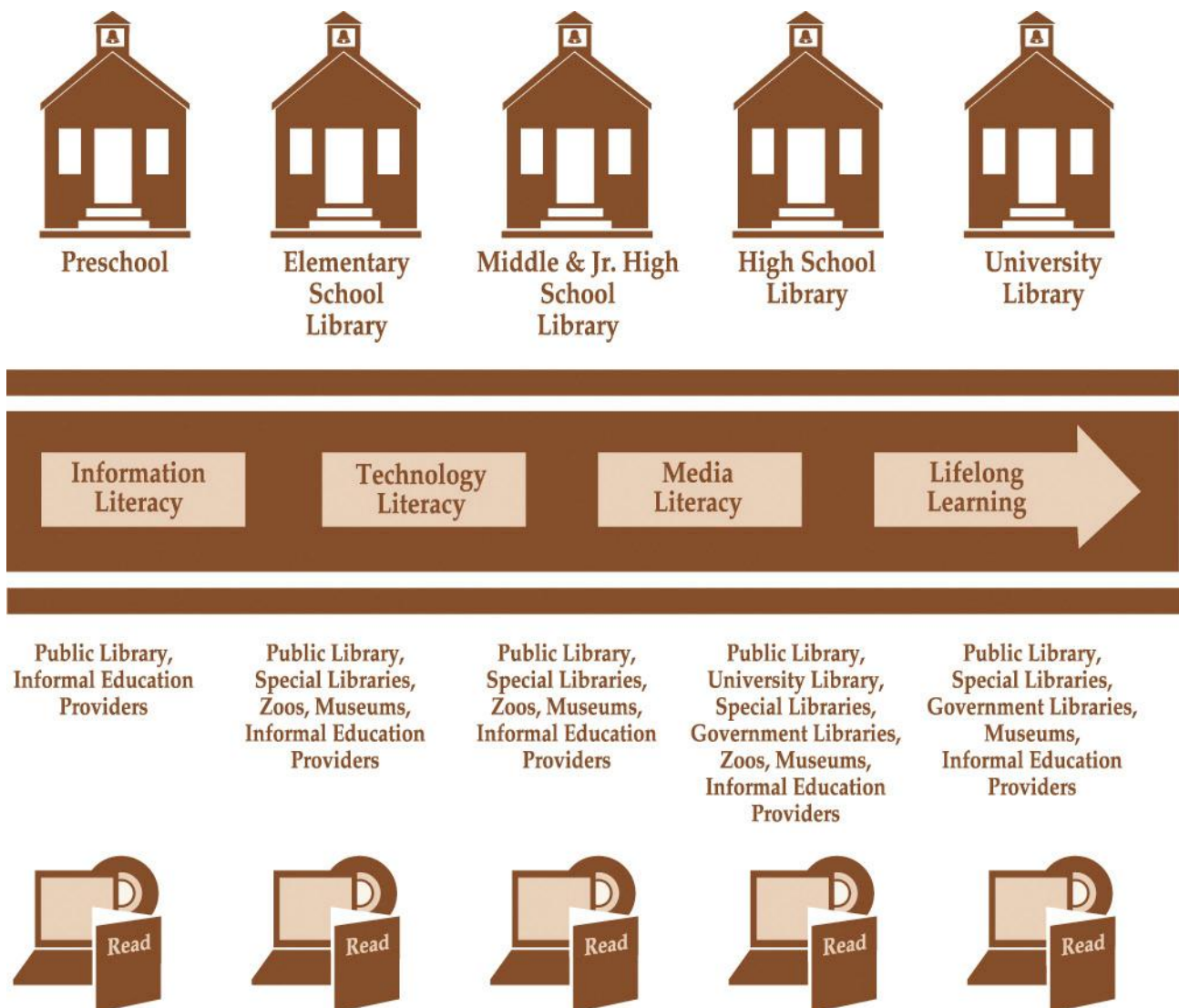
As **information specialist,** the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats, in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students and others, and in modeling strategies for students and others to use in locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality and ethical use of information available in these and in more traditional tools.

As **program administrator,** the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the 21st century. Proficient in the management of staff, budgets, equipment and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

L I B R A R Y G U I D E L I N E S

SCHOOL LIBRARY SERVICE MODELS

This graphic represents a library continuum for lifelong learning. The images along the top section of the graphic depict formal education including preschool and college. The blocks along the road to lifelong learning reinforce the instructional portion of Ohio's school library guidelines. The commentary below the road identifies possible partnerships that may be developed during particular stages of the educational process. The purpose of the graphic is to highlight the school library's role in education and to encourage partnerships among school libraries and other libraries and information providers.

| Preschool | Elementary School Library | Middle & Jr. High School Library | High School Library | University Library |

| Information Literacy | Technology Literacy | Media Literacy | Lifelong Learning |

| Public Library, Informal Education Providers | Public Library, Special Libraries, Zoos, Museums, Informal Education Providers | Public Library, Special Libraries, Zoos, Museums, Informal Education Providers | Public Library, University Library, Special Libraries, Government Libraries, Zoos, Museums, Informal Education Providers | Public Library, Special Libraries, Government Libraries, Museums, Informal Education Providers |

School Library Service Model:

The school library-service model is based on the educational mission and goals of the particular school building. The collection also is based on the school goals and curriculum. One size does not fit all. Core collections and services should represent the entire curriculum; however, each school has specific student achievement goals. These individual goals may mean that schools in the same district have different improvement goals; therefore, the focus of their school library programs may be different as well.

Example: middle school "A" may have a focus on improving reading achievement and middle school "B" may focus on improving mathematics achievement. A school library media program that impacts student achievement will be part of the continuous improvement plan and instructional strategies of the school. The school library program will be built around the needs of the school and students served by the facility. In this example, the services and collections of school library "A" should have an increased focus on reading; whereas, school library "B" should have an increased focus on mathematics.

A school library program in which the services and collections are aligned to the local curriculum and support the achievement goals of the school is more likely to be viewed as an integral component of the success of the school. This graphic represents a standards-based education (SBE) school library service model.

School Library Service Model
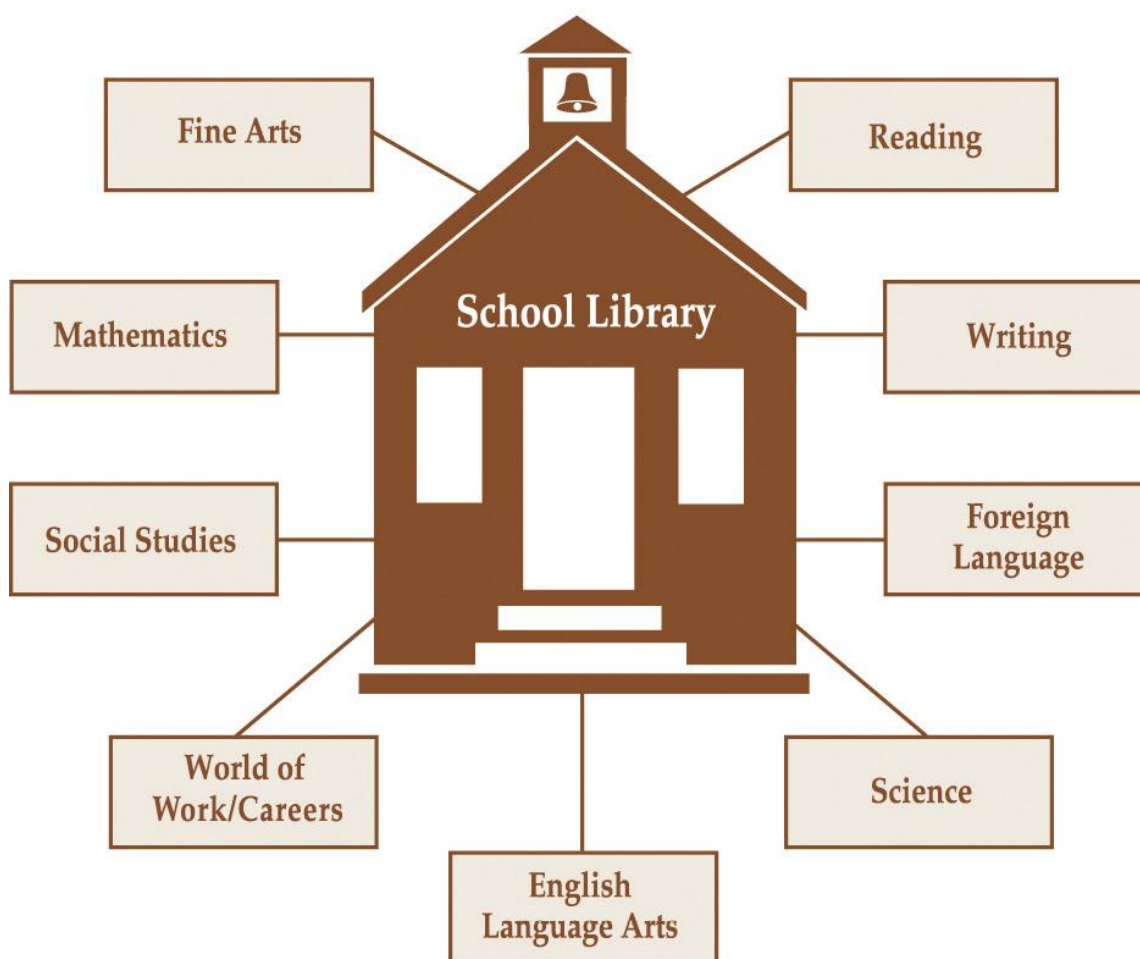
In this model, the school library is a type of "special library" for education. It is quite similar to the next graphic, which depicts the university library service model. As school library services and collections should be designed to support academic content standards, local curriculum and specific school goals; the academic library supports educational offerings and research pursuits of the university.

The role of teacher-librarian is illustrated by a school library media specialist who serves as an instructional partner in the learning process in standards-based education. SBE is the perfect opportunity for school librarians to shift from being resource-based providers of information and managers of information spaces to teacher-partners who collaborate in the instructional process and create school libraries that are dynamic agents of learning.

University School Library Service Model
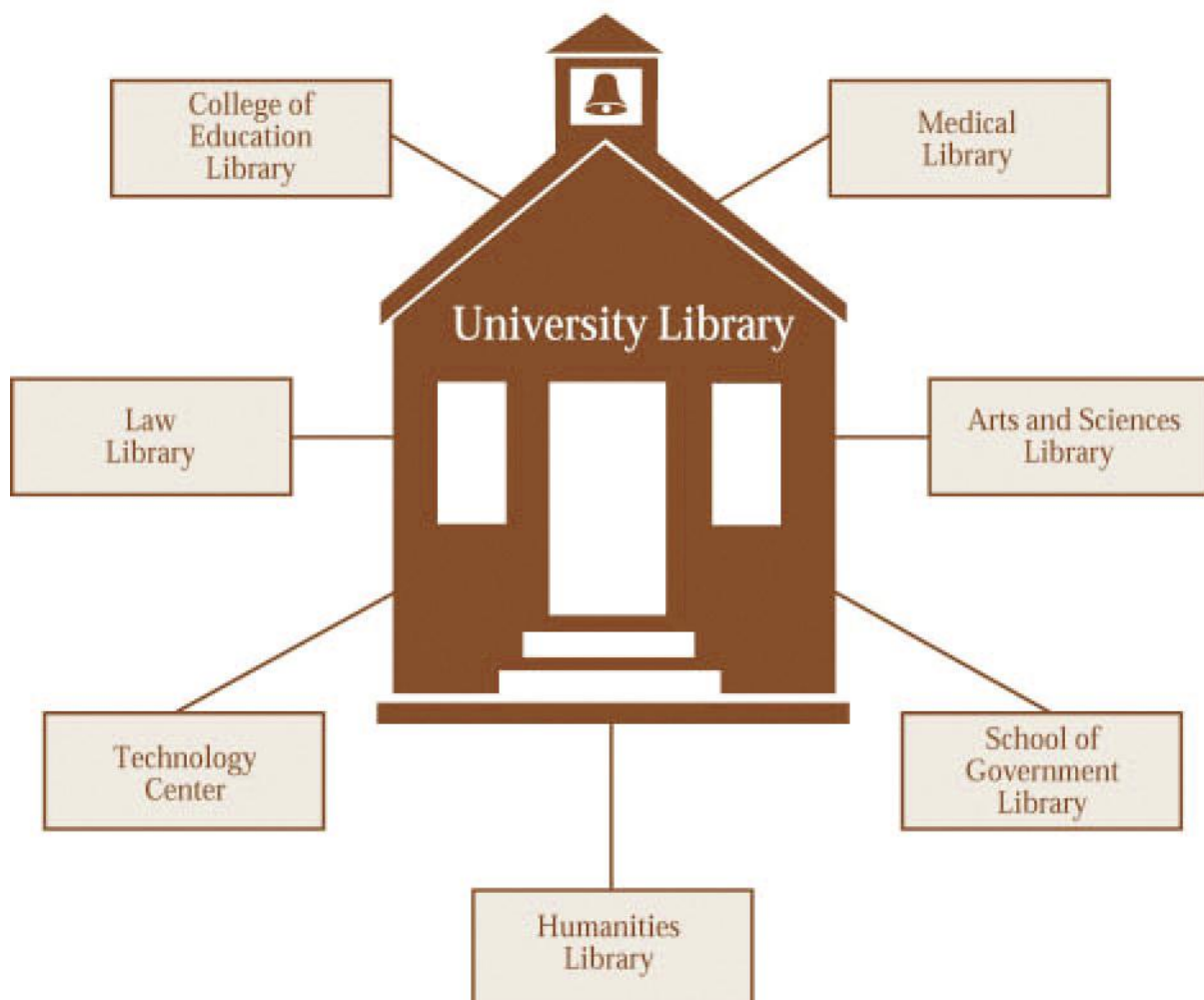
L I B R A R Y   G U I D E L I N E S

STATE LIBRARY OF OHIO

www.library.ohio.gov

State Library of Ohio

The State Library's vision is to lead in developing and providing excellent information services in Ohio. Its mission is to:

- Provide access to information for Ohio's state government;

- Lead and partner in the development of library services throughout Ohio;

- Enable resource sharing among libraries and library networks;

- Provide specialized services to Ohio citizens.

Since 1895, the State Library of Ohio has provided public access to its specialized collections of research books, periodicals and journals.

- The State Library assists local libraries with back-up reference services, serves as the state government's library assisting with reference and research, and fills requests for materials through the interlibrary loan network.

  - The Library's genealogy collection focuses on materials for Ohio, the colonial states and those states east of and directly south of Ohio. Sources include vital records, county histories, census data, etc.

- Its Government Information Department is Ohio's only federal Regional Depository Library, ensuring that Ohio citizens have permanent access to state and federal documents.

- It administers and provides Talking Books (and equipment) for the central Ohio area in cooperation with services in Cleveland and Cincinnati, and

- SLO assists libraries with technical services such as processing and cataloging.

- In its grant-writing role, SLO partnered with INFOhio and OPLIN to create the state's MORE resource-sharing program.

* Information in this section was adapted from the State Library Web site

L I B R A R Y   G U I D E L I N E S

VIRTUAL LIBRARIES

This section includes a selected list of online library resources and collections.

GEM: Gateway to Educational Materials (Gateway to 21st Century Skills)
The U.S. Department of Education's Gateway to Educational Materials provides educators with quick and easy access to educational resources found on various federal, state, university, nonprofit, and commercial Internet sites.

www.thegateway.org

First Ladies' Library

www.firstladies.org

INFOhio
Information Network for Ohio Schools

www.infohio.org

Internet Public Library
A collection of sites divided into the following categories: Reference, Reading Room (books, magazines), Searching Tools, Subject Collections, Special Collections and Youth Resources (KidSpace and TeenSpace).

www.ipl.org

Library of Congress

www.loc.gov

- **American Memory**

memory.loc.gov

- **Online Catalog**

catalog.loc.gov

- **Thomas Legislative Information**

thomas.loc.gov

The Librarians' Internet Index
Provides links to sites organized into the following categories: Arts, Crafts, and Humanities; Business, Finance, and Jobs; Education and Libraries; Government and Law; Health and Medicine; Home and Housing; Internet Guides, Search Tools, and Web Design; News, Magazines, and Media; People; Quick Facts and Ready Reference; Computers, Science and Technology; Social Issues and Society; Sports, Recreation, and Entertainment.

www.lii.org

National Archives and Records Administration

www.archives.gov

Ohio Public Library Directory

winslo.state.oh.us/publib/libtable.html

LIBRARY GUIDELINES

Ohioana Library Association
"The Ohioana Library Association is dedicated to encouraging and recognizing the creative accomplishments of Ohioans, maintaining and preserving a permanent collection of books and music by Ohioans and about Ohio and disseminating information about the work of Ohio writers, musicians and other artists."

www.ohioana.org

OhioLINK
The Ohio Library and Information Network for Ohio's college and university libraries. OhioLINK offers a central catalog, research databases, a multipublisher electronic journal center, a digital media center, a growing collection of e-books, and an electronic theses and dissertations center.

www.ohiolink.edu

OPLIN: Ohio Public Library Information Network
OPLIN provides the residents of the State of Ohio fast, free Internet access through the state telecommunications network, as well as the use of high-quality research databases not freely available on the World Wide Web, through their local public libraries.

www.oplin.lib.oh.us

Presidential Libraries

www.archives.gov/presidential_libraries/addresses/addresses.html

- **Clinton Presidential Center**

www.clintonpresidentialcenter.com

- **George Bush Library**

bushlibrary.tamu.edu

- **Ronald Reagan Library**

www.reagan.utexas.edu

- **Jimmy Carter Library**

www.jimmycarterlibrary.org

- **Gerald R. Ford Library and Museum**

www.ford.utexas.edu

- **Nixon Presidential Materials Staff**

www.archives.gov/nixon

- **Lyndon B. Johnson Library**

www.lbjlib.utexas.edu

- **John F. Kennedy Library**

www.jfklibrary.org

- **Dwight D. Eisenhower Library**

eisenhower.archives.gov

- **Harry S. Truman Library**

www.trumanlibrary.org

- **Franklin D. Roosevelt Library**

www.fdrlibrary.marist.edu

- **Herbert Hoover Library**

hoover.archives.gov

L I B R A R Y   G U I D E L I N E S

School Libraries on the Web
School Libraries on the Web is a list of school library Web sites. It is organized by country and state.

www.sldirectory.com

Smithsonian Institution Libraries

www.sil.si.edu

WHITE HOUSE CONFERENCE ON SCHOOL LIBARIES

The White House Conference on School Libraries was held on June 4, 2002, at the Whitehouse, hosted by librarian and first lady, Laura Bush. The conference was convened to discuss school library research and how successful school library programs impact student achievement. The proceedings are available online at the Institute of Museum and Library Services Web site

www.imls.gov/news/events/whitehouse.shtm