

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

Library and Information Skills
Elementary (K-5)

Prepared by:
Brian Heineman
Supervisor of Science and Technology

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**Bernards Township Public Schools
Basking Ridge, New Jersey**

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*This document has been aligned with the
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Committee

The committee for the Library and Information Skills program evaluation consisted of:

Kathleen Hedden

Constance Rose

Beverly Francis

Sue Philhower

Brian Heineman

Lisa Mullarkey

Phillip Peluso

Susan Delmonico

Tanya Tadenev

Kathy Dahly

The Program Evaluation began in the fall of 2004 and continued through the end of the 2004-2005 school year. This period of time was approximately ten months. All faculty listed above were involved in the gathering and analysis of data and worked to prepare a list of recommendations based on this information.

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Library Information Skills Program Philosophy

The school library media center is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school and the district. In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, Board of Education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

“The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students.”

--Information Power: Guidelines for School Library Media Programs (1988), p.1

The school library media program is a combination of the following resources and services:

PERSONNEL

Certified staff with the appropriate technical and clerical assistance to organize and operate a school library media program

Central office leadership

MATERIALS AND EQUIPMENT

A comprehensive and organized collection of judiciously selected materials

Computers and equipment of all types and formats

Access to outside information services, including community, government sources, Internet, and other online computer services

FACILITY

A readily accessible area

An environment that is conducive to learning and that houses library media resources and accompanying services

INSTRUCTIONAL SERVICES

A consistent program of information literacy skills integrated through cooperative planning with content area teachers at each grade level

Goals for Information Literacy

Information and technology literate students are competent, independent, and creative learners. They know their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They manage technology tools to access information and to communicate. They hold high standards for their work and create quality products. Information and technology literate students are flexible, can adapt to change, and are able to function independently and in groups.

Information and technology literacy objectives provide all students with a process for learning that is transferable among content areas and from the academic environment to real life.

Continuing to adapt the information skills curriculum based on electronic access requires a major change from previous library skills instruction. The emphasis focuses on integration of skills within the total curriculum and allows for infusion of new technology. Skills cannot be taught in isolation; they must be linked directly to the need for information and infused into all content areas. In addition, they must be focused on helping each student learn to satisfy his or her information needs in the broadest possible manner.

Changes Since 1996

The library and information skills program was last evaluated in 1996. At that time, the department consisted of a media specialist at each elementary school. The media specialists were supported by parent volunteers who assisted in shelving books and book checkout. The department was overseen by a district coordinator of the K-12 media programs, which was a stipend position. This individual served as a liaison between the department and the administration at the building and district level. In 1999, the departmental supervisory responsibilities were transferred to the supervisor of technology and the coordinator position was eliminated.

Current Status

Currently, the libraries at all district elementary schools are staffed with one full-time professional and one part time assistant. Media specialists are responsible for maintaining the schools' collections, managing technology resources, creating and teaching lessons for and with classroom teachers, creating/updating media center websites, teaching research methods, and allowing for the traditional checkout and cataloging of books and other media.

Curricular Alignment

The desired outcomes for information literacy instruction are based on New Jersey's Core Curriculum Content Standards. The instruction integrates these state standards with the Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians and the Association for Educational Communications and Technology.

For media and information skills, four state standards are directly related to instruction within the schools media centers:

- **Standard 8.1** (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- **Standard 3.1** (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- **Standard 3.2** (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- **Standard 3.5** (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

The curriculum in the Information Skills program is unique in the fact that the program serves in its strongest capacity as an “information problem solving process” for the core curriculum. The above referenced state standards are achieved by this integration. The district program uses the following process for research instruction:

THE BIG 6 SKILLS: INFORMATION PROBLEM-SOLVING APPROACH

1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed in order to complete the task (to solve the information problem)

2. Information Seeking Strategies

- 2.1 Determine the range of possible sources (brainstorm)
- 2.2 Evaluate the different possible sources to determine priorities (select the best sources)

3. Location and Access

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

4. Use of Information

- 4.1 Engage (e.g. read, hear, view, touch) the information in a source
- 4.2 Extract relevant information from a source

5. Synthesis

- 5.1 Organize information from multiple sources
- 5.2 Present the information

6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the information problem-solving process (efficiency)

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Eisenberg, M. B. & Berkowitz, R. E. Information Problem-Solving: The Big6™ Skills
Approach to Library & Information Skills. Ablex Publishing Corp., 1990.)

Results of Previous Program Evaluation

Evaluation of Library and Information Skills Curriculum, K-5, June 28, 1996	What has been accomplished as of January 2005:
<p>1. We recommend increased involvement of media specialists in curriculum planning activities. This planning will facilitate the integration of information skills and enable media specialists to more effectively provide useful instructional materials to support the curriculum.</p> <ul style="list-style-type: none"> ▪ Encourage and promote collaboration among teachers and media specialists. ▪ Invite media specialists to attend grade level meetings within the building and district. ▪ Continue and expand media specialist involvement with curriculum writing during the summer and curriculum meetings during the school year. ▪ Provide staffing in media center to facilitate both joint planning time, scheduled instruction, library administration, and class use (See Recommendation 5). ▪ Coordinate instructional material orders for all grades and subjects through the media center. 	<ul style="list-style-type: none"> ▪ Moving from the fixed to flexible scheduling has helped us achieve greater collaboration among teachers and media specialists. ▪ Some media specialists attend grade level meetings; it is different in each school. ▪ Media specialists are always asked to serve on curriculum writing during the summers. ▪ Staffing has increased, but only slightly. (See Recommendation 5). Joint planning time has been achieved through the use of the flexible schedule, however, we feel more planning time is needed on a regular basis. ▪ It was decided to order instructional materials through grade level leaders with input from the media specialist.

Evaluation of Library and Information Skills Curriculum, K-5, June 28, 1996	What has been accomplished as of January 2005:
<p>2. We recommend increased communication among media specialists, principals, and supervisors for the purpose of developing and articulating excellent media center programs in each building.</p> <ul style="list-style-type: none"> ▪ Encourage regular meetings of media specialists with building principals to determine goals and strategies. ▪ Continue to share the minutes from curriculum meetings with district administrators. ▪ Encourage meetings, as needed, among library media coordinator, media specialists, and district administrators to articulate program. 	<p>The library-media coordinator position was terminated a few years ago and was replaced by a supervisor of technology. We do have curriculum meetings with district administrators, but we generally share meeting time with the technology staff. While this is welcomed and we have a number of joint interests and concerns, we feel the need to have specific times set aside for media discussion only.</p>

Evaluation of Library and Information Skills Curriculum, K-5, June 28, 1996	What has been accomplished as of January 2005:
<p>3. We recommend increased resource sharing of instructional materials. This access will enhance skills instruction and research activities. It will, in addition, make a wider collection of materials available to all students and teachers in the building.</p> <ul style="list-style-type: none"> ▪ Routinely send requests for materials to media center for ordering and processing. ▪ Materials will be catalogued, inventoried, and circulated through the media center to better promote student and teacher access to information. ▪ Materials should be ordered with barcodes and data disks containing catalog information to better utilize the technology that exists in each facility. ▪ The Bernards Township Strategic Plan refers to creating “shared information networks...” in its curriculum goal (p. 12). In the Finance and Facilities section of the Strategic Plan, Goal Statement 1, states that “the Bernards Township School District will operate in such a way as to provide a quality education while using cost effective/efficient measures” (p. 20). This recommendation supports the strategic plan. 	<ul style="list-style-type: none"> ▪ It was decided that materials for the classroom should be kept in grade level closets and ordered through grade level leaders using a separate budget. ▪ Teachers are encouraged to suggest additional materials for purchase to support the curriculum. Since these materials are purchased with library funds, they are kept in the media centers and available to all teachers. ▪ All media center orders now come ready to use with barcodes and data disks.

Evaluation of Library and Information Skills Curriculum, K-5, June 28, 1996	What has been accomplished as of January 2005:
<p>4. We recommend that media budgets be maintained so that an adequate variety of quality materials can be provided to support meaningful instructional activities. Cooperative activities will be enhanced when a variety of appropriate, current educational resources are available.</p> <ul style="list-style-type: none"> ▪ Compare average per pupil expenditures at similar districts. ▪ Improve quality of science materials available in the media center. ▪ Increase quantity of materials used in thematic units. 	<ul style="list-style-type: none"> ▪ The elementary library media budgets have remained constant. Books and materials for thematic units, as well as all content areas, are purchased each year.
<p>5. We recommend that support staff be provided in elementary media centers and that adequate professional staff be provided in each media center. The successful implementation of the school library media curriculum and the establishment of a successful library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technology resources and clerical staff, is critical to this endeavor.</p> <ul style="list-style-type: none"> ▪ Increase professional and/or support personnel at Cedar Hill ▪ Create part-time aide positions at Oak Street and Liberty Corner Schools. 	<ul style="list-style-type: none"> ▪ All elementary media centers now have part-time aides for 3 hours a day. While this is an improvement over five years ago, it is an inadequate level of staffing to meet program needs.

Evaluation of Library and Information Skills Curriculum, K-5, June 28, 1996	What has been accomplished as of January 2005:
<p>6. We recommend that increased use of computer technology occur in the elementary information skills program. The introduction of key word search skills and computer catalog skills require and adequate number of computer stations in each media center. The use of these computers will provide access to resources within the school, and eventual Internet access. The current District Technology Plan provides for the purchase of two computers (each) for the elementary media centers in the next three years. These computers will need to be maintained and the numbers increased to provide for computer catalog instruction and use of technology.</p> <ul style="list-style-type: none"> ▪ Provide at least one computer for every two students in the average class. ▪ The Bernards Township Strategic Plan refers to insuring “that information technology is effectively and efficiently integrated into the curriculum” (p. 12). Expanding availability of computers in the media centers is an efficient way of providing curriculum integration and access to technology. 	<ul style="list-style-type: none"> ▪ The number of computers in each elementary library media center varies from nine to seventeen, which falls short of the stated goal of one computer for every two students in the average class. Space constraints are a factor in adding more computers to some of the centers. ▪ Equipment is upgraded and maintained by the technology staff. ▪ LCD projectors have been purchased and have enhanced full-class instruction on information skills. ▪ Instruction in information skills has increasingly involved use of Internet resources.

Evaluation of Library and Information Skills Curriculum, K-5, June 28, 1996	What has been accomplished as of January 2005:
<p>7. We recommend that yearly staff development opportunities be provided to media specialists so that they may keep abreast of information technology (hardware and software) and its application to the elementary level and to maintain familiarity with the best in children's literature.</p>	<ul style="list-style-type: none"> ▪ Staff College was implemented, and it offers opportunities to keep up with the latest technology. Many of the media specialists attend other workshops as well.
<p>8. We recommend that elementary media specialists continue to be considered a valuable staff development resource. Media professionals have, in the past, provided workshops to faculties on a variety of topics: book selection and the use of audiovisual equipment, computers, and software. The media specialist is in a unique position. She works with all children, all staff, and all curriculum areas. The media specialist can act as a proponent of many educational initiatives.</p>	<ul style="list-style-type: none"> ▪ Elementary media specialists have the opportunity to provide formal and informal staff training within their schools and in staff college courses.

Perception of the Program

Teacher Survey

During the spring of the 2004-2005, teachers at district elementary schools completed a survey about their perception of the Media and Information Skills Program. The survey was designed by the committee to evaluate the perception of the classroom teachers in the elementary schools. The following are the compiled survey results for all schools.

Teacher Evaluation of the Elementary Library Media Program

No.	Question	Always	Sometimes	Rarely	Never	N/A
1	I collaborate with the media specialist to:					
1A	develop curriculum	11	48	12	4	5
1B	plan lessons	11	37	16	6	3
1C	teach students	2	19	26	16	9
1D	assess student progress	10	26	12	9	12
2	The library media program encourages and engages students in reading, viewing, and listening for personal interest and enjoyment (Consider the availability of picture books, fiction, audio books, book displays, and reading appreciation programs such as Battle of Books and Wizards of Words.)	81	5	0	0	0
3	The library media program supports individual, small group, and whole class inquiry (Consider facility space, availability of media center staff, ease of scheduling, etc.)					
3A	Is there adequate time to schedule your class?	25	43	5	0	4
3B	Is there adequate time for instruction in library and information skills?	39	34	2	0	0
4	The library media program integrates the use of technology for learning and teaching.					
4A	When appropriate, technology is used effectively to enhance teaching in the library media center.	51	19	2	0	5
4B	I use the library media web page and links in my daily planning and teaching.	5	37	20	8	5
5	Access to computers is adequate for	23	23	3	5	18

	instructional purposes and student research.					
6	The collections of the media center are developed and evaluated collaboratively to support the school curriculum and the diverse learning needs of students. (Consider print, audiovisual, and online resources.)					
6A	I have been asked for suggestions about the purchase of new materials.	31	29	6	4	3
6B	I am regularly informed of new additions to our collection.	40	30	3	0	1
6C	Reserve collections for use in the media center or collections for classroom use have been put aside at my request.	60	7	3	0	4
6D	Resource lists have been prepared for my use.	40	14	1	9	7
6E	I use the following online resources:	6	11	1	1	2
	<i>World Book Online</i>	11	27	8	12	15
	<i>EBSCO</i> (Includes ERIC, Searchasaurus, Primary Search, Novelist, animal and general encyclopedias.)	12	26	9	12	14
	<i>Weblinks on School Internet Page</i>	22	44	2	3	2
7	The library media program provides a climate that is conducive to learning.	60	10	5	0	0
8	The media center has an adequate level of professional staff to meet the needs of our instructional programs, students, and teachers. (We currently have 1 full-time Media Specialist. Consider instructional planning, teaching, selection of materials, etc.)	45	22	3	7	0
9	The media center has an adequate level of support staff to meet the needs of our instructional programs, students, and teachers. (We currently have 1 half-time instructional aide. Consider clerical responsibilities such as circulation, processing books, supervision of students, assistance to faculty, etc.)	20	26	3	11	0
10	The library media program is fully integrated into my curriculum to promote student achievement of learning goals.	58	16	1	0	0
11	How often do you use the media center? (for any reason)	43 (Weekly)	31 (Biweekly)	0 (Monthly)	0 (Never)	0

Elementary School Library Questionnaires

During the 04-05 school year the committee created a survey document to be used to compare certain aspects of elementary Library Media Services programs in other districts as well as our own. Responses were not received from Holmdel or Chatham. The data below shows a representative sample from districts surveyed:

No.	Question	Community Park School, Princeton NJ	Johnson Park Elementary School, Princeton NJ	Sunnymead Elementary, Hillsborough NJ	Riker Hill Elementary, Livingston NJ	Hillside Elementary, Livingston NJ	Harrison Elementary, Livingston NJ	Burnet Hill Elementary, Livingston NJ	Hartschorn Elementary School, Millburn NJ	Montgomery Elementary School, Skillman NJ
1A	<i>Grades in school</i>	K-5	PreK-5	K-4	K-5	K-5	K-5	Preschool handicapped grade 5	K-5	3-4
1B	<i>Classes in the building</i>	20	17	20	25	21	19	4 Preschool, 18 regular K-5	25	21
1C	<i>Volumes In the library</i>	21,000	10,000	-	10,000	12,000	11,000	9,000	19,000	18,000
2A	<i>Full-time media specialists</i>	1	1	1	1	1	1	1	1	1 1/2
2B	<i>Part time media specialists</i>	1	0	0	0	0	0	0	0	1
2C	<i>How many support staff fulltime?</i>	None	None	None	None	None	None	None	1	1

No.	Question	Community Park School, Princeton NJ	Johnson Park Elementary School, Princeton NJ	Sunnymead Elementary, Hillsborough NJ	Riker Hill Elementary, Livingston NJ	Hillside Elementary Livingston NJ	Harrison Elementary, Livingston NJ	Burnet Hill Elementary, Livingston NJ	Hartschorn Elementary School, Millburn NJ	Montgomery Elementary School, Skillman NJ
2D	<i>Part-time?</i>	Lunchtime aide 5hrs/week	0	0	1-8 hrs/week	1-8 hrs/week	1-8 hrs/week	1-8 hrs/week	N/A	-
3A	<i>Flex or fixed schedule?</i>	Fixed w/ occasion additions rearrangements	Fixed +take extra classes as needed	Fixed	Fixed	Fixed	Fixed	Fixed	Fixed	Fixed
3B	<i>Are you a teacher's prep?</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3C	<i>Length of periods?</i>	KDG 40 min / 1 st -5 th 50 min	40-45 min	40min	40 min	40 min	40 min	40 min	40 min	45 min
3D	<i>Classes per week?</i>	21	17	-	25	21	19	22	25	21
3E	<i>Other activities</i>	Reading during lunch & recess, chess club after school, daycare	Recess and after school programs	None	None	Meetings, After school activities	Computer use	Speech therapy	None	None
4A	<i>Computers Available?</i>	5 library/30 in attached computer lab	9	-	6	6 when functioning	8	2 for OPAC, 3 for general use	7	15
4B	<i>Are you a webmaster for a library or school web page?</i>	No	No	Yes	Yes, school web page	No	Yes	No	No	No

Bernards Township Elementary School Library Questionnaires

Library media specialists in Bernards Township completed the same survey used to collect data from other districts. Results of the survey are as follows:

No.	Question	Cedar Hill	Mount Prospect	Oak St School	Liberty Corner
1A	<i>Grades in school?</i>	K-5	K-5	K-5 + autistic	K-5 + peach
1B	<i>Classes in building?</i>	32	32	28	30
1C	<i>Volumes in the library</i>	20,000	19,000	20,000	23,000
2A	<i>Specialists w/ LMS certification?</i>	1	1	1	-
2B	<i>Fulltime?</i>	Yes	Yes	Yes	Yes
2C	<i>If part time how many hours/week?</i>	-	-	-	-
3A	<i>How many support staff?</i>	1	1	1	1
3B	<i>Fulltime?</i>	-	-	-	-
3C	<i>If part time how many hours/week?</i>	15	15	15	15
3D	<i>Work limited to clerical tasks?</i>	Yes	Yes	Yes	Yes
4A	<i>Flex or fixed schedule?</i>	Flex	Flex	Flex	Flex
4B	<i>Classroom teacher accompany students or are you a teacher's prep?</i>	Classroom teacher come except K teachers of am (prep)	Accompany students	Accompany students	Accompany students
4C	<i>Length of class period?</i>	50 min: Grades 1-5 / 30 min: Grade K	40 min	50 min	40-50 min
4D	<i>How many classes you see per week average?</i>	30	30	35	40

No.	Question	Cedar Hill	Mount Prospect	Oak St. School	Liberty Corner
4E	<i>Other activities that occupy library space?</i>	Enrichment, Spanish teacher has office in back room	Enrichment, ESL, Support/Tutoring	Faculty meetings, Book fairs, After school programs,	Small groups
4F	<i>Students access the library during the school day or before and after school? What hours?</i>	-	During school any time, before and after school – informally	During school day	During school day
5A	<i>How many computers in the library?</i>	13	18	12	9
5B	<i>Is there a separate computer lab?</i>	Yes	Yes	Yes	Yes
5C	<i>Do you teach basic computer skills or just research skills?</i>	Research	Research	Research	Research
5D	<i>Are you called on for computer tech support and/or troubleshooting?</i>	No	Rarely	Sometimes, computer teacher has that role	Yes
5E	<i>Are you the webmaster for a library or school web page?</i>	Webmaster for library	Webmaster for library	Yes, both school and library	Yes

Survey Analysis

The survey results from the comparative school districts show media specialists in districts that use a fixed schedule for the media center, essentially using them as a special, meet with each class in the building a single time per week. In Bernards Township, we have moved to a flex schedule, but continue to see media center use averaging a single visit per week per class in the building. The difference between the fixed and flex schedule being the fact that this number may not be from each class using the media center once per week, but scheduling depending on need within the curriculum. We feel this is the most effective use of media center and classroom time with little time in the media center being wasted on content not related to the classroom curriculum. It was noted in the survey that our libraries have a sizable number of volumes in circulation and have adequate technology resources available to allow students to do research and search the OPAC. Our buildings do have approximately 10 more classes in the building than the other schools surveyed, but have a similar level of staffing.

The teacher's survey showed inconsistency in collaborative work with the media specialists at the elementary level. While the results tell us it is being done, we would like to see an increase in this frequency of this type of interaction consistent among all faculty. Teachers also felt that the media center is able to fulfill the needs of the classroom teachers the majority of the time, but the numbers do show that teachers feel that the media center is at times not available to support their curriculum from a time, space, and staffing perspective. In general, teachers feel that the media center is a place that is conducive to learning and that it is being used as designed: To enhance the classroom curriculum and provide the students with an exposure to the necessary media and information skills necessary to be successful.

Areas of Strength

The district elementary media centers have done an excellent job of keeping pace with the increased school population and the new flex scheduling system. We operate a media program that provides the classroom teachers with a true dynamic resource that is custom made to enhance their curriculum while at the same time providing students with the necessary media and information skills to make best use of the tools available to a student in the information age. At the same time, the traditional library mission of promoting reading and literacy has been maintained and the media specialists are extremely knowledgeable about assisting students with book selections and promoting a joy of reading. We have media centers with technology resources that can be used for book searches as well as content research. The current system of flex scheduling has proven to be very successful and appropriate to the goals of a modern media center. Teachers are able to make use of the media center according to need rather than a set schedule. This allows for maximizing student's time in the media center as well as improving the likelihood of integrating the goals of the media and information skills program with that of the classroom curriculum.

Areas Needing Improvement

In a time of increased student population, the district media centers have struggled to keep up with the number of classes that need to make use of their services. The district expectation is that the media specialists will function as teachers of Media and Information Skills. To continue to meet this expectation we have to look at our staffing in relation to the number of classes in the elementary schools and bring our numbers into better alignment with elementary schools in comparable districts. The frequent interaction between teachers and the media specialists is the key to an effective flex schedule. While we feel we are currently effective in achieving this, there is room for improvement. We should strive to have consistency in each grade level in media center usage and curriculum covered with the assistance of media specialists. The current OPAC (Online Public Access Catalog) system is dated and only provides access within the building. This limits the ability for schools to share resources and only allows students to search the collection while at the media center. New versions leverage the power of the Internet to allow twenty-four hour connectivity via an Internet connection and web browser.

Recommendations

- Develop a form to record staff requests and facilitate collaboration between classroom teachers and media specialists
- Conduct separate department meetings for media specialists to more effectively address curriculum, media, and technology issues specific to the media center
- Upgrade the current OPAC system to provide twenty-four hour access to media resources for students, parents and faculty seven days a week
- Continue with Flex scheduling to integrate the library media curriculum with classroom activities
- Look to improve efficiency of current media centers focusing on:
 - Sound barrier between media center and technology classroom at Mount Prospect
 - Discontinuing use of media center to conduct Enrichment, ESL, and other classes
- Provide one full-time media aide for every elementary media specialist

Timeline for Implementation of Recommendations

Develop media center staff collaboration request form	Fall 2005
Implement form with faculty at all elementary schools	Spring 2005
Review grade level staff utilization of media center	2006 School Year
Hire and train full time media center aide for each elementary school	Subject to budget
Conduct separate department meetings for media specialists	2005 School Year
Upgrade current OPAC system	2005 School Year
Review current facilities usage and make recommendations for improvements	2005 School Year