

# Implementing Effective Library Media Programs

**COMPONENT #: 1-407-308**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to research, examine, and implement the current strategies, teaching techniques and recent trends in the area of library media programming.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |   |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Implementation   |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes         |
| <input type="checkbox"/> Data                 |   |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment                                      |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Learning Results       | <input checked="" type="checkbox"/> Decision Making         |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development             |
| <input type="checkbox"/> Instructional Plan Implementation         | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                       | <input checked="" type="checkbox"/> Communication           |
| <input checked="" type="checkbox"/> Learning Environment           | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism      |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment                                       |   |

**IMPACT FOCUS AREA(S):** Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning                             |
| <input checked="" type="checkbox"/> Educator (professional growth)     | <input checked="" type="checkbox"/> Organizational support and change |

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify current research issues, trends, and developments in the field of library programming.
2. Examine methods, techniques, and practices to address the needs of all students and provide equitable access to library materials.
3. Identify marketing/advocacy theories, concepts, and strategies to improve school library media services, raise awareness of information literacy curriculum and instruction, and enable the library media center to fulfill its mission.
4. Identify current trends in children's and young adult literature and materials, authors, and illustrators that are recognized as outstanding.
5. Identify techniques for promoting children's and young adult literature to encourage lifelong learning and recreational reading.
6. Identify elements essential to collaborative work, including time, trust, climate, and resources.
7. Demonstrate leadership in evaluating the effectiveness of the library media program in improving teaching and learning.
8. Identify current research issues and developments in the field of educational practices, including data gathering, assessment of instructional materials, standards-based instruction, and emergent technologies.
9. Identify curriculum resource materials that are designed and constructed to meet the instructional needs in education.
10. Formulate search strategies to identify and access information in the online subscription resources and identify means of training administrators, teachers, and students the use of the online resources.
11. Identify primary and supplemental sources of funding for the school library media center, strategies that will effectively communicate budget needs, and methods for planning and preparing a library media budget.
12. Identify basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property, fair use, copyright regulations and other legal issues that affect the school library media program.
13. Identify the means to customize student, title, and classification data to conform to district specifications.
14. Learn the management procedures for circulating, cataloging, searching, accessing off-site, resource sharing, creating reports, conducting inventory and setting access levels using the online library management system.
15. Develop strategies to facilitate integration of information and technology literacy skills and identify electronic production/presentation resources and equipment that will assist students in achieving their learning objectives.

## **PART II – LEARNING**

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

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1. Attend the instructor's lectures/presentations and participate actively in discussions and activities on library programming, innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-15).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used in the implementation of an effective library program (SLO 1 - 15).
3. Review and discuss current research and instructional/management strategies for library media programming (SLO 1-15).
4. Evaluate the library media program components (instruction, curriculum/assessment support, resource management, program administration, environment, and advocacy) and develop an improvement plan, as needed (SLO 1-15).
5. Implement specific instructional strategies and management techniques that will address the needs of the library program and the school community (SLO 1-3, 6-9, 13-15).

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill: Evidence will include complete written assignments (e.g. lesson plans, collection analyses, budgets, presentations, Destiny reports, bibliographies, marketing plans, etc.) as given by the instructor.
2. Organizational support and change: Evidence will include the creation of an action plan to be implemented at the school site.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student

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performance gains as measured by classroom assessment data.

- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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**Department:** Instructional Technology, Library Media & Text

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