



# Flexible Access



**Organizational Model for  
School Media Technology Programs  
to Support Classroom Teaching and Learning**



**District School Board of Pasco County**  
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The purpose of the original committee was to provide assistance to elementary media and technology specialists who are always seeking new strategies for improving their implementation of "open" media center programs. Once the work began and ideas and information began to flow, it became apparent that there are no differences in the essential precepts of elementary and middle/high schools when both are focused on supporting teachers' teaching and students' learning.

The progressive forward thinking of the original committee is still the vision for effective Media/Technology Programs in our schools. The topics communicated in the handbook continue as expectations of the current day programs.

In order to keep current and update this valuable resource, a collective group was formed to review the document. The Flexible Access Handbook has, for the past ten years, served as a communication tool for new specialists, administrators, teachers, and other program stakeholders.

The handbook will continue as the vision for effective Media/Technology Programs through the next decade.

## Preface

This guide is designed as a tool for implementing the Media/Technology Program in Pasco’s schools and includes suggestions and model strategies contributed by practicing media and technology specialists. It does not cover collection development, budgeting, circulation, and other services pertaining to the day-to-day operation of the center except as it relates to the instructional program.

**Throughout this guide the terms media specialist and technology specialist will be commonly referred to as the specialist reflecting the fluidity of and the inter-relationship of their roles in a successful Media/Technology Program.**

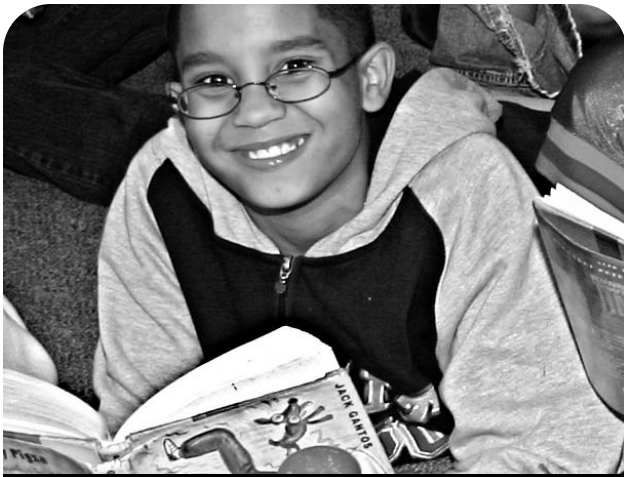
Resources shall mean all types of media technology such as books, kits, videos, computer software, equipment, etc.

Research in school librarianship provides the foundation and direction for effective school Media/Technology Programs and provides ample evidence of the impact of the specialist and the media center on students’ learning. Exemplary school Media/Technology Programs are characterized by strong administrative support, which encourages student and teacher use and curriculum integration via flexible access.

The 21<sup>st</sup> Century Library Media Programs in Florida’s K-12 Schools ExC<sup>3</sup>EL- Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric and the Technology Integration Matrix developed by the Florida Center Instructional Technology is included in this guide. Evidence shows that we can make a difference. Now we must be sure that we have an effective implementation plan for our programs.

## Table of Contents

Why? . . . . .	1
The Model . . . . .	2
The Media/Technology Team. . . . .	3
Building the Program. . . . .	3
Working with Administration . . . . .	5
School Leadership Roles. . . . .	6
Orientation . . . . .	7
Planning with Teachers for Curriculum Integration . . . . .	8
Media/Technology Assistance and Modeling. . . . .	10
Training and Staff Development . . . . .	11
Public Relations. . . . .	12
Recruiting and Utilizing Volunteers . . . . .	13
Troubleshooting Technology . . . . .	13
School Intranet for Communicating Information. . . . .	15
Professional Development. . . . .	16



## Media/Technology Mission

**The mission of the Media/Technology Program is to actively support the teaching and learning process.**

### Why Flexible Access?

Classroom instruction and student needs are the driving force behind an effective program. The learning process within a school is dependent upon the collaborative efforts of all those responsible for student learning -- teachers, specialists and administration.

When the specialists assume leadership roles in the school wide curriculum planning process, the result is a more integrated use of media resources and technology. Specialists plan with teachers to develop, implement, and evaluate information. They assist with accessing print and non print resources and integrating appropriate technology tools for use in the classroom. The media center resources should be used as an extension of the classroom to ensure students learn to locate, access, evaluate, apply, and communicate literature and information in many forms, acquiring lifelong learning skills.

**Flexible access** provides the **organizational framework** for students and teachers to explore and use a variety of learning resources at point of need. It allows for simultaneous use of the media center by individuals, small groups and classes. At any given time, there may be individual students using the media center independently; small groups working on research, production, multimedia or online projects, selecting books for personal reading; and teachers and specialists working together with classes on standards driven learning activities.

It also allows specialists the physical freedom to **provide resources and expertise at the time and place of need**. Some resources and support may be better provided in the classroom or other areas depending on the instructional activity. The flexible access program maximizes the use of resources and facilitates unrestricted opportunities for specialists to best support Pasco's Continuous Progress philosophy of instruction. As school Media/Technology Programs continue to evolve, it is paramount that specialists' professional development plans reflect ongoing training and consultation necessary to update their organizational and instructional practices to fit their changing roles. As specialists grow professionally, their greater expertise increases their value as a resource to teachers and students in the teaching/learning process.



## How does flexible access look to a visitor in my school?

The following promotions/activities are typically originated and carried out by the school specialists:

- Sunshine State Young Readers Award
- Florida Teens Read
- Florida Reading Association Incentive
- National Children's Book Week
- Media/Technology Week
- Teen Tech Week
- Student Media Festival
- Florida School Media Month
- Video Conferences
- Electronic Field Trips
- Technology Fairs
- Technology Parent Nights
- Web Quests
- Literacy Stations
- Digital Storytelling
- CTV-Communicating The Vision Projects
- Book and Author Studies
- Public Speaking
- Storytelling
- Student Production Projects

Specialists plan with teachers/teams, providing resources in a variety of formats (print, non print, electronic) to support the state standards. The specialists continually provide teacher and student training as needed on Information Communication Technology skills as well as state and district initiatives. (Ex: Media Information Network for the District (M.I.N.D) training; student video production/presentations; (digital) storytelling; bibliographic and Information Communication Technology skills; video; multimedia; hypermedia; Internet safety; web pages; distance learning, etc.)

## The following classroom curriculum activities are a collaborative effort between the classroom teachers and the Media/Technology Team:

### Curriculum Activities

#### Classes

**Teachers and specialist collaborating in the media center, computer lab, and classroom with students.**

**The specialist as an instructional partner in the curriculum, instruction, and assessment process.**

#### Small Groups

**Specialists and media technology assistant instructing and supporting students.**

#### Individual Students

**Visit for independent use of literature and information resources for curricular and recreational needs.**

#### Additional Readings

Pappas, Marjorie L., "Designing Learning for Evidence - Based Practice." *School Library Media Activities Monthly* (January 2008): 20-23.

Creighton, Peggy Milam, "Flexible Scheduling: Making the Transition." *School Library Media Activities Monthly* (January 2008): 24-27.

## The Media/Technology Team

The Media/Technology Team is composed of the instructional media and technology specialist, media technology assistant, and the reading or literacy specialist, when possible. A strong team is a necessary component of the effective Media/Technology Program. The success of the program depends on the strength of each team member and their ability to work together to achieve common goals.


**Communication between team members is critical.** The following suggestions facilitate communication between team members:

- schedule a planning time for the team to meet weekly
  - develop annual program goals and objectives, including budget, together
  - arrange for informal times together to talk about “business”
  - arrange for common lunch times whenever possible
  - listen to your partner(s)
  - locate offices near or adjacent to one another
- share your work schedule and whereabouts with one another. A large calendar or weekly agenda can help with this task
  - share professional and personal goals
  - recognize and reward one another’s contributions and efforts
  - trust your partners
  - be flexible
  - present a “common front” to the faculty
  - keep in mind that the team goal takes precedence over individual goals
  - recruit the reading specialist, thus creating a key “Curriculum Support Team”

## Building the Program

Since the dawn of the Information Age, media/technology centers have experienced exponential changes. Keeping up with all of those changes is impossible without a strong program vision and an organized **plan** to maintain focus and move forward.

The Media/Technology Committee plays an active role in developing the program’s mission, evaluates the various services and resources of the program and projects needed changes. Writing and illustrating the mission as it takes shape is an important step. Using the program’s mission, aligned with the District School Board of Pasco County’s vision to create a community that works together to ensure that all students reach their highest potential, is kept in focus when planning, developing and deciding on annual goals. Reevaluate progress annually.



**Be involved in the selection process for new media staff. It is important to select people who support a team approach. Keep in mind that ongoing training can increase skills and expertise, but people skills are not easy to change.**



Always keep in mind that the mission of the program should be firmly based on the premise of **creating lifelong learners while preparing them for the global economy.** The Media/Technology Program resources and support should adequately equip teachers to be able to motivate, encourage, and enable students to be self-actualizing, make decisions, and produce aesthetically pleasing products that effectively communicate their knowledge and view of the world.

In order to help make the mission a reality, work with and solicit support and assistance from your school administration, leadership and curriculum committees, district departments, parents, and community groups to:

- incorporate the media technology goals into the School Improvement Plan
- carefully correlate the latest and best resources with state standards and district initiatives
- select resources of various formats so as to allow teachers' growth and creativity while addressing students' varied learning styles
- prioritize according to medium, subject, patron need and cost
- plan for updates to facility/furnishings - new technologies demand different environments
- recruit and develop staff that is humanist at heart, yet capable of working with all of the latest technology for improved instruction



**The mission of the program should be firmly based on the premise of creating lifelong learners while preparing them for the global economy.**

#### **Additional Readings**

Koechlin, Carol, Zwaan, Sandi, and Loertscher, David V., "The Time is Now: Transform your School Library into a Learning Commons." *Teacher Librarian* (October 2008): 8-14.

Loertscher, David. "Flip This Library." *School Library Journal* 54, no. 11 (November 2008): 46-48. Professional Development Collection, EBSCOhost (accessed January 27, 2009).

Martin, Ann M. "School Libraries Renewed." *District Administration* 44, no. 11 (October 2008): 55-60. Professional Development Collection, EBSCOhost (accessed January 27, 2009).

"Road Map for Improvement: Evaluating Your Library Media Program." *Knowledge Quest* 37, no. 2 (November 2008): 22-27. Professional Development Collection, EBSCOhost (accessed January 27, 2009).

<b>Instruction</b>		<b>The library media program enhances student achievement through a systematically, collaboratively planned instructional program</b>		
<b>Components</b>	<b>Entering</b>	<b>Developing</b>	<b>Advancing</b>	<b>Outstanding</b>
Information literacy	Information literacy skills instruction is not integrated into school's instructional program. *AP4/AP5/AP6/AP8/AP9/AP10	Information literacy skills instruction peripherally integrated into instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 Student achievement data used to plan library media instructional program. *AP1	Information literacy skills instruction embedded into instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 Student achievement and automated systems data used to plan and modify LM instructional program. *AP1 Students' ability to locate, evaluate, and use information is evidenced by assignments reflecting learning skills and problem solving. *AP4/AP6/AP8/AP9/AP10	Information literacy skills instruction systematically embedded into instructional program. *AP4/AP5/AP6/AP8/AP9/AP10 Student achievement and automated systems data used to plan and modify LM instructional program. *AP1 Students' ability to locate, evaluate, and use information is evidenced by assignments reflecting learning skills and problem solving using a variety of sources accurately and ethically. *AP4/AP6/AP8/AP9/AP10

21st Century Library Media Programs in Florida's K-12 Schools: ExC<sup>3</sup>EL- A Program Evaluation Rubric  
[http://www.fldoe.org/bii/Library\\_Media/](http://www.fldoe.org/bii/Library_Media/)

## Working with Administration

Cultivating a rapport with the school administration is invaluable to the success of the Media/Technology Program.

The administration needs to share the same flexible access mission as the Media/Technology Team. Once the administration and the team share a common vision, everything else falls into place. **Communicate, communicate, and communicate with the administration.** Meet regularly with the administration in order to:

- solicit input from administrators for the Media/Technology Program plan
- share circulation reports and collection statistics
- provide information on progress and completion of projects
- share Media/Technology Committee agendas and minutes
- present memos, announcements, letters to parents, students, etc. for preview and approval
- keep administrators informed of new policies/procedures



**Cultivating a rapport with the school administration is invaluable to the success of the Media/Technology Program.**

Effective specialists use e-mail to communicate with the principal, assistant principal, and other members of the leadership team as appropriate. They also take advantage of chance meetings with administrators. Talk with them. Encourage all members of the Media/Technology Team to do the same. Sell the program. Brag about projects classroom teachers and teams are doing in collaboration with the Media/Technology Team. Invite the administration to committee meetings, special events, and other media/technology activities.

### **Additional Readings**

Anderson, Mary Alice. "Communicating with Your Principal: The Heart of the Matter." *Multimedia Schools*, 9 no. 6 (November 2002): 17. Professional Development Collection, EBSCOhost (accessed February 3, 2009).

"Education Reform and the School Library Media Specialist." *Knowledge Quest* 32, no. 2 (November 2003): 10-13. Professional Development Collection, EBSCOhost (accessed January 30, 2009).

Gallagher-Hayashi, Diane. "Moving the Fence: Engaging Your Principal in Your School Library Program." *Teacher Librarian* 28, no. 5 (June 2001): 13. Professional Development Collection, EBSCOhost (accessed January 30, 2009).

Oberg, Dianne. "Developing the Respect and Support of School Administrators." *Teacher Librarian* 33, no. 3 (February 2006): 13-18. Professional Development Collection, EBSCOhost (accessed February 3, 2009).

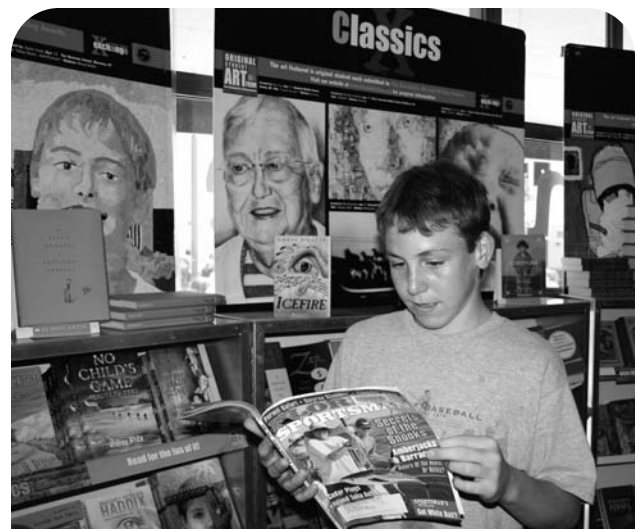
## School Leadership Roles

An important role for specialists is that of a school leader and advisor. Become a member of the school-based Leadership Team and Lead Literacy Team. These teams are the most proactive group in the school. They are the caretakers of the school vision. Where do we want the school program to be next year? Five years from now? This team keeps the school program on track.

Being a proactive member of the school community is vital. This allows the specialist to understand the school environment and activities, as well as provide input and awareness of the media/technology role in the school. Becoming an active participant in school leadership will earn the program the respect, strength, and influence necessary for an effective flexible access program.

Strategies that enable the school specialists to become school leaders include:

- actively communicating the program mission
- asking the student council president or another member of the council to serve on the Media/Technology Committee in order to formally gain student representation for program guidance
- participating in key committees such as Leadership, School Advisory, Budget, etc.
- participating in creating the School Improvement Plan
- having empathy for all groups and their concerns
- building rapport with faculty and administration by participating in and supporting school activities, even if not directly related to media technology
- participating in district committees



**Being a proactive member of the school community is vital. This allows the specialist to understand the school environment and activities.**

### **Additional Readings**

Buzzeo, Toni. "Make the Move from Collaboration to Data-Driven Collaboration." *Library Media Connection* 27, no. 3 (November 2008): 28-31. Professional Development Collection, EBSCOhost (accessed January 29, 2009).

Dees, Dianne C. et al. "Today's School Library Media Specialist Leader." *Library Media Connection* 25, no. 4 (January 2007): 10-14. Professional Development Collection, EBSCOhost (accessed January 27, 2009).

"Leadership and Library Media." *Knowledge Quest* 32, no. 2 (November 2003): 14-16. Professional Development Collection, EBSCOhost (accessed January 27, 2009).

## Orientation

Around the coast of Florida still lies buried treasure from Spanish ships of many years ago. What an awesome find, when some diligent treasure hunter makes the discovery and brings up chests overflowing with gold bars. But many ships lie buried, often close to civilization, because no maps have been found, no indication of the rich resources just a few miles from the coast. Likewise, the media center is filled with treasures waiting to be brought to the surface. It is dependent on the media/technology personnel to inform the faculty, staff, community volunteers and students of the media center's resources and procedures. Orientation is a "must" to adequately begin this great discovery.

# Orientation

### Discovery Begins

**Effectively orienting the media center's patrons prepares them to more fully appreciate the instructional advantages inherent in a flexible access program organization.**

## Teacher Orientation

Orientation should be provided for teachers new to the school during the preplanning week or shortly thereafter, as well as, throughout the school year as needed for new patrons. It is a good idea to conduct a yearly program review for interested faculty and staff to address any changes in services. Orientation should address:

- an overview of flexible access and how it is used within your school's media center
- location of resources
- M.I.N.D - Media Information Network for the District (<http://mind.pasco.k12.fl.us>)
- video ordering and interlibrary loan requests
- forms used in the media program
- student rules and procedures for use and access to the media center
- procedures: signing up for a video broadcast, curriculum materials, meeting with teams, collaborative planning, scheduling instructional times with specialists, etc.
- work room (laminator, copier, overhead, die cuts, etc.)
- copyright and electronic access policy and procedure
- video production and multimedia area
- procedures for using the computer lab or mobile laptop and iPod cart(s)
- access to technology hardware 24/7 through a checkout system

## Volunteer Orientation

An orientation should be provided for volunteers including the following:

- work room (laminator, copier, document cameras, die cuts, etc.)
- circulation desk
- location of resources

## Student Orientation

Student orientation should be provided at the start of each year. It may be done with whole class visits, rotation of small groups, for new students only, or a combination of all, depending on the needs of the students. Schools with changing populations may have to do a more complete orientation every year, whereas schools with populations that vary little may do a review emphasizing new resources and procedures.

The student orientation should include:

- introduction to media staff
- media center behavior expectations
- location of materials within media center and online resources via the M.I.N.D.
- knowledge of available resources, student projects and contests
- circulation rules and procedures
- use of media passes
- care of materials
- media rules and expectations
- review of media programs (ex. morning news show, SSYRA books, etc.)

Alternate methods for providing student orientation include:

- a video presentation
- a multimedia presentation
- rotation through learning stations (arrangement and location of materials, computer resources/procedures, circulation procedures, promotional activities, etc.)
- webcasts and enhanced podcasts



**Student orientation should be provided at the start of each year for classes, small groups, new students or a combination of all.**

## Planning with Teachers for Curriculum Integration

One of the major roles of the specialist is that of educational consultant to school staff members. Through communication with staff members, the specialist can share instructional tools and materials that enhance the presentation and quality of the curriculum. As the specialist becomes more involved in the support of the curriculum in the classroom, they will find themselves becoming more than a provider of resources. The specialist actually becomes a resource. The following practices are examples of curriculum support that specialists currently provide:

- meeting with the teacher or team at the request of the teacher/team
- pulling materials that support the curriculum at the request of the team or teacher
- planing an Information Communication Technology skills lesson that supports the curriculum
- ordering materials at the request of teachers to supplement the curriculum

While these examples are helpful to the teachers and do support the curriculum, they should be seen as the first step in becoming a member of a team whose responsibility is to successfully implement the school's curriculum. **The specialist will need to strive to become a more essential member of the team.** The following practices are examples of key activities of the specialist:

- attends planning sessions on a regularly scheduled basis including team planning
- creates bibliographies of materials that specifically support the standards based on knowledge gained through involvement in the planning process and curriculum maps
- uses knowledge of the curriculum and instructional objectives of the teachers, combined with professional selection and evaluation skills, to order media/technology resources above and beyond those that teachers may request
- plans with curriculum leaders to ensure consistency for all students to use technology to enhance learning and to use digital tools for creative communication

Teachers depend upon the specialist's expertise and skill in teaching others to locate resources to meet their instructional objectives.

In order to facilitate this higher level of integration, **the specialist must be committed to working with teachers.** Planning takes place at many levels including formal and informal meetings. While informal meetings are important and provide a great deal of input, the specialist must attend formal meetings as well. This may mean taking the initiative to attend team planning meetings and curriculum development meetings. Through the expertise of the specialist regarding resources and methods of instruction, the team will see the specialist as a vital member of the planning process ensuring inclusion in future planning activities.

<b>Instruction</b>		<b><i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program</i></b>		
<b>Components</b>	<b>Entering</b>	<b>Developing</b>	<b>Advancing</b>	<b>Outstanding</b>
Collaborative planning	Limited evidence of collaboration between LM program and classroom instruction. *AP2/AP3	Evidence of reactive collaboration between LM program and some grade levels/subject areas. *AP2/AP3/AP10/AP11  Meetings are usually brief and informal. *AP3/AP10/AP11  Most lessons taught independently of classroom content. *AP10/AP11  Adequate use of LMC resources. *AP 10/11	Evidence of proactive collaboration between LM program and grade levels/subject areas. *AP2/AP3/AP10/AP11  Long and short range planning is evident. *AP10/AP11  LM program written policies, goals and objectives ensure information literate students. *AP10/AP11  Lessons embedded into curriculum. *AP10/AP11/AP12  Adequate use of LMC resources. *AP9  Evidence of teacher collaboration is available in LMC and classrooms. *AP2/AP10/AP11	Evidence of systematic collaboration between LM program and grade levels/subject areas. *AP2/AP3/AP10/AP11  Full instructional planning partnership team exists between classroom and LM program. *AP2/AP10/AP11  LM program written policies, goals and objectives ensure information literate students. *AP10/AP11  LMC program embedded into curriculum. *AP10/AP11/AP12  Extensive use of LMC resources. *AP9  Evidence of collaborative development, implementation and assessment of instructional lessons and units is available in LMC and classrooms. *AP2/AP10/AP12

## Media/Technology Assistance and Modeling

It is important to provide teachers with an easy-to-understand method of evaluating resources and utilizing resources and personnel in the classroom curriculum.

**A systematic and organized approach is necessary to ensure equitable access to support standards driven instruction.** It is essential that the specialists integrate services and resources into instruction through co-teaching and modeling opportunities.

Suggested ways to accomplish this include:

- providing suggested lessons for utilizing media and technology resources during collaborative planning sessions with teams of teachers
- providing model lessons in which media and technology skills are integrated into instruction, then provide follow up and continual coaching
- modeling lessons and programs in classrooms or media center
- providing access to available online resources to support state standards and curriculum
- assisting in the gathering of specific curriculum resources at time of need and providing them in the center and the classrooms
- developing teacher and staff "media/technology leaders" and encouraging them to model and provide professional development
- developing volunteers to assist in the Media/Technology Program
- developing project based learning activities to support the standards
- providing small groups with multimedia activities to enhance learning objectives



**It is essential that the specialists integrate services and resources into instruction through co-teaching and modeling opportunities.**

## Training and Staff Development

A flexible access program allows for training of teachers, staff, students, volunteers, and parents in various venues and at various times. The training is a means for the incorporation of media/technology resources and related systems in standards driven curriculum and instruction. **Training is most effective when it occurs at point of need.** This is usually during team planning, class lessons, and small group projects. Large group professional development opportunities are effective for general concepts, such as introducing new hardware and new procedures, support and coaching of new skills, and implementation into the classroom instruction.

Specialists should do the following to ensure well-rounded training:

- model
- co-teach
- conduct professional development on a regular basis according to stakeholder needs
- train individuals, small groups, and whole groups
- promote and facilitate use of District's virtual learning opportunities
- engage in media technology discourse informally and formally

- conduct staff surveys and communicate results
- develop alternative times/days to offer inservices
- provide illustrated training materials in a variety of formats
- incorporate hands-on learning during training sessions
- develop student and teacher "media/technology leaders" enabling them to teach other students and teachers
- offer a variety of professional development delivery methods; face to face, as well as online, or in a blended virtual environment

### Most long-term learning occurs with training delivered “just in time” for an individual or team.

General overview training is appropriate for groups, but must be followed up with specific training assistance in the actual instructional setting to complete the implementation phase of new skills. For more information refer to the state protocol available from the District's Staff Development Department to ensure you are providing appropriate follow-up activities to promote positive student academic achievement. Contact your school's Staff Development liaison for additional support.

Curriculum/Assessment Support		<i>The library media program enhances student achievement by supporting all facets of the instructional program.</i>		
Components	Entering	Developing	Advancing	Outstanding
Instructional Support	Materials, reserve collections, bibliographies, etc. are occasionally provided. *AP9	Materials, reserve collections, bibliographies, websites, etc. are occasionally provided or when requested. *AP10/AP11/AP12	Materials, reserve collections, bibliographies, websites, etc. are provided in conjunction with collaborative planning. *AP2/ AP10/AP11/AP12	Systematic consultations and planning occur with instructional design team and/or curriculum council to ensure maximum use of LMC resources. *AP2/AP10/AP11/AP12  Staff development sessions offered by or coordinated through LM program. *AP3/AP5/AP8/AP11

21st Century Library Media Programs in Florida's K-12 Schools: ExC<sup>3</sup>EL- A Program Evaluation Rubric  
[http://www.fldoe.org/bii/Library\\_Media/](http://www.fldoe.org/bii/Library_Media/)

# Public Relations

The specialist is “service oriented” and must work closely with administrators, teachers, students, parents, and district personnel. It is important that the specialist is approachable and accessible to these diverse groups in order to meet their needs. **The specialist must communicate both formally and informally** to make these groups aware of the services and resources of the Media/Technology Program. The specialist must use several key strategies for promoting the flexible access program, which include, but are not limited to, the following:

- make presentations to increase effective communication between patrons and the media/technology program at faculty meetings, etc.
- meet with the teams on a regular basis, making sure to be an active participant, offering resources, activities, co-teaching, and modeling
- conduct teacher and student contests
- offer new materials Open Houses
- conduct school-wide media promotions (ex. SSYRA, media month, etc.)
- be proactive and visible (ex. newscast)
- offer inservices on a regular basis
- produce media center newsletters and contribute to school newsletters



- send out surveys, share the results and follow through with action
- remember to keep a positive attitude while providing support and information
- promote media/technology resources and access
- create and contribute to newsletters, highlighting media technology tidbits of interest
- obtain materials based on state standards, district initiatives and instructional needs
- promote the program through local media (ie: school area of local paper)
- make the center’s appearance and atmosphere student oriented -- bright, cheerful, inviting, and above all FUN!

### Additional Readings

Hartzell, Gary, *Building Influence for the School Librarian*, Worthinton, OH: Linworth Publishing, Inc., 2003.

<b>Advocacy</b>		<i>The library media program and its initiatives are promoted throughout the learning community.</i>		
<b>Components</b>	<b>Entering</b>	<b>Developing</b>	<b>Advancing</b>	<b>Outstanding</b>
In-school	No school communication.	No reports sent to administration. Informal communication to teachers/students concerning LMC policies and procedures. *AP2 LMC webpage available. *AP12	Annual statistical report sent to administration. *AP1/AP2/AP12 Monthly meeting with administration. *AP2 Teacher/student handbooks distributed. *AP2 LMC internet homepage on school server. *AP2/AP12 LMC webpage aligned with curricular and recreational needs, reflects mission, and is easy to access. *AP2/AP12	Monthly or nine-week and annual statistical reports to administrators. *AP2/AP12 Monthly meeting with administration. *AP2 Teacher/student handbooks distributed. *AP2 LMC website aligned with curricular and recreational needs, reflects mission, and is easy to access. *AP2/AP12 E-mail message reminders/announcements distributed. *AP2/AP12 In-house newsletters/brochures distributed. *AP2/AP12

## Recruiting and Utilizing Volunteers

Volunteers can be an invaluable resource to the Media/Technology Program. They can be trained to perform many routine tasks freeing specialists to utilize their professional training to work with teachers, classes, and individual students. At the same time, the volunteer program provides an opportunity for interested community members to become involved with the educational system and processes.

Volunteers can be recruited both within and outside of the school. Specialists should be available on kindergarten registration day and at the schoolwide orientation day during the planning week. This is an opportunity to meet parents and promote the volunteer program. Local area churches, community centers, and various organizations are additional places where recruitment flyers can be distributed or announcements made in news bulletins. There are many able and willing people just waiting to be asked to volunteer their talents and expertise.

The Media/Technology Team can begin by listing tasks that volunteers can perform in the media/technology center. Invite prospective volunteers to an orientation workshop to introduce staff, policies, etc. and to describe tasks that volunteers can perform. Be specific so that the volunteer will be able to choose the task with which he/she feels comfortable. Ask each prospective volunteer to complete a District Volunteer Application. Individuals will first have to be approved as a registered volunteer before working at your school. Try to match meaningful tasks with special skills and interests of the volunteers when scheduling.

A successful volunteer program requires planning and effort on the part of the Media/Technology Team. Maintain a comfortable and cooperative environment for volunteers by:

- providing orientation to motivate and increase skills
- providing adequate, pleasant work space, and clear instructions
- communicating clearly why a certain task is assigned and to whom the volunteer is responsible
- encouraging input and suggestions for improvement
- celebrating volunteer activities and number of hours of dedication to your school

Be sure to extend recognition and appreciation to volunteers. An appreciation tea or luncheon, thank you cards from children, certificates of appreciation, bulletin board featuring snapshots of volunteers, end-of-the-year gifts, etc. are a few ways to do this. Don't forget the simple daily "thank you" to let them know how much you appreciate their assistance.

## Troubleshooting Technology

In an effective flexible access program, the available resources are functional at time of need. As technologies become an increasing part of the overall program, the maintenance associated with complex electronic equipment must be provided continually. Increased instructional integration creates a greater need for the specialists to develop **organized and alternative maintenance strategies**.

Those strategies should include:

- creating a guide describing basic troubleshooting for teachers on website. Obtain administrators support for "Technology Tuesdays, Media Mondays," etc.

- developing a core group of teacher and staff techies to take care of basic problems in team areas
- training student gurus, form clubs and focus trainings
- having a procedure in place for requesting assistance (ex. electronic request forms, email folder)
- being available and solving issues in a timely manner (email status and completion date)
- being patient and always attending to the person's needs

The ongoing development of school "media/technology leaders" is vital to the Media/Technology Program because it allows specialists to spend a greater portion of their time with instructional and resource components of the program. Solicit staff members who exhibit a great interest in media/technology.

Strategies for developing gurus include:

- co-teaching in classrooms and other training sessions
- recruiting gurus on the Media/Technology Committee and providing professional development opportunities
- providing extra training for gurus in programs and hardware
- allowing gurus to participate in media/technology decision-making
- presenting new technologies and resources to the gurus first
- providing shadowing opportunities
- providing opportunities to participate in technology conferences. Create mini-conferences at your school site

<b>Program Administration</b>		<i>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.</i>		
<b>Components</b>	<b>Entering</b>	<b>Developing</b>	<b>Advancing</b>	<b>Outstanding</b>
Technology (information retrieval – production activities – television distribution)	<ul style="list-style-type: none"> <li>Few older or no workstations</li> <li>No student production</li> <li>Limited traditional audiovisual equipment (i.e., listening and video)</li> <li>No television distribution</li> <li>No technology plan</li> </ul>	<ul style="list-style-type: none"> <li>Low student-to-workstation ratio for information retrieval (Internet access) *AP12</li> <li>Occasional student/teacher production activities *AP12</li> <li>Limited, but current audiovisual equipment *AP12</li> <li>Peripherals available to students and teachers (for example, printers, audio and visual recording devices) *AP12</li> <li>Television distribution system (1 to 2 channels) *AP12</li> <li>LMC technology plan *AP12</li> </ul>	<ul style="list-style-type: none"> <li>Adequate student-to-workstation ratio for information retrieval (high speed internet access) *AP12</li> <li>Computer hardware available for checkout *AP12</li> <li>Adequate student-to-workstation ratio for production activities *AP12</li> <li>Special needs workstation *AP12</li> <li>Adequate, current audiovisual equipment provided *AP12</li> <li>Peripherals available to students and teachers (for example, printers, audio and visual recording devices) *AP12</li> <li>Software to meet student/teacher production needs *AP 12</li> <li>Television distribution system (1 to 2 channels) *AP12</li> <li>Limited television studio *AP12</li> <li>LMC technology plan integrated into school's plan with refresh cycle every 5 years *AP12</li> </ul>	<ul style="list-style-type: none"> <li>Low student-to-workstation ratio for information retrieval (high speed internet access) *AP12</li> <li>Computer hardware available for checkout *AP12</li> <li>Low student-to-workstation ratio for production activities *AP12</li> <li>Special needs workstations as needed *AP12</li> <li>Current audiovisual equipment provided as needed by instructional program *AP12</li> <li>Peripherals available to students and teachers (for example, scanners, printers, digital cameras, audio and visual recording devices, digital editing hardware and software, DVD burners, and digital projectors) *AP12</li> <li>LMC models the innovative technologies and use of technologies *AP12</li> <li>Television distribution system (3 or more channels) *AP12</li> <li>Complete television studio *AP12</li> <li>LMC technology plan integrated into school's plan with refresh cycle every 3 years *AP12</li> </ul>

## School Moodle Site for Communicating Information

Each Pasco County School has a district hosted, password protected Moodle site, which provides tools for blended instruction, staff communication, document sharing, and more. Suggestions for utilizing the school's Moodle site include:

- **Create a Media/Technology News Forum** for communicating and sharing news with school staff.
- **Create a Media/Technology Committee Forum** to communicate and document committee activities. This forum can be used to announce committee meetings, minutes, etc. The agenda for future meetings can be posted in advance. Also, this forum can be used as an open area where topics can be discussed when committee time is short or timely meetings cannot be scheduled.
- **Create a Media/Technology How To's Wiki.** This conference can be used to post directions on steps staff members can take to troubleshoot problems on media equipment and computing devices, before they request the specialist's assistance.
- **Create a Media/Technology Help Request Forum.** Staff members can post requests for technical help. The Media/Technology Team, as well as tech gurus, or others should check this conference daily, prioritize the requests for help, and determine who will help whom and when.
- **Provide School Committee information** such as organizational lists, meeting schedules, minutes, etc.

## School Web Site

The school web site is the perfect vehicle for sharing all the positive things about a school with the world, feeder school community, parents, students and staff.

Showcasing student work and what is happening in the media/technology center should be very prominent here. **The school's parents, students and staff are the school web site's most frequent visitors.** Use this to benefit the Media/Technology Program as well as the school's overall program. The school's computer workstations can be configured to access the school's home page when a web browser is launched. The main page could be designed simply, but should steer the user to the following links:

### Recommended Web Site Links

#### Link to District Resources

**Online resources available through the M.I.N.D. page at <http://mind.pasco.k12.fl.us>**

#### Student Link

**This link contains kid safe search engines and links to other sites on the web. This could be an excellent web launching area for a student.**

#### Teacher Link

**This link contains teacher relevant search engines and links to teacher oriented web resources that teachers may not be familiar with. This could be an excellent web launching area for a teacher.**

# Program Administration

*Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.*

Components	Entering	Developing	Advancing	Outstanding
LMC internet site	No LMC website or static site and information (under construction) *AP12	Basic information about the LMC provided by a MLMC website and updated regularly *AP12	LMC website linked from school homepage and evident on the school homepage *AP12  LMC website organized to provide access to information to meet student and faculty needs *AP12  LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology *AP12	LMC website linked from school homepage and evident on the school homepage *AP12  LMC website organized to provide access to information to meet student and faculty needs *AP12  LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology *AP12  LMC website provides access to online databases from school and home *AP12

*21st Century Library Media Programs in Florida's K-12 Schools: ExC<sup>3</sup>EL- A Program Evaluation Rubric*  
[http://www.fldoe.org/bii/Library\\_Media/](http://www.fldoe.org/bii/Library_Media/)

## Professional Development Plans

Developing, presenting, and participating in professional development opportunities requires commitment, planning, and direction. Specialists are urged to accept and embrace the exciting challenges of proactively supporting teaching and learning with evolving media/technology resources and services. As information access increases exponentially, teachers and students must have expert assistance in selecting, navigating, and assessing print and electronic resource tools to meet instructional outcomes. In order to continue to provide that assistance and support, specialists must be dedicated to their personal professional development.

Formal and informal evaluations and surveys help to identify the areas of need for continuing education and professional growth. Self-evaluation coupled with input received from other members of the Media/Technology Team, Media/Technology Committee, district program evaluation team, administration, teachers, students, and community members should guide the professional development plan.

Specialists can show evidence of professional growth by participating in activities such as inservice training, workshops, meetings, college course work, professional conferences and keeping abreast of the current professional literature. Soliciting district support and assistance when needed should also be a regular part of a professional development plan.

Regional feeder pattern groups are an effective method for developing and disseminating school specialists' knowledge, skills, and training expertise among themselves. Organizing professional development activities "in the neighborhood" provides ready access and promotes common goals and growth for feeder pattern schools' Media/Technology Programs. The success of this structure depends upon an active commitment from the specialists to personal professional development. Assistance and support may be available from district staff but the initiative for programming belongs to the feeder pattern groups. It is important for the groups to establish common goals and projects, developing a consistent plan for specialist, staff, and student learning within their feeder patterns.

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