

Library Curriculum Review

Respectfully submitted to the Board of Education
by the Coordinator of District Libraries
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Introduction

Mission Statement

The School District of Clayton Libraries are an integral part of the District's total program. They function as the center of information for the schools. The programming must encourage patrons to use, produce and evaluate information, to become lifelong learners, and to become responsible citizens in our democracy. The library program must provide free and equitable access to information in all formats, promote literacy and recreational reading, and provide leadership in using resources to access, use and evaluate information for the enhancement of learning.

Philosophy

The librarians in the School District of Clayton believe people need information to acquire the attitude and skills necessary to become lifelong learners and creative problem solvers. This information must be current, relevant and accessible. We believe that every student and staff member has the right to information and can learn the skills needed to access, process, synthesize, communicate, and produce this information.

To meet our patrons' needs for information, the School District of Clayton Libraries, as a part of the total educational program, must educate students and staff to understand the research process and must assist them with integrating information literacy skills into the curriculum and their personal lives. The role of the school librarian is to assist students and staff to understand the process of information retrieval, analysis, application and evaluation; acquire information through a variety of delivery systems, both print and electronic; be creative in developing their own methods of expressing and communicating ideas; and use current technology as well as traditional methods of study, expression and communication.

We believe the School District of Clayton Libraries should expose library patrons to quality literature which will encourage students to develop lifelong reading habits. The library facilities need to be open, inviting, accessible, and filled with up-to-date resources. Our libraries must utilize nationally recommended technologies and must be staffed with full-time professional librarians and qualified support staff.

Enduring Understandings

As a result of their education in the School District of Clayton, we expect students to have the following understandings about learning and about libraries:

- They can find access to and use the technologies they need;
- They can find books that they enjoy, whether they are print, electronic, or in a format not yet invented;
- They choose to read for leisure;
- They recognize that a library is a place that is physically inviting and that encourages exploration, experimentation, and expansion of knowledge;
- They can access, use, manipulate, synthesize, produce and evaluate information using a variety of formats;
- They are aware of community resources, agencies and databases;
- They are comfortable using public and university libraries.

Overview of Library Curriculum

In addition to the daily management of library facilities and materials the primary work of librarians is the enactment of our curriculum. Our curriculum continues to guide the work we do with patrons as we seek to teach information literacy and research skills, the effective and efficient use of information resources, and the life-long joy of reading. Shortly after our last report to the Board of Education in the fall of 2006, the American Association of School Librarians (AASL) released new national standards entitled Standards for the 21st-Century Learner (2007). We immediately began revising and aligning our curriculum standards and indicators to these new national standards.

Prior to the 2010, the Missouri Department of Elementary and Secondary Education (DESE) co-mingled course and grade-level expectations associated with library instruction in the Communication Arts content area. In 2010, DESE made two significant decisions that affected the library curriculum. First, DESE released a document that elevated Information and Communications Technology Literacy to its own separate content area. DESE give three valid reasons for the elevation (p.2):

1. The marked increase in the influence of technology in the lives of students and the world of work
2. Growing demands for an awareness of the utility—and the risks—of various uses of technology
3. The relevance of this content to all areas of study, rather than the one area of Communication Arts

While the School District of Clayton Library committee agrees that these are valid reasons to separate information and technology communication literacy skills, we also note that the skills in this content area only represent one of the strands in our curriculum, research.

In addition to creating a new content area, DESE adopted the Common Core State Standards (CCSS). The adoption of the CCSS has been a major influence on the School District of Clayton's library curriculum and serves as yet another indicator of the integral role the library plays in teaching and learning across disciplines. School librarians play an important part in preparing students for college and careers (Lehman, 2012). The essential role of research reading and writing is particularly evident as a necessary component for college and career readiness in the CCSS and the assessments for those standards. In the English/Language Arts standards, research is mentioned 132 times, more times than vocabulary (79 times) and nonfiction (64 times). The word information is used 244 times more than each of the others (Jaeger, 2013). Teaching students how to access information and do research is the librarian's area of expertise. Recently, with a subgroup of the social studies curriculum committee the library committee drafted a shared working definition of research:

The School District of Clayton defines *research* as the process of systematic inquiry through finding, evaluating, and verifying *information* from a variety of sources in order to develop and communicate new understanding of a topic. (November 2013)

It is our intention to facilitate similar collaborative efforts around the CCSS's focus on reading and interpreting non-fiction text with both the Literacy and Social Studies committees. We will continue to use the CCSS and its accompanying assessments as one lens through which we monitor the effectiveness our curriculum.

The library curriculum is divided into three major strands: library resources, literature appreciation and research. The main focus of the library resources strand of the curriculum is to teach students to access and use information efficiently. The outcomes of the library resources strand of the curriculum foster the skills and knowledge needed to navigate a variety of print and digital resources. In addition, the library resources curriculum includes indicators related to library etiquette and proper care of library materials.

The *Standards for the 21st-Century Learner* state that “reading is a fundamental skill for learning, personal growth and enjoyment” (p. 2). The literature appreciation strand of the library curriculum seeks to help students understand the importance of reading and the important role reading plays throughout one’s life, by teaching students about a wide variety of genre and encouraging students to make connections with their own lives, other texts they’ve read and the world. In addition, the literature appreciation strand of the curriculum teaches students the skills needed to choose a book that is accessible and one that the student will enjoy.

The research strand of the curriculum, often referred to as information literacy, focuses on teaching the processes used to investigate a topic and reach a new understanding. In order to achieve this, students must determine an inquiry process to follow which includes defining a topic and then generating questions for investigation. The student researcher must then select and evaluate sources, interpret and use the information from quality sources to answer the research questions. Finally, the student must think critically about the information gained in order to apply the knowledge to new situations and share the information with others in an ethical manner. The research curriculum focuses on instilling the skills and knowledge necessary for students to become independent researchers who are comfortable seeking the answers to their own questions by using public and university libraries as well as digital resources efficiently, effectively and ethically.

Updates & Previous Recommendations

Significant changes took place regarding the facilities, services, personnel and curriculum in the School District of Clayton libraries since our last formal review. We are honored to report that fundraising led by PTOs and labor provided by the District made it possible to completely remodel each elementary library. The light-filled and spacious Information Commons (aka library) is a hub of activity at the new Wydown Middle School. The Clayton High School Library Media Center has a new circulation desk, updated furniture in the recreational reading area and new cafe tables and chairs for laptop use. The space has been redesigned to provide a place for new fiction and nonfiction titles on shelving in front of the circulation desk.

In these new and updated spaces librarians and library assistants continue to offer many services. Librarians acquire and maintain library collections to meet the needs of our patrons. Library collections include print and digital books, periodicals, reference materials, equipment, as well as several online tools and databases. Library assistants help with processing and circulating thousands of library materials each month. Librarians and their assistants also manage and schedule all library spaces including the scheduling of computer labs within the libraries when not being used for library instruction. Implementation late last school year of a new integrated library system, Destiny, saves the District over \$10,000 annually and allows us to expedite some of our work managing materials and making them accessible to patrons. The successful completion of the tasks related to managing the library directly affects library patrons and their ability to find the information they need when visiting the District's libraries in person or via our websites and through the Destiny online public access catalog.

Another area in which much change occurred is personnel. Since the report to the Board of Education in the 2006 - 2007 school year, four of five librarians are new to the position, as is the Coordinator and four of six library assistants. Cuts in personnel and reduced staffing also occurred over that time. As of July 1, 2013 we no longer have a district-wide cataloger, so processing and cataloging has been completed by librarians and assistants at each library location during this school year. In addition, five years ago the District replaced a full-time certified librarian at the middle school level with a half-time intern. That half-time intern position was another one of several personnel cuts in the District for this school year. Also, the elementary librarians now have supervision duty outside of the library. These additional supervision duties as well as the extra duty schedules of the library assistants necessitate the closing of the elementary libraries for a portion of each school day. During these times the librarians institute self-checkout for students and teachers, but the librarian nor the assistant is available to assist these patrons with questions or in selecting a "just right" book.

In the last review the library committee made several recommendations. The following provides an update on the status of those specific recommendations:

Recommendations from 2006 report to the Board of Education.

1. ***Create an active partnership with the CIO and staff to ensure smooth operation of current and future library management systems for optimal patron access.*** For several years following our last curriculum review, the librarians and the district-wide cataloger investigated and evaluated many different integrated library systems (ILS) and for several years Horizon, the system already in place, had the features that best met the needs of the librarians, library

assistants and our patrons. However, more recently newer and more sophisticated programs have come onto the market. After much thought and deliberation the librarians decided to adopt a new ILS.

In March of 2013, with the help of our CIO and his staff, we implemented Destiny a web-based software program for management of the libraries and patron access to our online catalog. Destiny has many of the features of our previous program at a significantly cheaper cost. The web-based feature of the library management was also key in the librarians' decision to adopt Destiny, as this was not an option with our previous software. Since adoption there have already been two significant upgrades. There are still a few features Horizon had that were more seamless than Destiny, and we continue to work with the software provider to offer those features in future upgrades. Overall the change to Destiny has been overwhelmingly positive.

2. *Continue to monitor changing use patterns and new publishing formats to be sure that our collections contain the best available for our students.* Our library committee spent several meetings over the last six years discussing changes in publishing and the growing popularity of electronic resources. One platform investigated in the Fall of 2011, and again in November 2013, for eBooks and downloadable audio books is Overdrive Media Console. Overdrive offers a subscription-based service delivering digital content directly to patrons of subscribing libraries. The librarians and library committee determined, during each period of investigation, that this service was not affordable for the District. Instead we have worked with Heather Pehrson, electronic resources coordinator at St. Louis County Library Headquarters and her staff at the Mid-County branch to encourage our patrons to use the public library's Overdrive offerings. In addition, Ms. Pehrson encourages us to send her recommendations from our patrons for future purchases.

Since the last curriculum/program review we have instituted the use of books in a variety of formats over a wide range of platforms. Some examples include:

- Audiobooks purchased at Captain, Wydown and Clayton High School via Audible
- Self-contained MP3 audiobooks from Playaway at all schools.
- Nook eReaders at Glenridge, Meramec and Wydown.
- Sony eReader pilot program with Book Source at Captain.
- The purchase of Nook eReaders, Kindle eReaders and iPods at Clayton High School.

In addition to offerings the above listed digital content, for we provide access for our patrons to databases through MORE.net, and we subscribe to other online databases for use both on-site and remotely. Finally, our new integrated library system, Destiny, is in the beginning stages of developing one standard platform where our patrons will be able to access all of our digital content (audiobooks, eBooks, databases etc.) in one place. Conveniently it is the same place students can find all of our holdings including those we maintain in our print collections.

Recommendations for program from 2006 report to the Board of Education.

1. *Investigate options for assessment of information literacy skills at several key points in each student's Clayton career.* The library committee reviewed a plethora of different assessments to measure students' information literacy skills and knowledge. The assessment we found to be most appropriate for the school-aged population is the Tool for Real-time Assessment of

Information Literacy Skills, also known as TRAILS. TRAILS assesses students at the 3rd, 6th, 9th and 12th grade levels in five categories. The categories include:

Develop topic. Develop focus. Recognize the hierarchical relationships of broader and narrower topics. Identify individuals to help you focus a topic. Identify manageable topics based on the parameters of an assignment.

Identify potential sources. Understand the types of containers in which information is housed (ex: different types of libraries, books, databases, online catalogs, primary sources, etc.) and the types of information that can be found within each type of container. Understand the roles and limitations of differing types of information sources (encyclopedias, atlases, dictionaries, etc.) and finding tools (research databases, online catalogs, bibliographic citations, people, etc.). Select the most productive information sources and finding tools to address a given information need.

Develop, use, and revise search strategies. Understand how to use a given type of information container in order to retrieve information (ex: index and table of contents in a book, an online catalog, etc.). Select search terms. Develop a search strategy for the topic appropriate to a given finding tool. Understand how to use Boolean operators. Revise search strategies when too few, too many, or irrelevant results are returned.

Evaluate sources and information. Recognize bias. Differentiate between fact and opinion. Determine the accuracy, authority, coverage, currency, and relevancy of information and/or information sources.

Recognize how to use information responsibly, ethically, and legally. Recognize how to paraphrase correctly. Understand the concept of intellectual property (especially copyright, fair use, and plagiarism). Understand the concept of intellectual freedom. Create bibliographies and parenthetical citations according to an appropriate style manual.

In the 2011 - 2012 school year the librarians decided to pilot the TRAILS assessment for four years. TRAILS is a project of Kent State University Libraries and an added bonus is that it is offered free of charge. Our ultimate goal as stated in the previous review is to get assessment data on each individual student throughout his/her time in the District. Once we have at least two data points (2014-15 school year) on a student we will be able to tell if the individual student is achieving adequate growth over time in the areas measured. If not, we can put a specific and individualized remediation plan in place for that student. Currently we analyze the results to determine how our overall program is doing at each level compared to the normed data. We also analyze the assessment results to determine if there are students who achieve much higher or much lower than their Clayton peers. We can then provide extra challenge for those who need it and more direct instruction for students who are deficient in one or more areas.

2. Explore ways to provide assured experiences at each grade level with information literacy skills and library resources. Immediately following the report to the Board of Education in the 2006 – 2007 we worked with elementary teachers to create an assured experiences matrix. At each grade level we determined at least one research investigation in a science unit and one in a social studies unit each year. Specific research skills to be embedded into each of these units were being identified.

Shortly after the matrix was completed the science curriculum committee decided to adopt FOSS and later go to a lab with science specialist model for instruction. The FOSS curriculum and the way that the science specialist is scheduled does not allow for direct collaboration with the library. Since science and social studies at the elementary level had been taught thematically for many years, the changes in the science curriculum necessitated changes in the social studies

curriculum which in turn caused our matrix to no longer be valid or useful. The elementary librarians have worked to maintain some of the identified assured experiences at specific grade levels, but more recently we have moved more toward assured skills and knowledge rather than specific units taught.

Recommendations for professional services from 2006 report to the Board of Education.

1. ***Reinstate second full-time high school librarian or at the very least meet the desired standard set by the state for an additional .4 high school librarian.*** The second full-time librarian at Clayton High School was not reinstated, nor was a .4 librarian added to meet the desired standard set by DESE. In addition, cuts have been made that add to the workload of the library personnel remaining at Clayton High School and across the District. These cuts include the second full-time librarian at Wydown followed by the half-time library intern and the district-wide cataloger and systems administrator. Decreased staffing continues to be a challenge. In a time of increased demands for information and additional responsibility to make sure our students become more critical consumers of information, cuts in personnel demand that the School District of Clayton libraries continue to provide stellar service with less resources.

2. ***Allow elementary library assistants to work full time in the library, supporting the daily flow of circulation and readers' advisory while the librarian is teaching and collaborating with other staff.*** Prior to our last program review (2006 - 2007 school year) library assistants spent their full day in the elementary libraries. At the time of our last review this was no longer the case. The elementary assistants continue to be assigned additional tasks, to provide supervision for students, and to support for teachers and the main offices at the elementary level. Elementary librarians also have daily supervision duties which take them away from library instruction and maintenance and forces our elementary libraries to close during the school day to accommodate these duty schedules. Each school attempts to offer students and teachers self-checkout but this service has limitations. No one is available to assist patrons with selection or to answer reference questions. Inventory is lost if patrons do not correctly follow self-checkout procedures.

Collection Development and Maintenance

Each librarian at each school completes a Core Data Report for DESE. At the time of our 2006 report to the Board of Education all libraries in the District were at or above state standards. Unfortunately due to stagnant and radically cut budgets our library collections have suffered drastically.

Number of Holdings & Average Age of Collections

School Library	Total Number of Holdings	Average Year of Collection
Clayton High School	14,247	1993
Wydown Middle School	11,075	2003
Captain Elementary	9,965	1999
Glenridge Elementary	12,822	1999
Meramec Elementary	17,556	1994

Purchasing Budget Comparison

School Library	2005-2006 Purchasing Budget	2013-2014 Purchasing Budget
Clayton High School	\$39,300	\$33,530
Wydown Middle School	\$23,930	\$25,950
Captain Elementary	\$8,302	\$7,000
Glenridge Elementary	\$10,000	\$11,400
Meramec Elementary	\$8,610	\$6,170

Per Pupil Expenditures

School Library	2005-2006	2013-2014
Clayton High School	\$42.72	\$36.57
Wydown Middle School	\$39.29	\$39.72
Captain Elementary	\$24.60	\$17.03
Glenridge Elementary	\$27.32	\$27.92
Meramec Elementary	\$24.60	\$16.36

Each year the School Library Journal publishes the average price of printed hardcover books on its website. For 2013 the average cost of a children's book is \$19.03, and the average price of a young adult title is \$20.82. While the price of hardcover books has actually fallen slightly since last year, certain genre (non-fiction and reference) and other publishing formats (audio and eBooks) are often more expensive than hardcover.

As you can see from the charts, several of our school library budgets are ill equipped to purchase even one book per child. These budgets are not only for purchasing books; they must be used for all library purchases including periodicals and supplies. The Wydown and Clayton High School budgets also facilitate the purchase of some equipment and subscriptions to online databases. We understand that when it is necessary for the District to make budget cuts, administrators are forced to make tough decisions. However, when items are placed in school libraries all students have access to materials, there is a comprehensive system for notifying students and teachers of overdue items. Students are charged for lost items. That money goes back into the District's general fund, so the money is recouped and new purchases can be made by the District with those funds.

Library Usage

The ways students and teachers use the library at each level, and therefore how librarians spend their time with patrons, looks a bit different than in our 2006 report. Each elementary school creates a semi-structured library checkout schedule on the A-E elementary schedule. The elementary library schedule allows for modifications based on the needs of classroom teachers and students. Elementary librarians provide direct instruction in all three library curriculum strands to classes in the library during their regularly scheduled times. Librarians provide whole group instruction to teach additional library skills that connect with classroom curriculum such as specific reading strategies and how to navigate the library to find non-fiction text, just to name a couple. Another important role of the elementary librarian is working in collaboration with classroom teachers to create lessons that work toward building research skills and supporting student research projects. Finally, how to select a “just right” book, giving book recommendations, and facilitating book study groups are ways elementary librarians help individual patrons and small groups of students.

The Wydown Middle School Information Commons (library) is completely flexibly scheduled. Teachers sign up on one of many Google calendars each associated with a specific space in the Information Commons. The librarian spends the majority of her time working with these teachers to collaboratively plan and facilitate both long and short student research projects and teach information and communication technology literacy. She also spends time recommending books to patrons for independent reading. Due to recent reductions in Wydown’s library staff, the librarian spends a greater percentage of her time this year with circulation tasks.

The Clayton High School librarian works closely with faculty in shaping research projects and lesson planning, as well as direct instruction with whole classes during research assignments and projects. In addition to this type of collaborative planning and instruction, the high school librarian spends much of her time with one-on-one conferences with students and staff who are working independently on research or needing help selecting independent reading texts for class or recreational reading. She will also work with library assistants in circulation of materials during busy periods of the day. The high school library has an average of 1300 patrons visit each day.

Standards of Professional Practice

In 2010, under the leadership of Dr. Wilkinson in her previous role as Assistant Superintendent of Human Resources and Student Services, the librarians created a set of standards of professional practice. In order to develop these standards we studied professional literature, investigated best practices of school librarians, and consulted standards from our professional organization, National Board Certification and librarian and teachers standards from other school districts. We use the *Standards for Professional Practice of Librarians* to guide our work, to identify strengths and weaknesses in our practice, and to reflect upon professional growth. Our primary evaluators use these standards as an integral part of the professional evaluation process.

Standards for Professional Practice of Librarians

- I. School librarians are committed to students, the learning community, and its success.
 - A. Act on the belief that student can learn and master library outcomes.
 - B. Consult with teachers, counselors, administrators and specialists to appraise student interests, learning levels, and needs.
 - C. Understand how students develop and learn.
 - D. Understand diversity and respect the influence of culture and background on learning.
 - E. Extend his/her mission beyond the academic growth of students.
 - F. Establish positive interpersonal relationships with students, staff, parents, and community.
 - G. Promote the use of school and public libraries for academic and personal interest.
- II. School librarians integrate information literacy into the school curriculum and promote the development of reading appreciation.
 - A. Recognize the critical role of information retrieval in the future of education.
 - B. Plan and implement the library media center program of library media skills in conjunction with the Clayton curriculum.
 - C. Assess the informational literacy skills taught.
 - D. Provide opportunities for students to engage with books that will appeal to them.
 - E. Support the development of reading skills.
 - F. Act as advocate for recreational reading.
- III. School librarians collaborate with teachers to plan and implement a comprehensive library program.
 - A. Meet regularly with teachers to insure integration of information literacy outcomes into other district curricula.
 - B. Support classroom teachers by providing research and literature resources to enrich instructional units.
 - C. Use a variety of teaching and media techniques in instructional situations.
 - D. Design and provide lessons to support information literacy needs of students and staff.
 - E. Administer resource sharing, inter-library loan, and/or networking activities.
- IV. School librarians are responsible for establishing, managing and evaluating library collections and resources.
 - A. Evaluate, select and acquire materials and equipment to support the instructional program and meet the varied interests, abilities and maturity levels of the learners
 - B. Manage library circulation.

- C. Evaluate, select, acquire, and manage online resources, in collaboration with educational technology specialists.
 - D. Maintain all library equipment and materials.
 - E. Communicate existence of and access to learning resources through regular updates to the learning community.
- V. The librarian manages and administers the library media center to meet the dynamic needs of the learning community.
- A. Effectively divide time between managerial and instructional duties.
 - B. Train and supervise library media center personnel to perform duties efficiently.
 - C. Manages library volunteers and others who serve the school through the library.
 - D. Administer budget resources according to the needs and objectives of the library
- VI. School librarians are committed to continuous improvement and professional learning.
- A. The librarian examines his/her practices and draws upon current educational research and research-based strategies to plan and implement instruction.
 - B. The librarian contributes to the work of the school and District professional learning communities.
 - C. The librarian keeps abreast of current technology and integrates it with curriculum, teaching and communication process to meet minimum District standards of competencies.
 - D. The librarian assumes a personal responsibility for curriculum development and professional growth.
- VII. School librarians exhibit a high degree of professionalism.
- A. The librarian supports team, building and District decisions and goals.
 - B. The librarian assumes roles as a leader in the educational community.
 - C. The librarian works with colleagues to analyze school needs (data) and implement strategies for school improvement and to support the mission of the school system.
 - D. The librarian demonstrates attitudes and behaviors that contribute to a positive climate and efficient operation of the library, building and District.
 - E. The librarian follows the policies, procedures and directives of the school and District.
 - F. The librarian upholds the profession's ethical standards and legal guidelines.

Library Curriculum/Program Goals and Action Steps

Over the last two years the librarians and library committee have been active in a self-study. We have gathered information through site visits to a variety of school and public libraries. We have also collected information from other school and public librarians through active participation in professional organizations. In addition we have sought the counsel of our own library patrons, administrators and the Board of Education. Through this self-study process we identified four goal areas to guide our work over the next several years.

1. Collaboration (administrator/teacher/librarian excellence; resource management)
2. Digital Access & Content (academic excellence; resource management)
3. Curriculum (academic excellence; teacher/librarian excellence; growth & development of whole child)
4. Research (academic excellence; growth & development of whole child)

As noted each of these goals correlates directly with one or more of the District's strategic themes. In addition, these goals align with the directive by the Strategic Planning Committee to focus on innovation as noted in the District's *Strategic Plan* (p.2):

1. Using best practices in technology to support learning (digital access & content)
2. Providing opportunities for research and project-based experiential and creative learning (curriculum, research)
3. Integrating community and extracurricular educational opportunities (collaboration)

The following goals will be implemented during the next five years of the curriculum/program review cycle. Action steps, timelines and methods for evaluation have been developed for each of the identified goal areas.

Library Curriculum/Program GOAL 1: Collaboration

Board Strategic Goal Connections: Teacher/Librarian Excellence & Resource Management

<p>Goal 1: Collaboration Librarians will strengthen collaborative relationships with teachers, curricular areas, across school libraries & with community-based programs. Board Strategic Themes and Objectives Connections: Teacher/Librarian Excellence: Objective II and III. Resource Management: Objective II</p>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<p>Improvement Strategy 1: Explore multiple models and structures for increased collaboration among librarians, teachers, curricular areas and the greater community. Action Steps (through December 2015)</p> <ul style="list-style-type: none"> - Review current models for collaboration in place throughout the district. - Review research and professional readings regarding models of collaboration for school librarians. - Explore specific strategies and protocols for collaboration through site visits and conversations with other school librarians. - Participate in professional development that focuses on systematic methods for collaboration. - Determine best strategies to use when collaborating with individuals, teams, across building libraries and curricular areas, other school libraries and community agencies. 			Complete by December 2015			Curriculum/Program Review Begins
<p>Improvement Strategy 2: Share selected models of collaboration with teachers, teams, curricular areas, other school libraries and community agencies. Action Steps (by May 2016)</p> <ul style="list-style-type: none"> - Present protocols and methods for effective collaboration to principals, teachers, and teams. - Share work with subject areas and curriculum committees. - Share work (as appropriate) with representatives of other school libraries and community-based programs. 			Complete May 2016			
<p>Improvement Strategy 3: Implement systematic methods of effective collaboration with teachers, teams, curricular areas, other school libraries and community agencies. Action Steps (Ongoing)</p> <ul style="list-style-type: none"> - Collaborate with classroom teachers to implement systematic collaboration methods determined to be best practice through improvement strategies 1 & 2. - Monitor effectiveness of collaborative models through reflective conversations and surveys focused on collaborative processes. 				Ongoing	Ongoing	

Data to be used to determine whether strategies were deployed with fidelity and to determine progress toward goal.

- Formative data: Notes from site visits and professional development, use of protocols, librarian records, reflective conversations & surveys.
- Benchmark: Multiple entities report increased, stronger and systematic collaboration with District librarians.
- Summative: Analysis of all data collected throughout goal implementation process.

Library Curriculum/Program GOAL 2: Digital Access and Content
Board Strategic Goal Connection: Academic Excellence & Resource Management

<p>Goal 2: Digital Access and Content Librarians will evaluate the District’s current digital content and investigate additional offerings in order to increase accessibility for all learners and to best support the curriculum and our patrons. Board Strategic Themes and Objectives Connections: Academic Excellence: Objective I & IV. Resource Management: Objective I & II.</p>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<p>Improvement Strategy 1: List and evaluate District’s current digital content, platforms and products based on patron use and need. Action Steps (through December 2015)</p> <ul style="list-style-type: none"> - Create a comprehensive inventory of all district-wide digital content offerings, platforms. <ul style="list-style-type: none"> o Inventory what is offered digitally at each school. o Inventory district-wide digital content. - Determine which offerings are paid for by the District. - Determine which offerings are at no cost to the District. - Analyze cost effectiveness based on statistical information of patron use. - Survey patrons to determine need, access and preferred content & platforms. 			Complete by December 2015			Curriculum/Program Review Begins
<p>Improvement Strategy 2: Investigate additional and alternative digital offerings and determine best products and platforms. Action Steps (by December 2016)</p> <ul style="list-style-type: none"> - Explore additional no cost offerings. - Explore additional fee-based offerings. - Attend workshops, conferences and webinars to explore use of and ways to increase access to digital content in school library programs. - Meet with Education Technology Specialists, CTE Coordinator and CIO to analyze and select best options. 				Complete December 2016		
<p>Improvement Strategy 3: Inform and educate patrons on how to access and use digital content, products and platforms. Action Steps (Ongoing)</p> <ul style="list-style-type: none"> - Collaborate with Education Technology Specialists to offer instruction on accessing and using digital content. - Collaborate with public libraries and agencies, as appropriate, to provide workshops for patrons on accessing and using digital content. - Create tutorials for patrons regarding access & use of digital content, products and platforms. 					Ongoing	

Data to be used to determine whether strategies were deployed with fidelity and to determine progress toward goal.

- Formative data: Inventories, statistics on access and use of digital content, patron surveys, additional offerings information, notes from professional development opportunities, agendas and notes from meetings.
- Benchmark: Librarians report greater knowledge of digital offerings in general and will have a comprehensive view of District offerings of digital content. Patrons will report increased access to and use of digital content and tools to enhance achievement.
- Summative: Analysis of all data collected throughout goal implementation process.

Library Curriculum/Program GOAL 3: Curriculum
Board Strategic Goal Connection: Academic Excellence, Teacher/Librarian Excellence & Growth and Development of the Whole Child

<p>Goal 3: Curriculum Librarians will align student outcomes in each curriculum strand (Library Resources, Literature Appreciation & Research) and use lesson study to collaboratively develop and tune lessons tied to outcomes. Board Strategic Themes and Objectives Connections: Academic Excellence: Objectives I, III & IV. Teacher/Librarian Excellence: Objectives I & III. Growth and Development of the Whole Child: Objectives I, II & III</p>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<p>Improvement Strategy 1: Align student outcomes in each strand (Library Resources, Literature Appreciation & Research) vertically. Action Steps (through August 2015)</p> <ul style="list-style-type: none"> - Elementary librarians will work with one another and with focus groups of teachers to review and revise student outcomes in each strand. - Wydown librarian will work with focus groups of teachers and students to review and revise student outcomes in each strand. - Clayton High School librarian will work with focus groups of teachers and students to review and revise student outcomes in each strand. - Librarians will work together to articulate full alignment of student outcomes in each strand (library resources, literature appreciation & research). 		Complete by August 2015				Curriculum/Program Review Begins
<p>Improvement Strategy 2: Map curriculum at each level, match specific outcomes to current lessons, and align lessons to state and national standards. Action Steps (by December 2015)</p> <ul style="list-style-type: none"> - Map curriculum at elementary, middle and high school levels. - Review current lessons and align with student outcomes at all levels. - Evaluate curriculum for gaps in alignment to identify places where lessons need to be developed. 			Complete December 2015			

<p>Improvement Strategy 3: Develop and share lessons and use lesson study/CFG protocols to improve lessons.</p> <p>Action Steps (Ongoing)</p> <ul style="list-style-type: none"> - Work together to develop lessons for “gap” areas. - Meet in lesson study or Critical Friends Group (CFG) to give direct feedback to one another. - Use feedback to make changes to improve lessons 				Ongoing	Ongoing	Curriculum/Program Review Begins
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Data to be used to determine whether strategies were deployed with fidelity and to determine progress toward goal.

- Formative data: Curriculum documents, alignment matrices, curriculum maps, & librarian lesson plans
- Benchmark: Meet action step deadlines for Improvement Strategies 1 & 2.
- Summative: Standardized assessment data (TRAILS, CCSS etc.).

Library Curriculum/Program GOAL 4: Research

Board Strategic Goal Connections: Academic Excellence & Growth and Development of the Whole Child

<p>Goal 4: Research In a collaborative effort with the Social Studies Committee, librarians will design a document that clearly articulates specific research skills (K-12) to be modeled, performed with assistance and performed with proficiency for each grade level. Board Strategic Themes and Objectives Connections: Academic Excellence: Objective I and III. Growth and Development of the Whole Child: Objective I</p>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<p>Improvement Strategy 1: Develop a shared definition of research in the School District of Clayton. Action Steps (through May 2014)</p> <ul style="list-style-type: none"> - Hold joint meetings of Library and Social Studies committees. - Discuss current assignments considered research. - Assess various definitions of research and seek input from other sources. - Facilitate a collective process of defining research expectations. 	Completed November 2013					Curriculum/Program Review Begins
<p>Improvement Strategy 2: Develop a K-12 document with specific skills for research at each grade level. Action Steps (by December 2014)</p> <ul style="list-style-type: none"> - Compile current assignments and required skills. - Analyze overlapping skills and gaps in skill development. - Consider recommendations from universities, CCSS and national associations for research skills. - Collaborate to align research skills. 		Complete December 2014				
<p>Improvement Strategy 3: Apply K-12 document to curriculum content. Action Steps (Ongoing)</p> <ul style="list-style-type: none"> - Share document with teachers, provide for feedback and revision. - Consistently monitor and update document as curriculum changes and requirements are adjusted. 			Ongoing	Ongoing	Ongoing	

Data to be used to determine whether strategies were deployed with fidelity and to determine progress toward goal.

- Formative data: Feedback from teachers and students, teacher observation on skill acquisition and use in previous grades, & amount of library use and quality of research conducted when in use.
- Benchmark: Common assessments, assured experiences and vertical alignment in new assignments created as a result of skill articulation per each grade level.
- Summative: Standardized assessment data (TRAILS, CCSS etc.).

Recommendations and Budgetary Needs

Recommendations for Staffing

- Allow Elementary Library Assistants to spend full day in library, so elementary libraries can stay open throughout the school.
- Do not assign Elementary Librarians supervision duties outside the library, so elementary libraries can stay open throughout the school.
- Consider additional teaching staff (certified teaching interns) at Wydown Middle School and Clayton High School to deal with high volume of patron visits and based on student populations and need.

Recommendations for Collections

- Increase to and maintain library budgets at \$12,000 for each elementary, \$26,000 for Wydown and \$38,000 for Clayton High School for next six years in order to:
 - facilitate the updating of library collections
 - meet the changing needs of the curriculum
 - keep collections up-to-date
 - pay book vendors for MARC records and processing – needed due to loss of District cataloger position
- Charge all patrons (including students, parents, staff, and teachers) for lost items.
- Return money collected for lost items to library budgets, so that money can be used to replace items.

Recommendations to Support Specific Goals and Action Plans

- Collaboration
 - Bring in expert to provide professional development for teacher/librarian teams. Estimated one time cost: \$5000 (speaker fee, transportation, lodging & meals)
 - Purchase texts for book study. Estimated one time cost: \$250 (5 books @ \$50 each)
- Digital Access and Content – no budgetary needs anticipated at this time.
- Curriculum
 - Four days paid summer curriculum writing for each librarian. Estimated one time cost \$2,400 (\$25 per hour x 6 hours each day x 4 days x 4 librarians)
- Research
 - Two days paid summer curriculum writing for each librarian. Estimated one time cost \$1,200 (\$25 per hour x 6 hours each day x 2 days x 4 librarians)
 - Purchase texts for book study. Estimated one time cost: \$250 (5 books @ \$50 each)
- In Support of All Goal Areas
 - Professional Development for each librarian in one or more goal area, to be approved by Coordinator, Principal and Assistant Superintendent for Teaching and Learning. Estimated cost \$10,000 per year (\$2,000 per librarian x 5 librarians)

SCHOOL DISTRICT OF CLAYTON
5YR FINANCIALS - LIBRARY
Report dates 07/01/2009 - thru - 06/30/2014

DESCRIPTION	ACTUAL EXPEND 09-10	ACTUAL EXPEND 10-11	ACTUAL EXPEND 11-12	ACTUAL EXPEND 12-13	ACTUAL EXPEND 13-14	CURRENT BUDGET 13-14
RMC/LIBRARY SUPPLY	233.53	648.13	710.30	569.89	901.77	700.00
RMC/LIBRARY BOOKS	3,682.38	5,167.66	5,786.11	5,326.21	5,417.86	5,900.00
RMC/LIBRARY PERIODICAL-SUB	1,377.40	1,315.05	1,033.32	965.11	0.00	400.00
SUBTOTAL	5,293.31	7,130.84	7,529.73	6,861.21	6,319.63	7,000.00
GLE/LIBRARY MISC MATERIAL	911.85	2,377.13	2,426.32	1,515.28	918.58	1,000.00
GLE/LIBRARY BOOKS	8,567.70	6,457.74	5,946.24	7,980.21	8,958.36	9,400.00
GLE/LIBRARY PERIODICAL-SUB	1,845.46	1,518.81	1,889.21	904.73	988.22	1,000.00
SUBTOTAL	11,325.01	10,353.68	10,261.77	10,400.22	10,865.16	11,400.00
MER/LIBRARY SUPPLY	549.97	1,615.06	444.29	1,345.61	389.28	1,350.00
MER/LIBRARY BOOKS	4,718.44	5,256.93	7,088.43	4,222.22	3,040.53	3,850.00
MER/LIBRARY VIDEOS	0.00	0.00	0.00	0.00	0.00	0.00
MER/LIBRARY PERIODICAL-SUB	701.20	1,014.56	1,280.84	1,029.66	892.53	970.00
SUBTOTAL	5,969.61	7,886.55	8,813.56	6,597.49	4,322.34	6,170.00
WMS/LIBRARY MEDIA SERVICES	740.00	740.00	652.50	408.37	0.00	500.00
WMS/LIBRARY SUPPLY	11,453.97	7,788.03	6,370.13	11,265.89	1,102.11	8,000.00
WMS/LIBRARY PRT. SUP.	44.41	603.13	62.32	191.84	40.14	250.00
WMS/LIBRARY BOOKS	15,207.27	18,941.46	10,147.83	13,137.20	8,112.93	16,800.00
WMS/LIBRARY PERIODICAL-SUB	1,339.50	1,547.85	1,537.26	1,341.65	1,367.52	1,600.00
SUBTOTAL	28,785.15	29,620.47	18,770.04	26,344.95	10,622.70	27,150.00
CHS/LIBRARY/EQUIPMENT REPAIR	522.26	471.24	0.00	0.00	714.28	430.00
CHS/LIBRARY/COPIER MAINTENANCE	246.87	247.32	247.29	324.30	401.28	400.00
CHS/LIBRARY/SUPPLY	6,365.63	4,513.11	4,589.78	3,362.61	1,315.12	3,000.00
CHS/LIBRARY/DURABLE SUPPLY	0.00	539.99	1,497.00	2,025.30	0.00	1,500.00
CHS/LIBRARY/SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00
CHS/LIBRARY/BOOKS	13,006.64	11,336.32	12,919.06	11,224.30	10,297.25	11,600.00
CHS/LIBRARY/RBD.RPL.LIB.BK	0.00	0.00	0.00	0.00	0.00	0.00
CHS/LIBRARY/FILMS-RECORDS	553.75	78.97	510.75	206.30	0.00	400.00
CHS/LIBRARY/PERIODICAL-SUB	2,880.32	2,599.28	2,459.86	2,530.93	1,764.98	2,000.00
CHS/LIBRARY/DATA BASE SUB	12,961.45	13,096.43	16,113.42	10,547.22	13,292.50	13,000.00
CHS/LIBRARY/COPIER	1,266.12	1,266.12	1,266.10	980.60	834.12	830.00
CHS/LIBRARY/EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	37,803.04	34,148.78	39,603.26	31,201.56	28,619.53	33,160.00
LIBRARY COORD/PURCH SERV	852.15	4,707.24	2,893.36	3,245.40	2,489.40	4,800.00
LIBRARY COORD/EQUIPMENT REPAIR	0.00	0.00	0.00	0.00	0.00	0.00
LIBRARY COORD/SUPPLY	2,298.71	3,138.78	1,697.08	4,042.94	0.00	3,000.00
LIBRARY COORD/PROF LIB BOOKS	3,963.46	382.50	2,059.18	558.80	0.00	0.00

SCHOOL DISTRICT OF CLAYTON
 5YR FINANCIALS - LIBRARY
 Report dates 07/01/2009 - thru - 06/30/2014

DESCRIPTION	ACTUAL EXPEND 09-10	ACTUAL EXPEND 10-11	ACTUAL EXPEND 11-12	ACTUAL EXPEND 12-13	ACTUAL EXPEND 13-14	CURRENT BUDGET 13-14
LIBRARY COORD/PERIODICALS	100.00	125.00	245.00	500.00	0.00	0.00
LIBRARY COORD/EQUIPMENT	0.00	0.00	1,290.00	0.00	0.00	0.00
SUBTOTAL	7,214.32	8,353.52	8,184.62	8,347.14	2,489.40	7,800.00
TOTAL	96,390.44	97,493.84	93,162.98	89,752.57	63,238.76	92,680.00

Conclusion

We are thankful for the support of our communities, and the updated spaces provided by the community and the District are both beautiful and functional. As noted throughout this report we have made strides in many areas of instruction with our students and have built excellent collaborative relationships with the social studies committee and the St. Louis County library. Over the next several years, we look forward to achieving our stated goals. We shall seek feedback from our committee members, patrons and administrators along the way to help us in our endeavor to continuously improve the services, collections and instruction provided to our patrons. We thank Dr. Wilkinson, Dr. Garganigo, Dr. Batenhorst and the Board of Education for your guidance through our self-study and the goal setting process. We appreciate your on-going support of the libraries in the School District of Clayton.

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Annotated Bibliography

Lance, Keith Curry, and Linda Hofschire. "Something to Shout About: New Research Shows That More Librarians Mean Higher Reading Scores." *School Library Journal* (2011): Print.

Lance and Hofschire led an extensive study on the correlation of cutting or reducing certified library media specialists in schools with lower student performance on standardized tests. In many cases, fewer librarians meant lower performance, or a slower rise in scores, on standardized tests, particularly reading scores. Using data from the *National Center for Education Statistics*, Lance and Hofschire were able to document the impact of school library cuts on fourth-grade reading scores from 2004-2009 which showed that fewer librarians meant lower performance on standardized tests. Their findings showed 19 of the 26 states that gained librarians saw an average 2.2 percent rise in their *National Assessment of Educational Progress* fourth-grade reading scores. The study also noted that having a school librarian improved the performance of all groups of students, citing such variables as race, poverty, ethnicity and language. Many teachers and librarians noted these students benefit academically and emotionally from the community of a school library and the support of a school library media specialist.

This article is an important look at how school libraries impact students' academic performance, as well as provide community and a sense of belonging to all students. A school with a vibrant library that employs a full-time certified librarian means students have access and guidance to the tools and skills that help them improve their academic performance, emotional and social well being.

Quinlan, Maureen. "Libraries in Schools Keeping up with the Times." *Boston Globe* 1 Apr. 2012: Print.

School libraries have grown from a repository of books to creative, innovative and lively learning spaces in schools. Susan Ballard, president of the American Association of School Librarians, explained that school libraries have "morphed into a hybrid model" where librarians incorporate a variety of technology, tools and resources into their collection and teaching, enabling them to reach a diverse population of learners. School librarians support, collaborate and enhance what is happening in the classroom. The new librarian also teaches students to understand the concept of digital citizenship: how to find reliable, relevant information, evaluate and interact with it. School libraries are multifunctional spaces that energize the school, unite a community and aid in creativity and innovation.

It's important for us to realize how much school libraries have changed with technological advances and the information explosion. School libraries have become a more dynamic space where librarians roles are multifaceted, much of the time spent collaborating with teachers, teaching and guiding students in their search for information through the use of a variety of resources and tools. We now teach them how to find, process and evaluate information, while also continuing reader's advocacy in new and exciting formats.

Cooper, O., and M. Bray. "School Library Media Specialist Teacher Collaboration Characteristics, Challenges Opportunities." *Techtrends* 55.4 (2011): 48-54. Print.

This article investigates the role that collaboration plays in the success of the library media specialists. Through collaboration with teachers and active support by administration, the roles of the library media specialist as an instructional partner and information specialist is highlighted in addition to the better-known administrative roles that people in the position perform.

In the article, true collaboration is defined as teachers and library media specialists working together to identify student needs regarding accessing, evaluating, interpreting, and applying information. During collaboration, they plan where and when skills will be taught and what content it will be connected to. Finally, they co-teach when skills are needed and use both formative and summative assessments.

For those areas where there is resistance to collaboration, finding willing collaborators and highlighting services provided often results in increased opportunities for the library media specialist. He should use departmental, grade level, and leadership meetings to promote these successful collaborations to increase and develop relationships with teachers.

The increased use of technology in research provides opportunities to collaborate with those in charge of technology as well, but the article points out that there shouldn't be a clear division of teaching between content, information literacy skills, and technology skills. Instead, co-teaching should allow for responsibilities for teaching across the board between individuals, although roles may shift throughout co-taught lessons.

The article acknowledges that many school library programs are being staffed by less people and those individuals are being asked to do more. The article promotes creative thinking in dealing with certain tasks, being upfront during collaboration about available scheduling because of required tasks as well as the limitations of scheduling that may come along with a fixed schedule. It also states that the fundamental purpose behind collaboration and ways of reaching those goals should be prioritized over other tasks because of its direct impact on instruction.

Finally, and most importantly, the article emphasizes that collaboration should lead to "more measurable student learning" and should not be done for simply the sake of collaboration. It is with this lens that collaboration must be evaluated on a regular basis to maintain and increase its effectiveness.

Henry, R. "The Embedded Librarian for K-12 Schools." *Library Media Connections* 31.4 (2013): 22-23. Print.

This brief article focuses on differentiating the model of "embedded librarian" and "liaison librarian". The model of embedded librarian was first found in medical libraries and later university libraries. The article later focuses on how it can be translated into a K-12 library setting. The liaison librarian is the model most often seen in K-12 libraries today. In this model, the librarian offers services to departments or grade levels based on the librarian's expertise. Examples of librarian tasks include Information literacy instruction and management of materials and resources. While the tasks are worthwhile, the article states these tasks limit the full potential of the librarian.

The embedded librarian differs mainly in “depth of service”. By actually embedding or immersing oneself into a department or grade level, opportunities increase for services such as utilizing library resources or information literacy skill instruction.

To achieve the model of embedded librarian, the author states that tasks performed as a liaison librarian will have to be scaled down. In addition, the author advises targeting a department, grade level, or group of teachers where success is more likely.

As a librarian, one should be ready to advertise their skill set. This means being aware of what is being taught, attending meetings where you can advertise library offerings, getting out of the library and into the classroom, and utilizing online resources for quick access by you and others.

In addition, the author suggests keeping administration aware of the vision of the embedded librarian. Notes and evidence of the results should be used to share with others, as well as assist in evaluating work and adjusting priorities.

Finally, the author shares key stages in taking on the embedded librarian model. The first phase entails making people aware of the change, attending meetings, and building relationships. Phase two is making those targeted individuals aware of the library offerings. Offerings and benefit to the overall instruction should be clearly stated. The third stage is implementation of the instruction to the students. In the fourth stage the librarian plans specific courses with the teachers and is directly involved in classes. The final phase is described as “information competency” where information literacy skills and instruction by the librarian is fully integrated into overall instruction and assessment of these skills is collaboratively done by the librarian and teacher.

This information is important to us as we continue to explore new ways to collaborate with teachers and support the curriculum needs of our student patrons.

Lehman, Christopher. *Energize Research Reading & Writing: Fresh Strategies to Spark Interest, Develop Independence, and Meet Key Common Core Standards, Grades 4-8*. Portsmouth, NH: Heinemann, 2012. Print.

In this 2012 book for educators, classroom teacher and literacy coach Christopher Lehman describes a set of research and writing strategies that support 4th– 8th Common Core Standards (CCSS) for grade level research. His ideas can be used to build complete plans for research projects or as a reference to align individual research skills to CCSS. Strategies are helpful for classroom teachers looking to energize nonfiction reading and writing and helpful for librarians who wish to use samples during long-range research projects that students need to develop independence and become engaged researchers.

This book offers “At-a-glance guides” which differentiate instruction for emerging to experienced learners for the following skills, selecting a final topic, evaluating resources, taking notes, revising notes, using nonfiction text features and images, and citing sources. Also included are charts in the appendix that correlate reading and writing standards to the Common

Core State Standards. These resources are valuable when designing purposeful lessons that address all learners.

Collier Kuhlthau, Carol. "Guided Inquiry: School Libraries in the 21st Century." *School Libraries Worldwide* (2010): Print.

This article introduces Guided Inquiry as a learning process that equips students with the competencies needed to address the challenges of a changing world. Today's school libraries are dynamic learning centers and librarians are primary agents for designing schools for the 21st century learners. Sometimes community members believe that once their school has internet connections in the classroom, this is all that is required to become a 21st century learning space. While schools have mobile devices and Web 2.0 tools, schools need to move beyond teaching "how to use" the tools to teaching "how the technology can be used" for creativity and enlightenment. For instance, learning to create a PowerPoint is easy. Learning to express complex ideas through a series of visuals is more difficult but a more valuable competency.

Inquiry is a research approach to learning new skills and knowledge. Inquiry is guided by an instructional team and asks students to consider a "question or problem" that requires extensive investigation by the student. Teachers cannot do this process alone and classroom teachers feel pressed to meet curriculum standards and prepare for standardized tests. School librarians enable students to learn through vast resources and communication channels. Librarians have the expertise in how to locate, evaluate and use information.

An important fundamental to Guided Inquiry is creating learning connections that link a students' world to the curriculum. There are five types of learning accomplished through Guided Inquiry that include Information Literacy, Learning how to Learn, Curriculum Content, Literacy Competence, and Social Skills. It is recommended that primary grades explore the first three stages of inquiry: initiating, selecting and exploring, while upper elementary and middle school students work through all of the stages including formulation, collection, and presentation.

The theme for a recent international school conference in Padua, Italy was: "Preparing Pupils for the Future." Teachers cannot do this alone. School libraries are definitely vital partners in enabling students to learn through vast resources and multiple communication channels.