

New Iowa Standards for Library Media Programs

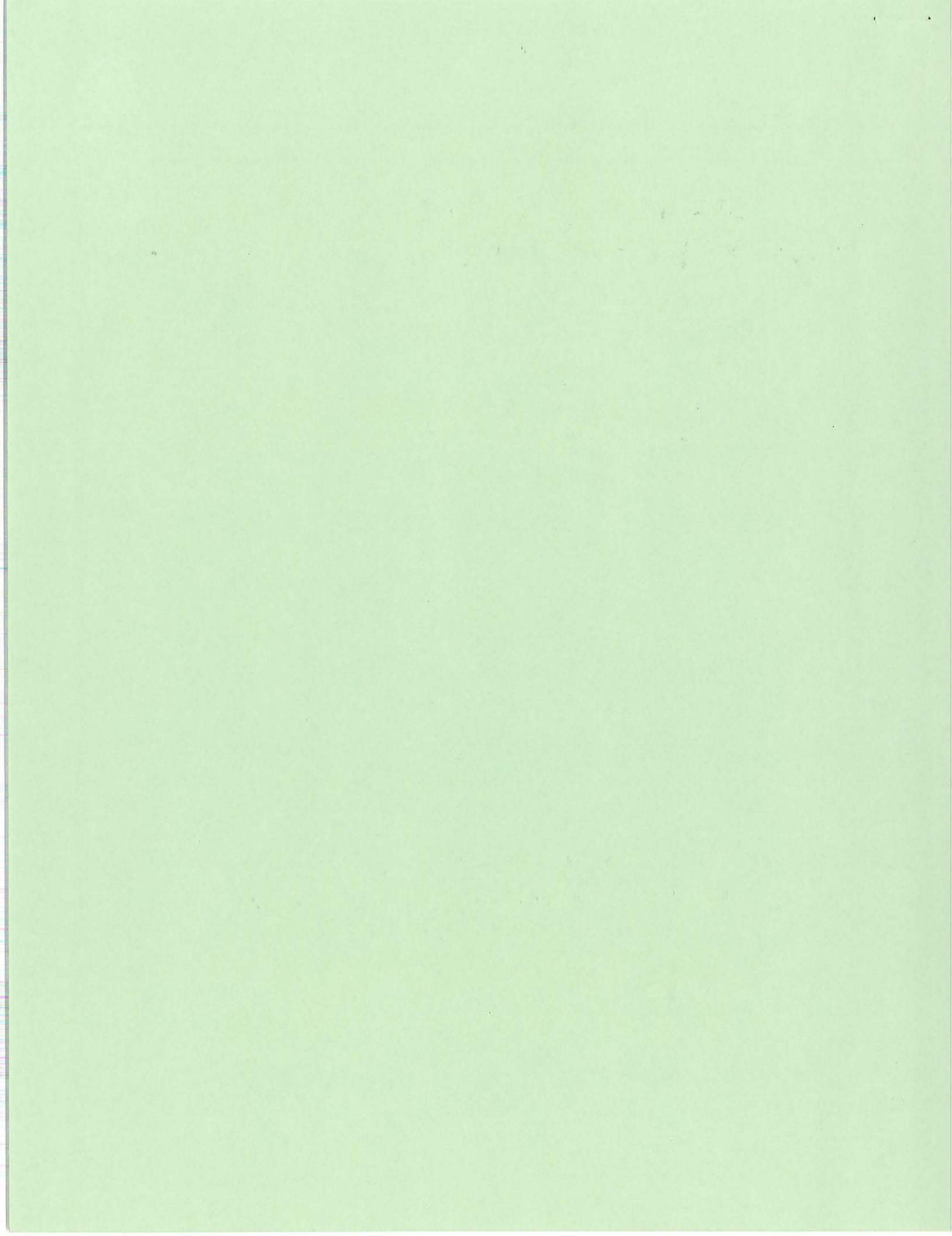
Ideas for Implementation

Betty Jo Buckingham

**State of Iowa
DEPARTMENT OF EDUCATION**

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**NEW IOWA STANDARDS
FOR LIBRARY MEDIA PROGRAMS**

IDEAS FOR IMPLEMENTATION

By

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State of Iowa
DEPARTMENT OF EDUCATION
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INTRODUCTION

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

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

Information Power: Guidelines for School Library Media Programs, Prepared by American Association of School Librarians and Association for Educational Communications and Technology (AECT) and published by American Library Association and AECT, 1988.

This is a significant period in the development of school library media programs. The American Association of School Librarians and the Association for Educational Communication and Technology have just published Information Power, Guidelines for School Library Media Programs. A statewide committee is working with Betty Jo Buckingham of the Iowa Department of Education on a revision of the Plan for Progress in the Media Center series which will incorporate the K-6, 7-12, Facilities and District and AEA manuals. This should be published in 1989 or 1990. Now, the Department has adopted new school standards, which have the potential for stimulating marked changes in library media programs and has published New Standards for Iowa Schools; Guidelines for Interpretation, prepared by the Bureau of School Administration and Accreditation (Department of Education, October 1988)

This document - New Iowa Standards for Library Media Programs: Ideas for Implementation - is offered in response to numerous questions about those new standards for Iowa schools which will be effective July 1, 1989. It addresses only those specific standards which appear to most nearly concern library media programs for local schools. Basically, there are four sections to this publication. PART I (white pages) gives the ACTUAL RULES for school media programs, and offers a summary of the rules for school media programs prepared by Betty Jo Buckingham. PART II (blue

pages) offers the RECOMMENDATIONS of the Area Education Agency Media Center State Advisory Committee in regard to the standards for school media programs, and brief comments on the related standards, "Technology in the Curriculum," and "Curriculum Development, Review, and Refinement." PART III (pink pages) is the actual standards or rules and the related statements from New Standards for Iowa's Schools, Guidelines for Interpretation - THE OFFICIAL DOCUMENT ON THE STANDARDS - relating to school media, to technology, and to curriculum development. PART IV (green pages) is an appendix containing examples of policy statements, Section A; a review of the "Certification Rules for School Library Media Specialists", Section B; a summary of "Requirements for Adding K-6 or 7-12 School Media Endorsements to Currently Held Teacher Librarian Approval," Section C; and a brief bibliography of helpful titles, Section D.

The author wishes to acknowledge the contributions, direction, and support of Kathy Collins, Administrative Consultant-Legal and Personnel Liaison; Orrin Nearhoof, Chief, Bureau of Teacher Education and Certification; all of the School Administration and Accreditation Consultants, especially Barbara Wickless and James Tyson who assisted in editing the draft document; A. John Martin, Chief, Bureau of Instruction and Curriculum and Susan J. Donielson, Administrator, Division of Instructional Services.

**NEW IOWA STANDARDS
FOR LIBRARY MEDIA PROGRAM**

Part I: What the Rules Say

The new standards for Iowa Schools will be effective at different times. Those relating to school media programs will become effective July 1, 1990 with school systems able to seek a waiver until July 1, 1991.

The actual school media center rule from the School Standards reads as follows:

12.5(22). SCHOOL MEDIA CENTER AND REQUIRED STAFF. The board shall establish and operate a media service program to support the total curriculum. Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center. The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests. The budget for each media center shall include funds for replacing and updating materials.

Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators. A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty. Each media center shall be accessible to students throughout the school day. The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

The rule for school media programs is repeated and the official interpretation is given in Part III (pink pages).

THE OLD RULE WHICH IS STILL IN EFFECT UNTIL 1990 requires a school media center and a school media specialist for each school serving any of grades 7-12 except K-8 elementary schools. That rule also requires a multi media collection, organized by an accepted system, and some funding, for a professional library.

In contrast, the new rule will include the following requirements:

1. Board will operate a media services program to support the total curriculum.
2. Each attendance center shall have a media center. Exception: attendance centers sharing a physical facility could have a single center.

3. The school board is to have a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The procedure would include selection criteria and procedures for library materials and for texts.
 - * The rule indicates that a policy for replacement programs or cycles is to be adopted for both library and instructional materials.
 - * It states that a policy for acceptance of gifts shall be adopted and followed.
 - * It indicates that replacement includes weeding, which is to follow adopted criteria and process.
 - * And, it requires policy and process to guide handling of challenges to either library or classroom material.
4. Each media center is to have a budget which includes funds for updating and replacing materials. This is related to the replacement cycle and the weeding mentioned earlier. The budget should include the weeding and replacement program so materials and equipment do not continue to age or so shelves don't become bare.
5. Each center will be supervised by a qualified school media specialist. This specialist is to be available to work with students, teachers and administrators.
6. A full range of information sources, associated equipment, and services from the media center staff shall be available to students and faculty. While no interpretation of "full range" has been developed, both print and nonprint materials must be available in addition to the equipment to use the materials.
7. Each center will have to be accessible throughout the school day. It must be available to students and faculty, as individuals or classes, to serve their needs for a media program
8. The rule requires that every school or school district shall develop and implement a curriculum guide covering all grade levels to teach and reinforce information and library media skills. Further, this curriculum is to be integrated with classroom instruction. This should fit into overall district or school plan for curriculum development, review and refinement and the delivery of the identified curriculum, 12.5(14).

Part II: IDEAS FOR IMPLEMENTATION;

HOW TO USE THE STANDARDS

TO GUIDE A LIBRARY MEDIA PROGRAM, A RECOMMENDATION

The Area Education Agency Media Center State Advisory Committee, an advisory committee related to the Instruction and Curriculum Bureau of the State Department of Education, which includes school media specialists from local schools, districts, AEAs and higher education in addition to teachers and administrators, offers the following recommendations for implementation of the school media standards for school districts, administrators and library media personnel interested in moving toward optimum implementation of the standard [12.5(22)] or in developing a quality library media program.

12.5(22). The board shall establish and operate a media services program to support the total curriculum. . . :

The Advisory Committee RECOMMENDS a written mission statement, goals and objectives for the library media program that relate to the district's mission, goals and objectives.

It recommends facilities, personnel, media collection, and budget to conduct a program.

12.5(22). . . Each attendance center shall have a media center, except that attendance centers sharing a physical facility could have a single media center. . . :

The Advisory Committee RECOMMENDS that at least enough space should be allocated for the library media center reading-listening-viewing room for the largest class, plus 5 percent of building enrollment.

It also recommends that there be enough space for production, processing, storage of materials and equipment, and work stations for staff.

The Advisory Committee recommends that the center should be accessible to handicapped students. Federal Law [Section 504, Rehabilitation Act, 1973] requires that all programs and services be accessible to persons with disabilities.

If two levels or schools (attendance centers) share a building and school media center, the State AEAMC Advisory Committee recommends some physical division of seating and collections. Age appropriate furniture is also recommended.

The Committee recommends that the space be adequate enough and flexible enough to provide for varied small group/large group activities to fit the curriculum and goals of the school or school district.

It recommends that the center provide for utilization of current technology, e.g. computer and video.

The Advisory Committee recommends that alternative schools and special education schools also be considered as attendance centers whether operated by schools, school districts or AEA's.

12.5(22). . . The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum units and individual interests. . . :

Within the board adopted policy and procedures the Committee RECOMMENDS that there should be identifiable sections dealing with selection, replacement, gift acceptance, weeding, copyright and reconsideration of school library media center and text materials. These should include selection criteria fostering a nonsexist, multicultural approach to collection development and textbook adoption. Selection decisions for media center materials are a cooperative activity between media specialist and teachers.

12.5(22). . . The budget for each school media center shall include funds for replacing and updating materials. . . :

The Advisory Committee RECOMMENDS that the board adopt a replacement program for materials based upon consideration of department recommendations. The budget for replacement and update should provide funds for books, reference materials, periodicals, audiovisual materials, equipment and supplies. Replacement criteria should include consideration of currency of subject content, relevance to curriculum and student interests, and physical condition of the materials.

A random sample of either the collection or the circulation records indicating last checkout and publication date would indicate implementation of the weeding policy. Annual reports should indicate items added and items withdrawn. It is recommended that a minimum of 5 percent be weeded and a minimum of 5 percent added in elementary, middle and junior high school centers and a minimum of 3 percent each in high school libraries. Higher percentages of up to 10 percent are encouraged.

12.5(22). . . Each media center shall be supervised by a qualified school media specialist or librarian who works with students, teachers, and administrators. . . :

- A. The Committee RECOMMENDS that a qualified media specialist hold the appropriate certificate and endorsement as defined in Certification Rules.

B. The Advisory Committee offers the following representative suggestions for working with students, teachers and administrators.

1. Works with students:

- o Implementation would be indicated by documented usage of school media center by individual students and classes when library media specialist is in attendance.
- o Contact time - face to face between students and media specialist.
- o Information skills and appreciation taught by school media specialist as defined by district scope and sequence in team with teachers.

2. Works with teachers:

- o Meets and communicates with teacher on regular basis to plan effective use of media center and materials.
- o Cooperatively selects and supplies materials for preplanned teaching units.
- o Cooperatively teaches appropriate library media and study skills.
- o Provides inservice to teachers programming related to library media services.
- o Prepares bibliographies.
- o Serves on curriculum committees -- especially those considering new text adoptions.
- o Preview materials.
- o Seeks teacher involvement in materials selection.
- o Catalogs or indexes all materials so that materials are easily accessible.
- o Provides collection of professional materials.
- o Serves as liaison with community information sources.
- o Provides contacts for various information networks.

3. Works with Administrators:

- o Prepares reports of appropriate library media center information.
- o Plans for effective use of library media centers.
- o Prepares library media center policy and procedure manual.
- o Prepares budget requests.
- o Prepares and forwards purchase requests for expenditure of library media budgeted funds.
- o Plans for and expends special funds, such as Chapter II.
- o Develops and uses appropriate instruments for the evaluation of media center program and specialists.
- o Plans for public relations -- marketing campaign.
- o Attends professional meetings.
- o Supervises and evaluates library media center clerks/aides, student assistance, and volunteers.
- o Controls and completes inventory of all learning materials and equipment.
- o Plans and evaluates facilities.

- C. The Advisory Committee RECOMMENDS that there be a minimum of 0.5 FTE professional media specialists per center, or 1.0 FTE per district, whichever is the larger number of professional media staff with a ratio as follows:

| RECOMMENDED STAFFING PATTERNS | | |
|-------------------------------|-------------------------------|--------------------------|
| <u>No. of Students</u> | <u>FTE Certificated Staff</u> | <u>FTE Support Staff</u> |
| up to 250 | 0.5 | 1.0 |
| 251- 500 | 1.0 | 1.0 |
| 501- 750 | 1.0 | 2.0 |
| 751-1000 | 1.5 | 2.0 |
| 1001-1250 | 1.5 | 3.0 |
| 1251-1500 | 2.0 | 3.0 |
| 1501-1750 | 2.0 | 3.5 |
| 1751-2000 | 2.5 | 3.5 |
| 2001 and up | 2.5 | 4.0 |

The Committee also RECOMMENDS that there should be a minimum of 1.0 FTE support staff per center.

12.5(22). . . A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty. . . :

Plan for Progress, Phase I (latest edition) is RECOMMENDED to determine whether schools meet criteria. Phase I of Plan for Progress is the basic or first recommendation for building library media programs, not a part of the teacher incentive program.

12.5(22). . . Each media center shall be accessible to students throughout the school day. . . :

The Committee RECOMMENDS that the school day be interpreted as the hours professional staff are required to be present, including the lunch period. To meet this criteria, the library media center should be open with appropriate adult staff for those hours. Accessibility is also related to a flexible school program which allows students to come to the library media center throughout the day on an individual need basis.

12.5(22). . . The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction. . . :

The Advisory Committee RECOMMENDS that the school or school district base its curriculum guide on model guidelines such as the proposed State K-12 integrated library media skills curriculum model.

It is RECOMMENDED that subject area curriculum guides incorporate the appropriate skills, providing for reinforcement related to the curriculum.

The Committee RECOMMENDS that the following categories of skills and attitudes be included:

- A. Identifying, locating, and gaining access to information and ideas in a variety of materials or sources. Representative skills might include:
 - 1. Realizing when information is needed.
 - 2. Finding physical location of materials in media center.
 - 3. Using catalogs, indexes, or bibliographies for identifying and locating materials.
 - 4. Using appropriate manual and/or electronic search strategies.
 - 5. Securing information or materials from non-school sources.

6. Identifying and using specific parts of materials, e.g., tables of contents, indexes, for locating information.
 7. Operating hardware or equipment necessary for accessing information in materials.
- B. Evaluating information found in a variety of materials or sources. Representative skills might include:
1. Analyzing messages conveyed in print, audio, or visual materials.
 2. Recognizing bias or prejudices in messages.
 3. Recognizing major arguments and supporting evidence.
 4. Identifying theme, plot, setting, characterization, etc.
 5. Selecting information that matches information need.
- C. Using information to communicate ideas or results of investigations to a variety of audiences. Representative skills might include:
1. Participating in book discussions, creative dramatics, puppet plays, etc.
 2. Producing materials, e.g., written projects, photographs, videotapes, books, drawings, etc.
- D. Acquiring attitudes about locating, evaluating, and using information. Representative attitudes might be:
1. Recognizing the value of information to the individual and to society.
 2. Understanding the rights and responsibilities of individuals and society.
 3. Recognizing the value of each medium and its unique features for communication of ideas and information.

The Advisory Committee RECOMMENDS that instruction would be joint responsibility of librarian and teacher(s).

* * * * *

TECHNOLOGY AND THE SCHOOL LIBRARY MEDIA CENTER

While many other parts of the School Standards will impact library media programs, the standard regarding "Technology in the Curriculum" may be most nearly related because of the key role played by school media centers and school media specialists in the area of technology.

The rules require a board adopted "plan for the efficient and effective use of technology in the instructional program." The plan itself is to provide for "understanding and use of current technology by

staff and students" and review of the use "of technology as a teaching tool." It is recommended that the library media specialist be involved in both planning and implementation of the plan.

"DE Quick Note #11, Library Media Centers and Microcomputers" discusses the need for planning for that particular medium, suggests major goals and proposes a pattern for provision of services. The Plan for Progress in the Media Center series addresses the relation of the school media program and personnel with the total technology scene.

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CURRICULUM DEVELOPMENT AND THE SCHOOL LIBRARY MEDIA PROGRAM

The entire curriculum is closely related to the library media program which serves as the base and laboratory for fostering independent learning and thinking in students in all subject areas. The rule related to Curriculum Development impacts the Library Media Program and is impacted by it. It, therefore, deserves close consideration when library media programs are being planned.

Since "each curriculum area shall have goals; suggested instructional activities, materials and content; and expected student outcomes for each level of instruction," and since curriculum development must include attention "to interdisciplinary teaching of higher order thinking skills, learning skills and communication skills," [12.5(14)] the library media specialist would be a vital component to curriculum development whether overall or by subject or level. This is reinforced by the library media standard which calls for a curriculum guide for "information search and media skills integrated with classroom instruction."

* * * * *

PART III: THE RULES AND THE OFFICIAL INTERPRETATION

The Bureau of School Administration and Accreditation of the Department of Education has prepared a publication titled New Standards for Iowa's Schools; Guidelines for Interpretation, published in October, 1988, and distributed to all school district superintendents. For each rule area this document presents the rule, a "Comment," "Examples of Documentation," and "Questions and Answers."

A. SCHOOL MEDIA CENTER RULE

The actual school media center rule from the School Standards reads as follows:

12.5(22). SCHOOL MEDIA CENTER AND REQUIRED STAFF. The board shall establish and operate a media service program to support the total curriculum. Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center. The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests. The budget for each media center shall include funds for replacing and updating materials.

Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators. A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty. Each media center shall be accessible to students throughout the school day. The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

The "comments," etc., relating to rule 12.5(22), and published in New Standards for Iowa's Schools; Guidelines for Interpretation, are also reproduced here for convenience. School media specialists interested in seeing the entire document should contact their superintendents or administrators.

COMMENT:

Creation of a media center to support the curriculum is necessary for each school. Housing materials and equipment is only the beginning of properly serving needs of students. If they are to develop the skills needed in retrieval of knowledge, a program of instruction should be offered and taught.

EXAMPLES OF DOCUMENTATION:

Personnel file containing current certificate or a statement of professional recognition for all certificated media personnel
Board Policy
Board Procedures
Media Center(s)

QUESTIONS AND ANSWERS

1. When is the media center required to be accessible for student use?
Throughout the school day.
2. Can the Media Center be used for regularly scheduled classes?
Yes, as long as the Media Center remains accessible to all students.
3. Will a librarian with a 34 endorsement suffice for a media specialist?
Yes.
4. When does this standard take effect?
Language included in Senate File 2278 enacted during the 1988 legislative session delays the effective date to July 1, 1990, and provides for a one-year waiver to July 1, 1991. The request for waiver must be made to the Department of Education by January 1, 1990, for the 1990-91 school year.
5. If a building houses grades K-12 with one media center for all students, must the media specialist have a K-12 endorsement?
Yes.

B. TECHNOLOGY IN THE CURRICULUM

The rule and interpretation for Technology are as follows:

TECHNOLOGY IN THE CURRICULUM

12.5(10) TECHNOLOGY IN THE CURRICULUM. The Board shall adopt a plan for the efficient and effective use of technology in the instructional program. The plan shall provide for the understanding and use of current technology by staff and students and shall include a procedure to review the district's utilization of technology as a teaching and learning tool.

COMMENT:

Schools need to keep abreast of changes which affect delivery of the educational program. A plan which addresses a school's reaction to and use of new technology contributes to a more efficient and current educational program.

DEFINITION OF TERMS:

Technology. Applied science; improvements in technical processes that increase productivity of machines and eliminate manual processes.

EXAMPLES OF DOCUMENTATION:

Board adopted plan for the use of technology in the educational program.

QUESTIONS AND ANSWERS:

1. Could computer education and usage be included in the plan required by this standard?
Yes.
2. Does this standard apply to nonpublic schools?
Yes.

C. CURRICULUM DEVELOPMENT, REVIEW, AND REFINEMENT

The rule and interpretation for Curriculum Development, Review and Refinement are as follows:

12.5(14) CURRICULUM DEVELOPMENT, REVIEW AND REFINEMENT. The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. Each curriculum area shall have goals; suggested instructional activities, materials, and content; and expected student outcomes for each level of instruction. The policy shall identify valid, bias-free student assessment procedures and the process for monitoring student progress.

This policy shall include procedures and timelines for reviewing each instructional program, with attention given to interdisciplinary teaching of higher order thinking skills, learning skills, and communication skills.

COMMENT:

Curriculum development is not merely an event, but is an ongoing, systematic process. Districts should implement a master cycle

which ensures emphasis in all subject areas of the total school program.

A timeline which indicates the sequence of subject area emphasis, as well as a description of strategies for achieving each phase of the cycle, comprises the master cycle. Common phases of a cycle include research, development and adoption, implementation, refinement, and evaluation.

DEFINITION OF TERMS:

Curriculum. All pupil experiences that take place under the guidance of the school. It describes both the school experiences of an individual pupil and the arrangement of a cluster of courses to be taken by groups of pupils having a common objective. (Subrule 12.4(17)).

Curriculum goals. Expected outcomes of the educational delivery system.

Higher order thinking. Goal-directed, multi-step, strategic process such as desinging, decision making, and problem solving; critical thinking behaviors that involve reorganizing in meaningful ways academic content and general knowledge; creative thinking behaviors using general and reorganized knowledge to generate new knowledge.

Learning. Behaviors leading to the successful attainment of a variety of simple to complex academic tasks, e.g., selv evaluation; goal setting; time management; monitoring attitudes; motivation; locating, receiving and selectinf information; memory training.

Student assessment procedures. Methods used to determine student abilities, aptitudes and academic progress.

Student outcomes. Consequences of planned learning experiences of the student.

Student progress. Verified completion of curriculum goals.

EXAMPLES OF DOCUMENTATION:

Board policy outlining procedures and timelines for developing, implementing, and evaluating curriculum and student progress.

Written curriculum guides for each subject area.

QUESTIONS AND ANSWERS:

1. Must curriculum guides be written or in the process of being written for each pupil experience area? Yes.
2. Does student assessment need to be limited to paper/pencil assessments and/or standardized tests? No (Code reference 280.18) The periodic assessment used by a school district to determine whether its student achievement goals have been met shall use various measures for determination, of which standardized tests may be one.



PART IV: APPENDIX
A. SUGGESTED POLICY STATEMENTS
TO ASSIST WITH IMPLEMENTATION
OF

SCHOOL STANDARDS FOR SCHOOL LIBRARY MEDIA PROGRAMS

Several policy and/or procedure statements are mandated or implied in the Standards for Iowa Schools, Section 12.5(22) which states in part that "The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding and reconsideration of school media center and text materials. . . Each media center shall be accessible to students throughout the school day". In addition, the federal copyright law, Title 17, U.S. Code, Section 101-810, limits duplication of copyrighted materials. Some policy models are already available from the Department and some assistance is available in the Iowa Association of School Boards' publication, IASB Educational Standards Policy Development Committee Reference Policies. This Appendix entry is an attempt to provide an example for each area, and to refer to examples now in existence.

ACCESS

The Board of Directors of the _____ School District hereby declares it to be the policy of the District to provide access to the school library media center collections, facilities and staff to school students and staff so they may receive optimum benefits from the program for both scholastic and nonscholastic purposes.

1. A library media center seating a minimum of ten percent of the student body or the largest class plus ten will be provided in each attendance center.
2. Each library media center shall be open and staffed from at least 30 minutes before the formal start of classes until 30 minutes after the close thereof.
3. Each library media center shall have at least one half time certificated library media specialist or one per 500 students or major fraction thereof, whichever is greater.
4. The collection, equipment, facilities and staff of each library media center shall be adequate to serve and support the academic and nonacademic library media concerns of staff and students.
5. Each library media center and program will be accessible to the handicapped.

SELECTION POLICY (Includes Reconsideration)

The Board of Directors of the _____ School District hereby declares it the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

Legal Reference: Code of Iowa 279.8
Ch. 301

This Model Statement of Policy from the Selection of Instructional Materials: A Model Policy and Rules, Iowa Department of Education, 1987 would provide an appropriate guide except that a statement concerning materials to foster understanding and recognition of the contribution of different groups including the handicapped might be stronger. For example:

Materials shall be chosen to foster respect for women, minority, ethnic and religious groups, and the handicapped, and shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women, and to the handicapped, in today's world. Materials shall be selected which are designed to help students gain awareness and understanding of the contributions made to our civilization by women, minority, ethnic and religious groups, and the handicapped.

The complete publication, which is available from the Department, also provides suggested rules for implementing the policy.

REPLACEMENT POLICY

The Board of Directors of the _____ School District hereby declares it to be the policy of the District to provide within the budget for replacement of library media center materials and equipment according to a calendar prepared by the library media center staff and adopted by the administration and Board. This calendar shall be based on the life expectancy and projected usefulness of each category of materials or equipment. [If text materials are included in the general selection policy, they should also be included here.]

Planning the School Library Media Center Budget, Iowa Department of Public Instruction (now Department of Education), 1984, provides a sample budget showing both replacement and developmental portions of a budget.

GIFT ACCEPTANCE POLICY

The Board of Directors of the _____ School hereby declares it to be the policy of this School to judge and accept gift materials based on the same criteria applied to materials selected and purchased by the School.

Selection of Instructional Materials: A Model Policy and Rules, cited above, includes a gift acceptance statement in the "Rules" section (p.5).

WEEDING POLICY

The Board of Directors of the _____ School District hereby declares it to be the policy of the District to provide for the regular weeding or discard of library and text materials.

1. The library media specialist(s) may remove from the library media center materials, equipment and furniture no longer of value to the library media program following general selection and weeding (collection development) guidelines. The materials will then be reviewed by the librarian to determine their possible intrinsic worth to other groups or individuals in the following priority order:
 - a) To another unit of the school. If deemed of value, items will be offered for examination and transfer by a stated time.
 - b) To other libraries or schools in the district. If deemed of value, items will be offered for examination and transfer by a stated time.
 - c) To other libraries supported by public funds. If deemed of value, items will be offered for examination and transfer by a stated time.
 - d) To the general public. If deemed of sufficient value, the district will offer items for sale. The district will advertise and take bids before selling any "personal property" (Iowa Code Chapter 297.23). If no bids are received, the district may offer items for sale at a stated time or may give them away.
2. If items are determined to be of no value, or if no group or individual under points a, b, or c above claims them, items may be discarded in keeping with general procedures for discard (e.g., removal to landfill).
3. Teacher committees may remove text materials no longer of value to the instructional program following general selection, replacement, and weeding guidelines. The materials will be reviewed by the committee to determine their possible intrinsic worth to other groups or individuals in the following priority order:
 - a) To another unit of the school.
 - b) To other schools in the district.
 - c) To the general public. If deemed of sufficient value, the district will sell items. The district will advertise and take bids before selling any "personal property" (Iowa Code Chapter 297.23). If no bids are received, the district may offer items for sale at a stated time or give them away.
4. If items are determined to be of no value, or if no group or individual under points a, b, or c, above claims the, items may be discarded in keeping with general procedures for discard.

Selection of Instructional Materials: A Model Policy and Rules, and Weeding the School Library Media Center Collections, Iowa Department of Public Instruction, 1984 include similar examples of weeding policies or rules. The latter document also gives specific guidance for procedures which may be used in weeding.

COPYRIGHT POLICY

The Board of Directors of the _____ School District hereby declares it to be the policy of the District to comply with the 1976 copyright law, Title 17, U.S. Code, Sections 101-810, and with all amendments and regulations implementing the law. School employees or students who violate the copyright law are liable for their own actions.

* * * * *

FORMAT FOR PRESENTATION AND FILING OF POLICY

IASB's publication on Reference Policies gives examples of how to set up policy and rule statements. Each policy takes at least a full page containing some or all of the following pieces:

Code No.: _____

TITLE OF POLICY

The policy itself.

Legal Reference: Code of Iowa No.
Ch. No.
Administrative Code No.
Ch. No.

Rules, procedures, notes.

Adopted: _____ Reviewed: _____ Revised: _____

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SEE SAMPLE ON NEXT PAGE

INSTRUCTIONAL MATERIALS SELECTION

The Board of Directors of the ANYTOWN School District hereby declares it the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials. Materials shall be included which foster respect for women, minority, ethnic and religious groups and the handicapped, and which realistically represent our pluralistic society, along with the roles and life styles open to both men and women, and to the handicapped, in today's world. Materials shall be included which are designed to help students gain awareness and understanding of the contributions made to our civilization by women, minority, ethnic and religious groups, and the handicapped.

Legal Reference: Iowa Code Sec. 279.8,
280.3, 280.14; Chap. 301 (1989)
Iowa Administrative Code 281-12.5(22) (new
standards)

Cross Reference:

MODEL STATEMENT OF RULES

I. Responsibility for Selection of Materials

- A. The Board of Directors is legally responsible for all matters relating to the operation of the ANYTOWN School District.
- B. The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purpose of this rule the term "instructional materials" includes printed, audiovisual, computer and other electronic materials (not equipment), whether considered text materials or media center materials.
- C. While selection of materials involves many people (principals, teachers, students, supervisors, community persons and school media specialists), the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with certificated school media personnel. For the purpose of this rule the term "school media specialist" includes librarians, library media specialists or teacher librarians. [See SELECTION OF INSTRUCTIONAL MATERIALS: A MODEL POLICY AND RULES for further suggested procedures.]

Adopted: June 15, 1987 Reviewed: _____ Revised: _____

B. CERTIFICATION RULES FOR SCHOOL LIBRARY MEDIA SPECIALISTS

Among the most frequently asked questions are those relating to what individuals and schools must do in relation to certification. Close seconds are those relating to what schools and individuals can do and what the department recommends they do regarding certification. Perhaps some of those questions can be anticipated and recorded for easier access.

New certification rules went into effect in October 1988. They include a new structure for certificates.

1. The first is the Provisional Certificate which requires a BA, the teacher education core, human relations and a teaching or special education endorsement. It is valid for two years and may be renewed for two additional years. Ordinarily teachers are expected to move on to the second certificate at the end of two years.
2. The second is the Educational Certificate. It requires everything needed for the Provisional Certificate, plus two years successful teaching experience, based on a local evaluation process. It is valid for five years and requires eight units earned in the following ways for renewal:
 - a. One unit for 160 days teaching experience in one school year. Maximum 2.
 - b. One unit for each semester hour of credit completed toward advanced degree. No limit.
 - c. One unit for each semester hour of credit completed toward greater breadth/depth to present endorsements. No limit.
 - d. One unit for each semester hour of credit completed toward another endorsement. No limit.
 - e. One unit for each staff development course meeting Department of Education guidelines. Maximum 5.
3. The third is the Professional Teacher's Certificate. It requires an Educational Certificate or eligibility for one, five years of teaching experience, and a Master's degree in an endorsement area. It also is valid for five years, but requires only 6 units for renewal which can be earned for the same activities as the Educational Certificate. The limit is the same for teaching experience, but there are no other limits.
4. In addition, there are administrators' certificates, conditional certificates (similar in concept to the former "temporary" certificates) and substitute teacher certificates.

The endorsements most pertinent to people in the library media field are School Media Specialist, K-6, 7-12, and K-12.

The K-6 and 7-12 endorsements are very similar. Each is based on the requirements for the Provisional Certificate, a 30 semester hour teaching major and 24 semester hours of library media coursework. That coursework is to cover:

- o Knowledge of materials and literature in all formats (Elementary for K-6 and Secondary for 7-12).
- o Selection, utilization, and evaluation of library materials and equipment.
- o Design and Production of Instructional Materials
- o Acquisition, cataloging and classification of materials, and organization of equipment.
- o Information retrieval, reference services, and networking.
- o Planning, evaluation, and administration of media programs.
- o Practicum (Elementary for K-6 and Secondary for 7-12).

K-6 School Media Specialists can be assigned by their administrators to work in a middle school setting through grade 8. 7-12 School Media Specialists can be assigned by their administrators to work in a middle school setting through grade 5.

The K-12 School Media Specialist endorsement also is based on the provisional certificate. It requires a master's degree and completion of at least a 30 semester hour sequence in school media coursework including all the topics in the K-6 and 7-12 endorsement requirements, except that materials courses and practicum must cover K-12. In addition, coursework requirements include:

- o Curriculum development and teaching and learning strategies.
- o Instructional development and communication theory.
- o Methods for instruction and integration of media skills into the school curriculum.
- o Reading, listening, and viewing guidance.
- o Utilization and application of computer technology.
- o Research in media and information science.

A major concern is what impact this has on currently held endorsements or approvals. Generally speaking, current holders of library media related endorsements or approvals can continue to function as in the past. That is:

- o Persons with approval as K-8 Teacher Librarians can continue to function as School Media Specialists through grade 9 as they are authorized to do.
- o Persons with approval as 7-12 Teacher Librarians can function in the same capacities as 7-12 School Media Specialists even to the capability of being assigned by their administrators to serve down through grade 5.
- o Persons with endorsement as School Librarians, K-12 (endorsement 34) can function in the same capacity as K-12 School Media specialists.

- o Persons with endorsement as Director of Library Services (endorsement 51) can function as K-12 School Media Specialists whether or not the 34 endorsement was recorded. Only AEAMCs are required to have employees with endorsement 51.
- o Persons with endorsement 51 can continue to function in AEAMC roles. What new endorsement may be required for AEAMCs has not yet been determined.
- o Persons with endorsement as Educational Media Specialist (39 endorsement) are still eligible to serve in AEAMCs, as with Directors of Library Services. It seems likely that such persons could be on a local school media program staff when more than one professional is employed, although not be in charge of the program.

School districts probably should not limit employment to those holding no-longer-offered endorsements, or to those holding new endorsements only, if applicants hold proper endorsements and approvals under the previous rules.

C. REQUIREMENTS FOR ADDING K-6 OR 7-12 SCHOOL MEDIA ENDORSEMENTS
TO CURRENTLY HELD TEACHER LIBRARIAN APPROVAL

While current approvals and endorsements continue in force, those with only Teacher Librarian Approval and Elementary or Secondary Teaching Endorsement may wish to seek endorsement to serve all grades. One solution is to seek the School Media Specialist, K-12 endorsement which requires a masters degree. Another solution is to add the elementary endorsement if the secondary endorsement/approval is held and vice versa. The pattern the department is following is given here.

To Add the K-6 School Media Specialist Endorsement to Currently held Teacher Librarian Approval and Secondary Teaching Endorsement the applicant must show completion of the following:

1. Human Growth and Development - K-6 grade level.
2. Methods of teaching with emphasis in school or library media at elementary school level.
3. Student teaching in school media center or library at elementary school level.
4. Completion of 24 semester hours in school media coursework to include the following:
 - a. Knowledge of materials and literature in all formats for elementary school children.
 - b. Selection, utilization and evaluation of library media materials and equipment.
 - c. Design and production of instructional materials
 - d. Acquisition, cataloging and classification of materials and organization of equipment.
 - e. Information retrieval, reference services and networking.
 - f. Planning, evaluation and administration of media programs.
 - g. Practicum in an elementary school media center (see also 3).

To Add the 7-12 School Media Specialist Endorsement to Currently held Teacher Librarian Approval and Elementary Teaching Endorsement the applicant must show completion of the following:

1. Human Growth and Development - 7-12 grade level.
2. Methods of teaching with emphasis in school or library media at secondary school level.
3. Student teaching in school media center or library at secondary school level.
4. Completion of 24 semester hours in school media coursework to include the following:
 - a. Knowledge of materials and literature in all formats for secondary school children.
 - b. Selection, utilization and evaluation of library media materials and equipment.
 - c. Design and production of instructional materials
 - d. Acquisition, cataloging and classification of materials and organization of equipment.
 - e. Information retrieval, reference services and networking.
 - f. Planning, evaluation and administration of media programs.
 - g. Practicum in a secondary school media center (see also 3).

D. BIBLIOGRAPHY

IASB EDUCATIONAL STANDARDS POLICY DEVELOPMENT COMMITTEE REFERENCE POLICIES. Iowa Association of School Boards, Insurance Exchange Building #927, 505 Fifth Avenue, Des Moines, Iowa 50309-2316.

The Committee has prepared this publication "to help school districts update their policies in compliance with the State Educational Standards. This book contains reference or sample policies for Iowa school districts to adapt to meet their individual needs for implementing the new standards." (p.i)

INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS. Prepared by the American Association of School Librarians and Association for Educational Communications and Technology. American Library Association and Association for Education Communications and Technology, 1988. Can be ordered from American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

INFORMATION POWER "sets forth guidelines for developing the school library media programs needed to prepare students for personal success in the next century." (p.ix) The authors see the mission of the school library media program:

1. to provide intellectual access to information
2. to provide physical access to information
3. to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
4. to provide leadership, instruction, and consulting assistance in the use of instructional and information technology
5. to provide resources and activities that contribute to lifelong learning
6. to provide a facility that functions as the information center of the school
7. to provide resources and learning activities

They further see that "it is the responsibility of the school library media specialist and the district library media director to take the lead in translating the mission into programs that make effective access to information and ideas a reality." (p.2)

"Library Media Centers and Microcomputers." DE Quick Note # 11, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319, 1987.

This leaflet encourages schools "to develop comprehensive plans for the organization and use of microcomputers and software" and to make the library media program an integral part of technology program.

PLAN FOR PROGRESS IN THE MEDIA CENTER. Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319, 1990?

The proposed third edition of the Plan for Progress in the Media Center series will incorporate four previous volumes, PLAN FOR PROGRESS IN THE MEDIA CENTER, K-6; PLAN FOR PROGRESS IN THE MEDIA CENTER, 7-12; PLAN FOR PROGRESS IN THE MEDIA CENTER, FACILITIES AND PLAN FOR PROGRESS IN THE MEDIA CENTER, DISTRICT AND AEA. It will include both qualitative and quantitative guidelines for the development of a library media center program.

PLANNING THE SCHOOL LIBRARY MEDIA CENTER BUDGET. By Betty Jo Buckingham, State of Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319, 1984.

The New Standards call for the budget to include replacement cycles. This publication on planning budget, includes maintenance and development in its sample budget.

SCHOOL LIBRARY AND MEDIA CENTER ACQUISITIONS, POLICIES AND PROCEDURES. Second edition. By Betty Kemp, Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483, 1986.

Kemp's book provides full policies from fifteen schools or school districts in addition to a number of policies relating to specific areas such as weeding, and replacement.

SELECTION OF INSTRUCTIONAL MATERIALS: A MODEL POLICY AND MODEL RULES, State of Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319, 1987.

Since 1975 the Department has offered a sample policy and procedures statement "emphasizing the ongoing nature of selection, involving assignment for responsibility for selection and continued evaluation by school staff members and providing for appropriate consideration of community concerns." (p.1)

WEEDING THE LIBRARY MEDIA CENTER COLLECTIONS. By Betty Jo Buckingham, State of Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319, 1984.

Not only is weeding mandated by the new standards, "Responsible librarians must weed and must weed as part of the total selection and evaluation process." (p.4) This brief document gives suggestions and procedures to help in planning for weeding school library media centers.

STATE LIBRARY OF IOWA



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