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DoDEA Information Center Program Guide

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Introduction

(Document #), *DoDEA Information Center Program Guide* provides guidance to the Department of Defense Education Activity (DoDEA) for the provision of Information Center services. These guidelines define the role of the Information Center program for Information Specialists, faculty, staff, administrators, students, parents, and community members.

The Department of Defense Education Activity is a field activity of the U.S. Department of Defense. DoDEA operates schools in districts located in the United States and foreign countries. Schools within DoDEA are fully accredited by U.S. accreditation agencies. The majority of students in DoDEA schools are children of military personnel. The DoDEA instructional program provides a comprehensive pre-kindergarten through 12th grade curriculum that is comparable with that of public school systems in the United States.

Each of DoDEA's schools has an Information Center program that supports DoDEA's mission to provide exemplary educational programs that inspire and prepare all students for success in a global environment. In support of this mission, *DoDEA Information Center Program Guide* is a practical document that supports best practices for exemplary Information Center programs. *DoDEA Information Center Program Guide* reflects the philosophy and standards for school library media programs delineated by the American Association of School Librarians and the Association for Educational Communications and Technology in their document, *Information Power: Building Partnerships for Learning* (ALA 1998).

Chapter One of this document presents an overview of the role of the DoDEA Information Center Program with references to the DoDEA Mission Statement, the DoDEA Community Strategic Plan and the DoDEA Curriculum Cycle. Chapter Two outlines the Information Center Program to include Information Literacy Standards and essential elements of the program. Chapter Three discusses Information Center procedures related to collection development and management. Appendices A through F contain documents which are related to DoDEA position descriptions, certification requirements, competencies, regulations and best practices.

Chapter One: The Role of the DoDEA Information Center Program

The role of the DoDEA Information Center program is to provide support for the DoDEA mission of preparing students for success in a global environment. This supporting role is reflected in the DoDEA Mission for the Information Center program. To become productive twenty-first century citizens in a global society, students must become effective users of ideas and information and develop life-long learning skills.

The Information Center program contributes to the implementation of the goals, outcomes, measures, and milestones of the DoDEA Community Strategic Plan and has a supportive role in the DoDEA Curriculum Review Process.

MISSION OF THE DODEA SCHOOL INFORMATION CENTER PROGRAM

The following mission statement is an adaptation of the Mission of the School Library Media Program from *Information Power: Building Partnerships for Learning* (ALA 1998). [See Appendix F]

The mission of the DoDEA Information Center program is to ensure that students are effective users of ideas and information and develop life-long learning skills.

This mission is accomplished:

- *By providing intellectual and physical access to materials in a variety of 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*

DODEA COMMUNITY STRATEGIC PLAN

The DoDEA Community Strategic Plan [See Appendix E - DoDEA and Internet Resources - Community Strategic Plan] establishes the strategic direction for DoDEA for the years 2001-2006. It contains the vision, mission, guiding principles, goals, and outcomes of the organization. The plan provides a road map for advancing the Department of Defense's agenda for education and for becoming a leader in the nation for improving student performance and achievement.

The Information Center program impacts the four overarching goals of the Community Strategic Plan as follows:

Goal One, *Highest Student Achievement*, requires that all students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship. The Information Center Program supports academic

achievement in the schools by providing learning opportunities for students to master content standards and become life-long learners.

Goal Two, *Performance-Driven Efficient Management Systems*, advocates placing resource allocation and decision-making at the lowest operational level. In keeping with this goal, program planning and adequate funding for DoDEA Information Centers are the responsibility of each individual school.

Goal Three, *Motivated High Performing, Diverse Workforce*, provides opportunity for sustained professional growth resulting in a dedicated workforce promoting student achievement. DoDEA Information Specialists participate in professional growth activities to stay abreast of best practices that teach students information literacy skills.

Goal Four, *Network of Partnerships Promoting Achievement*, calls for every level of DoDEA to develop, promote, and maintain a network of partnerships to enhance optimum student achievement. Collaboration, a basic component of effective Information Centers, is described in more detail in Chapter 2 and directly supports this goal.

DODEA CURRICULUM CYCLE

The DoDEA Curriculum Cycle is a process to review, evaluate, and revise all subject area programs. This process is a revolving cycle that involves studying trends and practices; analyzing program data; developing content standards, performance standards and performance tasks; procuring materials; providing professional development, monitoring programs, and evaluating the effectiveness of the programs.

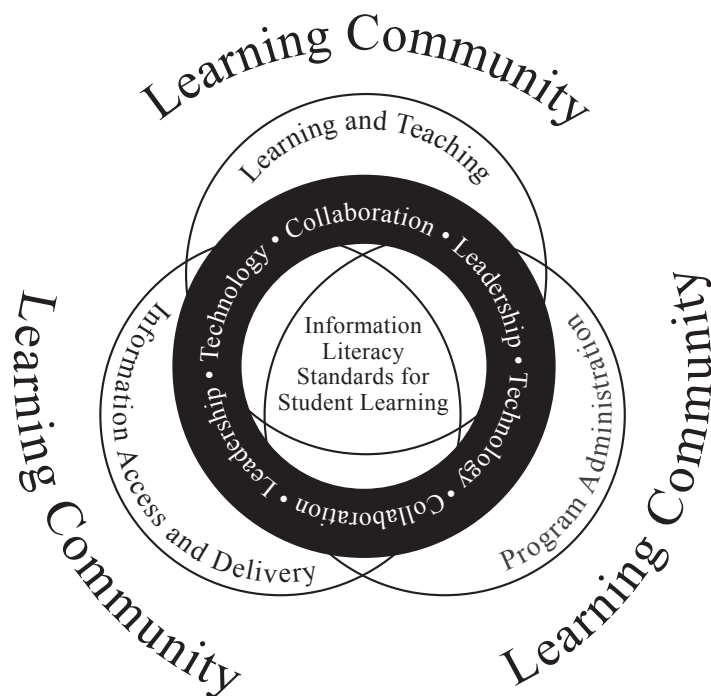
In support of this process, the Information Specialist must stay abreast of the revised content standards, newly adopted materials and changes in the curriculum. Information Specialists often are selected to serve on curriculum materials review workgroups. In collaboration with classroom teachers, Information Specialists identify required and supplementary resources to support new curriculum implementations on an annual basis. [See Appendix E - DoDEA and Internet Resources - Curriculum Cycle Resources]

Chapter Two: The Information Center Program

The Information Center program is an integral component of the school learning community and is often referred to as the hub of the school. DoDEA Information Specialists provide resources and guidance to ensure that information literacy standards are integrated across the curriculum. Students must acquire information literacy skills, which include the ability to access information efficiently and effectively, to evaluate information critically, and to use information accurately and creatively. An effective information center program contributes to the life-long learning skills needed in the twenty-first century.

The American Association of School Librarians and the Association for Educational Communications and Technology have collaborated in creating national standards for school information center programs. Emphasis is placed on program standards rather than quantitative standards. *Information Power: Building Partnerships for Learning* (ALA 1998) is the result of this collaboration and serves as the model for the DoDEA Information Center Programs.

The Information Power Logo below illustrates the relationship among the various components of the information center program within the learning community. At the heart of the program is the information specialist's leadership within the learning community in teaching students information literacy skills. Essential elements that support this endeavor are "Collaboration," "Leadership," and "Technology." Finally, the role of the information specialist encompasses "Learning and Teaching," "Information Access and Delivery," and "Program Administration."



INFORMATION LITERACY

Preparing students for success in a global environment requires that they become information literate. Teaching information literacy skills is an important role of the information specialist. These skills should not be taught in isolation, however, but in conjunction with other subject areas. Information specialists and teachers must collaborate as they integrate these skills into the curriculum.

Information Power: Building Partnerships for Learning identifies standards for information literacy. Information Specialists perform a vital role assisting students to become efficient in acquiring and utilizing information to support their academic needs and satisfy their personal curiosities. Information literacy standards provide a framework for assuring that students flourish and become contributing members of the learning community.

The DoDEA Curriculum Cycle ensures that content and performance standards are developed or adopted for each curricular area to provide consistent instruction with high expectations throughout the school system. Information Center Programs contribute to the achievement of DoDEA Curriculum Content Standards as information specialists and teachers collaborate to ensure that information literacy skills are integrated into classroom instruction. [See Appendix E - DoDEA and Internet Resources - Information Literacy Standards and DoDEA Curriculum Standards]

INFORMATION LITERACY STANDARDS

Information Literacy

- Standard 1:** The Student who is information literate accesses information efficiently and effectively.
- Standard 2:** The Student who is information literate evaluates information critically and competently.
- Standard 3:** The Student who is information literate uses information accurately and creatively.

Independent Learning

- Standard 4:** The Student who is an independent learner is information literate and pursues information related to personal interests.
- Standard 5:** The Student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Standard 6:** The Student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

- Standard 7:** The Student who contributes positively to the learning community and to society is information literate and recognizes the importance of information in a democratic society.
- Standard 8:** The Student who contributes positively to the learning community and to society is information literate and practices ethical behavior with regard to information and information technology.
- Standard 9:** The Student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

(AASL 1998) Reprinted by permission of the American Library Association (ALA).

INTEGRAL COMPONENTS OF THE INFORMATION CENTER PROGRAM

LEADERSHIP

Leadership for the Information Center program is a collaborative effort involving the school administrator, the Information Specialist, and the teacher.

School Administrator

A positive partnership between the school administrator and Information Specialist is invaluable to support the development of a strong Information Center program.

In providing strong leadership and support for the Information Center program, the school administrator:

1. Advocates among all stakeholders that the Information Center is the center for learning in the school.
2. Facilitates the integration of student information literacy skills into the curriculum by supporting the concept of information processing models, facilitating teacher and Information Specialist collaboration, and providing for flexible scheduling.
3. Allocates funds to support the program and assigns paraprofessional support to enable the specialist to perform the professional duties required to implement the program.

4. Provides time for staff development activities to promote the effective use of resources and technological tools.
5. Communicates the expectations of the Information Center program to the school staff and members of the community.

[See Appendix E - DoDEA and Internet Resources - Administrative Roles and Responsibilities]

Information Specialist

The Information Specialist provides the necessary human link between a well-developed Information Center program and the users served by the program. As such, they translate the goals presented in the mission statement into a vibrant, inspiring learning experience. Information Specialists bring to the school community expert knowledge about the world of information and ideas in all their forms.

In providing strong leadership, the information specialist:

1. Works in partnership with educators to collaboratively develop and implement teaching strategies for the integration of student information literacy skills across the curriculum.
2. Commits to continuous proactive planning, communication and assessment of the Information Center program in collaboration with the school community, and articulates the goals of the Information Center program to the school community.
3. Participates in planning teams, grade level groups and departmental groups, and articulates the goals and needs of the program to administrators and members of the school community.
4. Advocate for technology and up-to-date resources.

[See Appendix E - DoDEA and Internet Resources - Information Specialist Roles and Responsibilities]

Teacher

The teacher and Information Specialist partnership has a positive impact on the development of student information skills.

In providing leadership for the development of student information skills, the teacher:

1. Designs information processing activities to ensure integration of student information literacy skills into the curricular unit in cooperation with the information specialist and educational technologist.
2. Promotes purposeful research focused on curriculum goals, expecting students to use a variety of information sources and formats as they process their research.

3. Provides input in the selection and evaluation of Information Center materials and provides feedback concerning the effectiveness of the Information Center program.

COLLABORATION

A viable Information Center program includes collaboration between all members of the learning community. Implementation of the Information Literacy Standards for Student Learning is not solely the responsibility of the information specialist; it is the responsibility of the entire staff.

Planning

Planning is a critical element in the development of an Information Center program. There must be a successful connection between the DoDEA Strategic Plan, Curriculum Standards, and the Information Literacy Standards for Student Learning. The Information Specialist must take the leadership role in the planning, design, delivery and assessment for the Information Center program. To achieve this task, the Information Specialist actively serves on site-based planning committees, such as the Community Strategic Planning Team, grade level and departmental groups, technology committees and budget committees. Planning should be a collaborative effort between administrators, information specialists, teachers, educational technologists, support staff, students, and community members. The information specialist must play a proactive role in planning and implementing the school curriculum to ensure the Information Literacy Standards for Student Learning are reinforced throughout the students' learning experiences in the school.

Networking

Networking enhances learning experiences for DoDEA students. Community resources, including base and public libraries, local museums, colleges and universities, and military base organizations are partners with the Information Center program in fostering student learning. These agencies often contribute time, expertise, and funding to local programs. Initiating creative community relationships, which may include mentoring, demonstrations, military personnel reading to children in the Information Center, assistance with special student projects, or arranging for student participation in base projects, can bring the community into the school to provide students with authentic learning experiences. Many online resources are available for virtual field trips, multi-school projects and professional activities. These resources utilize the internet, email, and videoconferencing.

TECHNOLOGY

Technology enhances the Information Center program by providing students easy and efficient access to information. Using the online public access catalog, students and staff quickly locate and access materials in the Information Center. Internet access, CD-ROM references, and online electronic resources provide a plethora of information that was not available in the past. The traditional Information Center walls are gone, and information is no longer bound by space or time. Students and staff can access information from their homes and while traveling.

DoDEA information specialists are key resources in assisting students and staff in learning to use technology to enhance learning. Information specialists teach the school community to use

the online public catalog to find materials efficiently. Students and staff are taught to search databases using Boolean logic and effective search strategies. With information specialists' guidance, students learn to use technology to produce projects that require the synthesis of information.

Information specialists have the responsibility for advocating for technology hardware and software for the Information Center. Serving on committees such as the School Technology Committee, School Improvement Leadership Team, Parent Teacher Organization Board and the School Advisory Committee provides opportunities to promote the need for technology resources in the Information Center. Creating information papers and documented rationales for technology purchases are critical to providing adequate access to technology in the Information Center.

ESSENTIAL ELEMENTS OF THE SCHOOL INFORMATION CENTER PROGRAMS

The following section, which discusses essential components of a DoDEA School Information Center Program, includes learning and teaching, information access, and program administration, and defines the roles that the Information Specialist plays in support of student learning.

LEARNING AND TEACHING

The primary mission of the DoDEA Information Center program is to ensure that students are effective users of ideas and information and develop life-long learning skills. An important role of information specialists is teaching students information literacy skills that are integrated across the curriculum. This requires the collaborative efforts of information specialists, teachers, educational technologists and other school specialists as they guide students in the learning process.

Teaching and Partnership Competencies

To achieve this mission, an Information Specialist should demonstrate the following teaching competencies:

1. Utilizes current technology to provide efficient access to and effective communication of information
2. Demonstrates the use of search strategies to access electronic resources, to include electronic databases, the online public access catalog (OPAC), and resources via the Internet/Intranet
3. Develops activities to promote reading and the enjoyment of literature
4. Demonstrates and models ethical and legal behavior regarding intellectual freedom and property rights
5. Models and promotes effective and collaborative teaching in order to achieve content objectives

6. Evaluates information for appropriateness, timeliness, and accuracy
7. Demonstrates the use of information processing models for instruction
8. Practices a variety of strategies for teaching information literacy skills within curricular content areas

Staff Development

DoDEA information specialists establish partnerships and provide professional development for their colleagues that foster learning and teaching in the school. Professional competencies related to these roles are:

1. Utilizes a variety of strategies for establishing links and partnerships with the community to enhance teaching and learning
2. Demonstrates competency in the use of DoDEA standard Information Center technologies to encourage integration into curriculum and instruction
3. Demonstrates use of various teaching strategies to encourage integration of information resources and technology into curriculum and instruction
4. Utilizes a variety of staff development models to foster professional growth
5. Uses a variety of strategies for establishing links and partnerships among appropriate technology personnel and programs
6. Communicates the Information Center's mission, goals, objectives and needs to the educational community

Best Practices

In order to effectively provide an information-rich learning climate, DoDEA supports Best Practices relating to information processing models, reading, intellectual freedom, showcasing student work, and meeting the needs of all users.

- **Information Processing Models**

Information processing models provide a framework and systematic approach to students as they utilize information across the curriculum. With the vast amount of information available today, individuals seeking to utilize information effectively need strategies to identify their need for information, identify and evaluate resources, and use the information in a meaningful way. Information specialists provide expertise in assisting teachers and students in utilizing appropriate models. Collaborative planning with teachers ensures that students use information processing skills across the curriculum.

DoDEA supports and encourages various models of information processing. One example, the Big6 information processing model, integrates information processing skills with technology tools in a systematic process to find, use, apply,

and evaluate information to specific needs and tasks. [See Appendix E - DoDEA and Internet Resources - Information Processing Models]

- **Showcasing Student Work**

Schools and districts have many excellent opportunities to showcase student work. In DoDEA, the media fests held in various states and areas provide students the opportunity to design and develop technology based projects.

- **Flexible Scheduling**

Flexible scheduling in the Information Center permits students and teachers to use the Information Center and its resources as an extension of the classroom throughout the school day. When the Information Center has flexible scheduling, information literacy skills are integrated into curricular assignments rather than being taught in isolation. The Information Specialist is available to collaboratively plan with teachers, to work with a class or group of students for special assignments, or to work with individual students at their point of instructional need. The characteristics of a flexible access Information Center program are:

- **Curriculum integrated units:**

Educators and information specialists cooperatively design units that use activities and appropriate materials to meet the goals of classroom instruction, integrating curriculum standards and information literacy skills.

- **Student research activities:**

Individuals and small groups work in the Information Center throughout the day doing research for independent projects. The Information Specialist, another adult, or another student assists these individuals and groups. Students conduct self-directed research using online databases, develop presentations, and prepare written reports and video productions. Under the combined direction of the Information Specialist and the classroom teacher, entire classes use the information center for research.

- **Personal learning opportunities:**

Individual students and small groups come during the day to locate and check out materials for personal use. Reading books and magazines for pleasure and using computers are necessary activities to help students develop the habit of reading for pleasure or for information related to their individual interests.

[See Appendix E - DoDEA and Internet Resources - Flexible Scheduling]

INFORMATION ACCESS AND DELIVERY

General Principles

Information is the basic ingredient in the active, authentic learning required of today's student. The DoDEA information specialist implements the student information literacy standards by providing access and delivery of information resources.

DoDEA Information Centers provide intellectual access to information and ideas for learning by providing the following resources:

- A DoDEA certified Information Specialist
- A program that fosters a commitment to intellectual freedom
- Resources that reflect multi-cultural populations and diverse ideas and opinions
- Collections developed and evaluated collaboratively to support the curriculum
- Books and periodicals to assist students in developing the habit of reading for pleasure or for information related to personal interests
- Current technology resources
- An automated library system accessible throughout the school
- Internet access
- A school-wide network with access to current Information Center resource databases from classrooms and from students' homes
- Access to community networks
- Facilities designed to provide equitable physical access for all users
- Access to Information Center resources for community members, including home-schooled students
- A Selection Policy and Challenged Material Procedure

Reading and Incentive Programs

An Information Center program that actively encourages students to read for pleasure is instrumental in students becoming life-long avid readers. Important in this process is a balanced collection of non-fiction and fiction materials that reflects a wide variety of interests and reading levels. While technology has had an immense impact on schools and is essential for students entering the world of work, books and periodicals remain vital resources for students.

Information specialists promote an interest in reading by preparing attractive book displays, giving book talks, advising parents about good books through Internet websites and newsletters, and promoting authors. Information specialists support reading incentive programs by collaborating with classroom teachers in promoting activities during National Library Week,

Read Across America Day and other special days. Software programs, such as Reading Counts and Accelerated Reader, may be employed to encourage reading. [See Appendix E - DoDEA and Internet Resources - Reading]

Intellectual Freedom and Intellectual Property

The Information Center serves as a knowledge resource where users have voluntary access to a diverse collection of information and ideas. Information Specialists collaborate in providing leadership in promoting an atmosphere of free inquiry, ensuring that students acquire the critical thinking and problem solving skills that promote intellectual freedom in a multi-cultural society. [See Appendix E - DoDEA and Internet Resources - Intellectual Freedom]

Information Specialists provide leadership in teaching students to appreciate the concept of fair use of intellectual property, understanding that it encompasses ideas as well as words. Students must learn to avoid plagiarism by citing sources, analyzing information, and formulating their own conclusions. [See Appendix E - DoDEA and Internet Resources - Copyright]

Meeting the Needs of All Users

DoDEA Information Centers provide programs and services in support of a wide range of curricular areas in order to meet the needs of all users. The information specialist must acquire a comprehensive understanding of the DoDEA curriculum and be able to provide support to all programs. Information specialists have access to DoDEA curriculum standards on the DoDEA website and should review them as they plan and order supporting materials.

Early Childhood

The DoDEA Early Childhood program encompasses preschool through grade three. When collaborating with early childhood teachers in serving this population, the information specialist should be fully aware of the philosophy and direction that has been approved for DoDEA schools. [See Appendix E - DoDEA and Internet Resources - Early Childhood Program]

Special Education

Information Specialists collaborate with classroom teachers and special education staff to identify specific information literacy-related interventions for students who need special assistance. Collaboration may involve appropriate interventions in the implementation of the student's Individual Education Plan (IEP). [See Appendix E - DoDEA and Internet Resources - Special Education Program]

Home Schooling

Home schooled students have access to resources and services in DoDEA Information Centers. Information Specialists work with local administrators to develop procedures regarding the circulation of materials to home schooling families.

PROGRAM ADMINISTRATION

Program administration practices provide a foundation for effective use of the Information Center. To ensure that the Information Center fulfills its mission of information literacy, guidelines regarding scheduling, staffing, and accountability should be implemented.

Information Specialist Administrative Competencies

Administrative competencies for information specialists include:

1. Applies knowledge of collection development policies consistent with DoDEA and standard library practices
2. Applies knowledge of basic principles of Information Center organization consistent with DoDEA and standard library policies
3. Demonstrates proficiency in the use of application software to manage Information Center resources
4. Demonstrates proficiency in the use and management of DoDEA library automation system software
5. Demonstrates the ability to use a variety of supervisory models and strategies to establish policies and manage human, financial and physical resources
6. Develops student-centered programs which promote achievement and develop lifelong learning skills
7. Demonstrates leadership in the development of the Information Center program in relation to the total school program
8. Demonstrates the ability to use a variety of assessment tools and strategies to monitor program effectiveness

Flexible Scheduling Guidelines

Inherent in achieving the goals of the DoDEA Information Center Program is the capacity for the program to provide students and teachers with opportunities to use the Information Center and its resources as an extension of the classroom at the time of instructional need. Flexible scheduling is *vital* if the information specialist is to effectively integrate information skills with classroom instruction. In order to achieve this, the Information Center program should allow flexible access to students and staff at all times.

The following conditions and strategies facilitate flexible scheduling:

1. School administrators who value and support a flexible Information Center program.
2. Planning time for teachers that is not dependent on scheduled classes in the information center.

3. Time for co-planning and co-teaching with curricular leaders and grade-level groups to ensure that information literacy standards for student learning and curricular standards are integrated.
4. A focus on school-wide themes and DoDEA initiatives, resulting in an Information Center program that reflects the total curriculum and brings a mixture of grade levels and departments together in projects and activities.
5. Procedures for on-going program assessment in cooperation with the teaching staff to ensure that the center remains a vital teaching resource.

Public Relations

Twenty-first century classrooms and Information Centers are changing dramatically. Parents visiting their children's schools see an educational program that features far different methods, tools, curriculum materials and environments from when they were in school.

It is important for Information Specialists to keep all stakeholders informed about the Information Center program and activities. Sharing information through parent newsletters, community newspapers, intranet websites, and the Internet, keeps parents and the community informed of the Information Center program. Making brief presentations at faculty meetings and staff development sessions is a positive way to promote the Information Center program within the school.

Special events in the Information Center promote reading and information access. School Library Media Month, National Library Week, Children's Book Week, Teen Read Week, "Read Across America," author visits, and other school celebrations provide an opportunity to publicize the role of the Information Center in the instructional process.

Staffing

Research studies demonstrate that well-funded and well-staffed school Information Centers produce higher achievement among students. DoDEA staffing standards for information specialists are exemplary in ensuring a certified professional in every school with a population of 100 or more students. [See Appendix E - DoDEA and Internet Resources - Staffing Guidelines of United States Public Schools]

Professional Staff

Professionally certified information specialists ensure that personnel who have teaching and library science credentials are in the Information Centers to collaborate with teachers in providing instruction in information literacy skills. The Information Specialist position description emphasizes teaching, collaboration and partnerships with teaching staff, and program administrative duties. [See Appendix A – DoDEA Information Specialist Position Description]

DoDEA professional staffing guidelines for information specialists are:

Professional Staffing			
DoDDS Schools	DoDDS IS Staffing	DDESS Schools	DDESS IS Staffing
Less than 100 pupils	None	.5	
100-999 pupils	1.0	199-999 pupils	1.0
1000 or more pupils	2.0	1000 or more pupils	2.0

A performance appraisal is available for Information Specialists with elements that reflect the position description and competencies. These educator standards establish performance expectations and provide a framework for identifying critical elements of the position description. [See Appendix C – DoDDS Performance Elements for Information Specialists]

Paraprofessional

Paraprofessional staff support is critical for maintaining the everyday administrative functions in the Information Center as it provides time for the Information Specialist to support the instructional program. Although DoDEA does not specifically staff paraprofessional positions to support the Information Center program, school administrators should recognize the need for paraprofessional support as support staffing decisions are made. These decisions impact the effectiveness of the Information Center program and are related to higher student achievement. The opportunities for flexible scheduling, collaboration, direct student instruction, program development, information technology, and quality one-on-one assistance are enhanced when the information specialist has clerical assistance.

School Accreditation

DoDEA schools are accredited by the following recognized associations:

Schools	Accrediting Association
DoDDS Europe, DoDDS Pacific; Cuba, Guam, and the Antilles	North Central Association of Schools and Colleges
DDESS: Kentucky District; Georgia / Alabama District; North Carolina District; South Carolina/Ft Stewart District; New York/Virginia District (Virginia Schools)	Southern Association of Colleges and Schools
DDESS: West Point Schools	Middle States Association of Colleges and Schools

Standards for school Information Centers vary among accrediting associations.

[See Appendix E - DoDEA and Internet Resources - Standards Review]

Program Assessment

Program assessment provides the information specialist with data and other information to be used in decision-making. The information specialist schedules regular, systematic data collection from a wide range of current and potential users of the Information Center program. Decisions are based on the results of data analysis to develop plans and policies for continuous improvement of the Information Center program. Results of program assessment are disseminated to teachers, students, administrators, and other community members. [See Appendix E - DoDEA and Internet Resources - Program Assessment]

Chapter Three: Information Center Administrative Procedures

Information Center administrative procedures that support a well-organized, easy to use, balanced collection are critical for a successful Information Center program. Procedural policies that balance internal control of resources with consideration of students' and teachers' needs for easy access make certain that the program is utilized to the fullest extent.

COLLECTION DEVELOPMENT

An exemplary Information Center program is supported by a current, well-organized collection. Collections should be balanced and aligned with the curriculum and supported with adequate budgets to update the collection annually. Professional selection tools should be consulted to ensure quality and a policy for challenged materials should be in position in the event challenges occur.

COLLECTION BALANCE

A well-balanced collection that supports the school's curriculum, reflects the interests of the local school community, and supports special needs and programs is an essential component of the Information Center program. Although resources in the collections will vary among schools to meet student and teacher needs, information specialists should ensure that the fundamental core resources are available, such as literary classics, curriculum related materials, and award winning books. Collections should include current and retrospective materials with accurate content and demonstrate a balance among books, periodicals, media, and online resources. All resources are cataloged with appropriate subject headings in the Information Center database.

CURRICULUM ALIGNMENT

The primary role of the Information Center is to support, enhance, and enrich the curriculum. To succeed in achieving this role the learning objectives and the collection must be aligned. Criteria used to determine this alignment include

- holdings appropriate to the maturity level of the users
- variety of materials sufficient to encourage student exploration
- reading and comprehension levels of materials appropriate to units that are taught
- sufficient quantity of current holdings to support units taught in the curriculum

BUDGET

Access to current and relevant resources requires consistent and adequate funding. Budgetary projections allow for flexibility in enrollments, changes in instructional strategies, curriculum changes, technological advancements, and inflation. Other relevant factors include lost, damaged, and outdated materials.

The school administrator provides the Information Specialist with the budgeted amount annually for Information Center purchases. The budget year is 1 October through 30 September of each year.

In addition to the annual budget, Information Specialists should be aware of other potential sources for funding:

- An Unfunded Requirement (UFR) is a request for additional funding that may be submitted to the school administrator at any time.
- Although federal regulations place strict limits on DoDEA schools' solicitation of funding through grants from corporations and governmental sources, limited applications to non-governmental agencies are permissible. Before grant applications are submitted, they must be cleared through the school principal, district office, area headquarters, and DoDEA Headquarters Grants and Partnerships Office.
- DoDEA schools may not participate in commercial book clubs because such involvement could be interpreted as federal endorsement of a commercial product. A private organization, such as the school's PTO or PTSA, may offer to sponsor book club memberships on behalf of the school. Any rewards received as a result of participation will be the property of the sponsoring organization.

When funding permits, DoDEA provides supplemental funds for the purchase of Information Center resources to support curricular initiatives. Information Specialists should coordinate the selection of those resources with teachers. In addition, when funding permits, DoDEA Headquarters purchases online databases for DoDDS schools and those DDESS schools without access to state resources.

DoDEA Headquarters requests data regarding the total amount of money spent for Information Centers during each Fiscal Year. The purpose of this data collection is to provide the Headquarters staff, Area Directors and Deputy Directors, and District Superintendents with an analysis of Information Center expenditures on a district, area and world-wide basis for future budget planning. Other data may be requested by Area or District offices.

It is **STRONGLY RECOMMENDED** that Information Specialists have contingency orders ready should unexpected funds become available at the school or district level.

[See Appendix E - DoDEA and Internet Resources - Budget]

PROFESSIONAL SELECTION TOOLS

Professional selection tools and reviews should be used to assist in the selection of resources. Examples of core collection books include H.W. Wilson catalogs (*Children's Catalog*, *The Middle and Junior High School Library Catalog*, or *Senior High School Library Catalog*) or Brodart's *The Elementary School Library Collection*. Reputable selection periodicals include *School Library Journal*, *Booklist*, and *Horn Book*. These tools provide current reviews for print, nonprint, and electronic materials in various formats. There are also many helpful websites and listservs such as the DoDEA book vendor, online book stores, LM-Net, and Cooperative

Children's Book Center that can be used for the selection process. [See Appendix E - DoDEA and Internet Resources - Selection Tools]

SELECTION POLICY AND CHALLENGED MATERIAL PROCEDURE

DoDEA has adopted an official policy that provides guidance in the selection of Information Center materials and establishes the procedure for challenged materials. Occasionally, members of the community may object to materials housed in the Information Center and this policy is in place to guide school personnel in making decisions about challenged materials.

[See Appendix D – Information Center and Classroom Supplemental Materials Selection Policy and Challenge Procedures (DoDEA Regulation 2992.1, October 27, 2004)]

ORDERING MATERIALS

DoDEA Manual 4100.2 specifies the ordering procedures that are implemented by supply technicians. Information Specialists collaborate with their supply technicians to ensure that orders are submitted in an appropriate manner.

Supply offices maintain a stock of catalogs for supplies and equipment. Information Specialists may also wish to contact individual library supply companies to ensure current catalogs are available.

Books

DoDEA Headquarters Procurement Division negotiates a contract with a library book jobber to cover requirements for preprocessed library books for a five-year period. The DoDEA Information Center website contains current contract information.

The supply technician will provide the Information Specialist with the requirements for submitting a book order.

Online resources

Online resources are purchased for schools, pending availability of annual funds. DoDEA provides DoDDS schools (including Guam and Cuba) and those DDESS schools who do not have state reciprocal agreements with online resources annually. Area Information Center coordinators will have information regarding availability of these resources.

DDESS Information Specialists should investigate State reciprocal agreements and ask principals to contact district offices to determine whether funds have been made available for online resources.

Schools may purchase additional online resources with funds available in the Information Center budget. To avoid duplication, Information Specialists should check with their Information Center coordinators before ordering additional online resources.

Periodicals

Information Specialists may select vendors of their choice for periodical subscriptions and submit the orders through supply technicians.

Follow Up Procedures

To follow up on missing orders:

1. Copies of orders (including requisition numbers) should be kept to facilitate follow-up requests.
2. If items are not received in a timely manner, the supply technician should be asked to conduct a follow up for the order.
3. If schools experience problems with the book contract vendor, questions may be directed to DoDEA Information Center Coordinators.

INFORMATION CENTER MANAGEMENT

LIBRARY AUTOMATION

Technical support and software updates

Technical support and updates in DDESS (excluding Guam and Cuba) are provided at each district or school. The school administrator ensures that funds are allocated for this service.

Provision for technical support and updates in DoDDS (including Guam and Cuba) is maintained at the Area level. [See Appendix E - DoDEA and Internet Resources - Library World]

District Automation Support Personnel

Each DoDDS district (including Guam and Cuba) has Information Specialists who are trained to provide limited technical support to other Information Specialists within the district. These designated individuals are authorized to contact the company directly to resolve automation software problems. Area Information Center coordinators should be contacted for names of individuals in each district.

Circulation of Materials

Information Specialists establish the criteria (e.g. number of items, loan periods, etc.) that are most appropriate for circulation of materials in their schools.

HOURS OF OPERATION

Ideally, the Information Center should be open and staffed before school, throughout the school day, and after school for student use. Each union contract establishes the length and hours of the duty day and provides time for lunch for members of the bargaining unit. Information Specialists should coordinate with each school principal the specific hours the Information Center is to be open, consistent with the union contract.

VOLUNTEER ASSISTANCE

Student Aides

Student aides provide excellent support as they learn work skills in the Information Center. Students can accomplish tasks such as shelving, helping set up displays, and managing the circulation of resources.

Parents and Other Community Members

DoDEA supports parent and community involvement in the schooling process. Volunteers in DoDEA communities frequently volunteer in Information Centers and become advocates of the program and further the school-home partnership. However, volunteers cannot replace certified personnel and paraprofessionals in the management and implementation of the Information Center program.

FINES AND CHARGES FOR OVERDUE/LOST ITEMS

Charging fines for overdue items is not permitted in DoDEA. In the case of a lost item, the parent or guardian writes a check payable to the U.S. TREASURY. The checks are given to the supply technician who processes them with the local finance office. The school budget does not get reimbursed with lost item funds.

MANAGEMENT LOG

It is recommended that each Information Specialist maintain a Management Log that provides information to assist a successor should the Information Specialist receive a transfer or leave the school system. This Management Log is also useful for returning Information Specialists, as it provides an ongoing list of pertinent information critical to the operation of the Information Center.

COLLECTION ASSESSMENT

Assessment is the process of determining strengths and weaknesses to facilitate planning for the improvement of the learning and teaching environment. The Information Specialist has the responsibility to regularly and systematically analyze holdings to determine how effectively the collection meets the needs of the users. Collection evaluation helps identify strengths and weaknesses, after which the Information Specialist prioritizes areas for improvement.

In consultation with building level administration, the Information Specialist should develop a plan of action that will be used to improve prioritized areas. Actions may include increasing budget allocations locally or submitting Unfunded Requirements (UFRs) to the principal for consideration. It is the school Information Specialist, working with faculty and administrators, who determines the quality of the collection based on local needs consistent with these guidelines.

In order to maintain an up-to-date and attractive collection, an ongoing “weeding” plan should be in place for all areas of the collection. Copyright date is only one criterion used in evaluation for weeding. It is recognized that copyright dates as determinants of quality vary from subject

to subject and from topic to topic within broad subject categories. Other weeding criteria include condition of the item, relevance of the material, circulation statistics, and replacement availability. When weeding, the determining factor should always be the professional judgment of the Information Specialist. The school administrator and/or supply technician should be consulted about the disposal of weeded materials.

Book Collection

Books are an essential part of the library collection. They contribute substantially to developing vocabulary and reading comprehension, broadening student interests, and instilling a love of learning. A quality Information Center contains an attractive, current, and stimulating book collection. This collection is comprised of reference, nonfiction, fiction, and professional titles.

Periodical Collection

Periodicals provide seasonal literature, learning activities projects, news, opinions, suggestions for teaching, and other curricular and motivational information. With the availability of electronic databases, there is a limited need to develop an extensive magazine collection. Magazine subscriptions should focus on special interests of the age levels in the school.

Professional Collection

Professional collections support and encourage professional growth and should include books, journals, periodicals, videos, and other professional items. Online resources often include professional journals. In collaboration with staff, the Information Specialist determines the most appropriate resources to include in the collection.

Electronic Resources Collection

Electronic resources should be available to students and staff within the school setting and from home. These networked resources may include the online public access catalog, online databases and other reference resources. Selection should be based on the age of the students and curriculum needs.

Technology Resources

Adequate technology resources must be available in Information Centers to facilitate the access and use of information by students and staff. Computer workstations must be available for the following activities:

- Cataloging of resources and management of the database
- Circulation of materials by Information Center staff
- Searching for Information Center materials by staff and students
- Accessing information in online databases and on the Internet
- Utilizing information resources to prepare reports and multimedia projects

In addition, technology resources such as digital cameras, scanners, and other peripherals are required to support the learning activities in the Information Center.

CONCLUSION

This document is the result of a collaborative effort on the part of DoDEA Information Specialists world-wide. The document will be periodically reviewed and updated as new developments in the fields of library science and technology warrant and in the interest of continuous improvement of DoDEA's Information Center program and services.

Appendix A

DODEA INFORMATION SPECIALIST POSITION DESCRIPTION

I. INTRODUCTION

As the essential link who connects students, teachers, and others with the information resources they need, the information specialist plays a unique and pivotal role in the learning community.

II. SUPERVISORY CONTROLS

Work is performed under the general supervision of the school principal. Incumbent independently provides expertise in acquiring and evaluating information resources in all formats and specialist guides and directs all the activities related to the library media program. Supervisor relies on the information specialist to work with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. School Information Center sessions are subject to periodic audit by the supervisor so that the incumbent's continuing effectiveness can be evaluated.

III. DUTIES AND RESPONSIBILITIES

1. As teacher, the information specialist ensures students learn information skills, technology skills, and literature appreciation by: teaching students information literacy skills, to include recognizing when information is needed, locating the information, evaluating the information, and effectively using the information; teaching the use of information resources, including print and online resources, such as the Internet, CD-ROM databases, and the online public access catalog; assisting students with the production of multimedia projects and materials utilizing a wide variety of resources and technology; and providing literature enrichment activities.
2. As instructional partner, the information specialist provides instructional leadership for educators and parents by collaborating with teachers to incorporate resource based learning experiences into the classroom; assisting teachers with the integration of technology resources into the curriculum; planning school-level workshops and/or training for administrators and educators in information literacy skills; maintaining a strong partnership with other technology positions in the schools, such as the education technologist and the administrative technologist; communicating effectively with school and community groups to convey the Information Center's mission, goals, objectives, and needs; and participating in relevant workshops, conferences, and courses to remain current in the field of information science, teaching methods, and technology.
3. As program administrator, the information specialist develops, administers, and manages programs and facilities for the use of information resources and technologies by: developing, evaluating, and revising policies, procedures, and services of the local school information program/center; selecting and

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ordering resources consistent with DoDEA policies and with school curriculum needs; ensuring effective organization of Information Center and resources; administering and maintaining an Information Center and program that fosters a positive learning environment; providing supervision and leadership for clerical, paraprofessional, and technical staff, administering the Information Center through the utilization of appropriate technology and software, including DoDEA standard automation software and application software, such as word processing, database, and spreadsheets; providing basic troubleshooting for the automated library system, local area network, workstations, software, and telecommunications problems; and providing information about and complying with copyright laws

4. Joins with faculty colleagues and school officials in maintaining order, security, a wholesome, stimulating, creative, educational climate conducive to learning, achievement, and good citizenship; and participates in committee activities, as required, to review, evaluate, and develop educational materials which will improve the educational program. Participates in DoDEA testing programs as required.
5. Performs other duties as assigned.

IV. SIGNIFICANT FACTS

May be required to travel by military and/or commercial air, land or sea transportation in the performance of assigned duties. Incumbent will be required to respect the privacy and sensitivities of students and parents by controlling and personal information to those who “need to know”.

Appendix B

INFORMATION SPECIALIST COMPETENCIES

TEACHING

1. Utilizes current technology to provide efficient access to and effective communication of information
2. Demonstrates the use of search strategies to access electronic resources, to include electronic databases, the OPAC, and resources via the Internet/Intranet
3. Develops activities to promote reading and the enjoyment of literature
4. Demonstrates ethical and legal behavior regarding intellectual freedom and property rights
5. Models and promotes effective and collaborative teaching in order to achieve content objectives
6. Evaluates information for appropriateness, timeliness, and accuracy
7. Demonstrates the use of process-based models for instruction
8. Practices a variety of strategies for teaching information literacy skills within curricular content areas

PARTNERSHIP

1. Utilizes a variety of strategies for establishing links and partnerships with the community to enhance teaching and learning
2. Demonstrates competency in the use of DoDEA standard Information Center technologies to encourage integration into curriculum and instruction
3. Demonstrates use of various teaching strategies to encourage integration of information resources and technology into curriculum and instruction
4. Utilizes a variety of staff development models to foster professional growth
5. Uses a variety of strategies for establishing links and partnerships among appropriate technology personnel and programs
6. Communicates the Information Center's mission, goals, objectives and needs to the educational community

ADMINISTRATION

1. Applies knowledge of collection development policies consistent with DoDEA and standard library practices

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2. Applies knowledge of basic principles of Information Center organization consistent with DoDEA and standard library policies
3. Demonstrates proficiency in the use of application software to manage Information Center resources
4. Demonstrates proficiency in the use and management of DoDEA library automation system software
5. Demonstrates the ability to use a variety of supervisory models and strategies to establish policies and manage human, financial and physical resources
6. Develops student-centered programs which promote achievement and develop lifelong learning skills
7. Demonstrates leadership in the development of the Information Center program in relation to the total school program
8. Demonstrates the ability to use a variety of assessment tools and strategies to monitor program effectiveness

Appendix C

DODDS INFORMATION SPECIALIST PERFORMANCE ELEMENTS

ELEMENT 1 Managing the Information Center: The effective Information Specialist maintains an Information Center environment that enhances student learning and promotes positive student behavior. (Critical)

- 1.1 Organizes the environment for effective learning
- 1.2 Creates a climate which encourages use of the facility and its resources
- 1.3 Manages resources efficiently
- 1.4 Organizes and manages instructional groups
- 1.5 Uses a variety of assessment tools and strategies to monitor program effectiveness
- 1.6 Provides an attractive Information Center with easy access to resources and conducive to a variety of learning activities
- 1.7 Maintains necessary records to document usage of materials and resources
- 1.8 Effectively plans for budget and collection development
- 1.9 Supervises Information Center staff (virtual or otherwise)
- 1.10 Acknowledges contributions and shares expertise and resources with parents and community members and partnerships

ELEMENT 2 Curricular Support: The effective Information Specialist demonstrates support of the curriculum of the school. (Critical)

- 2A. Collaborates with other educators to foster student learning**
- 2A.1 Plans with educators to identify and integrate the information literacy skills within curricular content areas
 - 2A.2 Selects instructional strategies appropriate to students' learning styles and developmental stages
 - 2A.3 Utilizes current curriculum guides
 - 2A.4 Presents accurate and current information recognizing multiple points of view
 - 2A.5 Utilizes a variety of instructional strategies, information resources, processed-based models and technologies
 - 2A.6 Models ethical and legal behavior regarding intellectual freedom and property rights

- 2A.7 Collaborates with other educators to promote reading and enjoyment of literature
- 2B. Maximizes the use of materials, resources, and information technology to increase student learning**
- 2B.1 Provides a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives
- 2B.2 Integrates technology in presentations and instructional delivery
- 2B.3 Incorporates multi-sensory materials to meet varied student learning styles
- 2B.4 Assists students and staff in the use of search strategies to access a variety of information.

ELEMENT 3 Practicing Equity: The effective Information Specialist practices education equity in the Information Center, creating a climate conducive to the promotion of positive student involvement and self-concept. (Critical)

- 3.1 Recognizes student diversity and demonstrates sensitivity and responsiveness to the personal ideas, needs, interests and feelings of students**
- 3.2 Demonstrates respect for each student's background experience and culture
- 3.3 Acknowledges and encourages each student's performance and achievement
- 3.4 Provides every student with opportunities for active involvement and creative thinking
- 3.5 Elicits responses from volunteers and non-volunteers
- 3.6 Provides opportunities for students to make decisions regarding own learning and behavior
- 3.7 Promotes positive student-student, student-Information Specialist relationships
- 3.8 Demonstrates high expectations for all students

DDESS Performance Criteria among schools may differ and may be found at the District Office.

Appendix D

INFORMATION CENTER AND CLASSROOM SUPPLEMENTAL MATERIALS SELECTION POLICY AND CHALLENGE PROCEDURES



**DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VIRGINIA, 22203-1635**

Education Directorate

DoDEA Regulation 2992.1
October 27, 2004

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY REGULATION

1. PURPOSE

This Regulation:

- 1.1. Establishes system-wide policy and procedures and assigns responsibilities under references (a) and (b) for selecting information center and classroom supplemental materials used in Department of Defense Education Activity (DoDEA) schools; and for challenging the suitability of those materials.
- 1.2. Provides guidance to Department of Defense (DoD) officials and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law.

2. APPLICABILITY AND SCOPE

This Regulation applies to:

- 2.1. The Office of the Director, Department of Defense Education Activity; the Director, Department of Defense Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESSIDoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Department of Defense Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-PDDESS-Guam); and all DoDEA District Superintendents, School Principals, Teachers, and Support Staff.
- 2.2. Parents or guardians of students enrolled in DoDEA schools.
- 2.3. Students enrolled in DoDEA schools that are age 18 and older.

3. DEFINITIONS

- 3.1. Approved Materials Lists. Materials lists that are prescribed from time to time by DoDEA Headquarters (HQ) Subject Matter Coordinators.
- 3.2. Challenged Materials Review Committee (CMRC). Committee appointed by the school principal to recommend disposition of challenges in accordance with enclosure 2.
- 3.3. Challenger. A person who uses the informal or formal procedures specified in this Regulation to challenge the use of information center or classroom supplemental materials; and
 - 3.3.1. Is the parent or guardian of a minor child enrolled in a DoDEA school challenging the use of information center or classroom supplemental materials by his or her student; or
 - 3.3.2. Is a student age 18 or older enrolled in a DoDEA school challenging his or her personal use of information center or classroom supplemental materials,
- 3.4. Classroom Supplemental Materials. Materials prescribed and selected by DoDEA Teachers to supplement classroom activities.
- 3.5. Information Center Materials. Materials prescribed and selected by DoDEA Information Specialists for use in DoDEA School Information Centers.
- 3.6. Materials. Books, videocassettes, performing arts scripts, computer software, and other non-print resources for which the school principal has acquisition management responsibility for, and that may be selected, consistent with this Regulation, for use in the school by classroom teachers and information center staff, whether acquired by purchase or in accordance with reference (c).

4. POLICY

It is DoDEA policy that:

- 4.1. Students shall be provided a broad range of educational materials that enrich and support the curriculum and meet their educational needs.
- 4.2. Challengers shall be provided uniform procedures for requesting reconsideration of selected classroom supplemental or information center materials.
- 4.3. This Regulation does not apply to the following materials:

- 4.3. I. Articles from a daily newspaper or periodical that a classroom teacher may select for classroom use to meet educational objectives when it is impractical to give advance notice of their use.
- 4.3.2. Internet Resources. DoDEA provides Internet filtering; however DoDEA does not control information on the Internet. A request for Internet Access, signed by a student's parent or guardian, or by a student over the age of 18, represents an understanding on the part of the student and the student's parent or guardian that the student will adhere to DoDEA Administrative Instruction 6600.1 (reference (d)).

5. RESPONSIBILITIES

- 5.1. The Director, Department of Defense Education Activity, shall designate the DoDEA Information Center Coordinator as the position for receiving and maintaining records of formal materials challenges.
- 5.2. The DoDEA Information Center Coordinator under the authority, direction, and control of the Principal Deputy Director, Department of Defense Education Activity, shall receive and maintain records of formal materials challenges.
 - 5.2.1. These records shall be filed by school, district, or subject (i.e., the particular challenged material), but not by the name of the challenging party.
 - 5.2.2. Each challenge file will consist of: (1) the record of attempts to resolve the challenge, both informal and formal; (2) the Request for Reconsideration (formal challenge); (3) the Challenged Materials Review Committee (CMRC) Report; (4) the principal's decision; (5) the appeal of the principal's decision, if applicable; (6) the district superintendent's final decision, if rendered; and (7) correspondence related to each case.
- 5.3. The Director, Department of Defense Domestic Dependent Elementary and Secondary Schools and Department of Defense Dependents Schools, Cuba; the Director, Department of Defense Dependents Schools, Europe; the Director, Department of Defense Dependents Schools, Pacific and Department of Defense Domestic Dependent Elementary and Secondary Schools, Guam; under the Director, Department of Defense Education Activity, shall:
 - 5.3.1. Exercise overall responsibility and authority for the implementation of this Regulation within their respective areas.

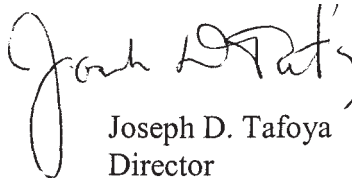
- 5.3.2. Serve as, or designate the official(s) to serve as, the primary contact with the press regarding any challenge to materials in their respective DoDEA Areas.
- 5.4. The DoDEA District Superintendents shall:
 - 5.4.1. Ensure that school principals within their districts follow the policies and procedures contained in this Regulation.
 - 5.4.2. Issue the final decision concerning a challenge to materials under this Regulation when a challenger appeals the principal's decision.
 - 5.4.3. Grant extensions of time, for good cause, to the deadlines prescribed in this Regulation, upon the request of the challenger or the principal.
 - 5.4.4. Forward to the appropriate DoDEA Director, and the DoDEA Information Center Coordinator, a copy of each final decision concerning a challenge to materials under this Regulation.
- 5.5. The DoDEA Principals shall:
 - 5.5.1. Acquire materials covered by this Regulation in accordance with the criteria described in enclosure 1.
 - 5.5.2. Invite parents to visit the school to discuss educational materials.
 - 5.5.3. Appoint members to a standing CMRC, in accordance with the procedures in enclosure 2.
 - 5.5.4. Provide a copy of this Regulation to concerned parents.
 - 5.5.5. Receive the formal challenge.
 - 5.5.6. Acknowledge receipt of a formal challenge, convene the CMRC within 10 working days of receiving the challenge, unless the matter is resolved informally, and notify the challenger of the date, time, and place of the CMRC meeting.
 - 5.5.7. Attempt to resolve the matter informally with the challenger before the CMRC meets.
 - 5.5.8. Issue a decision within 3 working days of receiving the CMRC's Report.
 - 5.5.9. Grant extensions of time, for good cause, to the deadlines prescribed in this Regulation, upon the request of the challenger or the CMRC.

- 5.5.10. Provide the District Superintendent; appropriate DoDEA Director, and DoDEA Information Center Coordinator, with a copy of: (1) the record of attempts to resolve the challenge; (2) the Request for Reconsideration (formal challenge); (3) the CMRC Report; (4) the principal's decision; and (5) correspondence related to the case.
- 5.6. The DoDEA Information Specialists shall:
 - 5.6.1. Facilitate the review and selection of information center materials consistent with this Regulation.
 - 5.6.2. Inform the principal promptly whenever an informal challenge arises, document the discussions and informal attempts at resolution, keep the principal informed of developments and notify the principal of the success or failure of informal resolution efforts.
 - 5.6.3. Attempt informal resolution of challenges by offering the use of alternate information resources and advise the parent or guardian to oversee and restrict his or her student's access to information center materials challenged by the parent.
 - 5.6.4. Notify the principal and refer the challenger to the principal if informal resolution of the challenge is not possible.
- 5.7. The DoDEA Teachers shall:
 - 5.7.1. Review and select classroom supplemental materials consistent with this Regulation.
 - 5.7.2. Inform the principal promptly whenever an informal challenge arises, document the discussions and informal attempts at resolution, keep the principal informed of developments and notify the principal of the success or failure of informal resolution efforts.
 - 5.7.3. Attempt informal resolution of the challenge by offering to locate and assign alternative instructional materials or by providing an alternative assignment that meets educational objectives.
 - 5.7.4. If informal resolution of the challenge is not possible, notify the principal and refer the challenger to the principal.
- 5.8. The DoDEA Parents and Guardians:
 - 5.8.1. May visit classroom and information centers and review or discuss classroom supplemental materials with the classroom teacher and information center materials with the information specialist.

- 5.8.2. May challenge their student's use of materials by following the procedures prescribed in this Regulation.
- 5.8.3. Shall oversee his or her student's access to classroom supplemental or information center materials and restrict his or her student's access to materials challenged by the parents.

6. EFFECTIVE DATE

This Regulation is effective immediately.



Joseph D. Tafoya
Director

Enclosures - 5

- E1. Criteria for Selecting Classroom Supplemental and Information Center Materials
- E2. Challenged Materials Review Committee Operating Procedures
- E3. Procedures for Selecting Information Center and Classroom Supplemental Materials
- E4. Procedures for Challenging Materials
- E5. Schematic for Challenging Materials

EI. ENCLOSURE 1
CRITERIA FOR SELECTING CLASSROOM SUPPLEMENTAL AND INFORMATION
CENTER MATERIALS

Selection officials shall employ, as appropriate, the following criteria when selecting materials, whether acquired by purchase or as a gift in accordance with reference (c):

- El.1. Educational significance.
- El.2. Contribution the subject matter makes to the curriculum and to the interests of students.
- El.3. Favorable reviews found in standard selection sources such as:
 - El.3.1. The Basic Book Collection for Elementary Grades.
 - El.3.2. The Best Books for Children.
 - El.3.3. The Children's Catalog.
 - El.3.4. The Junior High Catalog.
 - El.3.5. The Booklist.
 - El.3.6. The American Library Association Recommended Lists.
 - El.3.7. The National Council of Teachers of English Recommended Lists.
 - El.3.8. The Kirkus Reviews.
 - El.3.9. The School Library Journal.
 - El.3.10. The International Reading Association Booklists.
 - El.3.11. The Advanced Placement Booklists.
- El.4. Recommendations based on preview and/or examination of materials by DoDEA professional educational personnel or inclusion on a DoDEA approved materials list.
- El.5. Reputation and significance of the author, illustrator, producer, and/or publisher.
- El.6. Validity, currency, and appropriateness of the material
- El.7. High artistic quality and/or literary style.
- El.8. Quality and variety of format.
- El.9. Value commensurate with cost and/or need.

- El.10. Timeliness or permanence.
- El.11. Integrity.
- El.12. Presentation of cultural diversity, particularly as it relates to the host nation, state, or local community.

E2. ENCLOSURE 2
CHALLENGED MATERIALS REVIEW COMMITTEE: SELECTION OF MEMBERS
AND OPERATING PROCEDURES

E2.1. Principals will appoint members to their respective schools' CMRC at the start of each school year.

E2.1.1. Persons appointed to a CMRC will serve a term of one school year which includes any summer school sessions that are held following the end of the regular school year.

E2.1.2. Principals may appoint other individuals to finish the incomplete term of a CMRC member who vacates his or her position before the end of a school year.

E2.1.3. Members may be reappointed to the same CMRC for up to three consecutive school year terms.

E2.2. Membership of CMRCs shall include the following representatives of the school community:

E2.2.1. A DoDEA administrator who shall serve as a non-voting member.

E2.2.2. Two DoDEA teachers and a school information specialist who shall serve as voting members.

E2.2.2.1. The professional teachers association with representational rights in the affected district must be permitted to nominate teachers and information specialists for consideration for inclusion in CMRC membership.

E2.2.2.2. At the start of the school year, principals will notify pertinent teacher associations in writing of their right to nominate members for CMRC membership and the deadline for submitting those nominations.

E2.2.3. If the CMRC is considering a challenge involving actions of one of its teacher or school information specialist members, the affected member shall be recused from the CMRC's deliberations of the challenge. The principal will appoint an alternate teacher or information specialist to replace the affected teacher or school information specialist member. The alternate will serve on the CMRC until it completes its deliberations and delivers a report to the principal.

E2.2.4. The appropriate Community Commander or his/her representative, who shall serve as a voting member.

E2.2.5. A parent or guardian from the DDESS/DoDDS-Cuba school board, local DoDDS-E, or DoDDS-PDDESS-Guam Installation Advisory Committee or School Advisory Committee who shall serve as a voting member.

E2.2.6. A secondary school student representative from the school may be appointed as a voting member.

E2.3. Each CMRC will adhere to the following operating rules:

E2.3.1. A chairperson will be selected by a majority vote of the voting members.

E2.3.2. In the absence of its own rules, the CMRC will follow Roberts Rules of Order.

E2.3.3. A quorum will consist of a majority of the appointed members.

E2.3.4. The CMRC will be convened within 10 working days of the principal's receipt of a formal challenge, unless an informal resolution is achieved.

E2.3.5. Each member of the CMRC shall:

E2.3.5.1. Read and review the challenged material in its entirety as part of the review process. A challenged material shall be evaluated as a whole and disputed passages or parts shall be evaluated in the context of the challenged material's entirety.

E2.3.5.2. Read reviews concerning the challenged materials.

E2.3.5.3. Review the selection criteria at enclosure 1 and evaluate the challenged material using these criteria.

E2.3.6. The CMRC shall:

E2.3.6.1. Complete deliberations and deliver the CMRC report to the school principal within 5 working days of its meeting, unless it obtains an extension of time from the principal. (See attachment E2.A1.)

E2.3.6.2. Identify in the CMRC report criteria used to evaluate the materials and describe how the criteria was applied to the challenged materials.

E2.3.6.3. Explain in the CMRC report how the challenged material either does or does not relate to the DoDEA curriculum, educational objectives, and policies concerning the selection of materials.

E2.3.6.4. Include in the CMRC report recommendations concerning resolution of the challenge. The CMRC may include such

concurring or dissenting opinions and recommendations as it determines necessary to express the views of the Committee.

Attachment - 1

E2.A1. Sample Challenged Materials Review Committee (CMRC) Report to Principal

**E2.A1. ENCLOSURE 2 - ATTACHMENT 1
SAMPLE CHALLENGED MATERIALS REVIEW COMMITTEE REPORT TO
PRINCIPAL**

Letterhead Stationary

{Date}

MEMORANDUM FOR PRINCIPAL (NAME OF SCHOOL)

SUBJECT: Challenged Materials Review Committee Report and Recommendations

The Challenged Materials Review Committee (CMRC) met on (date) at (school name) pursuant to the Request for Reconsideration submitted by (name of challenger), (dated). The CMRC reviewed the challenge to (choose one: classroom supplementary materials or information center materials) used in the (classroom of (state the name of the classroom teacher(s)) or information center). The CMRC reviewed the challenged materials in their entirety, read reviews of the materials, and evaluated the selection of the materials in accordance with the selection criteria, at enclosure 1 of DoDEA Regulation XXXXX.

The CMRC voted and (choose one: a majority or X number of members) of the CMRC reached the conclusion that the materials (for example: should be withdrawn from the use of a particular student / should be left in place and used as originally planned). Add the following sentence if necessary to reflect dissenting views: (X number of members, however, have concluded for example: the materials should be withdrawn from the use of a particular student / should be left in place and used as originally planned.)

Attached is the report of the CMRC (and any concurring or dissenting views).

CMRC Chairperson

Attachment:
CMRC Report

E3. ENCLOSURE 3
PROCEDURES FOR SELECTING INFORMATION CENTER AND CLASSROOM
SUPPLEMENTAL MATERIALS

- E3.1. Selection of information center materials is a continuous process conducted by the school information specialist under the supervision of the school principal.
 - E3.1.1. The school information specialist facilitates the review and selection of information center materials.
 - E3.1.2. The school principal shall ensure that the students, parents, guardians, and teachers are aware of the opportunity to recommend materials to the school information specialist.
- E3.2. Classroom supplemental materials selection is a continuous process conducted by the teacher under the supervision of the principal.
 - E3.2.1. Teachers review and select classroom supplemental materials that have a clear connection with established educational objectives.
 - E3.2.2. Upon a parent's request, a teacher will work with the parent to identify suitable alternate supplemental materials for the parent's child.
- E3.3. School information specialists and teachers shall employ, as appropriate, the criteria described in enclosure 1 when selecting materials.

E4. ENCLOSURE 4
PROCEDURES FOR CHALLENGING MATERIALS

- E4.1. Any challenger may initiate an informal challenge by bringing his/her concerns to the attention of the teacher when it involves classroom supplemental material, or to the school information specialist when it involves an information center resource.
 - E4.1.1. If a challenger requests that classroom supplemental material be withdrawn from the use of a specific student, the teacher will attempt to resolve the issue informally by offering to locate and assign alternative instructional materials, or by providing an alternative assignment that meets classroom educational objectives.
 - E4.1.2. If a challenger requests that access to specific information center materials be withdrawn from use of a specific student, the information center specialist will attempt to resolve the concern informally by offering to locate alternative information center materials, but must notify the challenger of the requirement in this Regulation that he or she must oversee and restrict his or her student's access to the challenged materials.

- E4.1.3. If the teacher or information specialist is unable to resolve the concerns about the use of classroom supplemental or information center materials, he/she shall refer the challenger to the principal.
- E4.2. The challenger may initiate a formal challenge by filing a Request for Reconsideration of Information Center or Classroom Supplemental Materials, with the school principal. (See attachment E4.A1.) Initiating an informal challenge is not a prerequisite to filing a formal challenge.
- E4.3. The principal shall receive and acknowledge receipt of a formal challenge, convene the CMRC within 10 working days of receiving the challenge, unless the matter is resolved informally, and notify the challenger of the date, time, and place of the CMRC meeting. (See attachment E4. A2 .)
- E4.4. The principal shall attempt to informally resolve the matter with the challenger before the CMRC meets.
- E4.5. If no informal resolution is achieved, the CMRC shall meet to review the material, examine professional reviews, evaluate the materials according to the recommended criteria described in enclosure 1 of this Regulation, and prepare a report with a recommendation to the principal within 5 working days of convening, as described in enclosure 2.
- E4.6. The principal must advise the challenger in writing of the decision within 3 working days of receiving the CMRC recommendation. (See attachment E4.A3 .)
- E4.7. If the challenger disagrees with the principal's decision, he or she may file an appeal within 5 days of receiving the decision, by mailing, faxing or delivering a Request for Reconsideration (attachment E4.A1) and a copy of the principal's decision to the District Superintendent.
- E4.8. The District Superintendent shall issue a final decision within 5 working days of receiving the appeal. A sample final decision letter is at attachment E4.A4. There is no further appeal from the District Superintendent's final decision. See enclosure 5 for a schematic of the challenge procedure.
- E4.9. No material will be withdrawn from use at a school unless a final decision directing such action is made by the cognizant District Superintendent.

Attachments - 4

- E4.A1. Request for Consideration of Information Center or Classroom Supplemental Materials (Formal Challenge)
- E4.A2. Sample Letter Acknowledging Receipt of Request for Reconsideration (Formal Challenge)

E4.A3. Sample Decision Letter From Principal

E4.A4. Sample Final Decision Letter From District Superintendent

**E4.A1. ENCLOSURE 4 - ATTACHMENT 1
REQUEST FOR RECONSIDERATION OF INFORMATION CENTER OR
CLASSROOM SUPPLEMENTAL MATERIALS
(FORMAL CHALLENGE)**

1. Decision by Principal

DoDEA has established procedures for the reconsideration of school information center or classroom supplemental materials. If you wish to request reconsideration of information center or classroom supplemental materials, please complete this form and return to:

(Name, address, and facsimile number of the principal)

Name: _____ Date: _____

Mailing Address: _____ Home Phone: _____

_____ Work Phone: _____

Material on which you are commenting: _____

Title: _____ Author: _____

Format (Circle one):

Book CD-ROM Video Other, please specify:

What brought this material to your attention? _____

Did you read, hear, or view the entire material? _____ Yes _____ No

If not, which part did you read or view? _____

What would you like the school to do about this material? _____

Specifically, what part of the information did you find objectionable, and why? (Please cite pages, frames, sections, etc.) _____

Date: _____

Signature of Challenger

NOTE: Challenger should retain a copy of this Request for Reconsideration to use, after completing the following blocks, if the challenger wishes to appeal the decision of the Principal.

**E4.A1. ENCLOSURE 4 - ATTACHMENT 1 (CONTINUED)
REQUEST FOR RECONSIDERATION OF INFORMATION CENTER OR
CLASSROOM SUPPLEMENTAL MATERIALS
(FORMAL CHALLENGE)**

2. Appeal of Principal's Decision

If you wish to appeal the decision of a principal concerning your Request for reconsideration of Information Center or Classroom Supplemental Materials, please complete the following information blocks, in addition to those above, and submit this form, together with a copy of the principal's decision to:

(Name, address, and facsimile number of the District Superintendent)

State the date on which you received the decision by the principal: _____

State the reasons you disagree with the decision of the principal: _____

_____ Date: _____

Signature of Challenger

**E4.A2. ENCLOSURE 4 - ATTACHMENT 2
SAMPLE LETTER ACKNOWLEDGING RECEIPT OF REQUEST FOR
RECONSIDERATION
(FORMAL CHALLENGE)**

Letterhead Stationary

(Date)

(Address of Challenger)

Dear Mr. Mrs. (name of challenger):

Regarding: Reconsideration of School Information Center/Classroom Supplemental Materials

Your Request for Reconsideration of the use of (state titles in issue and the date of the formal challenge) in the (school name) (Information Center or Classroom) has been received in my office. The Challenged Materials Review Committee (CMRC) will meet on (date) to consider your request.

Before the CMRC meets, I would like to meet with you to discuss your concerns and determine whether it is possible to resolve this issue by substituting alternative materials or assignments. Please call my office at (telephone number) to arrange a meeting. If we are unable to resolve your concerns informally, I will advise you of my decision in this matter within 3 working days after I receive the CMRC's recommendation.

If you have any further questions concerning this matter, you may contact me at (telephone number.)

Sincerely,

**E4.A3. ENCLOSURE 4 - ATTACHMENT 3
SAMPLE DECISION LETTER FROM PRINCIPAL**

Letterhead Stationary

(Date)

(Address of Challenger)

Dear Mr. /Mrs. (name of challenger):

Regarding: Challenged Materials Decision

Your Request for Reconsideration, dated (date), regarding the use of (state titles) was reviewed by the Challenged Materials Review Committee (CMRC) on (date). The CMRC's report is attached.

I have reviewed the CMRC's report and (concur / do not concur) with its recommendation. If you would like to discuss this decision with me, please contact my office at (telephone number) for an appointment.

If you wish to appeal this decision, you must do so within 5 working days of receiving this letter by sending a Request for Reconsideration to (name), the District Superintendent for the (name) District, by mail addressed to (address). You must attach a copy of this decision to your Request for Reconsideration. Should you require additional time to complete your appeal, you must contact the District Superintendent within 5 working days of your receipt of this letter and request an extension of time.

I appreciate the opportunity you have provided to review your concerns.

Sincerely,

Principal

Enclosures:

1. Committee Report
2. Request for Reconsideration

cc:

District Superintendent

**E4.A4. ENCLOSURE 4 - ATTACHMENT 4
SAMPLE FINAL DECISION LETTER FROM DISTRICT SUPERINTENDENT**

Letterhead Stationary

(Date)

(Challenger's address)

Dear Mr. /Mrs. (name of challenger):

Regarding: Challenged Materials Decision

Your Request for Reconsideration of (state the materials at issue), used at (state the name of the school) was reviewed by this office on (date). After a thorough review of the record in this case, I have decided to (sustain / reverse) the decision of the principal that the materials you have challenged are (appropriately used / inappropriate for use). (Explain briefly the basis of the decision, for example: based on my review of the CMRC Report, the materials were / were not selected in accordance with DoDEA authorized selection procedures / from approved materials lists, and acceptable alternative materials / assignments were offered and rejected).

This is the final decision on your Request for Reconsideration. There is no further appeal from this decision.

I appreciate the opportunity you have provided to review your concerns.

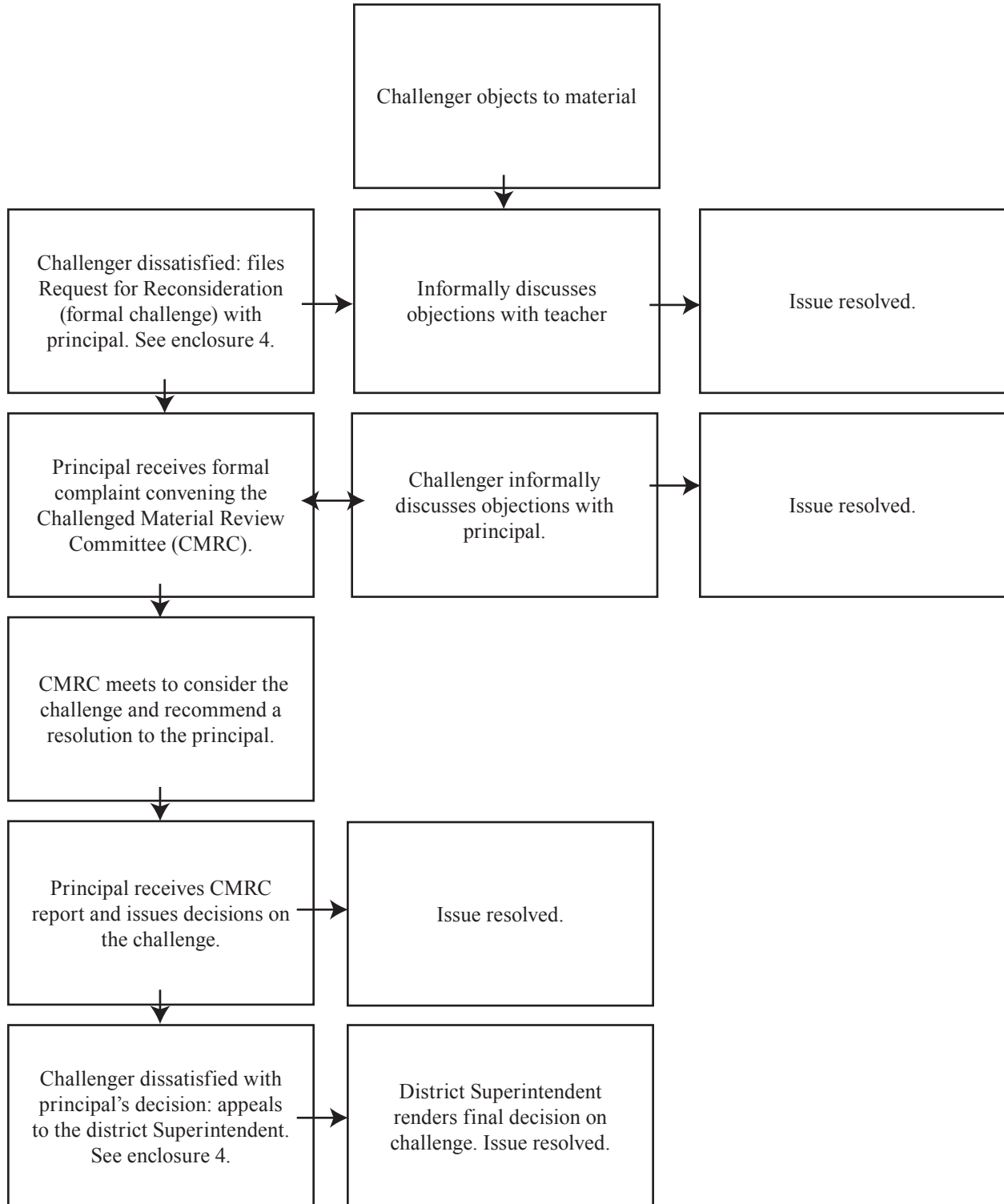
District Superintendent

cc:

DoDDS or DDESS Director
DoDEA Information Center Coordinator

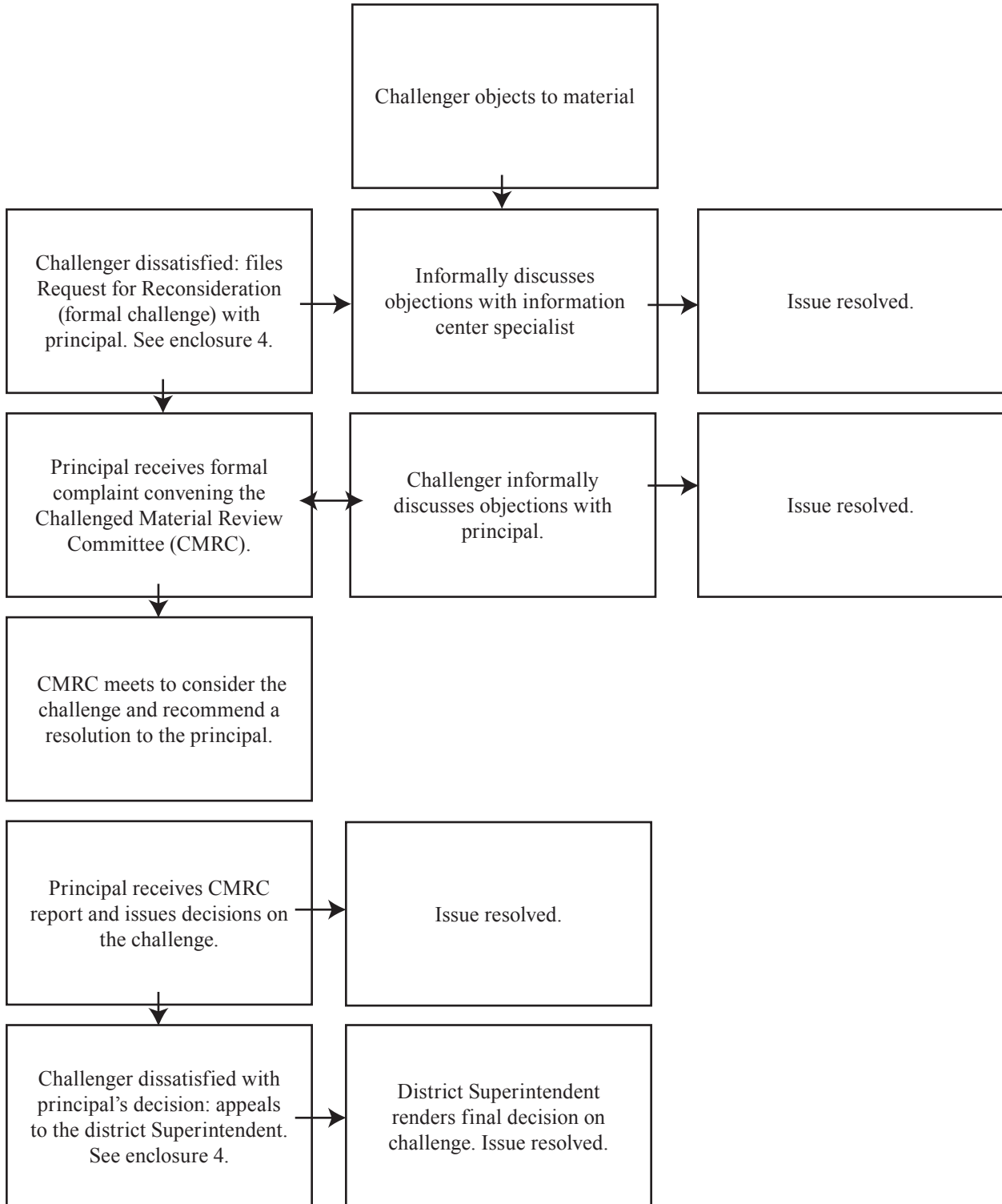
**E5. ENCLOSURE 5
SCHEMATIC FOR CHALLENGING MATERIALS**

1. Challenging Classroom Supplementary Materials



**E5. ENCLOSURE 5 - CONTINUED
SCHEMATIC FOR CHALLENGING MATERIALS**

1. Challenging Information Center Materials



Appendix E

DODEA AND INTERNET RESOURCES

ADMINISTRATIVE ROLES AND RESPONSIBILITIES

Resource/URL	Notes
<p>New Standards for Information Center Program Information Power: Building Partnerships for Learning – Mission and Goals http://www.ala.org/ala/aasl/aaslproftools/informationpower/missiongoals.htm</p>	
<p>AASL Position Statement On the Role of the School Library Media Program http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementrole.htm</p>	
<p>AASL Position Statements http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslposition.htm</p>	
<p>The Principal’s Manual for Your School Library Media Program Brochure. Chicago: American Association of School Librarians, 2000. ISBN 0-8389-8123-2 http://www.ala.org/ala/aasl/aaslpubsandjournals/aaslbooksandprod/principalsmanual.pdf</p>	Request 1 Free Copy
<p>American Association of School Librarians http://www.ala.org/aasl</p>	
<p>Association for Educational Communications and Technology http://www.aect.org</p>	

BUDGET

Resource/URL	Notes
<p>School Library Impact Studies http://www.lrs.org/impact.asp</p>	

COLLECTION MAINTENANCE

Resource/URL	Notes
ALA Collection Development Policy http://www.ala.org/aasl/resources/collection.html	
CREW Guidelines for Weeding http://www.smcoe.k12.ca.us/smerc/lib_training/weed2.html	
Sun Link Weed of the Month http://www.sunlink.ucf.edu/weed/	

COMMUNITY STRATEGIC PLAN

Resource/URL	Notes
DoDEA Community Strategic Plan http://www.odedodea.edu/csp/	

COPYRIGHT

Resource/URL	Notes
Copyright and Fair Use http://fairuse.stanford.edu	
Kathy Schrock's Copyright and Citation Resources http://school.discovery.com/schrockguide/referenc.html#copyright	
Copyright Quiz http://glencoe.com/sec/computered/col/chapter1/rules/fair_use_quiz.html	
Copyright Bay http://www.stfrancis.edu/cid/copyrightbay/	

CURRICULUM CYCLE RESOURCES

Resource/URL	Notes
Educational Program Development Plan http://www.odedodea.edu/instruction/curriculum/curr_cycle.htm	

DODEA CURRICULUM STANDARDS

Resource/URL	Notes
<p>DoDEA Curriculum Standards http://www.dodea.edu/instruction/curriculum/DoDEA_Content_Stand.htm</p>	

DODEA INFORMATION CENTER RESOURCES

Resource/URL	Notes
<p>DoDEA Information Center and Classroom Supplemental Materials Selection Policy and Challenge Procedures (Web site to be added)</p>	
<p>DoDDS Information Specialist Certification Requirements http://www.odedodea.edu/pers/employment/application/positions.html</p>	
<p>DoDEA Information Center Resources http://www.odedodea.edu/instruction/support/infocenter/resources.htm</p>	
<p>DDESS Information Literacy Education http://www.ddess.org/Pages/employeeelinks/InformationLiteracy/InformationLiteracy.htm</p>	

EARLY CHILDHOOD

Resource/URL	Notes
<p>DoDEA Early Childhood Education http://www.odedodea.edu/instruction/curriculum/ece/index.htm</p>	
<p>National Association for the Education of Young Children http://www.naeyc.org/</p>	

FLEXIBLE SCHEDULING

Resource/URL	Notes
AASL Position Statement on Flexible Scheduling http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatement.htm	
AASL Resource Guides for School Library Media Program Development http://www.ala.org/ala/aasl/aaslproftools/resourceguides/flexiblescheduling.htm	
Flexible Scheduling http://www.upei.ca/~fac_ed/projects/handbook/schedule.htm	

INFORMATION LITERACY STANDARDS

Resource/URL	Notes
Colorado Department of Education http://www.cde.state.co.us/edtech/download/plng-etil-h9.pdf	
Curry Research for Libraries and Academic Achievement http://www.lmcsource.com/tech/power/2nd/power2.htm	

INFORMATION PROCESSING MODELS

Resource/URL	Notes
<p>The Big Six www.big6.com/</p>	
<p>The Big Six Resources http://www.big6.com/showcategory.php?cid=7</p>	
<p>Applying the Big Six Skills, Information Literacy Standards, and ISTE NETS to Internet Research http://www.janetsinfo.com/big6info.htm</p>	
<p>AASL Position Statement – Resource Based Instruction: Role of the School Library in Reading Development www.ala.org/aasl/positions/ps_reading.html</p>	
<p>Additional Resource-Based Learning Resources: http://stauffer.queensu.ca/inforef/tutorials/rbl/index.htm http://archive.ncsa.uiuc.edu/edu/RSE/RSEviolet/RSEviolet.html http://www.upei.ca/~fac_ed/projects/handbook/rbl.htm</p>	
<p>Learning Without Limits, Resource-based learning CD, Kaiserslautern District, 2000</p>	<p>Request from HQ Coordinator</p>
<p>The Super Three Resources http://academic.wsc.edu/redl/classes/Tami/super3.html</p>	

INFORMATION SPECIALIST ROLES AND RESPONSIBILITIES

Resource/URL	Notes
<p>DoDEA Information Specialist Competencies http://www.dodea.edu/instruction/support/infocenter/pdf/Competencies.pdf</p>	Appendix B
<p>DoDEA Information Specialist Position Description http://www.dodea.edu/instruction/support/infocenter/pdf/Position.pdf</p>	Appendix A
<p>DoDEA Recommended Performance Elements for Information Specialists</p>	Appendix C
<p>DoDEA Information Specialist Certification http://www.dodea.edu/pers/employment/application/positions.html</p>	
<p>AASL Position Statement on the Role of the School Library Media Specialist in Site-Based Management http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementroleschool.htm</p>	
<p>AASL Position Statement on the Role of the Library Media Specialist in Outcomes-Based Education. http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementrolelibrary.htm</p>	
<p>AASL Position Statement on the Value of Independent Reading in the School Library Media Program http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementvalueindependent.htm</p>	
<p>Library Technician (Office Automation) Position Description (DODDS) http://www.eu.dodea.edu/ed/assist.htm</p>	
<p>Library Technician (Office Automation) Position Description (DDESS)</p>	Contact Local District HRO
<p>Roles of the Library Media Specialist http://www.bcps.org/offices/lis/office/infospec.html</p>	

INTELLECTUAL FREEDOM

Resource/URL	Notes
American Library Association http://www.ala.org/Template.cfm?Section=if	

LIBRARY WORLD (DODDS/GUAM)

Resource/URL	Notes
LibraryWorld 98 Version 3, Caspr Library Systems User's Guide, 2002	Download from FilesAnywhere.com
Library World Updates www.filesanywhere.com	Contact Area Coordinator for User Name & Password
Library World http://www.caspr.com	

MACKIN LIBRARY MEDIA (BOOK JOBBER, 2005 – 2010)

Resource/URL	Notes
MACKIN Library Media http://www.mackin.com/	

PROGRAM ASSESSMENT

Resource/URL	Notes
National Study of School Evaluation http://www.nsse.org	
AASL Resource Guides for School Library Media Program Development http://www.ala.org/ala/aasl/aaslproftools/resourceguides/planningassessment.htm	
Children’s Book Council http://www.cbcbooks.org/	
New York City School Library Media Program Evaluation http://www.emsc.nysed.gov/nyc/Library/Documents/M-Library%20Rubrics%20July%202000.doc	
Texas School Libraries http://castor.tsl.state.tx.us/ld/schoollibs/	
Colorado Department of Education http://www.cde.state.co.us/litstandards/evaluation.htm	
Best Practices http://www.ala.org/ala/aasl/aaslissues/aaslinfo/learningthrough.htm	

READING

Resource/URL	Notes
Position Statement on the Value of Independent Reading in the School Library Media Program http://www.ala.org/aasl/positions/ps_independent.html	
ERIC Clearinghouse on Reading, English and Communication http://www.eric.ed.gov/	
Virginia’s e-Book Library http://etext.lib.virginia.edu/ebooks/ebooklist.html	
Free Book Notes http://www.freebooknotes.com/	

SELECTION TOOLS

Resource/URL	Notes
LM-Net http://www.eduref.org/lm_net/	
CCBC-Net (Cooperative Children’s Book Center) http://www.soemadison.wisc.edu/ccbc/	

SPECIAL EDUCATION PROGRAM

Resource/URL	Notes
Special Education Services http://www.eu.odedodea.edu/ed/special.htm	
Assistive Technology (DDESS) http://www.ddess.org/Pages/employeelinks/SpecialEdu	
Assistive Technology (DoDDS) http://www.eu.odedodea.edu/ed/assist.htm	

STAFFING GUIDELINES OF UNITED STATES PUBLIC SCHOOLS

Resource/URL	Notes
Texas School Library Standards http://www.tsl.state.tx.us/ld/pubs/schlibsurvey/chIIIsec1.html	
Minnesota School Library Media Programs Final Report http://www.metronet.lib.mn.us/survey/final_report.pdf	
School Library Impact Studies http://www.lrs.org/impact.asp	
How School Librarians Help Kids Achieve Standards: The Second Colorado Study http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf	
Curry Research for Libraries and Academic Achievement http://www.lmcsource.com/tech/power/2nd/power2.htm	

STANDARDS REVIEW

Resource/URL	Notes
North Central Association of Schools and Colleges http://www.ncacasi.org/	
Southern Association of Colleges and Schools http://www.sacs.org/	
Middle States Association of Colleges and Schools http://www.css-msa.org/policies/index.html (Password required)	

STUDENT ACHIEVEMENT AND LIBRARY SERVICES

Resource/URL	Notes
How School Libraries Help Kids Achieve Standards: The Second Colorado Study [http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf	
The Relationship Between School Information Centers and Student Achievement http://www.ala.org/aaslTemplate.cfm?Section=Resource_Guides&Template=/ContentManagement/ContentDisplay.cfm&ContentID=14760	
Library Research Service http://www.lrs.org/impact.asp	
School Library Media Studies on Achievement http://www.iema-ia.org/IEMA119.html	

Appendix F

BIBLIOGRAPHY

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

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