

Information Power IV Notes:

9 Information Literacy Standards In Action:

1. Information Literacy—Accesses Information

a. Looks Like In Action (example):

- Elementary—Locate a specific book by using the card catalog
- Middle School—conducts research based on both broad and specific questions that will help them find relevant information
- High School—Creates a Pathfinder that includes print, non-print electronic and human sources to help them meet the requirements of their assignment or to solve their information problem.

b. Problems While Implementing It:

- Technology: access, reliability, Can you get to the computers? Are there enough computers? Do they work?
- Training for staff, collaboration & support
- Scheduling: fixed? flexible?
- Time to learn to practice, to apply, to evaluate, to reflect

c. Types of Lessons Needed To Teach It:

- Include an information processing model, allow time for practice, let kids construct their own meaning

2. Information Literacy—Evaluates Information

a. Looks Like In Action (example):

- Elementary—Research endangered species using a wide range of resources: the Internet online databases, web sites, books, cd-roms; focus on main idea, too much or too little?
- Middle School—City Planning Project: can identify inaccurate & misleading information and omission of information causing bias; use wide range of resources
- High School—Gun Control: applicable information, debate, revision

b. Problems While Implementing It:

- Elementary—difficulty in identifying bias, validity because of their age and developmental thinking skills
- Middle School—Short attention spans, lack of age appropriate materials, lack of wanting to use print materials and not just the Internet for research
- High School—lack of citing sources properly and accurately, plagiarism, lack of knowing how to evaluate resources on the Internet—will they even do it? Lack of enough computers to conduct work AT SCHOOL in the company of a teacher and librarian rather than always at home

c. Types of Lessons Needed To Teach It:

- Structure directly into online databases at the lower levels, require use of print resources.
- MS & HS should begin with structured information; i.e. print resources, periodicals, and progress to web-based sources stressing importance of valid sources of information such as online databases or electronic encyclopedias especially in historical research.

3. Information Literacy—Uses Information

a. Looks Like In Action (example):

- Elementary—Christmas (not Christmas tree, however) tree with multicultural ornaments, research multicultural Cinderella's and create a new Cinderella tale for a given culture
- Middle School—Plan a trip/travel brochure, create a new ancient civilization/god or goddess after researching one or the other
- High School—Multimedia presentations that do more than just regurgitate information—ones that reflect personal opinion, construction of meaning, and new information

b. Problems While Implementing It:

- Multimedia presentations being just a performance of cut and paste skills/lack of creativity on teacher's part to require information problems that ask kids to think!
- Require preplanning on the part of the teacher
- Vision of finished products
- Pre-plan so resources are available

c. Types of Lessons Needed To Teach It:

- Coordination planning time with teacher and librarian
- How to present a quality multimedia presentation
- Lessons that encourage use of a wide variety of presentation formats and audiences so that students learn how to adjust assignments to communicate effectively with various audiences

4. Independent Learning—Pursues Information Related To Personal Interests

a. Looks Like In Action (example):

- Elementary—Students research favorite pets using variety of media
- Middle School—Students research book characters that they like who are portrayed in movies (book Harry Potter => movie Harry Potter)
- Secondary—Students using appropriate media to research potential career choices

b. Problems While Implementing It:

- Access to media and a variety of media types
- Proficiency level of students
- May not be part of state standards (teacher may not want to spend time here)
- Student not motivated/able to choose independent study topic

c. Types of Lessons Needed To Teach It:

- HS needs to target internet searching specific to careers—WYLD
- MS/JH - introduce Novelist K-8 (WYLD) and search engine strategies, web. Evaluation
- Elementary - introduce Searchasaurus (WYLD), library catalog search
- Research skills, evaluation of materials, ability to work independently, information literacy skills
- Need to be able to select topic of interest for research and/or select type of presentation mode (multimedia presentation, paper, display board, diorama, etc.)

5. Independent Learning—Appreciates literature & Other Creative Expressions

- a. Looks Like In Action (example):
 - Elementary—Country studies/cultures, art, food, etc.
 - Middle School—History Day Projects
 - High School—SSR, self-selected choices of books to read
- b. Problems While Implementing It:
 - How do you evaluate "appreciation of literature" and "creativity"? [*Have to consistently expose students to quality literature to read (Soaring Eagle, Indian Paintbrush, Caldecott, Newbery, Printz award-winning books) as well as expose them to quality web sites such as online databases, reputable companies, and quality general web pages*]
 - Assumption they have adequate reading abilities, especially for selecting Internet sources that they can understand
 - Lack of adequate resources
- c. Types of Lessons Needed To Teach It:
 - Socratic Seminars
 - Booktalks for quality pieces of literature and to encourage free, voluntary reading
 - Readers' Advisory (Novelist K-8, Novelist adult)
 - Exposure to all genres, ie. folklore, fantasy, historical fiction, science fiction, realistic fiction,
 - To explore literary themes (literature circles)
 - Instruction in technology formats, i.e. Powerpoint, Word Processing, Spreadsheets, ...

6. Independent Learning—Strives for Excellence in Information Seeking

- a. Looks Like In Action (example):
 - Elementary—Realizing there are many resources available (i.e. more than 1 book on bears)
 - Middle School—Differentiating from reliable/unreliable sources (evaluation of resources)
 - High School—Evaluating and choosing the best possible sources to use, then extracting the most relevant information
- b. Problems While Implementing It:
 - Motivation to even want to solve an information problem
 - Lack of source diversification in school/library
 - Skim and scan
 - Plagiarism/cut and paste
 - Lack of access to electronic resources
 - Time-consuming
- c. Types of Lessons Needed To Teach It:
 - Bogus sties vs. reliable sites (recognizing)
 - Research Tools ex: Big6™
 - Encourage use of multiple types of resources from a wide variety of perspectives
 - Peer review/pairing

7. Social Responsibility—Recognizes importance of information

- a. Looks Like In Action (example):
 - Elementary—Research of variety of cultures each student having access to and using a variety of resources.
 - Middle School—Research of varied cultures using narrowed/specific sources with an emphasis on sharing informational sources.
 - Secondary—Recognizing and teaching the right and responsibility to access all information. Thus becoming active participants of a democratic society
 - Conscienciously discuss everyone's right within a democratic society to be heard and access information
- b. Problems While Implementing It:
 - Historical and cultural bias
 - Narrow curriculum goals
 - Students hoarding materials/equipment instead of sharing
 - Weak research skills
 - Limited sources/limited technology (not enough for everyone to independently use)
 - Equal access
- c. Types of Lessons Needed To Teach It:
 - Require students to locate information from a wide variety of sources (3-5 different types) i.e. nonfiction books, reference books, videocassettes, audio tapes, cd-roms, laserdiscs, online databases, general web sites, replicable companies
 - student realization that resources extend beyond print and online resources
 - i.e. people of other cultures; different points of view/perspectives
 - Fair way to evenly distribute the resources among students (on cart in library while using—no checkout)

8. Social Responsibility—Practices ethical behavior

- a. Looks Like In Action (example):
 - Citing work, giving credit to owner of source
 - Following copyright, fair use, & Internet agreements
 - Avoiding plagiarism
 - Appropriate research methods—Big6™
 - Respecting others' ideas, allow individual expression
 - Respecting materials—not destroying materials, returning materials in timely manner
- b. Problems While Implementing It:
 - Teaching the above actions to students
 - Parents have different ethical behaviors than what's promoted at school (What's okay; what's not?!)
 - Staff members differ on ethical behavior
 - Opportunity to integrate into curriculum, teach and assess
 - Scheduling

Standard #8 (con.) Social Responsibility—Practices ethical behavior

c. Types of Lessons Needed To Teach It:

- Permission to use other people's work; print as well as Internet graphics, etc.
- Collaborative effort among administrators, teachers, & library/media staff
- Web page evaluation criteria checklists, use of information (critical thinking), bogus sites (hoax web sites)
- Discussion on ethical behavior among students and faculty (Doug Johnson)

9. **Social Responsibility—Participates effectively in groups to pursue & generate information**

a. Looks Like In Action (example):

- Students working together using a variety of resources & formats (technology) to solve information problems.
- Students have tasks (group) that are performed to make progress in the process.
- Students combine their collaborative efforts to complete the project/ assignment.
- Students make a final presentation to the class and/or other audiences

b. Problems While Implementing It:

- Students refuse to cooperate/collaborate—have been burned with unguided research projects in the past or lazy, riding on coat tails.
- Lack of exposure to other culture/ideas...narrow but common experiences.
- Teachers/staff resistance to cooperative projects with librarian—can include scheduling problems/access to media center, copyright issues, citing sources properly, downloading files, etc.

c. Types of Lessons Needed To Teach It:

- Culture of cooperation/collaborative projects with students, teachers, librarians
- Lessons in writing citations, setting up bibliographies, works cited
- Lessons on copyright, plagiarism
- HPR tech

Collaboration Ideas for Librarian To Use With Faculty and Administration

1. \$Dollars—Create a grant from library funds for them to order or suggest their own resources *(They tell you what they want and you order it—probably what you would order any way to help enhance curriculum, but you make them feel more ownership in the purchase of resources when they have to apply for a grant and get to help select materials.)*
2. Find out what they're teaching - 1 on 1 conferencing with the teacher before library visitation
3. "What can I do for you? WE must initiate the dialogue; Go to their office, classroom; Meet on their turf.
4. Operate from their agenda - not ours (squeeze in library media & information literacy skills whenever you feel comfortable)
5. FOOD! Meet in library and have it include snacks
6. Informal contact—lunchroom/faculty lounge, build personal relationships with faculty
7. Be team member - helping kids is EVERYONE's GOAL!
8. Put relevant "stuff" in their staff mailboxes with a note "From the desk of... or From the Library Media Center or From Your Cybrarian"
9. Route periodicals - include a blurb that explains what's going on
10. Library "Tip of the Week" spot on faculty meeting agenda and student announcements (news)
11. Use electronic collaboration (email) to reach more faculty members and to communicate on a more consistent basis.
12. Ask for student assignment ahead of time in order to point out information literacy skills that could be taught with lesson and to plan for use of quality resources to enhance assignment and student learning
13. Follow through - don't offer to do something and then forget about it



14. Offer to help get teacher resources to enhance a lesson, unit, teaching of a standard, etc.
15. Be knowledgeable of ALL state standards - Talk with teachers about curriculum; they don't think you know about it or care about it; take part in the "work" associated with fulfilling standards i.e. writing lessons, assessments, correctives, enrichment
16. Ensure that students are learning and practicing skills for accessing information resources
17. Community Newsletter from the library—show that you're alive! Provide "Tip of the month!" online database passwords, information regarding the information processing model the students are using, etc.
18. Compile resource list for teachers that can accompany their lessons for resources they may not know about—show teachers how to create an electronic bibliography
19. Compile resources for immediate use when appropriate
20. Sponsor extra-curricular activities to build collegial relationships (yearbook, a sport, running the time clock at a wrestling meet, working at a track meet, reading club, advisory program, etc.)

Information Power IV – Implementation of Newly Revised Standards

What's Our Next Step? Possible GOALS for Information Power for 2004????

1. Talk to your building principal to make him/her aware that you are informed about the newly revised standards. Let him/her know that Language Arts, Social Studies, Health, Career & Voc Ed, Science, and the Fine Arts all include components that the library and librarian can help teachers meet the standards—they include many more information literacy skills than before. There are also many more standards, especially in Health, than possible that any one person or class will be able to fulfill. The library and librarians can help alleviate some of the stress by collaboratively working with teachers. Encourage him/her to include you in curricular revisions as the teachers tackle them in each of the standards' areas.
2. Email the color-code document received from Cheryl Schroeder to all Information Power participants. The document shows where the State Department of Education BELIEVES the information literacy, technology, and library media skills are integrated in the newly revised standards.
3. Extend the Wyoming Library Fall Conference Information Power time from one and one-half hours to run from 1:45 PM - 5:00 PM on Friday with common dinner and then maybe an evening session. Ideas for IP session include WYLD's Chris Van Burgh and WYLD database and card catalog training from 1:45-3:00 PM and from 3:00-5:00 PM (1) Finishing the color-coded standards document for standards' areas that weren't presented by Cheryl at IP IV, (2) Pinpoint presentation by Shelley Robins from Sagebrush—interface that allows user to search all WYLD databases and card catalog at one time with categorized results (hits), and (3) Presentation by Richard Landreth and Mitzi Gligorea.
4. Next steps after finishing the color-coding of the standards is (1) to begin going through the standards and seeing if we agree with Cheryl and Annette's color-coding or not. (2) Look for Information Literacy standards that are still missing, and (3) then fill in a chart that shows which Information Literacy Standard each of the State Standards are actually teaching.
5. Create an official, electronic color-coded document from the Information Power group that can be distributed to school librarians for suggested use with their schools and libraries.
6. Future work with the state standards will include (1) identifying specific types of Information Literacy lessons that need to be taught with each standard at each level in the identified color-coded standards' areas,

7. Continue work with the SSLMP (Section of School Library Media Personnel) Electronic Handbook. The framework of it exists on the WLA web site under the Information Power section.
8. Create a vehicle for KEEPING the State Department of Education's contact alive and healthy! Create some type of liaison contact who would represent the school librarians involved with Information Power and reflect our philosophy—extra duty type contract (State Department and/or State Library funding)—should be only one person who relays the questions, concerns, celebrations, ideas to the State Department. Can Cheryl Schroeder be our contact? How much \$? \$1000-\$5000 Who's interested? Use LSTA funding? Or McMurry? as a one-year trial run to see how it works politically?
9. Present "How Your School's Librarian Can Help You Fulfill the State Standards in Each of the Content Areas" at the March School Improvement Statewide Conference in Casper. Submit to State Dept. (Cheryl Schroeder) by October so we can present in March. Who's interested in helping present? One person for each of the content areas involved with Information Literacy Skills. This may be a subgroup of IP that works periodically to identify the information literacy skills present in each of the standards and then suggests information literacy lessons/mini lessons that be taught with each one. *i.e. which WYLD online database would best help fulfill the content standard.*
10. We need to develop a new message for Information Power. "Get Help With Your Standards @ Your Library!"
11. Set up plan for Information Power work session at the combined SSLMP and Children's Sections Spring Meeting. Location--Dubois? Must coordinate with Children's Section. Hold Wyoming Reading Program meetings (Indian Paintbrush) to select winners and new books for 2005. When should the spring meeting be held? Carol Simpson? Work on Standards? Work on SSLMP Handbook?
12. Set up dates and game plan for Information Power V : Building a Better Curriculum for next summer. I think it's time to combine the "Teaching Research in the 21st Century" with Information Power since we're focused on standards and curriculum. This class has expanded to a 2-hour graduate credit class (3 days). We also need to work on SSLMP online handbook and other miscellaneous items (1 day). *(Jan is out-of-state July 21st through August 8th next summer.)* Can we hold it the week of August 9th-14th or does that crunch into people's start of the school year? Location—more computers and a more collaborative seating arrangement. If at CCC we may be able to get two computer labs right across from each other—maybe a classroom in the building next to the Thorson building on the ground level? Laramie? Cheyenne? Riverton? Rock Springs? Air conditioning in schools?

13. Who should we have come to the 2004 Fall Conference in Laramie? Keith Curry Lance? Doug Johnson? Gary Becker? American Association of School Libraries President?

14. What about MPLA and WLA combined in 2005 in Jackson? Pam Berger? Stephen Kreshan? Doug Johnson? Kuhlthau and Ross? We don't get much say in the program for this combined conference, but I'd like to put in my two cents worth EARLY and see what happens.

State Department Visit – Cheryl Schroeder

What Skills Do Students Need To Be Successful in the 21st Century?

1. Use of electronic card catalog K-12 *(Need electronic card catalogs in ALL Wyoming schools K-12 in order to teach this skill.)*
2. Use of Boolean searching strategies for more effective and efficient searching. *(Need lessons to teach students how to search on both card catalogs as well as the Internet—AND, OR, NOT, *, ? on card catalog/online databases PLUS +, -, quotes, title, link for searching on the Internet web sites,)*
3. Understanding of how to use a 21st century library efficiently and effectively *(Need lessons that guide students through a information processing model and experiences that help students meet the 9 Information Literacy Standards.)*
4. How to access information efficiently and effectively in the 21st century. *(Need lessons that encourage students to use reliable and non-bias Internet web sites/online databases; need lessons that allow students to independently access information to demonstrate their knowledge of accessing information.)*
5. How to evaluate information & resources for accuracy and reliability. *(Need lessons that teach students what the main criteria is for checking the reliability and accuracy of web sites.)*
6. Select most effective information sources to construct meaning. *(Need lessons that ask students to extract only information that meets the requirements of the information problem; need lessons that ask students to write down the WHY for the notes they take; need lessons that ask students to construct their own opinion/responses to information problems—draw conclusions, compare/contrast, summarize, infer, etc.)*
7. Use online databases including WYLD, WebGate, and other purchased information products effectively and efficiently. *(Need lessons that encourage the use of online databases and web sites from reputable companies before surfing the net)*
8. Understand and apply ethical behaviors in the use of information. *(Need lessons that teach students the difference between summarizing, direct quoting, and paraphrasing; need lessons that teach students how to set up a correct bibliography/works cited and put together a proper citation; need lessons that demonstrate to kids why it's important to cite sources.)*

9. That help students self-select a wide variety of quality literature, including different perspectives, and formats. *(Use of WYLD Novelist; Encourage participation or sharing of award-winning literature; set up displays that encourage checkout of quality literature.)*
10. Skills to help become independent life-long readers. *(Need lessons that teach students what quality literature and resource information looks like; need lessons that encourage students to be self-selectors of literature and information.)*

Questions for the State Department of Education - Cheryl Schroeder

1. How do we keep the communication from the State Department of Education to teachers, administrators flowing? Many times we don't hear the message from the state department if superintendents or principals choose to not share it. If we do hear it, it may not be in the most correctly interpreted form. *(Cheryl states that communication is hard between the State Department of Education and even the schools and school districts let alone teachers and librarians. The State Department is trying to work on improvement in communication—Could there be any type of library media liaison from our Information Power organization to the State Department of Education?)*
2. What is the Wyoming Department of Education's vision for the role of school librarians? *Cheryl sees us librarians as playing a VITAL ROLE from now on in our schools due to "No Child Left Behind." She also feels that we will become all the more important as the stakes are raised to meet the criteria for "No Child Left Behind." As librarians, we'll need to begin tracking standards like the teachers as we become more involved. Our question needs to be "What Types of Resources Will We Provide to Help Support Each of These Areas? Which resources are we missing that will help fulfill standards? More support staff in the library will become necessary as the librarian works more closely with staff members as well as student. We also need to become more proactive in our involvement with the standards—resources need to help students meet the standards and curriculum integration of information literacy skills needs to also take place.*
3. If certified personnel are required for "No Child Left Behind," how is this going to be handled in our Wyoming school libraries. Many are manned by clerks, aides, and/or parents who are getting trained because they need it in order to do what's best for kids BUT they're not suppose to be teaching. They're also taking on the job that a certified library should be doing without library media specialist pay! Is the PTSB going to enforce this or is the National Certification Association accreditation going to require it? *Is not able to answer this question at this time.*
4. What resources can the Wyoming Department of Education provide for school librarians? *(Cheryl brought the start of a color-coded content standards system that identifies*

which standards contain library media and information literacy/technology standards. We need to continue this system for the remaining standards that Cheryl didn't share with use and then build possible activities/lessons and resource list to accompany the standards.)

5. *Is there a difference between clerks, aides, and paras? (not sure what the difference in criteria for each job position currently is—will need to be paraprofessionals in special education and reading but not sure if they need to be in the library)*
6. *What will change for librarians in terms of "No Child Left Behind"? (Lots)*
7. *How can school librarians become more of a presence to affect change, or have a voice @ the State Department level? (Become involved with the School Improvement Conference statewide, help in the revision of standards when that comes around again, become involved with the curriculum-writing process at your school, keep in contact with Cheryl Schroeder at the State Department with questions, concerns, and ideas for improvement—It's a two-way street.)*

Notes From Cheryl Schroeder's Standards Presentation:

1. Summary of Wyoming State Standards Revisions, 2003--
 - a) Wyoming Education Standards are part of the Chapter 31 in the State Legislation documents.
 - b) Until the Governor signs the newly revised State Education Standards, the State Department can't post them.
 - c) Common Core of Content Skills and Knowledge
 - d) Technology and Information Literacy (research) is embedded in the revised version of the standards.
 - e) Hopefully with the new revisions the State Dept. will be able to electronically track standards and assist teachers in this process.
 - f) The reason for our State's "F" in education: We try to keep local control in the districts/schools and because of this our state doesn't have a statewide adopted textbook nor curriculum. Therefore, we have to have consistent statewide standards to so the national education offices that we're "together" as a state in education—schools have been free to do what they've wanted curriculum-wise for a long time. With "No Child Left Behind" we can no longer afford to do this if we want to change our national "letter grade".
 - g) There will be a change in NCA accreditation—98% of the schools are now going through the NCA accreditation and following their standards for a type of school improvement effort.
 - h) The State Department will be offering training to help meet the NCA standards—a person from each district will be trained who will help train people in each district.

- i) 55 schools named in "Need of Improvement" this year; all will need to improve in order to remain an active Wyoming school.
- j) There will NOT be a 3-tier report card (3 different kinds), just marks that indicate whether students are proficient or not in standards at their grade level.
- k) The word "investigate" is used in the standards instead of "research." This is good, except most traditional teachers won't recognize that investigate is synonymous with research so we need to let teachers know.
- l) The standards that are being adopted (signed by the Governor) will be Wyoming's Education Standards for the next five years—that's why they're so long in coming. The State Department wanted to get them right. There will be no more "moving target" like in the past years, however, the standards will be revised, improved upon when necessary in the next 5 years. The content/body of each standard will not change, however, only punctuation, capitalization, and word choice may change during the next 5 years.
- m) A color-coded standards template has been to demonstrate the parts of the content standards: information literacy, library media, and/or technology skills that are being taught through meeting the standards in the students' classrooms.
- n) It is pretty obvious to see the "Reading Connection" in the Language Arts Standards, but what about the Language Arts Connection? That's where research is located in most of our district's library media curriculum (scope and sequence K-12)
- o) "No child left-behind" paraprofessionals are going to have to be trained and evaluated. They will need certain qualifications in order to work in their positions. *Does this apply to paraprofessionals working in the libraries? Will library aides/clerks need to become certified paraprofessional or can a certified librarian still oversee elementary libraries with aides/clerks?*
- p) Do the currently revised content standards "hit" our 9 information literacy standards? How about our suggested list of skills for the 21st century student?
- q) Health Standards—Very strong, encourage use of literature in the classroom (T. Benham) "Read for the Health of It!" Great bulletin board slogan. The Health standards are probably the most changed and extensive—a person at the University in the Health department is an avid reader and promotes activities in health that have a tie to books and literature for many of the standards'

activities/lessons. Dr. Tammi Benham-Deal Benham@uwyo.edu Definitely need to color-code the health standards—lots of potential for students to do research, especially in high school. Hits all students. Tammi also has a health “literature” bibliography she’s put together to accompany the health standards.

- r) Standards aren’t for only grades 4/8/11 now. Language Arts will be for every grade! Some others are for 2nd grade, too.
- s) Language Arts—For which parts of those standards do we get involved? The Language Arts standards have dramatically changed from previous ones. They are a lot better and include more information literacy skills and potential for library involvement. The trend is to encourage reading of more classics and wider variety of genres!
- t) There are no longer any content specialists at the State Department of Education—the State Department contracts with “Common Core” consultants who help advise direction and review the standards for quality.
- u) Teachers are going to need help integrating information literacy skills into their content areas. We need to become part of the TEAM for making sure “No Child Is Left Behind!”
- v) There is always a School Improvement Conference in September (29th/30th) and also in March each year in Casper. We need to become part of this conference since we deal with all types of curriculum.
- w) WYCAS test is changing—pushing back to later in school year so that all skills & areas have been studied and it is a more true measure of what happened during that school year. The format of the test won’t change—schools are going to need to practice the “test-taking” formats of WYCAS during the school year so the test isn’t so foreign to students when taken.
- x) Somehow, more emphasis is going to be needed to put on WYCAS because students don’t take it seriously now, especially because it’s not an easy test to take. They need some type of ownership and investment with WYCAS before they begin to care how they score.
- y) Feel free to contact Cheryl Schroeder, Curriculum at the State Department of Education—THE DOOR HAS BEEN OPENED! Cell Phone: (307) 631-1646
407 Garfield Laramie, WY 82070 (works out of her office in Laramie because of telecommunications)

Library Media Promotional Ideas...

1. Get pictures of staff members' feet or "how they looked in elementary, or junior high, or high school (depends on at which level you serve) and post on bulletin. Have contest for students to guess who they are.
2. Create a Library Corner that has a newsletter posted.
3. Develop a brochure that advertises the services offered by your library and well as schoolwide programs in which the library is involved.
4. Have a library section in your school's newsletter that goes home to parents.
5. Put a kiosk of some type in your library in order to post community events, library events, and other fliers whose information affects staff and students.
6. Purchase one of those *betabright* signs to put above the library door or in a very visible place in your school that advertises events going on in the library, "Tip of the Week!" Word of the Week, "Book Suggestions of the Week," new books that have arrived in the library, and other trivia information.
7. Have the staff email you one interesting fact about them that most will not know. Have a contest that allows students and staff members guess who it belongs to.
8. Have a "teacher's favorite book to read" display that shows the teacher reading a book and other books he/she likes. Catch "students reading books and take their pictures—if it's okay confidentiality-wise with the student. LOOK WHO'S READING! Or GET CAUGHT READING!
9. SSR promotion - make posters of the swim team reading or the football players reading, the custodians reading, etc. Boy Poster Making machine? Graphics lab? Can they do it?
10. Create message strips for staff members or new teachers that say "It's a 'Delight' to work with you!" and attach a Delight candy bar or "It's a "Joy" to be working with you!" and attach an Almond Joy candy bar. "Kudos" to you all! Kudo candy bar.

Grade Level Meetings on Curriculum/Issues

High School Librarians:

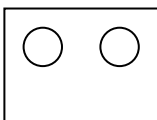
1. Senior Projects (Capstone) pros and cons - most would be an authentic assessment of all Information Literacy skills if each student independently did it.
2. Certification
 - a) clerks at elementary levels
 - b) Wyoming endorsement requirements
 - c) Portfolio assessment for PTSB to get certified
 - d) Access to classes that help fulfill PTSB standards requirements
 - e) Where are the portfolios that were handed in to the PTSB in March? Why can't they get them reviewed?
 - f) What are the requirements?
 - Use to be 24 credit hours
 - 12 were for library (Reference, Cataloging, Children's Literature, & Administration of Library Media Center + Enrichment)
 - 6 for Instructional Technology/Media
3. Library Media Manuals for Staff

K-12 School Librarians:

1. Collaboration Form for Staff - Use with staff to to pre-plan library visit/research project (orientation)
2. Brochures/Handbooks/Bookmarks for Staff and Students (orientation)
3. Library Schedule/Calendar (orientation)
4. New Teacher Orientation - online databases, circulation procedures (orientation)
5. Library Media Skills?
 - a) What is on the standardized tests students take for library media skills?
 - b) Library card?
 - c) Be sure we teach what they need to know for 21st century
 - d) Incorporate skills into their assignments—don't teach in isolation
 - e) Mini-lessons
 - f) Aides need to come with special needs kids and understand the research process

Elementary Librarians:

1. Student Note Cards



_____ Template found in "The Research Process" book on page 140
Practical Steps in the Research Process for Middle School by Deborah Stanley 1-56308-763-4

2. 1st grade - ABC Author Cards - find an author with the same letter of the child's last name.
3. 3rd grade BINGO or READO game for teaching library information vocabulary
4. Dewey Decimal - using students as models
5. For games with 2 teams use a bedroom light (touch) to see who can answer first
6. Web Feet -- periodical
7. LMC (library media connection) published by Sagebrush
8. Resources: Other books Curriculum Connections, Read It Again! and Collaborating to Meet Standards (all by Linworth)

Middle School Librarians:

1. New student orientation "codes" Show secret code - "knock code" from Vietnam and the Native American Navajo code talkers from WWII and the chicken scratch code.
Chicken Scratch Code

Share that reading is just a secret code that most people know.
2. Save web sites into Powerpoint presentations on web site evaluation just in case web sites are blocked and your school can't get to them.
3. "Do the Dewey" or "Do You Do the Dewey"?
4. Use a treasure hunt to evaluate/teach locating books and using the catalog. Put information for finding next item on a post-it note - title, author, etc. Teams of 3 must gather all the post-it notes.
5. Rubistar for making rubrics on WedGate website under companies of HPR-Tech and Taskstream.
6. Boolean Logic Lesson - use M&Ms and Skittles. Use 3 bags. One with M&Ms only, one with M&Ms and Skittles both, and one with Skittles only. How can you get the most chocolate? How can you get the most candy? M&Ms AND Skittles (Which bag?) M&Ms OR Skittles (Which bag?)
7. Use physical characteristics of students in class such as hair color, male/female, colors of clothing, types of shoes such as sneakers, sandals, flip-flops, clogs, etc. and physically group first two or three operations, then stand if selected by operation, etc.
8. Library Orientation Activities:
—Familiarize students with all print, non-print, and online materials available to them in the library. Cover policies & procedures, how to use the card catalog on the computer, and a simple search on the Internet. Students are then given a short quiz about the orientation. They can then bring the quiz back to the library the following week and be asked 3 questions from the quiz. If they can answer them, they get a prize.

—Spread it out over several weeks—introduce topic (ex.: searching library catalog) and students practice skills, are required to come back within the week to practice again.
—1st day students draw a map of the library. Rest of the week students use *Inspiration* to take notes on the library policies. Get an example of each section and write a bibliographic citation. Convert graphic to outline view, print out and study for the test.

WYLD Databases and Card Catalog - Chris Van Burgh

New Hints for Using I-Bistro:

1. While searching in I-Bistro (WYLD card catalog online), always use the *GO BACK* button that is part of I-Bistro. Don't use the Internet Browser *BACK* button.
2. New addition of book list—State Library has added the Indian Paintbrush, Soaring Eagle, and Buckaroo booklists. Also shows the Newbery and Caldecott winners.
3. It's highly suggested that you search in *POWER SEARCH* (advanced search). This helps narrow your search to a manageable list of hits.
4. Think about using the "Left to Right" search option when you would like an exact title because if you do, you should only get the title you want. If you search with "keyword search," you'll get a lot more hits because it's looking for each word individually.
5. Use "Keyword Search" option with Title and Author searches.
6. Use the boxes to the left of the entries to *MARK* (check) if you want to keep on your bibliography list. Use button entitled *EMAIL/PRINTING* to get to the *MARKED* list either to print or to email to yourself.
7. Stop words—"is" "for" "at" "be" "but"...The computer ignores stop words while searching. If you are searching for a title that contains a lot of stop words, you should probably use "exact search" or else you'll end up with 1000s of hits. Another technique for searching with stop words so that they won't be ignored is putting the title or word phrase in quotations "A is for Alibi" so that no words will be ignored.
8. Always try to remember to use the *ADVANCE SEARCH*. This will provide you with the most efficient and effective search. Place keywords in text boxes left to right.
9. In order to limit a search to only books by a particular author such as Stephen King, put the author's last name, first name, and birth/death date(s). If you don't put the birth/death dates, you'll receive thousands of more hits than you really

wanted. i.e. *Stephen King, 1947*. Limits the search to only books by Stephen King.

10. Find It Fast vs. Kids' Catalog - "Find It Fast!" is a pictorial display of topics by which to search that includes both the juvenile and adult card catalogs. Kids' Catalog searches only juvenile resources in the specific library you request. This is a new feature as of this summer. Can use it to teach A-Z letters as well as narrowing down a subject and building vocabulary. In the past if you used the Kids' catalog, you would get the holdings for all juvenile collections in the State of Wyoming. *Encourage the elementary librarians in your district to teach use of the Kids' Catalog and maybe even make a trip to the Public Library to get a book that students searched for on the card catalog.* Some students never get to visit the public library because they're parents don't take them. You may also want to use it with the elementary students because of the SALSA program. There is a Spanish interface. The ESL students may appreciate the pictures instead of all words when they just learning English.
11. DO NOT conduct an exact search unless you know the exact title of the item you want. If you forget an "an" or "a" or mix up the words, the search will say your request cannot be found.

Other WYLD Access Hints and New Features:

1. GOWYLD.net is the one-stop online information center for the State of Wyoming. Check it out—great information for Wyoming history, elementary Wyoming history link, link to WYLD databases and card catalogs, Wyoming government and statistical information, etc.
2. Use the [Electronic Databases Practice Searching Guide](#) to introduce the WYLD databases to faculty/students. It has been prepared by the Wyoming State Library, Chris VanBurgh, 2003.
3. The State Library can't post the passwords on the Internet (Web) or else everyone would be able to access - Use library card to get passwords or else create a paper bookmark with the user ID and passwords.
4. I-Bistro is currently assigning Lexile reading scores for books—should be ready by November. What relationship does Lexile reading levels have with Accelerated Reader. Lexile reading scores are also showing up on the WedGate web site for Wyoming Educators.

5. MEDLINE PLUS - Newest online database addition - receive accurate, reliable medical information! Medical information is one of the most inaccurate or lacking of complete information on the Internet. This database can help resolve that issue. It contains "trusted information" unlike many general websites.
6. SEARCHASAURUS—Great online information database to use with lower elementary students (magazines, reference books, etc.) Try searching "Insects as Food" and learn about insect munchies (upper elementary students).
7. EBSCO—can now narrow own search to magazines or newspapers, or reference books or primary sources or biography—not all meshed together into one list. New—Link to Full Text Only option.
8. EBSCO Image Tab—contains categories of various images such as flags or maps!
9. EBSCO Publication Search—You can now search by title of magazine, newspaper, journal a, by the year (if you know it) and by issue number. EBSCO publication search window—you can add your own search keywords to narrow down your topic even further.
Educational Leadership AND Lexile scores
10. W. WILSONWEB—magazine/newspaper database is not the strength of this company. The information power tool found in this database is CURRENT BIOGRAPHY (digitized form of the Current Biography reference collection sitting in most high school libraries). This is SO much better than the books because you can search by person or occupation/activity/profession or place of origin. Make sure that when you first open this database you check the box for CURRENT BIOGRAPHY not the box for Fulltext Omni.
11. SIRS—This can be a great database for debate topics—Rueters up-to-date. Librarians Corner at the bottom of the page has great lesson worksheets. Click on the CITE button (upper right-hand corner) for how to cite this magazine's source. It puts it in the proper MLA format. Don't forget to click on the UPDATE tag after you've checked the boxes for items you want to view. You can save your SESSION to SIRS with a password (not a local save) and go back and review the bibliographic list. You can then access the list at home.
12. NOVELIST—New subdatabase entitled NOVELIST K-8. This is great for middle school through elementary. Students can practice their self-selection skills by looking for books that contain the same topic/theme they like like mysteries, fantasy or even the same plot (*i.e. books like Harry Potter!*) You can also limit by genre and minimum number of pages required. Lexile reading levels are used and students can select books according to the Lexile level they need. Elementary and middle school librarians should teach students to

use this database. NOVELIST by itself contains K-adult information. The "Teacher Resource" link on the web site is also great for providing teacher instructional resources: *Standards-Based Thematic Units, Books in the Classroom, Booktalks, Boolean Searching, Novelist Notes, Novelist News, Feedback.*

13. INTERLIBRARY LOAN - HOLDS—I NEED MATERIAL--This area is in the process of changing. Eventually there will be a WYLDcat paw with the word HOLD in it on the ILL page. School Libraries and Public Libraries in their county need to work out the logistics of interlibrary loan for the schools. Does everyone pay for ILL or is it free for the public schools? Could there be a minimal yearly fee that a school library pays and then they can offer the "instructional service" of using Interlibrary Loan to students—maybe at the Freshmen level so that they learn how to use and can apply during the rest of their high school years. Will the public library issue you a library card so that your library won't have to pay ILL fees?

Miscellaneous Information Pieces from Information Power IV

1. The Teacher List web site <http://www.compusmart.ab.ca/mackay>
--a daily email for teacher with instructional ideas
2. NICI Virtual Library http://www.vlibrary.org/nvl_intro.htm
--Based in Montpelier National Institute for Community Innovations
--I think there is a slight fee to gain access/Part of WedGate???
--This web site contains incredible dictionaries of all types (synonyms, crossword puzzles, Oxford dictionary, Middle Ages dictionary, etc. plus WordCat, Encyclopedias, World Almanac, Quality Internet Launching Pad, etc.) It should be a link on every school library website.
3. Two schools to check out for gaining online courses to help with library media certification are (check them out)
--BATE (Borderless Access to Education) which is a collaborative effort between Montana State University, University of Nevada, and University of South Dakota. This one is being advertised by the Wyoming State Library. Contact Jill Rourk for more information (307) 777-5914.
--University of Idaho, Moscow, Idaho
4. Teaching the 6 Writing Traits with Picture Books
--Jane Brutsman - Laramie County - Cheyenne (teacher)
6 traits of writing, 6 traits of reading
Uses Picture Books: an Annotated bibliography with activities for teaching writing by Ruth Culham. Published by Northwest Regional Educational Laboratory.
--Another Teaching 6-Trait Writing Instructional Book: *Books, Lessons, Ideas for Teaching the Six Traits, Elementary & Middle School* by Vicki Spandel ISBN: 0-669-48174-2 Great Source Education Group, 1-800-289-4490.
**There's also a middle school/secondary version of this book, too.
5. WedGate Training—<http://wyoming.edgate.com>
 - a) Four Parts to Website: welcome, educators, students, parents
 - b) Curriculum Matrix:
 - c) Left-hand Frame Links:
 - i. Marco Polo (social studies connection)
 - ii. Lexile Framework
 - iii. Education in Wyoming -> WYLD database connection
 - iv. HPR•Tech (Rubistar)
 - v. Taskstream (Rubic Wizard)

- d) Schoolnotes—create your own web page (limitations for web address links-20 per page and they all must be in a single list)
- e) The start of the SSLMP webpage, however, can't figure out how to add the links under each text heading
 - i. 209.28.19.114
 - ii. stays posted for 400 days
 - iii. Wyominglibraries (user id) SSLMP (password)
 - iv. www.schoolnotes.com/83001/wyominglibraries.html
- f) Post lessons on Curriculum Matrix
- g) Rate lessons
- h) View Wyoming Education Standards
- i) Teacher's Toolbox
 - i. Archives
 - ii. Research Center
 - iii. Current Events
 - iv. LA Center Special (make search engine link for elementary library, dictionaries)
- j) Judy Hier judy@sheridan.k12.wy.us Kathy Watson kwatso@platte.k12.wy.us