

- * Provides staff development in best instructional practices to develop students' critical thinking skills for life-long learning.
- * Helps students use time more efficiently for assignments.
- * Increases the number of students who get help because two teachers work together.
- * Provides expert support to meet standards. A teacher-librarian teaches CSAP items from Reading and Writing Standards 1 and 5, reinforcing skills learned in the classroom and greatly improving both individual and collective test scores.
- * Encourages youngsters to enjoy voluntary reading in leisure hours through the collection, book groups, promotions.

In short, a professional teacher-librarian with training and experience in reading, curriculum, and instructional pedagogy is a knowledgeable, convenient co-teacher for the classroom teacher and a vital member of your school's team.

Your School's Team Deserves This Star Player.

For more information see:

- * "Your School Library Media Program and No Child Left Behind," American Association of School Librarians, www.ala.org/ala/aaslbucket/AASLNC/LBbrochureweb.pdf

* "How School Librarians Help Kids Achieve Standards: The Second Colorado Study (2000)" and "Impact of School Library Media Centers on Academic Achievement: 1993 Colorado Study," Library Research Service, www.lrs.org/impact.asp#colo

* "School Libraries Work!," Scholastic Research Foundation (summary of research in 14 states), www.scholastic.com/librarians/printables/slp_rfp_804.pdf

Reading and Writing Standards Addressed Through the Library Program

Standard 1: Students read and understand a variety of materials.

1B—Summarize, synthesize, and evaluate information from a variety of text and genre.

1D—Drawing inferences using contextual clues.

1F—Locate and recall information in text with different structures.

Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

5A—Use organizational features of printed text to locate information.

5B—Recognize organizational features of electronic information to locate information.

5C—Take notes, outline, and identify main ideas in resource materials.

5D—Sort information as it relates to a specific topic or purpose.

5E—Give credit for others' ideas, images, or information in an appropriate form.

5F—Locate meanings, pronunciations, and derivations of unfamiliar words by using dictionaries, glossaries, and other sources.



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Your School's Team Deserves a Star Player.



Who is Your Star Player?

Delivering a winning education today is nearly impossible. Whether you're a principal, a staff member or a teacher, you're subjected to constant and often conflicting demands. Standardized tests, individual plans, high standards, equal access, uniform standards, shifting paradigms, personalized instruction, you name it, someone's pushing for it.

You've put together the very best team you can. They're highly trained, motivated, work together. You've even got cheerleaders (you hope) — parents and community leaders.

But if you don't have a professional school teacher-librarian, you're missing your star player.

This isn't Your Father's School Any More

- * Reading and writing standards are increasingly rigorous.
- * Children spend leisure time watching television or playing electronic games.
- * Teachers feel under pressure and frantic for professional assistance.
- * With hundreds of databases, thousands of print resources, and millions of Internet sites, research is overwhelming.

- * College students report they're unprepared for the rigors of academic research.
- * Research is more than just googling a keyword. Teachers rarely have the time or training to help students sift through the many resources available to them.

This isn't Your Mother's School Library Any More

Professional teacher-librarians are best equipped to instruct teachers as well as students to find a diversity of tools and resources for classroom work. They offer research skills instruction, critical thinking, comprehension, and problem solving; and foster independent reading. When teacher-librarians participate in the analysis of test results, they emphasize and reinforce problematic skills in all reading, writing, and research projects by grade level.

SCIENTIFICALLY BASED RESEARCH confirms the value of a professional teacher-librarian in education. Schools with quality school library programs and professional staffing show 8 to 21% better CSAP scores than schools without such programs. Colorado, a leader in this research, as well as 13 other states with similar studies, measured the value of the professionally staffed library. All reflect similar results: school libraries work.

A recent letter from the State Board of Education to all principals and superintendents stated,

"Your... school improvement goals and current State Board requirements for educational technology/information literacy planning provide ideal opportunities to assemble [a] quality school library media program."

In 2003, the Colorado Department of Education Licensure Unit adopted the term *teacher-librarian* for a professional who holds a bachelor's degree from an accredited institution of higher education, as well as a master's degree in library science, a professional teaching license, along with a minimum of one year of teaching experience in the classroom, and demonstrated knowledge and performance.

This is Your Students' Education

Schools are faced with many difficult choices regarding staffing, budgets, and student learning. You may be asked to choose which to cut and which to bolster. With a background and understanding of the school library program, the professional teacher-librarian, and their role in student instruction, you'll be able to

make smart choices. You want the best for your students, and you want the best from your staff.

A professional teacher-librarian in your school:

- * Is critical for building and maintaining a quality reading and resource collection.
- * Becomes an essential partner in ensuring your school district meets NCLB reading requirements as well as the national commitment that every child reads by the end of third grade.
- * Teams with classroom teachers to guarantee that information and communication technologies (ICT) literacy is taught not in isolation, but within the learning process. Lesson-planning occurs in a collaborative process, building on the strengths of and reducing class loads for both.
- * Helps classroom teachers motivate students to read and teach students how to find appropriate resources online for curriculum assignments.
- * Assists administrators and coaches by mentoring new teachers in collaborative planning and integrating Educational Technology and Information Literacy (ET-IL) into their classes.
- * Models effective instructional design of research and reading assignments.