

**Samuel L. Gompers Middle School
Library Media Center
Strategic Plan 2006-2009
Professional Development**

Prepared by

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Mission Statement

We will equip teachers with technological skills enabling them to integrate the Library Media Center into a rich and challenging curriculum

General goals

- Get teachers more involved in library use
- Increase collaboration between teachers & Library Media Specialist
- Overcome teachers' techno-phobia

Specific objectives

- Educate teachers in use of digital library
- Educate teachers in use of OPAC (from classroom & home)
- Encourage teacher interaction and participation

**Samuel L. Gompers Middle School
Library Media Center
At A Glance**

School Description

Samuel L. Gompers Middle School is a public school serving students in grades 6-8 located in Los Angeles, California. Gompers is within Local District 7 of the Los Angeles Unified School District. It is a single track, Title I school. According to the LAUSD School Profile, enrollment for the 2005-2006 school year totaled 1,939 students: 65.7% Hispanic, 33.9% Black, and 0.5% other (Alaskan/Aleutian, Pacific Islander, or White). Over the past five years, these percentages have not varied greatly.

For the 2004-2005 school year, there were 835 students (40.04% of the school population) classified as EL (English Learners, formerly known as LEP, or Limited English Proficiency). All EL students have a Spanish language background.

The average class size at Gompers is 29.3 (School Report Card 2006). Gompers has an attendance rate consistently in the high 80th percentile (Profile 2006).

In the 2005-2006 school year, 101 certificated personnel staffed Gompers: 92 teachers, 5 management and 4 others. 76.7% of teachers have been at Gompers between one and five years.

Library Media Center

The Gompers Library Media Center is staffed by one Library Media Specialist (LMS) holding a Master's degree in Library and Information Science. Despite the presence of the sole LMS, according to the School Accountability Report Card, Gompers has 0.0 FTE (full-time equivalent) librarians. One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE (2006). There are currently no teaching assistant or aides to supplement the work of the LMS.

Gompers' Library collection consists of 5,342 titles, or an average of 2.7 books per student (Smith 2005). The library subscribes to 40 magazines, plus the Los Angeles Times, La Opinion, and LA Sentinel. 5 computers available to staff and students in the library allow access to the online databases provided via the LAUSD digital library, as well as use of word processing and other software.

Test Scores

In the 2005-2006 school year, 1,366 (70.4%) students at Gompers were considered socio-economically disadvantaged, which is defined by the California Department of Education as

“A student whose parents both have not received a high school diploma
OR

A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)”

With 70% of the student population socio-economically disadvantaged, quality library media and staff are especially important.

The California Department of Education conducts a yearly Academic Performance Index (API), an overall summary of a school's performance and progress on statewide assessment tests. The API is on a scale of 200 to 1000. It is calculated from the performance of individual students on 6 different tests covering a variety of subjects.

“On the API Base reports, schools are ranked in ten categories of equal size, called deciles, from one (lowest) to ten (highest). A school's statewide rank compares that school to other schools of the same type in the entire state.”

Samuel L. Gompers Middle School ranked 533 on the API. In a comparison of deciles of statewide similar schools, Gompers ranked a 1, which is the lowest score possible.

The federal Adequate Yearly Progress (AYP) ranks schools with a “yes” or “no” regarding whether they have made adequate yearly progress or if their students on average have met the adequate proficiency rate. According to the 2005 AYP, Gompers rated a “no” on both counts, indicating the school did not make adequate yearly progress nor did it meet the adequate percent proficiency rate.

With such low state and federal rankings, it is imperative that the quality of students' education must improve. Libraries are linked to educational improvement and also studies show that quality of library facilities and instruction improve student test scores (American Library Association 2006). Gompers is a school “dedicated to improvement” (Garcia ¶ 2). The principal cites community involvement as key to improved educational experiences, and also goes on to describe the focus on staff contributions to education improvement, with special emphasis on a variety of growth opportunities for educators:

- faculty meetings
- staff development sessions
- grade level/departmental meetings
- college level courses
- in-service classes from District/Unit/Division
- conferences and/or workshops
- new teacher training

(Report Card 2006). Gompers is historically committed to professional development as a means to improve the student educational experience.

Strategies for Completing Objectives

Partnership with Southwest Community College

A survey course, made available as a strongly-recommended in-service training, should be offered, providing training and instruction to teachers unfamiliar with the basic concepts involved with incorporating the resources of the Library Media Center into their curriculum.

The survey course should be designed by the Library Media Specialist. The course should be designed to meet the objectives outlined in Section III. The survey course may also be instructed by a liaison from Southwest Community College's Technology and Information Program (TIP).

A partnership with Southwest Community College, specifically with TIP, will offer teachers the opportunity to enroll in an 18-unit Certification course or in selected courses. Participation in this program will aid in demystifying the use of technology and help educators create and deliver technologically innovative programs and curriculums to a diverse student population. In turn, it is hoped that trained teachers will use their newly gained skills and expertise in the furtherance of the media center's objectives.

TIP will provide liaison contact with the school, to provide guidance and encouragement to instructors, who may be a little reluctant to fully participate in the program at first. The Library Media Specialist will endeavor to provide similar guidance and encouragement.

Training through TIP can help the individual instructor increase his or her knowledge of computer-based learning tools, give the instructor self-confidence in the use of technology in the classroom, and enable the instructor to invent new ways to deliver instruction. The course is an entirely online, distance-learning program. This allows the instructor maximum flexibility in time management. The following are examples of the types of courses available through TIP:

1. Internet-Curriculum Integration: The goal of the project hinges on getting instructors to think of the Internet as an integral part of the school's curriculum. Today's students will not be considered fully literate unless they are also computer literate. It is hoped that instructors who sign up for this course will be able to make the integration of Internet literacy and school curriculum seamless, which will greatly enhance students' chances of acquiring computer literacy skills.
2. Advanced Internet Explorer: This class is designed for instructors who would like to learn ways to use the Internet to its fullest potential. There will be opportunities to come up with and share ideas for successful curriculum integration with fellow instructors.
3. Using Search Engines: Instructors will learn to use various search engines, as well as their individual strengths and weaknesses. They will be given the opportunity to learn to make informed choices about when to use one search engine as opposed to another, and hopefully learn to help their students make informed choices as well.

Because the courses are part of the college's curriculum, instructors may qualify for salary advancement credit. This will serve as further incentive for

those instructors reluctant, for whatever reason, to become involved with the program.

Increased Awareness of Media Center and Professional Development

As a way of publicizing the Library Media Center, information about the center should be made available to the student body as whole, on at least a quarterly basis. This information could be disseminated in the form of a separate Newsletter, or as a special section of the school newspaper. The Library Media Specialist should act as advisor to either the newsletter or special section.

On-Campus Professional Development Sessions

The teachers at Samuel L. Gompers Middle School do not currently know how to use the Library Media Center. This is due in part to the fact that the Library Media Center at Gompers has been non-operational for many years. The Library Media Center was a desert, and as a result it was a non-factor in the curriculum taught at the school. Unfortunately the students have not been able to experience the full range of the learning community, because a cornerstone has been denied to them. This problem will be addressed for the upcoming school year by educating the teachers at the school on how to use the resources available to them.

Teachers need to know how to access the databases from school and from home. For the upcoming school year, there is an opportunity to conduct professional development days for the teachers. Every person invested in the Los Angeles Unified School District is entitled to an email/epal account. In the professional development sessions, teachers will learn step by step how to obtain these email/epal accounts for themselves, and then their students. The sessions will also instruct teachers on how to use the Los Angeles Unified School District's Digital Library. Through the professional development sessions, the teachers at Gompers will learn the various databases available to students while on the campus as well as use of the Thomas Gale database while students and staff are away from school.

During the first professional development, teachers will receive the attached brochure (Appendix D) so that they can have something tangible in their hands. In the brochure, they will see the types of services that are available to help support the curriculum. After discussing the contents of the brochure, the Library Media Specialist and technology team will assist teachers in obtaining email accounts and passwords. The team will then demonstrate how beneficial an account will be to their instruction by going through the Thomas Gale database while in the professional development session.

During the second allotted professional development, teachers will be separated by the various departments. This way the teachers can learn directly about the databases that will help to supplement their particular subject of instruction. There are databases specifically designed to support the curriculum in math, science, history, English, and ESL. For instance, the digital library has an interactive periodic table that science teachers can find useful, especially for their visual learners.

In the final professional development, the Library Media Specialist will show teachers how to access the school's online public access catalog (OPAC) and the Pinpoint database from their classrooms. This way, students can search for a particular book without the Library Media Specialist's assistance. While using the OPAC, students can use the visual menu, or search by author, title, keyword, or subject. Students can also hold books while using the OPAC, and they can store an MLA bibliography that is available for printing and use for their papers. Students can also access digital library databases and websites that are only available to them because they are members of the LAUSD community.

Through the planned professional developments the climate of the school and how it uses the library media center will begin to change. By implementing this strategic plan, Samuel L. Gompers Middle School's library media center will no longer be a desert. We will slowly turn it into a metropolis where we have information-literate teachers and students in the learning community.

Measurable Outcomes for Determining Effectiveness of Strategies

Test Scores

Statewide standardized testing covers basic subjects and is conducted annually already. Previous standardized test scores give a basis for measuring the impact on learning that the Library Media Center will have. The major cost in determining the effectiveness of the strategies would lie in analyzing the data.

1. Individual Teacher Scores: When matched with the frequency of class visits and number of training sessions attended, the impact of the media center should be apparent. Coupled with the log in data of teachers and the students using their passwords to access the system, the scores should emphasize continuing the promotion of goals for the next academic year holistically so the media center benefits overall learning.
2. Previous Year Scores: Comparison with prior years and individual class average scores will illustrate how the curriculum is supported or not supported through the use of the Library Media Center. Previous standardized test scores may be compared and other schools in the district can also be compared to give an overview of how the program is working and in what capacity. Schools with similar demographics highlight the differences that result in access to the extra databases and the additional training of the teachers.

Training Attendance

The number of trainings each teacher attends can be used with other information to illustrate the importance of the sessions. Because the trainings emphasize teacher learning to promote the use of the media center resources in the classes, a difference should be apparent. An increased attendance coupled with higher scores would indicate the media center is having the desired effect.

Website Usage

Because all users must log in to access the website, usage statistics will show which teachers and classrooms are using online resources and combined with standardized test scores, the overall effectiveness can be evaluated.

1. Class Login Statistics: Student logins may be used to track what they use the databases for. Teachers that realize the value of the databases will encourage their students to use the online resources. This will also provide a rough idea of how the teachers bring the knowledge from their training into the classroom.
2. Teacher Login Statistics: The number of teacher logins would indicate the use of the media center's effect on learning. Though teachers may not directly promote the use of the media center, they may still be using online resources to retrieve information to enhance lesson plans. Combined with standardized test scores of each class, the teacher and the school board can see the difference the media center makes.

Teacher Needs/Evaluations/Interviews

By asking the teachers directly for their opinion of the media center, the staff can focus on specific areas to the greatest effect. Evaluations from the teachers would also indicate concerns or praise for the media center.

1. Bi-Yearly Survey: Two surveys during the school year will be conducted. One will take place before the school year starts to identify needs and the second survey will be at the end of the year to give feedback and evaluate the effectiveness of the library.
2. Interviews: Selected teachers from each individual discipline will be questioned to sample some of what teachers are doing. It can also identify strategies that may crossover to other areas of the curriculum. These individual interviews would also direct the course of action to take in the future.

2006-2009 Fiscal Constraints/Strategies

Challenges

Although signed into law in 2005, the Library Services and Technology Act of 1996 (LTSA) was designed to give increased funding to libraries; however, those funds may not necessarily translate into additional funds for the Library Media Center at Gompers. At the same time, the Improving Literacy through School Libraries funds has been cut at the federal level. This translates into school districts such as the Los Angeles Unified School District (LAUSD) determining whether or not to fund school libraries. This is due in large part to there being no provisions in either the California state or local school budgets for school libraries. LAUSD leaves the budgeting for library media centers at the Principal's discretion. It is not a line item in the school budget; therefore, all funding requests for the Library Media Center must be approved by the principal.

Current Funding

Prior to 2006, there existed no budget for staff professional development by the Library Media Specialist. With the appointment of a new principal, the need for increased staff development in the area of technological skills was determined. By increasing the technical skills of teachers, the underlying curriculum could be improved. With the approval of the principal, funds in the amount of \$500.00 for in-house professional development were allocated for the school year 2006-2007. In addition, the school site council has raised matching funds of \$500.00 to support the library media specialist's training plans.

Future Funding

The proposed professional development for the remaining 2 years should be able to continue its mission for minimal additional expenditure. The principal has committed to including the school library as a line item budget for the 2007-2008 and 2008-2009 school years. Future ongoing revenue will come, hopefully, from restored taxpayer funding, state/federal grants, and fundraising, along with individual and business contributions. The school site council will continue to work to raise funds for the project. Internally, we plan ongoing collaboration with the district central office to have trainers come provide supplementary professional development. Externally, our collaboration with the local community college provides ancillary training through a specialized professional technology certification at no increased costs to Gompers.

Samuel L. Gompers Middle School
Library Professional Development Budget- Draft
Strategic Plan for School Fiscal Years 2006-2007

I. Personnel	Requested	Donated/In kind	Total
A. Salary and Wages			
Library Media Specialist	0	44,000	44,000
Library Aide/Clerical @ 1,200/month @ 15% x 12mo.	0	2,160	2,160
Consultants/Trainers	0	1,000	1,000
B. Fringe Benefits • 20% of 44,000	0	8,800	8,800
C. Consultants/and or contract services (Central office services)	0	1,000	1,000
II. Non Personnel			
A. Space costs • 900 square feet @ 1.25/sq ft/month x 4 months	0	4,500	4,500
B. Facilities insurance	0	600	600
C. Utilities	0	300	300
D. Phones	0	200	200
E. Supplies • Desktop supplies • Training materials/packets • Printing: surveys, needs assessments, newsletters, certificates, etc.	350	0	350
F. Food	400	0	400
G. Equipment upgrade/repair/maintenance	0	0	0
H. Miscellaneous costs	250	0	250
III. Indirect Costs			
A. 10.3 % of Total Allowable Direct Costs as per att. negoit. rate with Dept. of Labor, 1988			
Total Program Costs:	1,000	62,560	63,560

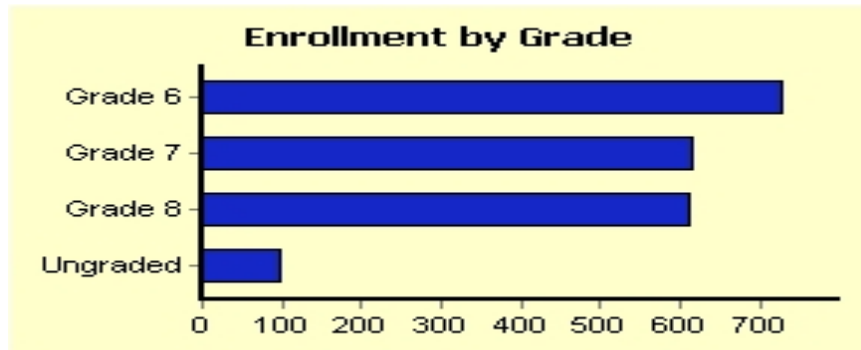
Appendices

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Appendix A
Statistics: Students, Subjects and Staff
2006-2007

Enrollment by Grade Gompers (Samuel) Middle School, 2005-06	
	Enrollment
Grade 6	731
Grade 7	620
Grade 8	615
Ungraded	102
Total	2,068

Enrollment is measured by counting the number of students enrolled in school on a particular day in October.



Average Class Size
Gompers (Samuel) Middle School, 2005-06

	School		District
	Number of Classes ¹	Average Class Size	Average Class Size
Schoolwide	282	29.3	26.9
English	98	27.5	24.2
Math	50	28.9	28.8
Social Science	56	30.8	31.0
Science	37	30.1	31.6

Certificated Staff
Gompers (Samuel) Middle School, 2005-06

	School			District
	Number of Staff	Full-Time Equivalents	Per-Pupil Ratio	Per Pupil Ratio
Administrators	9	5.7	362.8	207.2
Pupil Services	6	6.0	344.7	255.3
Teachers	75	74.4	27.8	21.1

Classified Staff
Gompers (Samuel) Middle School, 2005-06

	School		District
	Number of Staff	Percent of Total	Percent of Total
Paraprofessionals	34	57.6%	44.0%
Office/Clerical	8	13.6%	17.4%
Other	17	28.8%	38.5%
Total	59	100%	100%

**Appendix B
Library Media Center
Calendar Schedule of Training
Sample 2006-2007**

September 2006

Day	Event
	Distribution of LMC Newsletter Volume 2
	PTA Membership Month in California
4	Labor Day (school closed).
8	International Literacy Day
11	MLIS (School of Library & Information Science) team meeting with Gompers School Principal and Library Media Specialist (LMS).
12	MLIS team school visits and sets up Library Media Center.
13-15	Sending out flyer & notices to 8 th grade English teacher's for scheduling.
18-19	Training library aide, volunteers, & library staff.
22	Meeting with 8 th grade English teachers @ 1:15 p.m.
25-29	Instructional class for 8 th grade English.

October 2006

Day	Event
	Crime Prevention Month
2-6	Cont. instructional class for 8 th grade English.
9-13	Cont. instructional class for 8 th grade English.
16-20	Cont. instructional class for 8 th grade English.
23-31	Red Ribbon Week

November 2006

Day	Event
1-3	Cont. instructional class for 8 th grade English.
6-10	8 th grade English classes training completion-compile list, evaluation, & award certificates.
13	Veterans Day (school closed).
21	Library aide, library staff, volunteer, and MLIS team appreciation day.
23-24	Thanksgiving Days (school closed).

December 2006

	No LM (Library Media) training this month, due to short school weeks and Holidays
22-31	Christmas break (school closed).

January 2007

1	New Year's Day (school closed).
15	Dr. Martin Luther King, Jr. birthday observance (school closed).
17	MLIS team updates and set up LMC.
18-19	Training new library aide, volunteers, and staff.
22-23	Sending out flyer & notices to 7 th grade English teachers for training scheduling.
24	Meeting with 7 th grade English teachers @ 1:15 p.m.

February 2007

	Black History Month
	National School Counseling Week
12	Lincoln's birthday (school closed).
13-16	Instructional class for 7 th grade English.
19	President's Day (school closed).
20-23	Cont. instructional class for 7 th grade English.
22	Washington's birthday

March 2007

	American Red Cross Month
2	Read Across America Day
5-9	Cont. instructional class for 7 th grade English.
12-16	Cont. instructional class for 7 th grade English.
19-21	7 th grade English classes training completion-compile list, evaluation, & award certificates.
31	Cesar Chavez Day

April 2007

	National Library Week
2	Sending out flyer & notices to 6 th grade English teachers for scheduling.
5	Meeting with 6 th grade English teachers.
9-13	Spring Break Easter (school closed).
17-20	Instructional library class for 6 th grade English.
22	Earth Day
23-27	Cont. instructional class for 6 th grade English.

May 2007

	Distribute LMC Newsletter Volume 3
7-11	Cont. instructional class for 6 th grade English.
14-18	Cont. instructional class for 6 th grade English.
21-25	Cont. instructional class for 6 th grade English.
29	Memorial Day (school closed).

June 2007

2	6 th grade English classes training completion-compile list, evaluation, & award certificates.
7	Library aide, library staff, volunteer, and MLIS team appreciation day.
16	End of Gompers school year.

- Teachers will be notified prior to their grade track for Library Media Center (LMC) training. Our quarterly Newsletter will post which grades completed the training. Our MLIS team will continue to work with the LMC for a 3 year period (2006-2009). Annual calendar of events will be distributed once all planning and dates have taken place. The LMC in-service training will focus on access to digital library, library databases, establish password and email account, school's OPAC, and searching the Internet. Our MLIS team will do their best to ensure all students receive proper training in Gompers LMC by working along with English teachers.
- Staffing: 6 MLIS students, an LMS, volunteers and library aides.

Track 1 → 8th Grade
 Track 2 → 7th Grade
 Track 3 → 6th Grade

Appendix C
Library Media Center Newsletter
Sample

GOMPERS MIDDLE SCHOOL LIBRARY NEWSLETTER

Volume One, Issue Two
September 2006

A Message from Your Library Media Teacher

Candace Seale



This is one exciting school year for Gompers Middle School. Our Library Media Center is going through some great changes this year with the help and support from six graduate students from San Jose State University. Please give them a warm welcome in making our library media center a better place for our students and teachers.

An Announcement from School of Library & Information Science Team

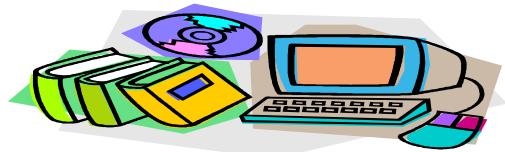
**Julie Chan
Rachel Clarke
Marc Horton
Frank Hughes
Kimberly Hughes
Lauren Nguyen
Candace Seale**



We are pleased to take part in working with Gompers Middle School. It was a privilege and a wonderful opportunity for us to work along with Ms. Candace Seale, your school Library Media Specialist (LMS). We understand the concerns that Gompers students have not had any library program to enrich their learning experience. Our team goal is to help and assist teachers in getting their students exposure to library experience as much as possible. Please take a moment to browse through our list of library lessons that can be useful for your lesson planning.

- Internet/computer usage
- Instruction for using & on-line website and library catalog from home
- Tour of our library collections
- How to locate books in the library
- How to do a research for a class project
- Searching library materials on on-line catalog
- Access to Accelerated Reading List

What's Available in Our Library Media Center



Digital Library

It is a collection of on-line references available to LAUSDnet users that can be accessed in the classroom as well as in the library media center. From the LAUSDnet homepage, this can be logged-on on the www.lausd.net website.

In addition, you will find subscription sites such as:

- Online encyclopedia
- Facts on file
- Career Cruising (AVID)
- Maps
- Newspaper and periodical articles

The Library Media Center is open during the following hours:

Monday	7:15 am – 3:15 pm
Tuesday	7:15 am – 3:15 pm
Wednesday	7:15 am – 3:15 pm
Thursday	7:15 am – 1:45 pm
Friday	7:15 am – 3:15 pm

Library Rules & Policies



Borrowing library materials

- Students must have an ID card to check out books. They may borrow up to three items for two-week loan period.
- Staff members can borrow an unlimited number of items for up to two weeks.
- Students who wish to visit the LMC must have a library pass signed and dated from their teacher.
- Classes may visit the LMC, but the teacher must first meet with the LMT for a planning session.
- Teachers must reserve class space in the library in advance.
- Teachers may send small groups of students to the library to work on projects.

School Library Professional Websites

InfoSearcher <http://www.infosearcher.com/>

School Libraries.org <http://www.school-libraries.org/>

SLiP (School Library Information Portal) <http://www.cla.ca/slip/>

ODLIS - Online Dictionary for Library and Information Science <http://lu.com/odlis/>

Librarians' section at Scholastic <http://www.scholastic.com/librarians/>

The Library Media Program

School Library: A Place That Learners Love to Come To . . .

A school library media program is more than the resources, services, and people. It's more than a building space. It's the thinking and synergy that occurs when you put all the elements of the learning community together.

Today's library media center including the following areas:

- Intellectual access to information
- Physical access to information
- Learning experiences encouraging information fluency
- Leadership, collaboration, and assistance to teachers
- Resources and activities promoting life-long learning for all
- Program providing local and remote information opportunities
- Learning opportunities for a diverse population

Volunteer & Helper Needed in the Library

Gompers is looking for parents and students interested in working for our Library Media Center. For more information, please contact Ms. Seale, our Library Media Specialist.

Training Success

Congratulations!!! To our "210" 7th grade students who just completed their LMC training on May 17th. Students' awards & certificates will be distributed by their English teachers. Special thanks to our 7th grade English teachers: Mr. Robertson, Mrs. Field, Mrs. Cooks, Ms. Yang, Mrs. Palmer, Mr. Schmidt, and Mr. Garcia for their hard work and dedication to our LMC training.



Appendix D
Library Media Center Brochure
Sample

The Library
Media

Teacher Can
help you!

- Design instruction and assessment
- Obtain resources to support instruction and student research
- Integrate information technology and information skills
- Design web-based instruction
- Create bibliographies, WebQuests, web pages.

HOW YOU CAN HELP ME?

- Notify the library media teacher as soon as possible about any upcoming resource-based class projects.
- Tell me in advance if you want materials placed on reserve.
- Meet with the library media teacher for planning sessions before bringing your class in for a project.
- Reserve class space in the library as far in advance as possible. We book fast!
- Share copies of your assignment sheet and assessment tools and handouts you plan to use.
- Remain with your students and supervise their behavior while they are in the library media center.
- Provide passes for students who may need to visit the library during class time.

Gompers Library
Media Center:
Your Partner in
Learning and
Instruction



"It takes a village
to raise an
information literate
child" (School
Library Association).

<p style="text-align: center;">Online Public Access Catalog (OPAC)</p>	<p style="text-align: center;">The Digital Library</p>	<p style="text-align: center;">Faculty Loan Policy</p>
<p>Using the Online Public Access Catalog (OPAC) :</p>  <p>Find the OPAC icon located on your desktop. Double click on the icon and find GOMPERS under Middle Schools. Locate the key word search box and type in your patron's name. Then click on everything. Once you've done this then you should get a list of titles that our LMC offers.</p> <p style="text-align: center;">GOMPERS MS</p> <p>Type Word or Words to Search for: <input type="text"/></p>	<p>LAUSD provides access to 22 online database for students while at school:</p> <ul style="list-style-type: none"> ABC-Click Acquest/AP Britannica Online Career Onisng Columbia University Press Gazetteer Granger's World of Poetry Country Watch CultureGrams EBSCO Facts.com Fact on File Thomson Gale Grodier Online Grove/Oxford American National biography Dictionary of Art Dictionary of Music Oxford Reference Online Maps 101 World Book Online <p style="text-align: center;"><u>ATTENTION:</u></p> <p>Our students can now access the Thomas Gale database at home... but we must get them an e-pal account!</p>	<p>Staff members may borrow materials for an entire semester. If another staff member or student requests an item, I will notify you. Additionally, staff members may borrow an unlimited amount of materials at once.</p> 

Appendix E

Effective Management at Samuel L. Gompers Library Media Center

In order to realize our mission of “equipping teachers with technological skills, enabling them to integrate the Library Media Center into a rich and challenging curriculum,” effective, varied and appropriate management styles will need to be utilized by the media center staff. Further support and leadership, however, will also be required from the rest of the school community, including the principal, administrator, teachers and parents, to fully engage students and create an environment in which they can fully utilize the Media Center and all of its resources.

Blake & Mouton (1985) identify two attitudinal methods of leadership, the task-oriented style and the relationship-oriented style. The former is focused on tasks at hand, and pushing others to complete them, while the duties are defined, planned and run by an individual manager. This style can be said to increase the tension and pressure to perform on individuals in the group. In the latter, a more interactive, empathetic approach is favored, in which managers ease group tensions, mend fences and build bridges between employees. In our view, elements of both styles will be necessary to foster a cooperative relationship between Library Media Center staff and the teachers that they will be training and working with. Furthermore, the same would be expected of administrators and principals, as LMC staff must depend on them to make sure that they get everything that they need to complete their duties. Successful merging of these two types of attitudinal leadership will depend on awareness of the personality

types of the teachers and staff involved, and of the particular problems that will need to be solved as they appear.

Beyond attitudinal approaches, the applied leadership of the LMC staff can be expressed through authoritarian, participative and delegative means (Bass & Valenzi, 1974). Authoritarian, or autocratic leadership, in which direction and information flows from the library staff to teachers and students, may be required in some situations, especially when training teachers on technologies that they are completely unfamiliar with. Others may allow participative (or democratic) leadership, meaning the input of teachers, students and administrators is valuable to the task at hand. In this type of situation, there is a trade-off of necessary information between LMC staff and teachers, resulting in a collaborative relationship. Delegative (or laissez-faire) leadership would grant a great deal of autonomy and responsibility to others. Ultimate responsibility and guidance would come from LMC staff, but more specific tasks will be meted out to teachers and students, easing burdens on librarians and further encouraging trust and cooperation. Again, LMC staff will most fully benefit from the ability to discern when each leadership method is appropriate, and certainly all three will be valuable in different circumstances.

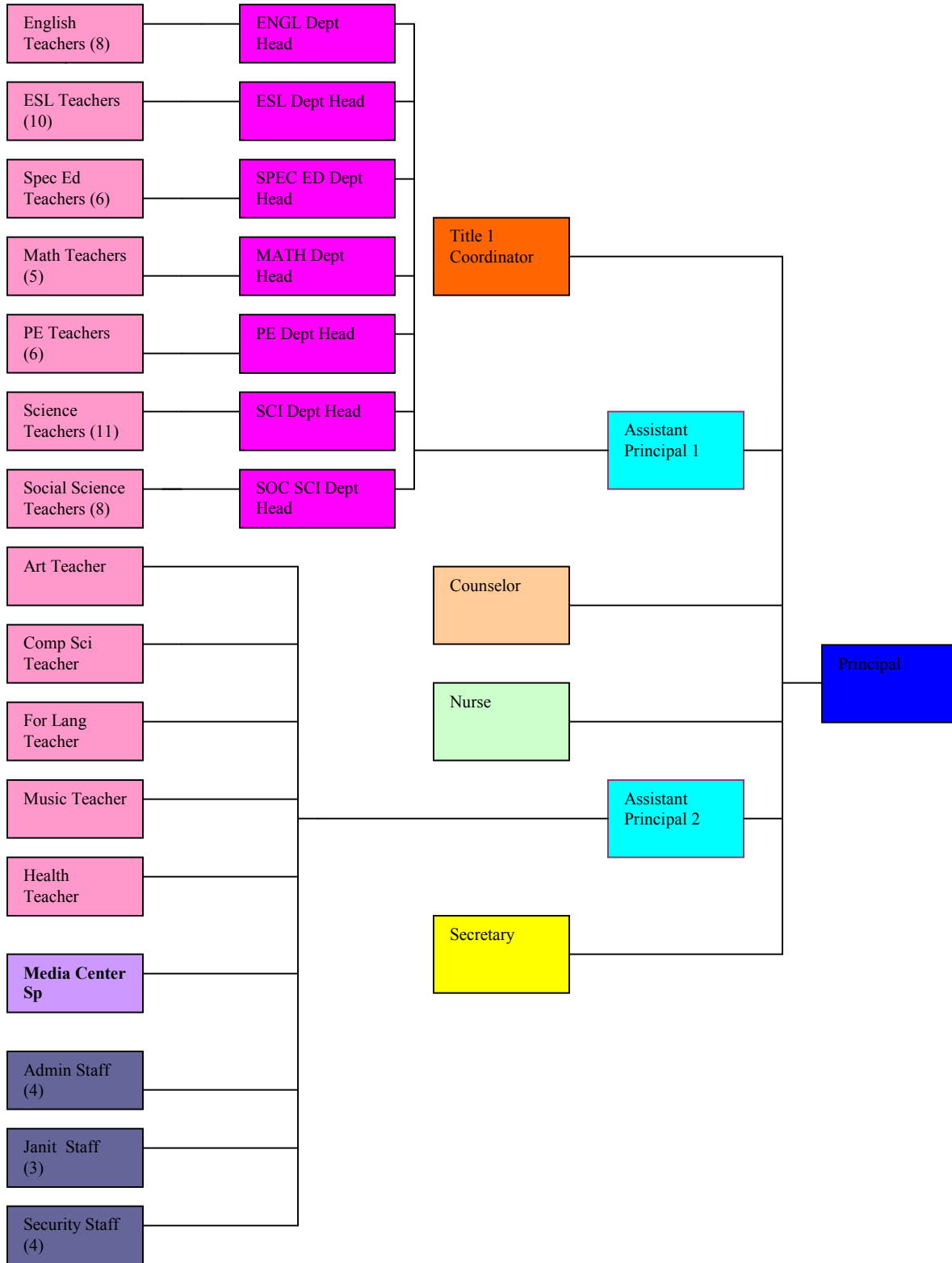
The clearest results of utilizing this multi-faceted management approach will be an environment of support, collaboration and mutual respect among users and staff, and tempering an authoritarian, task-driven style with a more empathetic, trusting style, creating a democratic balance. Because there will be many variables affecting management styles, such as inter-staff relations, stress

and conflict levels, time limitations and procedural knowledge (Johnson, 2005) flexibility will be paramount. When Library Media Centers are the sole responsibility of one librarian, there is a high risk of “burnout” by that staffer. This is an important point, as Dworkin, Hill and Saha (2003) note:

The particular relevance of the linkage between burnout and democratic schools is twofold. First, because burnout is seen to result from a sense of powerlessness, this condition can be resolved by the prerequisite organizational conditions that permit democratic schooling to flourish. But second, a burned out teaching staff may be incapable of making the necessary extra efforts to empower students in a student-centered democratic school (Pg. 109).

Thus, it is in everyone’s best interest that this burnout be avoided preemptively through creating the kind of democratic, pro-active environment in which Media Center staff are respected and teachers, students and administrators are empowered.

Appendix F Organizational Chart for Samuel L. Gompers Middle School



Appendix G

Constructing the Strategic Plan

The group consisted of JC, Rachel Clarke (RC), MH, FH, KH, LN and CS. After being given the assignment at our introductory class meeting, the first matter at hand was to select the media center that would serve as the subject. Upon the suggestion of CS, who currently serves as the school's media center specialist, we decided on Samuel L. Gompers Middle School in Los Angeles.

At our first group meeting on March 5, we discussed the different aspects involved in the running of a media center, the role of the specialist in training the school's teachers. By the end of that meeting, we had come up with not only a definitive mission statement, but also a rough outline for the strategic plan that included goals and objectives, as well as some preliminary strategies for meeting them and ways to measure the plan's success.

During the week after the first meeting each member decided on which portion of the plan they would be responsible for. To begin the plan, RC provided the background for the implementation of the plan, with a description of the school's environment, demographics and enrollment figures. CS came up with the goals and objectives for enabling teachers to make appropriate use of the media center. FH was responsible for fleshing out the strategies for achieving those goals and objectives. JC supplied the measurable outcomes for determining the effectiveness of our strategies, and KH created an operating budget for our three-year plan. The appendix, which included any citations from everyone's individual components, an essay on management style, an

organizational chart, and a sample media center newsletter, was assembled by MH and LN.

At our second meeting on March 26, we discussed the rough draft of our plan which had been assembled the previous week through file sharing on the group forum. We discussed and worked out any kinks that were found, and began to discuss what the finished document should look like.

By our final meeting on April 16, we had each completed our various individual parts, and submitted them to our group forum's file exchange, to be combined and formatted by KH. We looked at hard copies of the final drafts of the plan and gave them to everyone to proofread individually, and once everyone submitted their approval, or any final adjustments that needed to be made, via Blackboard, we agreed on the final logistical elements, such as headings, the title page, and layout. Finished versions were mailed to everyone by KH in time for the last class meeting on April 30, when the plan was submitted.

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