

Library Media Program Review



Hingham Public Schools
May 23, 2016

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I. Statistical Section

- A. Number of teachers/staff in department: 7 full time professionals, 2 full time and 2 part time paraprofessionals
- B. Number of courses/program components: Elementary – 95 classes, plus 13 RTI; HMS – 4 sections of sixth grade, 2 classes of eighth grade, plus flexibly scheduled classes (numbers vary); HHS – 6 courses, plus flexibly scheduled classes (numbers vary)
- C. Total number of students the department is serving: 4,262
Total number of teachers the department is serving: 266
- D. Number of students each course/program component is serving: Elementary – 2,004 students (18-24 students per class); HMS – 1066 students with flexible schedule, 390 sixth grade, 24 eighth grade; HHS – 1192 students with flexible scheduling, 30 students each per term for 8 classes, 15 Virtual High School students
- E. Breakdown of the number of students in each level, where applicable:
N/A
- F. Other available statistical information: *Follows*

Value of Service Report

*Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation.
~Broadcaster Walter Cronkite*

Massachusetts Library System (MLS)

Benefits of membership

Hingham Public Schools' membership in the Massachusetts Library System extends our libraries' reach. It allows our libraries:

- [Advisory services](#) to provide library staff the opportunity to maintain currency and increased knowledge in the field of librarianship.
- [Continuing education](#) for library staff at one of the many workshops held throughout the Commonwealth or at our library.
- [Delivery Services](#) are provided to support resource sharing amongst Massachusetts libraries.
- Full-text online [databases](#) access that include magazine, journal, newspaper, and reference titles for library users of all ages.
- Statewide [materials and supply cooperative](#) participation that will save your library money on books, audiovisuals, and needed administrative and technical services supplies.

Because Hingham Public Schools employs professional librarians in all schools, we qualify for federally-funded services coordinated by the Massachusetts Library System. We are able to purchase books and library supplies through a purchasing cooperative at a substantial discount (46.9% on most books), attend free continuing education workshops and receive free access to periodical, newspaper and reference databases that are very costly to subscribe to. According to the "Value of Service Report FY11," the school libraries in Massachusetts received a total of \$18,092,595 in free services during the year. The average value for Hingham Public Schools is **\$17,297**.

Collection and Circulation Statistics

	East	Foster	PRS	South	HMS	HHS
Collection Size						
Total	15,328	18,185	25,161	17,650	15,158	13,159
Non-Fiction	4,493	7,063	9,546	5,466	9,967	7,845
Fiction/Easy (including paperbacks)	9,607	9,950	13,808	9,765	2,884	2,009
Reference	307	446	309	140	1,389	2,250
Professional	156	0	242	229	17	68
Video/DVD	206	404	530	296	901	426
AV Kits/Audio Books	15	97	104	100	0	44
Periodicals (plus databases)	10	13	10	14	15	14
Circulation						
Total for 2014/15	11,336	10,495	9,747	8,764	1,393	6123
Average Month	1,259	1,166	1,083	973	155	70
Plus "In-Library Use"	1,403	461	1,171	601	182	5487
Facility						
Seating Capacity (Not at Computers)	55	34	32	30	36	70
Facility Size (Main)	4,183 sq.ft.	1,386 sq.ft.	2,240 sq.ft.	3,000 sq. ft.	2,450 sq.ft.	8,856 sq.ft.
Computers						
Student Computers	10	3	13	7	10	43 (incl. laptops & studio)
Administrative Computers	2	3	3	2	2	3

II. Descriptive Section

Mission Statement

In support of the Constitution of Massachusetts and the Hingham Public Schools Mission and Core Belief statements, the Library Media program's mission is to help each student excel and achieve maximum potential by creating 21st century environments, fostering an appreciation of literature and promoting the effective use of information and communication media. Library Media staff collaborate to empower students to become lifelong learners, responsible global citizens, innovative problem-solvers and effective communicators. Hingham Public school libraries provide equitable physical and intellectual access to high quality collections that provide the resources and tools required for learning.

Library Media Professional Staff

Deborah Hall – W.L. Foster School

Sara Daly – South School

Elizabeth Thorsteinson – East School

Tracy Blake – Plymouth River School

Mary Dunphy – Hingham Middle Schools

Katy Gallagher-Woolley – Hingham High School

Glenda Garland – Hingham High School

Professional Memberships:

- American Library Association
- American Association of School Librarians
- Massachusetts School Library Association
- Massachusetts Computer Using Educators
- New England Association of Video Educators
- Massachusetts Regional Library System
- Beta Phi Mu Library Honor Society

"School libraries help teachers teach and children learn. Children and teachers need library resources – especially books – and the expertise of a librarian to succeed. Books, information technology, and school librarians who are part of the schools' professional team are basic ingredients for student achievement."

~ Former First Lady Laura Bush

Philosophy

The School Library Media Center is an integral and fundamental part of the educational program of the Hingham Public Schools. It plays a vital role in the acquisition, evaluation, distribution, and utilization of information within the educational environment.

A. Goals

1. To effectively and efficiently manage the Library Media facility, program and resources.
2. To teach students and faculty how to access, evaluate and use information in a variety of formats.
3. To promote a love of reading and an appreciation and knowledge of literature.
4. To develop student's communication skills through teaching them how to utilize a variety of presentation media.

B. Objectives

1. To provide an up-to-date and varied collection of print, non-print and electronic resources that enrich and support the curriculum and meet the interest and maturity levels of students.
2. To provide a program of instruction on library, media and technology skills.
3. To teach students how to be effective users of the Internet.
4. To develop communication and presentation skills that utilize video and computer technologies.
5. To work with staff on the integration of the library resources into curriculum.
6. To work with students on research and video projects.
7. To provide teachers with a program of services and materials that enhance the teaching and learning process.
8. To teach research and information retrieval skills.
9. To provide a Library Media Center where materials and equipment are organized in a logical and systematic manner.
10. To provide an atmosphere and place where students can study, work on projects and easily get information.
11. To prepare a budget that reflects the needs of the students, faculty and curriculum.

Role of Library Media Specialist (LMS)

As **teacher** the Library Media Specialist teaches:

- Research and information access skills
- Media production, uses interpretation and appreciation
- Children and young adult literature appreciation
- Library skills
- Critical thinking, and problem solving skills pertinent to information literacy curriculum

As **information specialist** the Library Media Specialist:

- Provides access systems for print, media, and technology collections, including books and periodicals, audio visual hardware and software collections, CD-ROM, computer databases
- Provides reference services to faculty and students
- Informs faculty of new developments in educational resources and technology

As **instructional consultant** the Library Media Specialist:

- Provides, during curriculum planning phases, appropriate information regarding resources for developing curriculum
- Integrates information literacy objectives, units, and lesson plans into new and developing curriculum
- Provides training and support to faculty and students when new technology is acquired
- Maintains currency in the collections as new print and non-print resources pertinent to the program of studies are published and as the budget allows

As **program manager** the Library Media Specialist:

- Manages scheduling, maintenance, and repair of hardware collections
- Plans and administers the school library media program
- Develops budgets
- Selects, trains, and supervises school library support staff and parent volunteers
- Manages the utilization of library facilities
- Devises public relations programs for students, faculty, parents, school committee and community
- Meet and interconnect with public library staff

Curriculum Overview

Elementary Library Curriculum

Students visit the library regularly for instruction and book selection. The following skills are built upon through the years and students are expected to apply the library and information skills acquired from previous years' curricula.

- Basic library terminology
- Foster sense of responsibility for materials
- Fiction vs. Nonfiction (informational) text
- Parts of the book
- Awareness of organization of picture books/parts of a book (title page, copyright page, table of contents, index, glossary)
- Locate books for pleasure and curiosity
- Explore library shelves on their own/ understand library organization/purpose
- Appreciate award-winning literature and exemplary authors and illustrators (Author studies / Caldecott project)
- Literature appreciation through peer sharing and book talks (MCBA, Audiobooks, Reader's Theater)
- Introduction to steps of research
- Explore informational texts
- Online databases
- Introduction to copyright, bibliography, plagiarism
- Utilize print and digital reference resources
- Evaluate websites and online sources
- Introduction to media literacy skills
- Listen/evaluate/respond to media

Elementary Library Curriculum – Grade 5

The emphasis in fifth grade is to develop an information literate student with 21st century skills. Students visit the library regularly for instruction and book selection. Flexible and nonflexible scheduling offers students the opportunity to extend classroom studies in the Library. In accordance with state and national standards, students are exposed to literature in a variety of formats and receive continued classroom curriculum research support.

Objectives

- Continue to demonstrate previously acquired skills
- Develop literature appreciation through peer sharing and book talks
- Utilize print and digital reference resources
- Independently evaluate websites and online sources
- Understand the definition of copyright, bibliography and plagiarism
- Introduction to media literacy skills

Exit Expectations

Students will access information efficiently and effectively.

Students will evaluate information critically and competently.

Students will use information accurately and creatively in conjunction with teacher.

Students will pursue information related to personal interests.

Students will appreciate literature and other creative expressions of information.

Students will recognize the importance democratic society and the library as a face of this society.

Students will practice ethical behavior in regards to information and informational technology.

Grade 6 – 8 Library Media Curriculum

HMS students have access to the Library Media Center before and after school, during directed study and as scheduled by the classroom teacher. Formal instruction is linked collaboratively with classroom projects and focuses on the development of students' ability to locate, evaluate, use and cite sources of information effectively for class projects and personal use. An appreciation of literature for personal use is further developed during these years via book talks and book discussions. The Library Media Specialist provides detailed instruction and support to 6th and 7th grade students. During the 8th grade year, students move from assisted instruction to more independent media skills development with support as needed.

Objectives

Students will acquire and develop library media skills in the following:

- Continuing to demonstrate skills acquired in Grade 5.
- Utilizing primary sources and print reference sources; developing a working knowledge of online databases such as: Facts on File and Infotrac.
- Developing the ability to evaluate a website for authorship, purpose, currency, usability and reliability.
- Performing advanced searches on search engines such as Google and Internet Public Library.
- Developing the ability to independently navigate the research process in order to read and note relevant information and produce a well-researched, well-written and correctly-cited research paper.
- Creating bibliographies to cite print, online and web sources.
- Developing literature appreciation through advanced catalog search skills, book talks and book discussion groups.
- Revisiting media literacy concepts as they relate to curriculum assignments.

Expectations

Students will demonstrate the following:

- Care regarding the use of LMC resources and return materials in a timely manner.
- The ability to effectively search online database sources, locate and reference relevant articles.
- Proficiency in extracting and organizing information from multiple print and online sources.

- Citing reliable websites which have been evaluated for accuracy and reliability.
- Creating and presenting final products of the research process with increased independence.

Media Literacy – Grade 6

The purpose of the media literacy class is to explore media around us –Internet-based sources, technology and social media. Students will practice using media with honesty, respect and kindness.

1st Unit –Digital Citizen

Covers topics such as: Digital Footprint –Netiquette –Cyber safety

2nd Unit –Internet Use with Integrity

Databases –Facts on File, Gale, Google search strategies –website and & news sources.

Evaluating Internet Sources, reliable research habits – Avoiding plagiarism. MLA citation

3rd Unit – Group Presentation

Team work, apply lessons of digital citizen and reliable research skills

Introduction to Digital Video Production – Grade 8

Various stages of digital video production, pre-production and production process. Work in groups to produce a variety of short video and studio projects using digital editing software Final Cut Pro X. Produce the Thursday Morning show “What’s Happening HMS”. Create weekly promotions of upcoming events.

Goals and Objectives

- To teach students about various aspects of TV Production
- To show students how to operate and use various cameras, tripods, microphones, and editing equipment –linear and digital
- To teach students various technical skills they will need to produce and utilize the Television Studio at HMS.

Hingham High School Library Media Program

The Library Media Center is the resource center of the school. It provides students and teachers with a diverse collection of print, non-print, and electronic resources that support and enhance the curriculum. The Library Media Center also provides the facilities and equipment for the duplication and reproduction of print materials, video and audio tapes, overheads and slides. It also has a television studio and control room from which school announcements, events, and educational programs are produced and broadcast over local school television or cable.

In the courses in television production, students receive instruction in video composition, camera operation, and video editing. They are also introduced to all aspects of the TV studio production from production roles to techniques in lighting, sound, graphics and video mixing. Students also learn how to do linear and non-linear video editing. Students are expected to work in small groups on a variety of video projects from promos to highlights and creative films to documentaries.

The courses in television production, broadcasting, and video editing will encompass the following:

- To teach students the basics of camera operation, video editing, lighting, sound, and video mixing and production.
- To explore and analyze the different techniques and approaches used in commercial television and films.
- To learn how to operate and use each piece of equipment in the television studio.
- To learn how to perform various roles involved in producing a television show or news broadcast - i.e. camera person, sound engineer, and video editor.
- To utilize their knowledge in video editing and production to assist teachers and students with their video projects.
- To video tape school events and edit them into news pieces.
- To learn how to create and maintain the school bulletin board.
- To develop an awareness of the career opportunities available in the media, television, and film industries.

Methodology/Pedagogy

Expectations

Working in conjunction with teachers of core academic subjects, the Library Teacher will help students to achieve the following standards according to grade specific guidelines:

Standard	Details of Standard	HHS Goal #
1. Define an Information task.	Independently select a topic. Develop an essential question. Skim/read all sources to provide background information and generate subsidiary questions. Develop a thesis statement, demonstrating a particular point of view.	Goal 4
2. Develop information-seeking strategies.	Use a strategy for finding relevant information from a variety of sources, shifting the strategy as necessary, based on availability and relevance. Assess the value of various types of electronic resources, for gathering data, including databases, internet sites, eBooks, and community and government resources. Independently develop keywords and phrases to search for information. Use information sources of all types to explore a topic. Narrow or expand a topic based on preliminary searching. Select primary and secondary sources as appropriate.	Goal 4
3. Locate and access information.	Independently develop and implement an information search strategy. Select the best sources for the information needed.	Goal 4
4. Use information, extract most relevant information and use information ethically.	Practice independent critical thinking when reviewing a potential information source by: distinguishing between verifiable facts and opinion; detecting bias; identifying the purpose; distinguishing between relevant and irrelevant information; recognizing inconsistencies or false claims; gather information to support a point of view in persuasive writing. Demonstrate legal and ethical behaviors among peers, family and community regarding the use of technology and information. Demonstrate understanding of copyright law.	Goals 1 & 4
5. Synthesize information.	Consider the purpose and audience for the product and/or presentation. Select an appropriate media format to communicate new understandings and new knowledge. Create a storyboard, script, rough draft, or layout of research notes. Use appropriate editing, dictionary, and thesaurus tools to produce a polished, original product that clearly communicates research results.	Goals 2 & 3
6. Participate in collaborative activities.	Integrate their own knowledge and information with that of others in the group. Actively listen to and respectfully respond to the point of view of others. Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group. Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas. Work to move the group to consensus after	Goals 3 & 5

Standard	Details of Standard	HHS Goal #
	substantive conversations and sharing of information and ideas among all the members of the group. Help organize and integrate the contributions of all members of the group into information products. Work with others to create and evaluate complex information products that integrate information in a variety of formats. Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits.	
7. Evaluate the process and the product.	Voluntarily apply legal principles and ethical conduct related to information technology such as: copyright, plagiarism, privacy, online etiquette, acceptable use of resources.	Goals 4 & 5
8. Appreciate literature.	Identify award-winning books, their selection criteria and attributes. Perform preliminary research to enhance appreciation of literature. Demonstrate an understanding of the characteristics of the different literary genres, including: fantasy, folklore, poetry, drama, biography, short stories, science fiction, historical fiction, realistic fiction, humor, etc.	Goal 1
9. Read purposefully.	Read with an accurate understanding of content and literal meaning. Read with an understanding of the distinction between fact and opinion. Read with the ability to analyze figurative language, implied meaning, and tone.	Goal 1

**"Reading makes all other learning possible.
We have to get books into our
Children's hands early and often."
~ President Barack Obama**

III. Appraisal Section

A. Areas of Concern

- Biggest challenge: Getting 21st century children to adopt the reading habit
- Fostering the ethical use of technology and social media in and outside of school
- Weeding and updating collections – an ongoing challenge
- Keeping up with current computer and video technology

B. Strengths

- Professional certified Library Media Specialists in all buildings
- Implement of reading enrichment programs such as BOTB and various book clubs
- Staff expertise and knowledge in collection development, library management, children's literature, and emerging technologies
- Staff committee memberships include: American Library Association, American Association of School Librarians, Massachusetts School Library Association, Massachusetts Library System, Evaluation Team, and Cable Advisory Board
- On-going professional development as well as sharing of best practices as a department to develop appropriate district-determined measures of student growth
- And aligning curriculum with Common Core Standards
- Students and teachers involved in research projects look to the library as key resource for help in locating print, database and web resources 24/7
- Faculty and student usage of databases increasing at the secondary level
- System-wide use of electronic card catalog for resource sharing via inter-library loans
- Supportive PTO's, HEF and parent volunteers
- Historically well-supported library media budgets

C. Summary of Changes Since 2012 Review

- New Library at HMS
- Addition of .5 LMS position at HMS and .5 at HHS as Mary Dunphy is fulltime at HMS and Glenda Garland is fulltime at HHS
- Tracy Blake replaces retired Diane Hallisey at PRS
- Debbie Hall assumes the role of Library Department Resource Teacher
- Glenda Garland represents HPS on the Cable Advisory Board

- Developed digital video curriculum which is an elective for 8th grade students which runs the weekly morning announcement show –“What’s Happening HMS”
- Developed curriculum Media Literacy which is taught to all 6th grade students
- Implementation of “Book Clubs” for elementary students
- PRS Library renovated due to storm damage
- South School Library renovated with former HMS circulation desk and bookcases as well as new carpet
- New lighting at Foster Library and upgraded furniture from former HMS
- New department website

D. Looking Towards the Future – Recommendations

- Increase budgets to reflect rising costs of resources such as databases, digital and print media
- Improve depth and size of print and digital collections at all levels to reflect the ever changing curriculum
- Continue to upgrade, replace, and add new computers, software, equipment and digital video technology
- Support the library media programs by increasing paraprofessional staff hours
- Continue to collaborate with Hingham Public Library with events such as Teen Read Week

*Wisdom, and knowledge,
as well as virtue,
diffused generally among
the body of the people,
being necessary for
the preservation of their
rights and liberties...
It shall be the duty of
legislatures and magistrates,
in all future periods
of this commonwealth,
To cherish the interests of literature.*

From The Massachusetts Constitution,
Chapter V, Section 11
The Encouragement of Literature, etc.

Informational Links

Hingham Public Schools Library Media District Site

<http://hpslibraries.weebly.com/>

MSLA Recommended Standards for Informational Literacy Skills

<http://www.maschoolibraries.org/uploads/5/7/2/2/57223027/mslastandards2.pdf>

AASL Standards for the 21st-Century Learner

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

Latest Study: A full-time school librarian makes a critical difference in boosting student achievement

<http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/#>

Washington Study Further Ties Quality Library Programs to Student Success

<http://www.slj.com/2015/05/research/washington-study-further-ties-quality-library-programs-to-student-success/#>