Ohio's Library Guidelines
Appendix

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Appendix for Library Guidelines

The following resources explain library-related topics. The resource section is not meant to be all-inclusive. The website addresses were accurate at the time of publication of this document. Website addresses frequently change, and it may be necessary to search for the information by name instead of URL.

Roles and Responsibilities of the School Librarian

According to the American Association of School Librarians *The Strategic Leadership Role of School Librarians Position Statement* (2018), school librarians provide leadership in instructional design, collaboration and co-teaching through their global perspective. Since their work impacts all content areas and all grade levels, school librarians are "in the unique position to leverage their skills and implement cross-curricular initiatives." School librarians invest in the learning of the entire community by promoting the effective use of information and technology.

School librarians seek and promote opportunities for learners to use their interests to think, produce and share. They leverage the development of student literacy, technology skills, civic engagement and innovation to advocate for schoolwide learning. School librarians promote intellectual freedom including the right to read, the ethical use of intellectual property and information, and the freedom to access information.

School librarians connect and share beyond the walls of their schools to lead and learn with others in their district, community, state, nation and worldwide. Through collaborative activities, school librarians participate with and "serve in leadership roles in outside organizations or committees." By participating in these outside leadership roles, school librarians can model and share resources to empower their colleagues.

The following are excerpts from *The Instructional Role of the Librarian* (2018):

The American Association of School Librarians (AASL) supports the position that "school librarians are instructors as well as collaborators with fellow educators" (AASL 2018, 223). Additionally, AASL believes that school librarians play a prominent role in instructing learners, faculty and administrators through literacies, including print, textual, visual, information, media, news and digital literacies (AASL 2018). As information specialists and instructional leaders of both learners and fellow educators, school librarians are uniquely positioned to teach every student and the school community through traditional, blended and distance learning (AASL 2018). The role of instruction by the school librarian centers around the six Shared Foundations: Inquire, Include, Collaborate, Curate, Explore and Engage.

> **Inquire:** The school librarian collaboratively plans and teaches engaging inquiry-based learning experiences designed to encourage learners to think critically, identify problems and develop strategies for solving problems (AASL 2018, 47). School librarians:
>
> - Devise and implement teaching and learning to fill knowledge gaps.
> - Encourage learners to display initiative and curiosity when formulating questions and seeking knowledge to create and share products that illustrate learning.
> - Guide learners to develop the tools and skills needed to support an inquiry process.

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Include: School librarians demonstrate a commitment to inclusiveness and respect for diversity by establishing opportunities for learners to broaden their awareness of the global learning community (AASL 2018, 48 and 76). School librarians:

- Design inclusive instruction for learners and school communities respective of all diverse developmental, cultural, social and language needs.
- Create an atmosphere of respect by modeling empathy and equity in interactions with all learners as part of the global learning community.
- Collaboratively plan and implement engaging lessons that provide learners opportunities to expand awareness of the global community.

Collaborate: The school librarian is an instructional partner who creates a culture of collaboration and facilitates the learning of strategies to work effectively with others to increase academic achievement, broaden perspectives and work toward common goals. School librarians:

- Collaborate, co-teach and co-evaluate the planning and implementation of learning opportunities and assessment strategies.
- Collaborate to promote model and embed print, textual, visual, information, media, news and digital literacy practices that deepen learning.
- Foster learners' abilities to "work effectively with others to broaden perspectives and work toward common goals" (AASL 2018).
- Empower learners to work together to constructively assess their work and that of their peers (AASL n.d.-a).

Curate: School librarians curate a wealth of resources that complement the curriculum and learners' interests. They instruct and model curation techniques for the school community. School librarians:

- Curate quality, diverse, inclusive and relevant resources that support the school mission, curriculum and learners' interests.
- Instruct the learning community to select, organize and share resources relevant to their information needs and personal interests (AASL 2018, 99).
- Empower independent learners to make meaning for themselves through instruction in collecting, organizing and sharing information.

Explore: School librarians promote a growth mindset in all learners by providing opportunities for exploration and encouraging continuous reflective thinking through instruction. School librarians:

- Guide learners to view and practice learning as an iterative endeavor through which learners build stamina and reflect on their learning and inquiry process.
- Cultivate exploration, discovery, creation and innovation in a growth mindset.
- Support learners' success by guiding them to read for understanding, breadth and pleasure (AASL 2018, 104).

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Engage: School librarians promote learners' engagement and empowerment by modeling and explicitly teaching information and resource use. School librarians:

- Develop and maintain a teaching and learning environment that is fun, inviting, safe, flexible, collaborative, inclusive and conducive to learning (AASL n.d.-b).
- Engage with learners to teach, model and champion digital citizenship and safety.
- Provide instruction and modeling in adherence to copyright and fair use requirements.
- Teach all members of the learning community to engage with, use and create information in a global society.
- Champion equity, access and intellectual freedom for users including providing anytime, anywhere access to the online library catalog, digital and audiobooks, various information resources, devices and tools at the point of need (AASL 2018, 111).

Glossary of Terms

Acceptable Use Policy (AUP): An agreement between the student and the district designed to keep students safe online. This agreement allows students to explore the digital world as part of their education without accessing inappropriate or harmful sites such as those featuring bullying, school violence, pornography, etc. Some alternate wording used in the guidelines are digital citizenship, digital footprint or digital pledge so that the Children's Internet Protection Act (CIPA) is also covered.

Advisory services: Services provided to patrons of the library who ask for assistance in selecting materials and that help patrons discover leisure materials. This could include book talks and book trailers.

Children's Internet Protection Act (CIPA): Enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the internet. CIPA imposes certain requirements on schools or libraries that receive discounts for internet access or internal connections through the E-rate program (a program that makes certain communications services and products more affordable for eligible schools and libraries). In early 2001, the Federal Communications Commission issued rules implementing CIPA. It updated those rules in 2011.

Copyright: A form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works. Copyright, a form of intellectual property law, protects original works of authorship including literature, drama and music as well as artistic works such as poetry, novels, movies, songs, computer software and architecture. Consult school district board-adopted policy, as well as U.S. copyright law, for additional information. See the U.S Copyright Office for more information about U.S. copyright law.

Creative Commons: These licenses give everyone from individual creators to large institutions a standardized way to grant the public permission to use their **creative** work under copyright law.

Cyberbullying: The use of technology to harass, threaten, embarrass or target another person. By definition, it occurs among young people. When an adult is involved, it may meet the definition of cyber-harassment or cyberstalking.

Digital artifacts: Any form of digital materials or digital resources including images, charts and graphs, graphics, music, artwork, online database articles, videos, webpages, etc.

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Digital etiquette: Integrity, self-management and responsibility for one's actions while online. Basic digital etiquette includes respecting others, following website rules and being kind to others. It's about how to write messages online so that they are not interpreted incorrectly since empathy and feelings cannot always be decoded as the sender intends.

Digital tools: Programs, websites and online resources that can make tasks easier to complete.

Ethical: Being in accordance with rules, regulations or standards for right conduct or practice.

Fair use: Any copying of copyrighted material done for a limited and "transformative" purpose, such as to comment upon, criticize or parody a copyrighted work. Such uses can be done without permission from the copyright owner. Examples of fair use in United States copyright law include commentary, search engines, criticism, parody, news reporting, research and scholarship. Fair use provides for the legal, unlicensed citation or incorporation of copyrighted material in another author's work under a **four-factor** test.

    The four factors are:

- The purpose and character of the use
- The nature of the copyrighted work
- The amount and substantiality of the portion taken
- The effect of the use on the potential market

Intellectual property (IP): Creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create.

Internet safety: Online access comes with risks, including inappropriate content, cyberbullying and online predators. Using apps and websites where children interact, predators may pose as a child or teen looking to make a new friend. A predator might prod a child to exchange personal information, such as an address and phone number, or encourage a child to call, allowing them to see their phone number via caller ID.

The term **safety** as used in the guidelines is an umbrella term that includes cyberbullying, by-stander or in-stander.

Media literacy: The ability to access, analyze, evaluate, create and act using all forms of communication. Media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.

Peripheral devices: An internal or external device that connects directly to a computer or other digital device but does not contribute to the computer's primary function, such as computing. It helps end users access and use the functionalities of a computer.

Technology infusion: The integration of technology into the classroom and lessons. The use of technology in a classroom or lesson should not be the driving force behind the lesson but should complement the material.

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Access for All

Access for Library Patrons with Disabilities

Adaptive materials and assistive technologies provide many people with disabilities better access to education, careers and life experiences. Effective school library media programs should have written procedures about services and adaptive technologies that ensure equitable access to information for all members of the school community.

Adaptive materials should be available or readily accessible to a library media center. They can increase the independence, capabilities and productivity of people with disabilities and may include:

- Large-print and Braille materials
- Books with low reading levels
- Books in audio format
- Bookstands and page-turners
- Magnifiers
- Tactile maps and globes
- Software with large-print screen output and/or sign language
- Open- and closed-captioned videotapes

Assistive devices may include:

- Closed-circuit television to enlarge print
- Closed-captioned decoders for videos and equipment
- Remote controls for equipment
- Alternative inputs to computers such as head control or touch screens
- Speech synthesizers or computer-to-speak screens
- Braille embossers and printers
- Braille keyboards and translation software
- Computers with voice recognition software, talking calculators, modified keyboards and/or onscreen keyboards

Additional information regarding assistive technologies, access to devices and professional development for teachers may be obtained by contacting the Ohio Department of Education's Office for Exceptional Children.

Book Awards

Awards listed in this section are presented to authors and illustrators of notable work produced within a specific time period. Writing criteria vary by award.

American Library Association Youth Media Awards List

Association for Library Services to Children Book Awards List

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Buckeye Children's and Teen Book Award
The Buckeye Children's and Teen Book Award program is designed to encourage students in Ohio to read literature critically, to promote teacher and librarian involvement in young adult literature programs and to commend authors of such literature.

Young Adult Services Association Book Awards List

State Library Resources

State Library of Ohio
The State Library of Ohio serves the state government, all types of libraries and residents. The vision of the State Library of Ohio is a **Smarter Ohio** where every Ohioan can access resources to be engaged citizens, excel at their jobs, participate in the workforce and pursue their passions and interests.

Ohioana Library
The Ohioana Library is dedicated to collecting, preserving and celebrating Ohio literature. Events including the annual Ohioana Book Festival and Ohioana Book Awards are designed to share information about and celebrate the works of Ohio writers and illustrators.

INFOhio
INFOhio offers a wide range of electronic databases, instructional resources, standardized software and technical support. It provides content and tools that library media specialists, teachers and parents need to help students succeed. It is available to prekindergarten through grade 12 public and nonpublic schools. INFOhio uses state and federal funds to deliver a core collection of electronic resources to every Ohio prekindergarten through grade 12 student and educator.

The Ohio Library and Information Network (OhioLINK)
117 academic libraries are full members of OhioLINK. These libraries are distributed among 88 Ohio colleges and universities. OhioLINK membership includes the State Library of Ohio, 16 public university libraries, 51 independent college libraries, 23 two-year college libraries, 16 regional campus libraries, eight law school libraries and five medical school libraries.

Together, OhioLINK, the Ohio Library and Information Network and its member libraries provide access to:

- Over 46 million books and other library materials
- More than 100 electronic research databases
- Over 24 million electronic journal articles
- Over 100,000 e-books
- Nearly 85,000 images, videos and sounds
- Over 58,000 theses and dissertations from Ohio students at 31 Ohio institutions

The Ohio Public Library Information Network (OPLIN)
The Ohio Public Library Information Network (OPLIN) provides broadband internet connections and related information services to Ohio public libraries. OPLIN's primary mission is to ensure that all Ohio residents have fast, free public internet access through the 251 independent local public library systems in Ohio, as well as the use of high-quality research databases not freely available online. Though the eventual consumers of services are often members of the general public, actual **customers** are limited to the public library systems of Ohio.

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OhioNET
OhioNET is a membership-driven organization serving libraries and information centers of all types and sizes. Most OhioNET members are located throughout Ohio but serve libraries further afield. By providing learning opportunities, technology solutions, collaborative purchasing and strategic connections, OhioNET supports member efforts to meet the needs of the diverse communities they serve.

Vetted Resources for Librarians and Learners

These are a few of the resources the working group and advisory group consulted when writing the Ohio Library Guidelines.

American Association of School (AASL) Librarians National School Library Standards
AASL has created a set of national standards for school librarians. AASL also has a standards crosswalk that integrates the AASL standards, International Standards for Technology in Education (ISTE) standards and more. The AASL Standards Crosswalk Task Force recognizes that sets of standards vary in their nature and level of specificity or generality. When cross-walking standards sets, it is prudent and necessary to leave some interpretation open to the professional educator. Depending on the language used, not all sets of national standards are aligned equally to AASL's learner, school librarian and school library frameworks.

Common Sense Media
Common Sense Media supports K-12 schools with everything educators need to empower the next generation of digital citizens. It's Digital Citizenship Curriculum prepares students with lifelong habits and skills, supports teachers with training and recognition and engages families and communities with helpful tips and tools.

Creative Commons
Creative Commons is a nonprofit organization that helps overcome legal obstacles to the sharing of knowledge and creativity to address the world's pressing challenges.

Future Ready Librarians
As schools seek to become future-ready, it is necessary to identify and cultivate leadership beyond district and building leaders. School librarians lead, teach and support the future-ready goals of their school and district through their professional practices, programs and spaces. If properly prepared and supported, school librarians are well-positioned to be at the leading edge of the digital transformation of learning. Future Ready Librarians® is an expansion of the Future Ready Schools® initiative aimed at raising awareness among district and school leaders about the valuable role librarians can play in supporting future-ready goals.

ISTE Resources for Librarians
Librarians are school leaders who advocate for student access to educational technology; curate tools and resources; and collaborate with students and colleagues to create meaningful learning opportunities. Educators charged with such diverse duties deserve targeted resources to amplify their practice. That's why ISTE has curated a collection of resources librarians can incorporate into their work right away. For more information, see the ISTE Future Ready Librarian crosswalk.

ISTE Standards for Students
Today's students must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process. It is possible to connect with other educators in the ISTE Standards Community and learn how to use the standards in the classroom with the ISTE Standards for Students e-book.

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News Literacy Project
The News Literacy Project (NLP) is a nonpartisan national education nonprofit that provides programs and resources for educators and the public to teach, learn and share the abilities needed to be smart, active consumers of news and information.

Library Advocacy

While school librarians may be functioning daily as an integral part of the school learning environment, the role of the media specialist may not be well understood by many education decision-makers or the learning community as a whole. The school library media specialist communicates the mission, goals, function and impact of the school library media program through many avenues including public relations, marketing and advocacy.

Through public relations, the school library media specialist raises awareness for the school library program by encouraging and promoting library use. Marketing is a promotional technique in which the wants and needs of learning communities are identified, corresponding resources and services are made available and those resources and services are promoted. Building support for school library media programs and services through a long-term step-by-step effort is advocacy. Any program existing in a vacuum is vulnerable. Media specialists must take active roles in promoting the school library program to make sure decision-makers, administrators, parents, community members, educators, staff and students recognize and value the impact of effective school library media programs on student achievement.

Professional Associations

American Association of School Librarians (AASL):
AASL is a division of the American Library Association that serves the professional needs of school librarians, educators of school librarians and others interested in libraries and education. The mission of AASL, as identified on the organization's website, is to advocate excellence, facilitate change and develop leaders in the school library media field. AASL provides programs in conjunction with the American Library Association annual conference and also holds its biennial conference. AASL presents several awards honoring school librarians and exemplary school library programs. The award criteria may be viewed on the AASL website. AASL provides school library-related resource guides that may be used to assist librarians as they develop school library services. AASL also provides position statements on school library topics that may be used to inform librarians and others. The position statements and resource guides are located under the Professional Tools section of the AASL website.

American Library Association (ALA):
ALA is the main professional organization for American library professionals. It promotes the profession, addresses issues relating to libraries and their roles, publishes position papers of relevance to current library-related issues and champions its positions in the political arena. ALA hosts an annual conference during the summer and a midwinter meeting to conduct the business of the Association.

Association for Educational Communications and Technology (AECT):
The mission of the AECT, as stated on the organization's website, is to provide leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology and its application to the learning process. AECT has a division for school media and technology professionals and hosts an annual conference generally held in the fall.

International Association of School Librarianship (IASL):
The goal of IASL is to provide an international forum for those interested in promoting effective school library media programs as viable instruments in the educational process. IASL produces a newsletter, titled School Library Happenings Worldwide, that provides information about school library successes and concerns. IASL hosts an annual conference generally during the summer months.

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International Society for Technology in Education (ISTE):
ISTE inspires educators worldwide to use technology to innovate teaching and learning, accelerate good practice and solve tough problems in education. ISTE's vision is that all educators are empowered to harness technology to accelerate innovation in teaching and learning and inspire learners to reach their greatest potential.

National Association for Media Literacy Education:
The National Association for Media Literacy Education (NAMLE) is a nonprofit organization dedicated to advancing media literacy education. NAMLE envisions a day when everyone possesses the ability to access, analyze, evaluate, create and act using all forms of communication. Media literacy education refers to the practices necessary to foster these skills. NAMLE defines both education and media broadly. Education includes both formal and informal settings, classrooms and living rooms, in school and after school—anywhere that lifelong learners can be reached. Media includes digital media, computers, video games, radio, television, mobile media, print and communication technologies that have not yet been invented.

Ohio Educational Library Media Association (OELMA):
OELMA is the professional association for Ohio library media educators. It is dedicated to educational, literary and technological excellence in library media services in Ohio's schools. OELMA members link students, teachers and other members of the learning community to the world of information by teaching students to become information-literate and lifelong learners; working in collaborative partnerships to meet individual needs; and providing access to information resources and technology. OELMA hosts an annual two-day conference with related pre-conferences each fall. OELMA is also an affiliate of AASL. OELMA presents several annual awards honoring Ohio school librarians and library programs. Information about award criteria may be found on the OELMA website.

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