

Key Instructional Word:
Learning Resources
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Collection development has ranked among the most important tasks of the school library media specialist since the creation of the position. Selecting, acquiring, organizing, and providing access to resources remain common skills of the professional trained in library and information science for school service. There are levels beyond these basic functions. These higher levels involve placing the development and management of learning resources at the center of the instructional communications role leading to creation of curriculum.

Note that this is not just support of teaching, or enhancement of a given curriculum. It is taking the power of learning resource development and access to levels of establishing new areas of curriculum. As instructional specialists, the school librarian and other teachers determine learning needs through analysis of learners, analysis of the learning environment, and the mixture of access to and ownership of learning resources that will make meaningful learning objectives a reality.

Collection development and resource management have certainly expanded in the past decade to include greater investment in access to information through databases and other electronic systems. Increasingly, this has meant acquiring information through subscribed access, not physical ownership. Collection, however, still implies written, print, audio, or visual information items. Although some school media centers have included for years collections of other useful instruction realia such as statues, globes, puppets, and games, efforts to broaden the scope of instructional learning resources has remained fairly narrow over the past two decades. There remain, for example, inventories of what is owned by the library and that which is owned by the classroom; territories of resource ownership within the school and no initiatives to share.

Learning resources include those technologies, materials, environments, and people who can be orchestrated in such a manner that diverse learning needs can be met, and can, at times, take educators beyond the common standards now defined for individual content areas and grade levels. The actions that lead to access or ownership of needed learning resources and the management and application of those learning resources form the basis for decision-making conversations among collaborating educators.

Mapping and Targeting for Profile and Depth

David Loertscher's collection mapping techniques help to facilitate learning resource plans and application to learning standards. Central to his approach is visualization of the

collection's strengths and weaknesses for communication to several audiences. This may involve budget plans tied to learning standards for communication to administrators. Bulletin board displays which show targeted of the learning resource collection for growth and relationship to the curriculum communicate to teachers a vision for curriculum enrichment. Newsletters which illustrate for teachers and parents the results of new learning activities brought about by collaborative investments in a wider range and more depth of learning resources help to communicate to adult audiences how student learning needs are being met.

Loertscher's ideas for collection mapping are important concepts to guide local schools to determine and promote their own special profile of resources tied to their curriculum needs. Some of his concepts are paraphrased below (page 13):

- Move from balanced collections which offer a little of nearly everything, to focused collections which provide depth.
- Consider not only what the critics prefer, but also what kids and teachers need to meet learning standards valued locally.
- Combine librarian selection and knowledge in selection with more collaborative selection respecting the instructional resource expertise of fellow teachers.
- Move from a budget set by information formats to seeking additional dollars justified by information need and learning standard categories or projects.
- Move toward clearer understanding among all educators involved as to how the curriculum can be supported, enhanced and even changed because of the depth of learning resources made accessible.

Loertscher recommends a visual map to illustrate the future path for collection development:

Show where the collection currently provides a springboard to further development. Have administrators and teachers assist in deciding what collection targets to pursue. What new emphasis areas should be created? Which areas are already good, but will require regular updating? Given the current funding, which collection segments should receive priority? If teachers do not buy into collection development, the collection will remain the property of the library media specialist and will be of little or no consequence in unit planning. (page 55)

Sample Target Areas for Learning Resource In-depth Collections

The following set of very selective knowledge content areas organized by school levels is intended to illustrate possibilities. The subject areas, including learning objectives, information literacy standards and proficiencies, should be determined by the professional educators within the school and school district. Targeted areas may evolve over several years, but eventually they serve to create a profile for the learning resource collection. They establish the thematic or project units in which students are immersed

for applying the demands of the inquiry process and use of multiple information resources.

Each of the areas suggested below, as well as many other areas, can be greatly enriched through the use of human, print and nonprint, fiction and nonfiction resources creating an information-rich learning environment. A majority of the planning, lesson presentation, resources access, and budget for learning resources may be directed toward these few selected areas. The following profiles contact specific student performance objectives from the content knowledge areas recommended by the Mid-continent Research for Education and Learning and the Association for Supervision and Curriculum Development. Key terms given in all capital letters can provide a shorthand for bulletin boards and charts which illustrate the profile.

An Elementary School Learning Resource Profile

History – FAMILY, COMMUNITY, STATE

Understands and knows how to analyze chronological relationships and patterns.

Knows how to identify the beginning, middle, and end of historical stories, myths and other fiction, and narratives.

Knows how to develop picture time lines of their own lives or their family's history.

Understands family life now and in the past, and family life in various places and cultures.

Understands family life in a community of the past and life in a community of the present (e.g., roles, jobs, communication, technology, style of homes, transportation, schools, religious observations, cultural traditions).

Understands personal family or cultural heritage through stories, songs, and celebrations.

Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, food, language).

Understands the history of a local community and how communities in North America varied long ago and to some degree today.

Understands the challenges and difficulties encountered by people in pioneer farming communities.

Understands daily life in ethnically diverse urban communities, past and present.

Knows the history of the local community since its founding, the people who came, the changes they brought, and significant events over time.

Knows how different groups of people in the community have taken responsibility for the common good (police and fire departments, senior citizen home, hospitals, soup kitchens, churches, city government, etc.).

Language Arts – COMPOSITION, INFORMATION USE, READING, MEDIA

Understands how to use strategies in prewriting, drafting, revising, editing and publishing.

Writes autobiographical compositions, expressive compositions, responses to literature, and personal letters.

Gathers and uses information for research purposes.

Generates questions about topics of personal interest.

Uses a variety of sources to gather information

Uses a variety of strategies to plan research.

Uses electronic media to gather information.

Uses reading skills and strategies to understand a variety of familiar literary passages and texts including classic and new titles from fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books.

Uses reading skills and strategies to understand a variety of informational texts (e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, encyclopedias).

Uses text organizers.

Uses the various parts of a book.

Summarizes and paraphrases information in texts.

Uses prior knowledge and experience to understand and respond to new information.

Uses viewing skills and strategies to understand and interpret visual media.

Understands the main idea or message in visual media (e.g. pictures, cartoons, television reports, newspaper photographs).

Understands techniques used to convey messages in visual media (e.g. animation, different tones of voice in audio production, adjusting messages for different audiences).

Understands the different ways in which people are stereotyped in visual media.

Mathematics -- REAL WORLD APPLICATIONS

Understands the general nature and uses of mathematics.

Understands that numbers and the operations performed on them can be used to describe things in the real world and predict what might occur.

Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically.

Science – LIFE CYCLE

Understands the structure and function of cells and organisms

Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms.

Understands relationships among organisms and their physical environment.

Knows the organization of simple food chains and food webs.

Knows that transfer of energy is essential to all living organisms.

Knows that an organism's patterns of behavior are related to the nature of that organism's environment.

A Middle School Learning Resource Profile

The Arts: Music – MUSIC HISTORY AND CULTURE

Understands the relationship among music, history, and culture.

Understands characteristics that cause various musical works to be considered exemplary.

Understands the functions music serves, roles of musicians, and conditions under which music is typically performed in various cultures of the world.

The Arts: Theatre – COMPOSITION AND PERFORMANCE

Demonstrates competence in writing scripts.

Creates characters, environments and actions that create tension and suspense.

Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and/or history.

Civics – DIVERSITY AND COMMUNITY

Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.

Knows how diversity encourages cultural creativity.

Knows major conflicts in American society that have arisen from diversity.

Knows ways in which conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good.

Knows how an American's identity stems from belief in and allegiance to shared political values and principles, and how this identity differs from that of most other nations which often base their identity on such things as ethnicity, race, religion, class, language, gender, or national origin.

Geography – ECOSYSTEMS

Understands the characteristics of ecosystems on earth's surface.

Understands the distribution of ecosystems from local to global scales.

Understands the functions and dynamics of ecosystems.

Knows the potential impact of human activities within a given ecosystem on the carbon, nitrogen, and oxygen cycles.

History – NATIVE AMERICANS, INDUSTRY, DEPRESSION, CIVIL RIGHTS, WORLD LEADERSHIP

Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

Understands the short-term political and long-term cultural impacts of the Louisiana Purchase.

Understands how early state and federal policy influenced various Native American tribes.

Understands the social and political impact of the idea of Manifest Destiny.

Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changes American lives and led to regional tensions.

Understands the major technological developments that influenced land and water transportation, the economy, international markets, and environmental issues.

Understands social and economic elements of urban and rural life in the early and mid-19th century.

Understands the elements of early western migration.

Understands the causes of the Great Depression and how it affected American society.

Understands economic aspects of the Great Depression.

Understands the environmental and social impact of the Great Depression.

Understands various political influences on the Great Depression.

Understands how the Great Depression was experienced locally.

Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U. S. role in world affairs.

Understands military strategies used during World War II.

Understands the dimensions of Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes.

Understand the legacy of World War II (e.g. the decision to use the atomic bomb, purpose and organization of the United Nations).

Understand how World War II influenced American society.

Understands the struggle for racial and gender equality and for the extension of civil liberties.

Understands the development of the civil rights movement.

Understands the involvement of diverse groups in the civil rights movement.

Understand the development of the post-World War II women's movement.

Language Arts – COMPOSITION, RESEARCH, READING & INQUIRY, MEDIA

Uses a variety of strategies for prewriting, drafting and revising, editing and publishing.

Evaluates own and peers' writing.

Writes compositions that address problems and solutions.

Writes in response to literature.

Gathers and uses information for research purposes.

Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of response, compiles responses).

Uses a wide variety of resource materials to gather information.

Uses reading skills and strategies to understand and interpret a variety of literary texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).

Knows the defining characteristics of a variety of informational texts (e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, catalogs, technical directions, consumer documents).

Summarizes and paraphrases information in texts (e.g. arranges information in chronological, logical, or sequential order, conveys main

ideas, critical details, and underlying meaning; uses own words; preserves author's perspective and voice).

Uses viewing skills and strategies to understand and interpret visual media.

Uses a variety of criteria to evaluate and form viewpoints of visual media including news programs (popular and serious), web sites, and documentaries.

Science – PLANETS, SCIENTIFIC METHOD

Understands the composition and structure of the universe and the earth's place in it.

Knows the characteristics and movement patterns of the planets in our solar system including how planets differ in size, surface, orbits, and satellites.

Understands the nature of scientific inquiry.

Knows there is no fixed procedure called "the scientific method" but that investigations involve systematic observations, carefully collected and relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations.

Understands that questioning, response to criticism, and open communication are integral to the process of science.

A High School Learning Resource Profile

The Arts: Visual Arts – CLASSICS AND CULTURE

Understands the visual arts in relation to history and cultures.

Knows a variety of historical and cultural contexts regarding characteristics and purposes of works of art.

Knows the function and meaning of specific art objects within varied cultures, times, and places.

Economics – HISTORICAL AND MODERN INTERNATIONAL ROLE

Understands the patterns and networks of economic interdependence on earth's surface.

Knows the spatial distribution of major economic systems and their relative merits in terms of productivity and social welfare of workers.

Understands the historical movement patterns of people and goods and their relationships to economic activities.

Understands the advantages and disadvantages of international economic patterns.

Health – PERSONAL FITNESS

Understands how to monitor and maintain a health-enhancing level of physical fitness.

Knows the effects of physical activity and nutrition on body composition.

Knows how to monitor intensity of exercise.

Knows the characteristics of a healthy lifestyle.

Designs a personal fitness program that is based on the basic principles of training and encompasses all components of fitness.

History – IDEAS, FREEDOMS, COLONIES, CIVIL WAR CONFLICT, PROGRESSIVE POLITICS, AGRICULTURAL HERITAGE

Understands the historical perspective.

Analyzes the values held by specific people who influenced history and the role their values played in influencing history.

Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs.

United States History

Understands how political, religious, and social institutions emerged in the English Colonies.

Understands influences on the development of representative government in colonial America.

Understands how gender, property ownership, religion, and legal status affected political rights.

Understands characteristics of religious development, diverse religious groups and religious freedom in North America.

Understands characteristics of the social structure of different regions of colonial America.

Understands the course and character of the Civil War and its effects on the American people.

Understands the influence of Abraham Lincoln's ideas on the Civil War.

Understands the impact of the Civil War on Native Americans.

Understands how the Civil War influenced Northern and Southern societies, rich and poor, and various ethnic groups.

Understands how the Civil War influenced both military personnel and civilians.

Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

Understands the origins and impact of the Progressive movement.

Understands major social and political issues of the Progressive era.

Understands how the Progressive movement influenced different groups in American society.

World History

Understands the processes that contributed to the emergence of agricultural societies around the world.

Understands how agricultural communities maintained their produce and livestock.

Understands what archaeological evidence has revealed about the cultural beliefs of early agricultural societies.

Understands social and cultural factors that define agricultural communities.

Language Arts – COMPOSITION, INFORMATION ANALYSIS, MEDIA LITERACY

Uses a variety of strategies for prewriting, drafting and revising, editing and publishing.

Writes persuasive compositions that address problems/solutions or causes/effects.

Writes descriptive compositions and reflective compositions.

Gathers and uses information for research purposes.

Uses appropriate research methodology (e.g. interview, survey, experiment, field study, other).

Uses a variety of primary sources if relevant.

Uses a variety of criteria to evaluate validity and reliability of primary and secondary source information.

Synthesize information from multiple research studies to draw conclusions and to go beyond those found in any of the individual studies.

Uses reading skills and strategies to understand a variety of literary texts (e.g., fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, supernatural tales, satires, parodies, plays, American literature, British literature, world and ancient literature).

Uses reading skills and strategies to understand a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, primary historical documents, editorials, news stories, periodicals, career or job-related materials, speeches, memoranda, government documents, maps).

Uses discussions with peers as a way of understanding information.

Uses a variety of criteria to evaluate the clarity and accuracy of information (e.g., bias, use of persuasive strategies, consistency, clarity of purpose, logic of arguments, expertise of author, propaganda techniques, authenticity, faulty modes of persuasion).

Uses viewing skills and strategies to understand and interpret visual media.

Uses a range of strategies to interpret visual media.

Understands the conventions of visual media genres.

Understands that the rules and expectations about genres can be manipulated for particular effects or purposes.

Mathematics – REAL WORLD APPLICATIONS, COMPUTERS

Understands the general nature and uses of mathematics.

Understands that development of computers has opened many new doors to mathematics just as other advances in technology can open up new areas to mathematics.

Understands that mathematics often stimulates innovations in science and technology.

Science – GENETICS, EVOLUTION, SCIENTIFIC INQUIRY METHODS

Understands the principles of heredity and related concepts.

Knows the chemical and structural properties of DNA and its role in specifying the characteristics of an organism.

Knows ways in which genes may be altered and combined to create genetic variation within a species and is aware of the ethical issues pertaining to current and possible future applications of these processes.

Understands biological evolution and the diversity of life.

Understands the concept of natural selection.

Knows how variation of organisms within a species increases the chance of survival of the species, and how the great diversity of species on earth

increases the chance of survival of life in the event of major global changes.

Understands the nature of scientific inquiry.

Understands the use of hypotheses in science.

Designs and conducts scientific investigations.

Knows that investigations and public communication among scientists must meet certain criteria in order to result in new knowledge and methods.

Technology – INVENTIONS, SOCIAL AND ECONOMIC ISSUES, CAREERS

Understands the relationships among science, technology, society, and the individual.

Knows that science and technology are pursued for different purposes.

Knows ways in which social and economic forces influence which technologies will be developed and used.

Knows that alternatives, risks, costs, and benefits must be considered when deciding on proposals to introduce new technologies or to curtail existing ones.

Knows the role of technology in a variety of careers.

NOTE

(If this is too long, divide here as Learning Resources Part II)

(Use Dillon, Kendell, and Loertscher as sources for further reading to end Part I)

(Makes no difference to me if you use as one or divide into two)

Collaborative Conversation for Collections and Curriculum

At the current time, collaboration is probably the most overused and least fulfilled concept in discussions on the roles of library media specialist and classroom teacher. Definitions of the key terms for instruction for this column have been constructed on the principle that all educators involved understand and promote the elements of information inquiry and the methods for effective instruction in information and media literacy.

Thus, classroom teachers and teachers of school library media possess the abilities of the instructional media specialist. All parties bring to the planning table the ability and willingness to share ideas, resources, teaching and evaluation roles, and an understanding of how to implement best practices to meet content knowledge standards. Planning, design, and learning resource selection conversations at this level can become very powerful and actually result in a dynamic exchange which not only enhances standard curricula, but actually begins to change it to meet local needs and to capitalize on local human resources within the community.

Donham, Bishop, Kuhlthau, and Oberg describe roles of the teacher and library media specialist that initiate planning for inquiry. They display these roles as separate with the teacher providing criteria for topics and the library media specialist providing expertise in resources (page 80):

Figure 1. Initial Roles in Collaborative Planning for Inquiry

Planning for Inquiry	
Unit Topic or Theme:	
Student Expectations:	
Teacher	Library Media Specialist
Experiences for generating inquiry	Resources for background/exploration
Criteria for acceptable topics	Availability of resources
Reading to become informed	Locating relevant information
Reading for themes	Researchable questions and gaining focus
Reading for meaning	Selecting information resources
Taking and organizing notes	Search strategies for focused topic
	Generating a bibliography
Plan and organize final product	Using variety of presentation tools
Assess student learning about the topic:	Assess student learning about research:
Content Knowledge	Process

If one stays at the initiating level, the “division of labor and expertise” given in Figure 1. is reasonable. However, as collaboration matures, classroom teacher and teacher of library media should begin to cross over these boundaries. This is especially true for the role of the classroom teacher who gains expertise in resource selection, information searching, and understanding of the processes involved in inquiry. Collaboration brings both closer to the roles of instructional media specialist, an educator who selects and applies learning resources to help meet learner needs.

The single reason for building a library media collection in the school is to support the curriculum. Teachers collaborating as instructional media specialists and who are creative and critical thinkers ARE the curriculum. Without engaging as an equal partner with other instructional media specialists, the school librarian can probably feel safe in examination of standard textbooks, review of curricular guides, frequent visits to curriculum planning or department meetings to gain basic information as to what areas of the curriculum will most likely use multiple resources in support of classroom projects.

Working together with creative and critical players, however, the real curriculum is often waiting to be written as ideas spin from the general standards provided by state or national groups. This team becomes a curricular think tank. The collection of learning resources that supports these planning activities may be purely experimental in that some

resources are gathered for preview to help germinate ideas and methods. Internet locations are explored to see what is available and what resources might need to be created locally. In an information, text and technology-rich environment, such exploration and experimentation with learning resources to create curriculum by now be THE reason for a school library media (learning resource) center.

Knowledge of students is more than knowing the subject matter a given teacher teaches, but also includes the reading ability of a given student, the entry level abilities and experiences of the student group, and the expectations of current standard curriculum guides. The collaborative planning process becomes even more constructive when the teacher team members learn from each other their own expectations for student performance.

Diane Hopkins has reported the impact of collaboration between school librarians and other teachers on the decisions to renew or update school library collections at the national Library Power sites. This nation project involved eighteen school districts across America between 1994 and 1998. Loertscher's collection mapping approach was a prominent technique used to provide a visual plan and guide for general strengths and weaknesses of each school's collection.

But it was the specific lesson planning conversations, coupled with the challenge of encouraging school librarians to play a more active role in curriculum development, which lead to additional funds being invested in learning resources, based on mutual agreements reached by teachers, librarians, and administrators as a collaborative team. Hopkins reported:

Over the years, although school librarians sought to involve teaching in library collection development, teachers were seldom continually involved in evaluating the collection or in selecting materials for the collection. The result was that even when current library materials were available and appropriate for instruction, the materials were less likely to be used by either teachers or students in conjunction with teaching and learning. Thus, too often, there was a lack of connection between the collection development process and instruction. Library Power sought to connect teachers and librarians through the selection and use of library materials. These practices lead to more relevant collections that were more likely to be used in instruction. (pages 8-9)

When input from teachers is more than a quick oral or written request to purchase a book, or a video, or indication that more materials in some general subject area are needed, the opportunity for more collaborative interaction may evolve. The dynamics of planning are then not limited to just what is available, but extended to how access can be provided to obtain what is really needed, desired, or can be locally produced. Options for immediate access or for off-site availability can be determined and managed.

Critical and systematic planning leads to more competent use of the collection and eventual construction of new collection areas supporting emerging curricular themes. This process gives depth and texture to collection mapping.

Rethink Access Over Ownership

Deb Kachel, a district media supervisor in Pennsylvania experienced in collection analysis, writes:

School library media specialists traditionally have viewed building collections as resources under their jurisdiction. Today, however, all school collections should be made available to the entire student body and faculty to make the most efficient and cost-effective use of resources. This is especially true as education moves toward more inter-disciplinary teaching and student-selected, project-oriented learning. School library media specialists should assume some responsibility, along with fellow teachers and administrators, for making these collections more [widely] known and available [in the learning community]. Adding such collections to an online catalog and noting in the location field where they can be found [classroom, departments, local public library] is a satisfactory way of offering [knowledge of] availability. (page 2)

Another goal of instructional resource development should be to establish resource accessibility with other libraries, especially local school and public libraries, to the point that the school librarian is less and less likely to respond to new curricular initiatives by saying “not enough resources are available.” Rather, the school librarian responds with a menu of options that together with other teachers can be played out over time to establish a rich pool of learning resources based on specific learning objectives. Jacqueline Mancall of Drexel University provides this example:

Consider what happens when we work with a teacher who is planning a major unit and has requested materials on a specific subject for which we hold very few, if any, materials in-house. Take the example of an elementary science teacher who wants her students to investigate garden insects and their relationship to the environment. If we are truly part of the curriculum planning and unit development process, we work with the teacher to clarify the basic instructional purpose of the unit. Is she really interested in the life cycle of specific insects, or is the lesson’s intent environmental issues? If her objectives are knowledge of particular insects, we are in the position to suggest which ones should be studied with in-house materials and which one could not. We may have extensive holdings on specific insect species but very limited materials on current research about the environmental effects of using pesticides. For this information her students will require access to current magazines and government studies [through guided searches of the Internet, and contacts with the local public librarian and senior high school librarian]. (pages 11-12)

Rethinking Resource Budgets

Budgets for school library collections are usually constructed on one of the following: format, services, circulation, or curriculum. Traditionally budgets have been categorized by information format: books, periodicals, nonprint, computer software, computer hardware. Such account divisions lead to dollars wasted to purchase resources by format, say for video programs, when the real need might be in periodicals but dollars cannot be shifted.

A materials budget based on services has account divisions that support curriculum resources, recreational reading, general reference, management costs and special projects. This places several important output measures at competition with each other for future dollars.

Some advocate shifts in school media collection budgets should be based on evidence of use. Therefore circulation data is gathered to determine shifts in distribution of dollars with those areas showing more use or demand receiving a growing portion of the budget. For a resource center that expects to demonstrate its value by supporting the curriculum, “popularity” may not be the most important factor to measure. Rather resource need as determined by review of the collection compared to instructional plans by the educators involved may be more reasonable. Measures for popular or recreational reading may depend on circulation numbers, but dramatic shifts in dollars should be justified by planned instructional units very likely to repeat in the future and which are tied to learning standards.

Other budget distributions may be based on curriculum or grade levels. Under this budgeting process areas of the curriculum are defined in terms of expected resource need and dollars are budgeted for history, language arts, science and so forth. Enrollment levels for different grades may also influence where dollars are placed. Number of students does not equal the potential for a unit. Certainly the number of students who may become involved in projects related is a factor to consider, but high enrollment numbers in history classes should not automatically outweigh low numbers in science classes when more projects, and therefore more resource need, may come from the science teachers.

In general, outside of the growth in the investments in technology, school library media funding remains stagnant compared to funding increases for other areas of education. The per pupil investment has nearly doubled in most states over the past 25 years because of the increased expenses for transportation, facilities, and salaries. Some library media specialists wonder if there are enough dollars available to them to even give the time to considering how or why to construct a budget.

A learning resources budget process is based on two important principles. One, the needs of the learner are identified and drive the content description for the budget. Second, dollar resources are shared or combined from as many sources as possible so that these learning needs can be met. These principles, in turn, not only drive the account

descriptions, but also are the basis for conversations leading to lesson plans and responsibilities for resource identification.

Figure 2. Sample Budget Plan for Learning Resources and Inquiry Theme

Target Learning Resource Area: Diversity
 Inquiry Project Title: Valuing Diversity in Our Community
 Grade Level: Eighth Number of Students: 60
 Collaborating Teachers: Social Studies – Mr. Williams and Ms. Feller
 Teacher of Library Media, Inquiry and Information Literacy: Ms. Kelly
 All three collaborating as experienced instructional media specialists
 Duration of Project: 4 weeks, spring term
 Learning Objectives: Students will investigate and report on the diversity of ethnic, religious, social and political groups within their local community compared and contrasted to their country.
 Knowledge Content Standards: Upon completion of this inquiry unit the student will:

- know a variety of forms of diversity in America and his/her local community
- describe how diversity encourages cultural creativity and elaborate on specific examples found locally
- list major conflicts in American society and the local community that have arisen from diversity issues
- understand constructive ways in which conflicts can be resolved in a peaceful manner that respects individual rights and promotes the common good; provide examples from local history if possible
- understand how an American Identity stems from belief in and allegiance to shared political values and principles and contrast this to other countries in which identity is based on narrow allegiance to a specific ethnicity, religion, national origin, and/or political structure.

Information Literacy Standards: The student will practice skills in information inquiry to become more proficient in the following:

- compare and contrast sources to determine which are most accurate, relevant, and comprehensive
- identify bias in a variety of resources
- summarize and communicate findings in a meaningful way for peers

<u>Resources Budgeted</u>	<u>Funding Source</u>	<u>Dollar Amount</u>
Update print materials	Library	\$ 3000
<ul style="list-style-type: none"> • expand biographies on diverse political, religious and social leaders; add multiple copies of those the most prominent personalities; expand by two titles per student or 120 new titles at a variety of reading levels grades 4-10. Invest in paperback editions when possible. Some popular names 		

should be viewed as likely consumable items to be replaced or updated within three years.

- expand documents describing conflicts based on diversity, including conflicts in the last thirty years around the world as well as in the United States; expand by one title per student or 60 new titles at a variety of reading levels grades 4-10.
- collect newspaper articles, booklets, and other resources that depict local diversity issues over the past three decades; duplicate those items which seem most useful, not available for purchase, are copyright free, and which are most likely to deteriorate with student handling
- collect selected documents which serve as concrete examples of extreme bias to compare to resources containing a more balanced and tolerant content; a half dozen items
- collect examples of documents which serve to illustrate misleading and inaccurate interpretation of facts to compare to those which provide a more reasonable interpretation; a half dozen items

Update nonprint materials	Library	\$ 500
•	add recordings or video programs which serve to illustrate diversity, conflicts resulting from diversity, and resolution of conflicts; seek one title for every three students or about two dozen new titles	
Computer software	Department	\$ 350
•	a simulation game designed to place students in decision-making roles to meet issues and conflicts which result from different opinions and beliefs; to be added to the library media center's collection	
Supplies and Duplication	Principal	\$ 200
•	additional dollars are promised by the administration to support use of more paper and duplication of resources than is normally expected in a typical project	
Guest speakers	PTA	\$ 300
•	sponsored by the parent/teacher association, transportation costs will be covered to bring in up to ten local resource people for presentations and individual interviews on diversity in the community and conflict resolution	
Field trip	PTA	\$ 900
•	expenses for transportation, substitute teachers (including the instructional library media specialist), funded by the parent/teacher association for a one day trip to the Museum of Civil Rights located 70 miles from the school	
Inter-library loan	Library	\$100
•	gather titles from public library and other schools which are needed for the four week duration; some postage may be needed or other loan costs involved	
Writing journals	Department	\$ 210

- blank notebooks to serve as research journals, interview records, for note gathering, and to document student reflections on the research process; student keep the notebooks following the completion of the project
- Poster resources Library \$ 280
- free-standing, two-fold blank posters which will provide the normal means for students to display their findings; depending on abilities, students will have other presentation options

<u>Resources Owned</u>	<u>Location</u>	<u>Approximate Value</u>
Digital cameras	Library	\$ 700
• document interviews and field trip		
Video recorders	Library	\$ 700
• record interviews of local personalities		
Online resources	Library & Classroom	\$ N/A
• documents through the Internet; compose webquest for the most relevant examples to get students started		
Print resources	Library	\$ 1200
• identify the titles owned which will serve as a core to help students do their exploratory reading as a basis for further in-depth research		

Best Practices of Those Who Manage Learning Resource Collections

Those who budget time and dollars to support curriculum through building relevant instructional learning resource collections tend to:

- analyze local student and teacher needs through observations, conversations, and keeping current with learning behavior research;
- develop a collection policy and public relations which profile those areas of the collection which will help to improve and advance selected portions of the curriculum;
- broaden their review of and sharing of selection aids beyond just those directed toward school librarians; they read reviews from teacher magazines and call for personal preview of materials when necessary;
- weed out old, misleading materials and resources;
- retain a few selected misleading items and access other examples so that teachers and students can be shown the comparison to accurate information sources;
- seek ways to expand the budget by sharing plans with others and requesting a “buy-in” so that the project will become reality; they have a nose for grant funding;

- realize that full curriculum support is expensive, risky and takes time and there they have patience and seek commitment to the process from collaborative teachers who they know will carry through with instruction based on their time and dollar investments;
- think in terms of resources as more than print or nonprint information items, but realize there is a great deal of information to be gained through expert human resources;
- collect unique realia that will help to give fun and excitement to projects – including art pieces, displays, models, and games;
- share collection items and collection access across classrooms (including multiple copies and classroom sets), subject areas, and libraries; and share in the success of information-rich instructional units.

For Further Reading

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