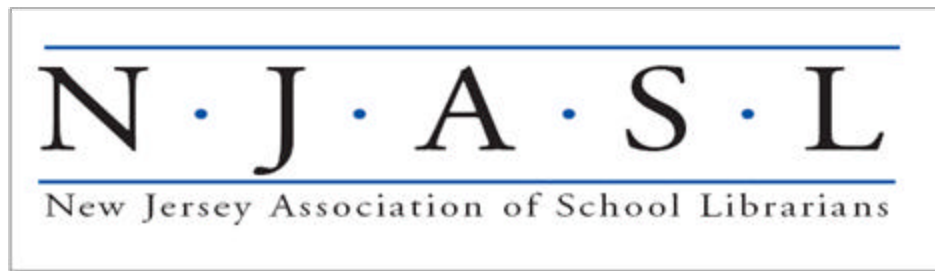


NJASL Mentoring Handbook
For
School Library Media Specialists



Prepared by the
Educational Media Association of New Jersey
Mentoring Committee

Now NJASL New Member Orientation Committee

Mary Moyer, 2003 Chair	Delsea Regional High School
Kathleen D. Baggs	Lindenwold High School
Sharron L. Knauss	Woodbury Junior/Senior High School
Mary Ellen Malloy	Harrison Township Elementary School
Pat Slemmer	Williamstown High School

Approved: November 17, 2003
Organization Name Change: Spring 2005
Revised: Fall 2007

NJASL and the New Jersey DOE

In March 2007, NJASL New Member Orientation Co-chairs, Sharron L. Knauss and Pat Slemmer, met with Judith Cifone, Manager of the DOE Office of Licensure and Credentials. This was the commencement of a collaborative effort between the state DOE and NJASL to provide a quality mentoring experience for new school library media specialists in the state of New Jersey. Our goal is to fill as many requests as possible with qualified library mentors. Every effort is made to fulfill this goal.

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I. Mission and Goals of the Mentoring Program for School Library Media Specialists in the State of New Jersey

The mission of the mentoring program for New Jersey school library media specialists (SLMS) is to mentor new school library media specialists to help acclimate them to effectively manage a school library media program. The mentor will guide the mentee as s/he develops her/his own unique and pivotal role within the learning community of the school district. Through this collaboration the new school library media specialists will be able to develop and carry out their own visions for student-centered library media programs that are based on the three central ideas from Information Power: collaboration, leadership, and technology. These ideas underlie the vision presented in the information literacy standards and provide unifying themes for guiding the school library media specialist and the school library media program. They are interwoven throughout the following descriptions of the school library media specialist's specific responsibilities.

- As teacher, the school library media specialist instructs students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the school library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations – particularly those that call upon students to access, evaluate, think, create and apply new knowledge. A curricular leader and a full participant on the instructional team, the school library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff – both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.

Mentors will be available to address any concerns that arise when new concepts or programs are introduced. They will provide suggestions based on experience, provide possible solutions, or direct the school library media specialist to a person or place that would provide the information needed.

- As instructional partner, the school library media specialist collaborates with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources. Working with the entire school community, the school library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the school library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet the New Jersey Core Curriculum Content Standards (NJCCCS).

Mentors will discuss and show the many ways to effectively correlate the Information Literacy Standards for Student Learning and the New Jersey Core Curriculum Content Standards. Possible lessons and research-based learning will be shared. Web sites and various tools for teaching information-search strategies will be shared.

- As information specialist, the school library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the school library media center. Working in an environment that has been profoundly affected by technology, the school library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools.

Mentors will share their techniques, experiences and the guidelines they have implemented in evaluating various information resources. They will serve as a resource person to provide suggestions and lend their expertise in the field of information science.

- As program administrator, the school library media specialist works collaboratively with members of the learning community to define the policies of the school library media program and to guide and direct all the activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the school library media specialist is an advocate for the school library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the school library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

Mentors will serve as a sounding board and advisor for dealing with the day-to-day operation of a school library media center. They will help to clarify the many concerns and issues that arise. Mentors will share good library practices and information on how to handle problems.

From: Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology.
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II. Needs of New School Library Media Specialists

- Dealing with specific tasks of School Library Media Center (SLMC)

- Collection development
- Library programming
- Reading programs
- Library budgets
- Regional library cooperatives
- Jobbers, publishers
- Developing library policies
- Selection policy and challenged materials policy
- Weeding

- Instructional needs

- Exhibit knowledge of local school curriculum and NJCCCS
- Collaborate with classroom teachers to teach library skills to meet NJCCCS
- Develop library lessons
- Integrate information literacy into library lessons

- Professional development

- Professional and library journals
- Professional library organizations
- Professional educational organizations
- Workshops
- Grants

- Handling school-related issues

- School policies and rules
- Financial procedures of school district / budgeting procedures
- Organization of local school / district
- Involvement in school community (i.e., committees, extra-curricular activities, social events)

- Dealing with feelings of isolation

Often a school or school district only has one school library media specialist. Consequently, a new SLMS has no one in the district with whom to network.

III. Ingredients for Success

Culture

- Make friends with the custodians and secretaries.
- Find out the key players in your building, whether by department or in each grade level. These people can influence others to help strengthen your program.
- Get to know your colleagues before school starts. Use the school yearbook or last year's faculty photos.
- Get out of the LMC between classes. Talk to teachers; get to know the students. Be visible, friendly, and a people person.
- Know your supervisory contact.

Climate

- Make sure you wear comfortable shoes.
- Never threaten students with an action you cannot carry out.
- Listen to your patrons. Try to purchase what they need and some of what they like.
- Take lunch with your colleagues. Be collegial and congenial.
- Make SLMC welcoming and friendly.

Cooperation

- Get to know the principal and the technology manager / coordinator. Find out what *their* priorities are.
- Have a "can-do" attitude. Go with solutions, rather than problems.

Collaboration

- Have an orientation for new staff. Provide refreshments and keep the session to one hour. Make the LMC the place they want to come for help and the answers.
- Don't try to convert all the non-users of the library the first year.
- Get to know the LMC-using teachers. Approach one or two about a collaborative project. Word of mouth is your best friend.
- Be of service, but not a servant. Work *with* the teachers as a colleague, not as support staff.

Competence

- Don't change things right away. See how the LMC is used first.
- Learn to let the little things go. Concentrate on what is essential for the moment, for the day.
- Every project does not have to be done in the first year. You can add onto your successes each year.
- Accept the fact that you'll never get it all done. Don't whine.
- Try to handle things once, especially the mail and other paperwork.
- Prioritize work.

Communication

- Network with other school library media specialists and local public librarians through county and state organizations.
- Request site visits to / from other SLMS.
- Join LM_Net, set to "Digest" for the first few months, so you are not overwhelmed.
- Check the LM_Net archives to research topics, *before* you post a request.
- Spotlight new collection items and SLMC happenings with newsletters, e-mails, etc.

IV. Roles of School Library Media Specialists

“[School] library media specialists actively participate in the planning and implementation of outcomes-based education.” (“Position Statement on the Role of the Library Media Specialist in Outcomes-Based Education.” American Association of School Librarians, 1994.) They do this in their instructional, curriculum leadership, administrative, and professional roles.

Instructional Role:

- Creates a library media center environment that is student centered, welcoming, and supportive with equitable access to materials.
- Teaches students to access, evaluate, organize, and synthesize appropriate information for specific purposes.
- Understands and incorporates technology in instruction.
- Understands and accommodates different learning styles and explains and demonstrates skills in a variety of ways according to students' needs.
- Assesses student learning by employing a variety of assessment tools.
- Plans and modifies units and lessons to meet desired student-learning outcomes.
- Assists students in selection of reading materials for curricular, personal, and leisure needs with an understanding of reading levels, interest levels, and curriculum.
- Guides students in the development of critical and appreciative reading, viewing, and listening patterns to encourage them to become life-long readers and life-long learners.

Curriculum Leadership Role:

- Works with teachers to incorporate new technologies into the curriculum.
- Provides in-service training for teachers and administrators.
- Understands how New Jersey Core Curriculum Content Standards and the corresponding Frameworks integrate library literacy skills into all subject areas.
- Collaborates with teachers to incorporate literacy and research skills into all subject areas and designs instructional experiences.
- Evaluates and selects library materials with an understanding of curricular requirements, learning styles, varied student interests, and reading levels, as well as an understanding of state and national standards.
- Suggests a variety of appropriate print, non-print, and electronic resources to supplement and complement classroom materials and activities.
- Provides materials to the school community as needed.
- Insures a variety of appropriate print materials to promote the love of literature and lifelong reading.

Administrative Role:

- Establishes annual and long-range goals for the library media program.
- Administers, operates, and supervises the library media center, developing policy and budgets for efficient operation and optimal service.
- Maintains a working knowledge of national and state legislation and standards affecting the school, and applies this knowledge to library media center operations.
- Communicates with and solicits input from various members of the school community on aspects relating to the school library media program.
- Uses the district's adopted selection policy to develop a balanced collection of electronic and print resources.
- Provides equitable access to print and technological resources available through the nation's libraries.
- Maintains accurate records of library media center holdings.

- Trains and supervises library clerks, paraprofessionals, and adult and student volunteers.
- Applies technological and communication skills to ensure the library's computer hardware, software, and online access (databases and online public access catalog (OPAC)) are sufficient to meet the needs of its users.

Professional Role:

- Provides reference services to all members of the school community.
- Provides information about and encourages adherence to copyright laws.
- Models the principles of intellectual freedom.
- Keeps informed of educationally sound, research-based practices by participating in professional organizations, coursework, workshops, conferences, and by reading professional literature.
- Advocates the value of the school library media program.

From: Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology.
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V. First-Year SLMS Checklist and Reminders

Pre-Planning:

Even before you have a job, join LM_NET and your state organization (NJASL). Both are great sources of information. (See Appendix B.)

Subscribe to one of the professional journals. (See Appendix C.)

Purchase Information Power: Building Partnerships for Learning, which is available from ALA. (See Appendix B.)

When you have a job:

Know the address and telephone number of your school, as well as administrators' names and titles.

As soon as possible, get a listing of names of teachers and staff, and their areas of responsibilities.

Have a general knowledge of your association and the representatives of such.

Get a copy of your schedule and number of students.

Find out when the school library media center is open for class usage.

Review district policy and / or the master contract regarding:

- State student learning standards
- Description of curriculum
- Professional development expectations
- SLMS performance appraisals (i.e., observations / evaluations)
- In elementary and middle schools, if formal assessments are used, learn school library media center grading policy and procedure, and review a blank copy of report cards
- Student discipline
- Contact between parents and teachers
- School / district goals
- Substitute teachers
- Length of school day
- Leave
- School security and safety
- School emergency procedures
- Library materials challenge policy

Develop goals; create a timeline for them.

Review school policy, faculty and student handbooks. Check for:

- Bus, cafeteria, and study hall duties
- Field trips
- Dress code
- New employee orientation activities
- Supervision and evaluation
- Staff development programs
- Emphasis on professional development
- Mentoring options

First week of school:

Establish contact with your mentor.

First few weeks of school:

Network: get the word out that you are there, ready and willing to collaborate with teachers. Network: secretaries and custodial workers can be extremely helpful to you.

Learn your collection.

Learn how to use the library automation system and how to enter new students.

Find out what the computer passwords are; look for the instruction manuals.

Locate all library and office supplies. Check incoming orders.

If you are in a high school, create lesson plans for orientation and writing research papers. Create handouts and / or use any other teaching media you may prefer.

If you are in an elementary or middle school with a fixed schedule, find out when, if and how lesson plans are to be written and evaluated.

Create files of pertinent websites for students and teachers. For elementary schools, create website lists on an as-needed basis.

Set up a filing system: Library Management, Professional Literature, Lesson Plans, Teacher Files, School Policy File, Professional Improvement Plan (PIP) records, etc.

Find out if library support staff (secretaries, aides or volunteers) exist – if so, plan an orientation.

Develop library policy, and rules and regulations for students. Though you may already have these things in place, you may want to amend them. Make only changes that are necessary for your sanity.

Establish behavior management protocol; how will you treat behavior problems. Check school policy.

In elementary school library media centers, learn student names and set up a seating chart if necessary.

Find out about your budget. Look for past records of how money has been spent. Analyze this and note how you might change this and / or keep it the same. Determine how much money you might have left to spend and start a list of how you would like to spend it.

Investigate purchasing or acquisition policies in your district.

Create an inviting, warm atmosphere. Decorate. Rearrange furniture if necessary.

Sources: [NJEA Professional Development Mentoring Toolkit](#).
Alice Yucht's compilation from LM_NET.

Grade levels you presently serve. _____

Years in this position. _____

Do you work in a one school or multi-school district? _____

How many schools in your district? _____

How many SLMS in your district? _____

How many SLMS in your school? _____

Are you responsible for more than one school? _____

If so, please list the school names and amount of time spent in each building.

How many students in your school(s)? List each school separately.

Describe the type of schedule you have – fixed, flexible or other.

If fixed scheduling, how many classes per week? _____

Other professional experience (different grade levels, classroom experience, different school districts, public libraries?)

Any other information you feel would be pertinent?

Please list the counties in which you would be available to mentor.

MENTORING COMMITMENT STATEMENT

Definition of Mentor: A SLMS mentor will be a teacher, guide, coach and role model for new SLMS and will have demonstrated skills in the field of SLM and will be willing to give away what he or she knows in a non-competitive way. The SLMS mentor will be willing to make the time commitment required by the State of NJ for mentoring SLMS and will signify this commitment by completing the contract.

Source: Mentor Teacher Handbook – University of California

Signature of Applicant

Date

Please submit application to the NJASL New Member Orientation Committee Co-Chair,

***Pat Slemmer
397 Kings Highway
Mickleton, NJ 08056***

or

***Sharron L. Knauss
903 Dante Court
Mantua, NJ 08051***

VII. SLMS Mentor Request Form

Received: / /

Assigned: / /

Mentor: _____

Matching Mentor with Mentee. Mentors will be matched with mentees according to geographic location. It will be easier for mentor and mentee to meet if they either work or live in the same NJ county. There will be an attempt to match mentor and mentee by type of library (i.e.: elementary with elementary library or middle school and high school with similar library experience), however, there may be occasions where this is not possible. Both mentor and mentee will have to agree to work together if this occurs. The matching will be done by reviewing mentor applications and mentee request forms.

Name _____

Home address (please include street address, town, zip code and county)

County _____

Home phone (_____) _____

Home email _____

School mailing address (please include name of school and county)

County _____

School phone number (_____) _____

School email _____

School fax (_____) _____

Preferred contact -- Phone _____ work _____ home _____
Email _____ work _____ home _____

Best time to reach you at your preferred contact

Phone _____

Email _____

School district _____

District administrative contact name _____
(For Professional Development hours and district approval)

Phone (_____) _____ ext. _____

Grade levels you serve. _____

Do you work in a one school or multi-school district? _____

How many schools in your district? _____

Are you responsible for more than one school? _____

If so, please list the school names and amount of time spent in each building.

How many students in your school(s)? List each school separately.

Describe the type of schedule you have – fixed, flexible or other.

If fixed scheduling, how many classes per week? _____

Other professional experience (different grade levels, classroom experience, different school districts, public libraries?)

Any other information you feel would be pertinent?

Please submit request to the NJASL New Member Orientation Committee Co-Chair,

Pat Slemmer
397 Kings Highway
Mickleton, NJ 08056

or

Sharron L. Knauss
903 Dante Court
Mantua, NJ 08051

VIII. Mentoring Contract

The mentoring contract brings together the mentor, the school library media specialist, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make clear that the school library media specialist is a colleague, and that collegial relationship strengthens their work.

The mentor and the school library media specialist hereby agree:

- To develop a professional and collegial working relationship by discussing expectations and arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.
- Meet a minimum of three times (initial meeting, at NJASL conference and end-of-year wrap-up).

The mentor hereby agrees:

- To review the background of the new school library media specialist to provide the type and amount of support indicated by this background.
- To provide the new school library media specialist with feedback, coaching, and support.
- To be available for informal support and consultation.
- Provide final evaluation for SLMS mentoring program.

The new school library media specialist hereby agrees:

- To observe the mentor's teaching as well as the teaching of other experienced professionals.
- To work on following the suggestions which the mentor makes.
- To seek out the mentor for answers to questions that may arise.

The principal hereby agrees:

- To observe and evaluate the new school library media specialist.
- To provide support to both the mentor and the school library media specialist.
- Not to solicit evaluative comments from the mentor regarding the new school library media specialist.

All the signers agree:

- To follow all New Jersey Association of School Librarians recommendations regarding the School Library Media Mentoring Program.

Mentor: _____ Date: ___/___/___

Mentee: _____ Date: ___/___/___

Principal: _____ Date: ___/___/___

--Reprinted courtesy of Montclair Public Schools
(From NJEA Professional Development Mentoring Toolkit)

IX. Mentoring Responsibilities

Consideration should be given to amend the mentor's PIP to reflect the assignment of a mentee. (See Appendix A.)

Required meetings for mentor and mentee:

- Summer training for mentor.
- Initial meeting in August or September. This will be the first face-to-face meeting of the mentor / mentee. Groundwork and requirements will be spelled out.
- An exchange visit at the beginning of the school year to the mentor's / mentee's respective schools. This might require release-time.
- Training meeting for mentor and mentee will take place at the NJASL Conference.
- Final meeting will conclude the year and include final reflections.

Other contacts during the school year:

- Online discussions between the mentor and the mentee will be required.
- A log sheet will document all meetings and online discussions. Samples will be given to each mentor / mentee partnership.
- An exchange of school visits to other schools of the same level, in addition to the mentor's school visitation, would help to broaden the view of the mentee.

X. Mentoring Guidelines: Broad Topics to Cover:

1. September opening procedures
2. Orientation—students and new staff
3. Scheduling and in-services
4. Philosophy and mission
5. Selection and ordering
6. Vendor relationships
7. Weeding and inventory
8. Circulation and overdue materials
9. Processing new materials
10. Meeting patron needs and on-demand instruction
11. Preparation and revision of pathfinders
12. Supervision of support staff
13. Annual report and statistics
14. Working current budget and budget proposal preparation
15. Mail
16. Forms
17. Equipment management
18. Computers / Internet and online databases
19. Procedures manual: purpose and inclusions
20. Inventory and other year-end procedures.
21. Major concerns: more in-depth knowledge of collection and more patron contact.
22. PIP development

XI. Working Log Sheet for NJASL Mentoring

School Year 20__ - __.

<u>Date</u>	<u>Form of Contact</u> (i.e., visitation, phone, email, fax)	<u>Time</u>	<u>Discussion Topics</u>
1.			
2.			
3.			
4.			
5.			

State of New Jersey Mentoring Program

XII. Evaluation Form

Reflective Questions

Reflective questions promote critical self-review and represent the highest level of thinking. These questions are directed to process rather than to content. Effective reflective questions focus on the thinking processes, which underlie behavior, performance, decision, or choice.

- Write about what you considered the most positive part of your mentoring experience.
- Write about what you considered the most negative part of your mentoring experience.
- Write about which aspects of your daily work were made easier to handle with the support you received.
- What would you recommend should be changed or addressed for other new school library media specialists entering the mentoring program?
- Do you feel you are better prepared to handle the various parts of your particular library media program for next year? Explain in detail.
- Would you consider sharing your reflections with other school library media specialists?
- Do you feel the school library media mentoring program is a worthwhile part of your first-year experience? Explain in detail.

XIII. NJASL Summary Mentoring Log Sheet

School Year: 20__ - __.

NAME OF MENTOR _____
SCHOOL ADDRESS AND PHONE NUMBER: _____

NAME OF MENTEE _____
SCHOOL ADDRESS AND PHONE NUMBER: _____

A. Formal Mentoring Sessions

(Note: Participants in these sessions will receive professional development hours through a certificate given by NJASL, a NJ State Professional Development Provider #186.)

1. Date of initial meeting and training session

Hours of initial meeting

2. Date of NJASL Conference workshop

Number of hours

3. Final evaluation and wrap-up session

Number of hours

Total Hours from Formal Sessions _____

B. Visitations

(Mentor and mentee will exchange visits to their respective schools.) A signature from the school's principal or supervisor is needed to verify these visits.

Date of visit or visits

Place(s) of visits

Hours of visits

Discussion topics

Signature of principal or administrator _____

Name of school _____

Total Hours _____

C. Informal sessions

(May include phone calls, emails or meetings.) Please list each date of session and the topic of discussion.

SAMPLE LOG

Date	Form of Contact	Time (Approximate)	Discussion Topics
9-7-00	Phone call	15 minutes	School opening procedures: -- Forms used each year -- Periodical processing procedure -- Orientation schedules and guide -- Vendor catalog files
9-11-00	Email	5 minutes	Budget accounts and setup -- Budget folders—setup -- Back files (management)
9-13-00	Meeting	½ hour	P.O.s -- Ordering process Freshman library orientation
9-14-00	Email	5 minutes	Periodical check-in procedure
9-15-00	Email	5 minutes	Order check-in procedure

Total Number of Emails, Phone Calls and Informal Meetings _____

Total Hours for Informal Sessions _____

Please submit a completed copy of the Summary Log Sheet by June 1st of the mentoring year to the NJASL New Member Orientation Committee Co-Chair:

***Pat Slemmer
397 Kings Highway
Mickleton, NJ 08056***

or

***Sharron L. Knauss
903 Dante Court
Mantua, NJ 08051***

NJASL will provide a Professional Development Certificate to the mentor.

APPENDIX A

**SAMPLE PIPs
Anywhere School District**

PROFESSIONAL IMPROVEMENT PLAN

Name: _____ Position: Library Media Specialist

School Year: _____ Date: _____

(This is a sample of some of the many things we do that can be listed on your PIP. Remember that this is a fluid document and can be changed many times through the year. You may add items specific to workshops you would like to attend and delete items that become impossible to accomplish. You should go to the NJ Professional Development Standards website to print out a listing of the NJPDS -- <http://www.state.nj.us/njded/profdev/standards.htm>.

Additional Resource for Developing PIPs:

An Educator's Guide to Professional Development. Trenton, NJ: NJEA, Revised August 2001.)

Professional Goals	Relates to NJ P.D.S.	Activities to accomplish these goals
Continue to develop and integrate library curriculum, instructional strategies and assessments to assist in the implementation of the NJCCCS	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 11.1, 11.2	<ul style="list-style-type: none"> • Serve as requested on related committees within the school. • Provide staff support by searching for appropriate websites and assisting teachers in finding materials for their classrooms.
To employ strategies to differentiate instruction	2.1, 2.2, 2.3, 2.4, 2.6, 2.7	<ul style="list-style-type: none"> • Attend workshops or meetings as requested.
To broaden knowledge and increase expertise in information- literacy skills as defined in the National Standards and the NJCCCS	1.1, 1.2, 1.3, 2.1 thru 2.7, 3.2, 5.1, 5.2, 6.2, 6.3, 8.1 thru 8.9	<ul style="list-style-type: none"> • Attend in-service programs and/or professional development experiences as approved and as monies are provided by the district.
To continue to develop technology skills to enhance instruction and maintain the library database of materials	1.2, 5.1	<ul style="list-style-type: none"> • Attend NJASL conference. • Use library management time to clean up database. • Implement web quests as requested by staff.

<p>Provide staff and students with newest available materials to support curriculum and pleasure reading and research and maintain library collection of all types of materials</p> <p>IF YOU ARE A MENTOR – Provide feedback, coaching and support to an appointed mentee through various means such as in-school visits, emails, and phone conferencing, as well as a final evaluation of the mentee</p> <p>IF YOU ARE A MENTEE – Become acclimated to the tasks involved in managing a school library media program through participation in the Mentoring Program for School Library Media Specialists in the state of NJ as presented in the NJASL Mentoring Handbook</p>	<p>1.1, 1.2, 1.3, 2.1 thru 2.8, 8.2, 9.1, 9.2, 10.2, 11.1, 11.2</p> <p>3.3, 3.4, 4.3, 5.3, all of 6, 9.1, 9.2, 9.6, 10.2, 10.3, 10.4, 11.1, 11.2</p> <p>3.1, 4.3, all of 5, all of 6, 7.2, 7.3, all of 8, all of 9, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2</p>	<ul style="list-style-type: none"> • Read professional journals. • Weed materials on a regular basis. • Complete a thorough inventory at the close of the year. • Work to maintain library database in print or electronic version. <ul style="list-style-type: none"> • Attend training meetings as required. • Participate in an exchange of school visits and meet a minimum of three times. • Document all meetings and discussions. <ul style="list-style-type: none"> • Participate in an exchange of school visits and meet a minimum of three times. • Observe mentor teacher and other professional SLMS as approved by school district. • Seek out the mentor and work to follow suggestions provided.
--	--	--

Staff Person's Signature _____ Date _____

Administrator's Signature _____ Date _____

**P.D.S. = Professional Development Standards*

APPENDIX B

PROFESSIONAL ORGANIZATIONS AND RESOURCES

AMERICAN LIBRARY ASSOCIATION (ALA)

50 E. Huron Chicago, IL 60611

1-800-545-2433

<<http://www.ala.org>>

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)

AASL is a branch of ALA, whose mission is to advocate excellence, facilitate change, and develop leaders in the school library media field. Access through ALS website.

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (AECT)

Provides 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.

1800 N. Stonelake Dr. Suite 2

Bloomington, IN 47408

877-677-AECT

<http://www.aect.org/>

NEW JERSEY ASSOCIATION OF SCHOOL LIBRARIANS (NJASL)

New Jersey Association of School Librarians is the professional association of school library media specialists in New Jersey.

<<http://www.njasl.org>>

Membership form - <<http://njasl.org/Membership.htm>>

NEW JERSEY EDUCATION ASSOCIATION (NJEA)

NJEA is one of two educational organizations in the state to support school employees.

P. O. Box 1211

Trenton, NJ 08607-1211

NEW JERSEY LIBRARY ASSOCIATION (NJLA)

Established in 1890, the NJLA is the oldest and largest library organization in New Jersey.

Advocates for the advancement of library services for the residents of New Jersey; provides continuing education and networking opportunities for librarians, and supports the principles of intellectual freedom while promoting access to library materials for all.

Box 1534

Trenton, NJ 08607

Phone: 609-394-8032

Fax: 609-394-8164

<<http://www.njla.org>>

NEW JERSEY REGIONAL LIBRARY COOPERATIVES

Purpose: Provide state-wide union catalog of materials and provide support services for libraries including multi-purchase discounts for databases and other materials. Best feature is the free membership.

Central Jersey Regional Library Cooperative <<http://www.cjrlc.lib.nj.us/>>

Serving the counties of Mercer, Monmouth, and Ocean.

Highlands Regional Library Cooperative <<http://www.hrlc.org/>>

Serving the counties of Bergen, Hunterdon, Morris, Passaic, Somerset, Sussex, and Warren.

INFOLINK: Eastern New Jersey Library Cooperative <<http://www.infolink.org/>>

Serving the counties of Essex, Hudson, Middlesex, and Union.

South Jersey Regional Library Cooperative <<http://www.sjrlc.org/>>

Serving the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem.

LOCAL COUNTY LIBRARY ORGANIZATIONS MAY BE AVAILABLE

(CHECK NJASL website for local president and contact information.)

<<http://njasl.org/CountyPresidents.htm>>

LIBRARY MEDIA LISTSERVS

LM_NET

This online discussion group for library media specialists will connect you with over 7,000 colleagues worldwide. This source allows for the sharing of ideas and resources, solving problems, and seeking assistance and information.

<http://askeric.org/lm_net/>

To subscribe to LM_NET, just do this:

1. Send an e-mail message to: LISTSERV@LISTSERV.SYR.EDU
2. In the first line of the message, type: SUBSCRIBE LM_NET Firstname Lastname
(Of course, you would substitute your actual name in the line, such as "SUBSCRIBE LM_NET Libby Rarian".) No quotes necessary.

The LM_NET listserv computer will respond with an informative message, which will ask for a confirmation. You will then be added if you have properly followed the directions.

NJASL Listserv

Follow directions to subscribe, which are located on page one of this site. There are many sections for NJASL members only.

<http://groups.yahoo.com/group/NJASL/>

NEW JERSEY HOMEWORK HOTLINE

QandAnj

Q and A NJ is staffed by professional librarians from participating libraries across the State of New Jersey. When you start a Q and A NJ session, a librarian will chat and co-browse with you in real-time. Uses technology that combines Internet chat with the ability to send web sites and other information directly to your computer. Designed to provide fast answers from web-based resources, including specialty databases funded by libraries, Q and A NJ combines the speed of the Internet with the information smarts of librarians.

<<http://www.qandanj.org/about.htm>>

CONFERENCES

New Jersey Association of School Librarians (NJASL)

Holds an annual fall conference.

<<http://njasl.org/Conferences.htm>>

New Jersey Library Association (NJLA)

Holds an annual conference.

<<http://www.njla.org/Conference2003Photos/>>

APPENDIX C

PROFESSIONAL JOURNALS

ELEMENTARY

The Horn Book Magazine

56 Roland Street, Suite 200
Boston, Massachusetts 02129
1-800-325-1170

<<http://www.hbook.com>>

(Six issues - \$34.95 in 2003) Provides in-depth and timely reviews by seasoned critics, great articles and essays about children's literature, and first publisher of Caldecott and Newbery speeches each year.

The Mailbox Bookbag

P.O. Box 51026
Boulder, Colorado 80323-1026
1-800-627-8579

<<http://www.themailbox.com>>

(Six issues - \$39.95) Issues feature units on chapter books and novels that can be used by librarians or classroom teachers. Issues also spotlight specific authors and illustrators, reading lists, what's new in children's literature, bulletin board ideas and more.

SECONDARY

VOYA (Voice of Youth Advocates)

Scarecrow Press, Inc.
4501 Forbes Blvd., Suite 200
Lanham, MD 20706
1-800-233-1687

<<http://www.voya.com>>

(Bi-monthly - \$45.00) Features book awards, articles on collection development, activities, public relations, web sites for teens, and detailed reviews with ratings for **Quality**, **Popularity**, and audience level, (**M J S A/YA**). Includes reviews for fiction, science fiction, fantasy, and horror, nonfiction, series nonfiction, reference and professional materials.

ALL

Booklist

P.O. Box 607
Mt. Morris, IL 61054-7564
<http://www.blst@kable.com>

Phone: 888-350-0949

(22 issues/yr. - \$79.95) This periodical from ALA includes pre-publication reviews of adult, children's and reference books, plus author interviews and more.

Library Media Connections

Linworth Publishing, Inc.
480 E. Wilson Bridge Rd., Suite L
Worthington OH 43085
1-800-786-5017

Fax 614.436.9490.

<<http://www.linworth.com>>

(Seven issues - \$69.00) Provides information and reviews on print and multimedia materials, innovative ideas, and practical tips and techniques. Offers many practical articles on technology-based topics.

School Librarian's Workshop

Library Learning Resources, Inc.

P.O. Box 87

Berkeley Heights, NJ 07922

(Monthly, except for July and August) Edited by Hilda K. Weisburg and Ruth Toor, this publication offers practical tips and easily executed activities.

School Library Journal

P.O. Box 16388

North Hollywood, CA 91615-9448

1-800-595-1066

<<http://www.pubservice.com>>

(Twelve issues - \$124.00) The most useful tool for book selection and keeping up to date on what's happening in the library world. Many articles here provide the standards we can use to justify our budgets, scheduling, personnel, etc.

Teacher-Librarian Magazine (U.S.)

Box 34069, Department 343

Seattle, WA 98124-1069

sub@teacherlibrarian.com

Phone: 604-925-0266

FAX: 604.925.0566

(5 issues, bimonthly, except for August - \$54.00) This journal for school library professionals covers articles on current issues such as collaboration, leadership, technology, advocacy, information literacy, and management.

APPENDIX D
PROFESSIONAL RESOURCES

Challenged Materials

Mankato School District, MN. "Textbook and Instructional Materials Reconsideration Policy".
Mankato School District Webpage. 3 June 2002. 17 June 2003
<<http://www.isd77.k12.mn.us/district/isd77policies/606.htm>>.

Collection Development

Jones, Patrick. "To the Teen Core: A Librarian Advocates Building Collections that Serve YA Readers."
School Library Journal. March 2003, 48-49.

Information Literacy Standards

Educational Media Association of New Jersey Cross Reference Document: Information Literacy Standards for Student Learning and New Jersey Core Curriculum Content Standards. EMAnj, April 1999.

Publishers

Linworth Publishing, Inc.
480 E. Wilson Bridge Rd., Suite L
Worthington, OH 43085
Phone: 1-800-786-5017
FAX: 614.436.9490

Neal-Schuman Publishers
100 Varick Street
New York, NY 10013
Phone: 1-866-NS-Books
FAX: 1.866.209.7932
<http://www.neal-schuman.com>

Upstart
W5527 State Road 106
P.O. Box 800
Fort Atkinson, WI 53538-0800
Phone: 1.800.448.4887
FAX: 1.800.448.5828
<http://www.highsmith.com>

Survival Strategies

DeCandido, GraceAnne. "Ten Graces for New Librarians." GraceAnne DeCandido's Home Page.
2003. 16 June 2003. <<http://www.well.com/user/ladyhawk/gadhome.html>>.

Tips, Tools & Strategies @ Your Library. EMA of New Jersey. April 2002.

Yucht, Alice. "HIT: Advice for New Librarians, AKA Survival Strategies." 18 May 2003. 16 June 2003
<http://LM_NET@listserv.syr.edu>.

Yucht, Alice. "Y's Guide to New Library / School Job Preparation." Alice in InfoLand.
4 September 2002. 16 June 2003 <http://www.aliceinfo.org/YSGD_newlibjob.html>.

Weeding

Boon, Belinda. The CREW method: expanded guidelines for collection evaluation and weeding for small and medium-sized public libraries (Revised ed.). Austin, TX: Texas State Library, 1995.
Order from: Anne Ramos, Library Science Collection, Texas State Library and Archives Committee, 1201 Brazos Street, Rm. 405, P.O. Box 12927, Austin TX 78711-2927.
\$8.50 + \$1.35 Shipping / Handling.

"SUNLINK Weed of the Month Club." SUNLINK: Florida's K-12 Union Catalog. 29 April 2003. 17 June 2003 <<http://www.sunlink.ucf.edu/weed/>>.

APPENDIX E

Information Literacy Standards for Student Learning

From: Information Power: Building Partnerships for Learning by American Association of School Librarians and Association of Educational Communications and Technology.
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Category I: Information Literacy

The student who is information literate:

Standard 1: Accesses information efficiently and effectively, as described by the following indicators:

1. recognizes the need for information;
2. recognizes that accurate and comprehensive information is the basis for intelligent decision making;
3. formulates questions based on information needs;
4. identifies a variety of potential sources of information;
5. develops and uses successful strategies for locating information.

Standard 2: Evaluates information critically and competently, as described by the following indicators:

1. determines accuracy, relevance, and comprehensiveness;
2. distinguishes among facts, point of view, and opinion;
3. identifies inaccurate and misleading information;
4. selects information appropriate to the problem or question at hand.

Standard 3: Uses information effectively and creatively, as described by the following indicators:

1. organizes information for practical application;
2. integrates new information into one's own knowledge;
3. applies information in critical thinking and problem solving;
4. produces and communicates information and ideas in appropriate formats.

Category II: Independent Learning

The student who is an independent learner is information literate and;

Standard 4: Pursues information related to personal interests, as described by the following indicators:

1. seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits;
2. designs, develops, and evaluates information products and solutions related to personal interests.

Standard 5: Appreciates and enjoys literature and other creative expressions of information, as described by the following indicators:

1. is a competent and self-motivated reader;
2. derives meaning from information presented creatively in a variety of formats;
3. develops creative products in a variety of formats.

Standard 6: Strives for excellence in information seeking and knowledge generation, as described by the following indicators:

1. assesses the quality of the process and products of one's own information seeking;
2. devises strategies for revising, improving, and updating self-generated knowledge.

Category III: Social Responsibility

The student who contributes positively to the learning community and to society is information literate and:

Standard 7: Recognizes the importance of information to a democratic society, as described by the following indicators:

1. seeks information from diverse sources, contexts, disciplines, and cultures;
2. respects the principle of equitable access to information.

Standard 8: Practices ethical behavior in regard to information and information technology, as described by the following indicators:

1. respects the principles of intellectual freedom;
2. respects intellectual property rights;
3. uses information technology responsibly.

Standard 9: Participates effectively in groups to pursue and generate information, as described by the following indicators:

1. shares knowledge and information with others;
2. respects others' ideas and backgrounds and acknowledges their contributions;
3. collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions;
4. collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

APPENDIX F

*The CREW Method
Title Page*

THE CREW METHOD:
Expanded Guidelines for Collection Evaluation and Weeding
for Small and Medium-Sized Public Libraries



Revised and updated by:

Belinda Boon
Library Development Staff

TEXAS STATE LIBRARY
Austin, Texas
1995

A Revision of:

The CREW Manual:
A Unified System of Weeding, Inventory, and Collection-Building
for Small and Medium-Sized Public Libraries
by Joseph P. Segal

**TEXAS STATE CATALOGING
IN PUBLICATION DATA**

Boon, Belinda.

The CREW method : expanded guidelines for collection evaluation and weeding for small and medium-sized public libraries. – Rev. and updated / by Belinda Boon, Library Development staff. – Austin, Tex.: Texas State Library, 1995.

65 p. : ill. ; 28 cm.

Rev. ed. of: The CREW manual / Joseph P. Segal. 1976.

Includes bibliographical references (p. 59-65).

1. Discarding of books, periodicals, etc. 2. Public libraries—Collection development. I. Segal, Joseph P. Crew manual. II. Texas State Library. Library Development Division. III. Title.

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<http://www.tsl.state.tx.us/ld/pubs/crew/index.html>

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This publication available in alternate formats upon request.

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