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A training guide and reference handbook for elementary school library secretaries in the Iowa City Community School District

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University of Northern Iowa

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Abstract

The purpose of this project was to create a document that can be used as both a training guide and reference handbook containing of the some basic philosophical and practical information needed for library secretaries in the Iowa City Community School District to perform their jobs as effectively and efficiently as possible. This training guide and reference handbook is presented in two parts. Part 1: Principles of Librarianship, and Part 2: Destiny Basics. Library policies and procedures that are supported by professional organizations and publications have integrity. The goal of Part 1: Principles of Librarianship is to provide ICCSD library secretaries with an understanding of the professional beliefs upon which a number of frequently-questioned library policies and procedures are based. As per the literature reviewed for this project, attention to organizational values during the orientation process is likely to lead to increased commitment to the organization. Specifically, an increased understanding of the beliefs behind library policies and procedures will increase the likelihood that ICCSD library secretaries will be supportive of and in compliance with the policies and procedures that have been put in place. With the widely varied job qualifications and responsibilities expected of library secretaries in the Iowa City Community School District, assuming such a position has the potential to quickly become overwhelming. The purpose of Part 2: Destiny Basics is to provide the newly-hired library secretaries in the Iowa City Community School District with easy-to-follow instructions, both in written and visual forms, for the majority of tasks that are essential during the first month of a new school year.

A TRAINING GUIDE AND REFERENCE HANDBOOK
FOR ELEMENTARY SCHOOL LIBRARY SECRETARIES
IN THE
IOWA CITY COMMUNITY SCHOOL DISTRICT

A Graduate Research Project

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Lisa Collier

December 2013

This Research Project by: Lisa Collier

Titled:

A TRAINING GUIDE AND REFERENCE HANDBOOK
FOR ELEMENTARY SCHOOL LIBRARY SECRETARIES
IN THE IOWA CITY COMMUNITY SCHOOL DISTRICT

has been approved as meeting the research requirement for the

Degree of Master of Arts.

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Date Approved   Graduate Faculty Reader

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Date Approved   Graduate Faculty Reader

_____   _____
Date Approved   Head, Department of Curriculum and Instruction

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With the widely varied job qualifications and responsibilities expected of library secretaries in the Iowa City Community School District, assuming such a position has the potential to quickly become overwhelming. The purpose of Part 2: Destiny Basics is to provide the newly-hired library secretaries in the Iowa City Community School District with easy-to-follow instructions, both in written and visual forms, for the majority of tasks that are essential during the first month of a new school year.

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CHAPTER 1

INTRODUCTION

The educational and experiential prerequisites and the duties expected of school

library support staff vary a great deal depending on factors such as the district, school,

grade levels, needs of students, overall library staffing, etc. Whatever the role

encompasses, few teacher librarians would argue the value of having knowledgeable,

supportive, and hardworking staff to assist to meet the expectations for today's school

library program.

Problem Statement

A school librarian seeks to make the most of the skills, knowledge, and expertise

of support staff to manage a school library effectively. In *The School Library Media*

Manager, Blanche Woolls (2008) discusses the role of the media specialist with regard to

staffing. Woolls writes, "One of the most important tasks is to make sure staff members

are working with a common goal and a common vision" (p. 112). Woolls (2008) later

reiterates this point when she writes, "Staff is further motivated when they are well

informed about the tasks they are asked to perform. Fully understanding tasks and the

relationships among tasks increases the possibility that staff members can offer useful

suggestions" (p. 115).

The importance of training for library support staff is emphasized by Marcia

Trotta (2006) in her manual, *Supervising Staff*. Trotta writes, "It is important that we

remember that proper orientation can determine how quickly a newly hired person can be

productive and made to feel part of the team" (p. 72). Trotta (2006) explains in greater

detail the essential nature and far-reaching benefit of taking the time to orient support staff to the library.

> While doing a thorough orientation does take time, the benefits of to the employer as well as to the employee are well worth the effort. This process gives the library through its supervisors and administration, the ability to communicate the library's goals and make performance expectations very clear to everyone. It is unreasonable to expect people to do a job unless we tell them what it is! Furthermore, there is real value realized when employees' anxieties are eased and they can begin to become part of the library and know whom they can go to with questions. (pp. 71-72)

Trotta goes on to theorize the potential consequences that can result from a lack of training for library staff. "Failure to train properly can have devastating consequences for a library…lack of training can result in poor performance, low productivity, the need for increased supervision, high employee turnover, and discipline and motivation problems in the workplace…" (p. 78).

The idea of investing in support staff by way of proper orientation and training as a means to positively affect student learning is put forth by Karen Hayes (2001) when she writes, "Research supports the idea that teacher learning enhances student learning. Effective staff development focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so that all students can learn and perform at high levels" (p. 6). Clearly much has been written in support of the idea that taking the time to properly orient and train library support staff is worth the investment on many levels.

Within the Iowa City Community School District (ICCSD) each school library has a minimum of one halftime library secretary. The ICCSD job qualifications for library secretaries are as follows:

Appreciation of children and their diverse needs
Familiarity with library operations desirable
Ability to respond to the needs of and cooperate with staff
Ability to be flexible, prioritizing tasks to be completed
Commitment to accuracy
Organizational skills
Secretarial/clerical experience preferred
Knowledge of computers desirable
(ICCSD Library Administration Webpage).

Once a library secretary position has been secured, the many responsibilities of the library secretary fall into five main categories: 1.Circulation, Maintenance, and Organization, 2. Clerical Duties, 3. User Assistance, 4. Supervision, 5. Other tasks as assigned. (ICCSD Library Administration Webpage). Despite the important roles that library secretaries are expected to assume in the daily operations of an Iowa City Community School District library, and the various responsibilities they are expected to fulfill, only minimal training, education, and support specific to the job are currently available to ICCSD library secretaries. What training is available is not offered or required upon hire, but instead offered occasionally throughout the secretary's career, and is generally focused on a particular skill or new procedure. Without proper training, education, and support it would be difficult for any institution to reap the full benefit of any employee in any position anywhere. Graham Guest (2004) affirms this statement when he writes,

> CDP [Continuing Professional Development] today is no longer an
> optional extra….Planned and structured CPD is vital for survival and
> prosperity in an increasingly litigious society, where professional ethics
> are firmly, and rightly, in the spotlight and where the professionals
> themselves not—least the teaching profession—are called upon, again and
> again rightly, to act always for the public good. (p. 22)

Library secretaries in the Iowa City Community School District are no exception with regard to needing proper professional development and training to become fully

productive and contributing members of the library staff. Offering some form of orientation, basic training, and/or a reference resource to library secretaries, the ICCSD could help newly hired support staff make a smoother transition into their new positions and maximize the benefit from those hired.

A document, in the form of a training guide and handbook, is one way to provide Iowa City Community School District library secretaries with at least some of the philosophical and practical information needed to perform their jobs to the best of their abilities. Such a document could be used effectively as a guide during face-to-face training or professional development sessions, and as a resource available to library secretaries to use as a reference as they strive to fulfill their daily responsibilities. Currently no such document exists within the Iowa City Community School District.

A training guide and handbook will not only benefit library secretaries in the Iowa City Community School District. It will ultimately benefit librarians and all library patrons as it enables library secretaries to approach their jobs with increased knowledge and understanding.

Purpose Statement

The purpose of this project is to create a document that can be used as both a training guide and reference handbook containing of the some basic philosophical and practical information needed for library secretaries in the Iowa City Community School District to perform their jobs effectively and efficiently.

Research Questions

1. In what ways could ICCSD library secretaries better support library learning if they participate in a training program, and have access to a handbook to guide them on the job?

2. In what ways could ICCSD library secretaries better support general library operations if they participate in a training program, and have access to a handbook to guide them on the job?

3. In what ways could ICCSD library secretaries better support and contribute to the library's mission and beliefs if they participate in a training program upon hire, and had access to a handbook to guide them on the job?

4. What types of information should be included in the training guide?

5. What organizational text features should be included to make the training guide/handbook most useful to library secretaries?

6. What is the most effective means for delivering the information included in the training guide/handbook?

CHAPTER 2

LITERATURE REVIEW

The purpose of the current research project is to develop a handbook that can be used initially as a resource during training sessions with library secretaries in the Iowa City Community School District, and later can be used by library secretaries as a source of reference. Previous research to be reviewed due to its relevance to various aspects of the development of such a handbook, fall under the following two categories: workplace learning and principles of librarianship.

Workplace Learning

A number of studies have been conducted surrounding various aspects of staff training. Klein and Weaver (2000) focused research on the potential benefits of staff training. These researchers evaluated the impact of a formal orientation training program on the organizational socialization of newly hired employees. For the purpose of their study organizational socialization was defined as "the process by which employees learn about and adapt to new jobs, roles, and the culture of the workplace" (p. 47). According to Allen and Meyer (as cited in Klein and Weaver, 2000) "Organizational socialization has been linked to a number of important organizational outcomes included increased organizational commitment, job involvement, role orientation, and tenure" (p. 47). The socialization of employees is said to be important because of its positive relationship to an employee's psychological attachment to, identification with, and involvement in the organization. Klein and Weaver hypothesized that orientation attendance will help employees to be more socialized with respect to the goals, values, history, and language of the organization than those not attending orientation. The researchers further theorized

that attending orientation will have a positive effect on an employees' level of organizational commitment. To test their hypotheses Klein and Weaver used a sample of 116 newly hired employees from 80 different departments at a large educational institution. Participants ranged from professionals to service/maintenance employees, but did not include faculty members, instructors, or student employees. Participants had been with the organization for an average of 87 days, were mostly white females, had an average age of 35 years, and had varied educational backgrounds. Following an orientation program offered to new employees through the organization's human resources department, researchers administered a survey to measure participants' reactions to the program. To those employees who responded to the first survey, a second questionnaire, to assess the new employees' level of socialization within the organization, was mailed 10 weeks later. Results confirmed, for the most part, what Klein and Weaver hypothesized. Attending the orientation program did impact socialization with regard to the organization's goals/values and history, but not with regard to language. Additionally, participation in the orientation program was related to higher organizational commitment.

Likewise, Robert W. Rowden (2002) conducted a quantitative study focused on determining the relationship between workplace learning and job satisfaction for those who work in small to midsize businesses. Rowden sought to answer questions about the extent of workplace learning available in small to midsize businesses, the relationship between three types of workplace learning in small to mid-size businesses, and how the three types of learning relate to job satisfaction. A survey with the Spector Job Satisfaction Survey embedded was distributed to 1,276 employees at twelve small to

midsize companies. Size was the only criteria used in the selection process, and only

businesses with fewer than 200 employees were included in this study. An analysis of

the 794 returned surveys revealed a strong link between workplace learning and

employee job satisfaction. Rowden's (2009) study indicates a relationship between

workplace learning and job satisfaction. The significance of this correlation substantiates

a conclusion reached by Klein and Weaver (2000) in the aforementioned study where

they surmise that participating in an orientation program leads to greater organizational

commitment. The significance of the findings reached by both the Klein and Weaver

(2000) and Rowden (2002) studies can be summarized with the words of associate

librarian Jason Martin (2012) when he wrote,

> …understanding the library's organizational culture is crucial in today's
> ever-changing world….If those who are new to an organization learn the
> culture fully and well, then the culture will become stronger. But if the
> newcomers do not learn the culture at the beginning of their tenure, or they
> learn incompletely, then the culture, over time, will become weak.
> (p. 348)

Research put forth by Haley (2008) focused on determining the delivery method that

is most effective for adult learners. Haley sought answers to the following questions:

1. Do library staff members have a preference for face-to-face or online training? and

2. What is the relationship between these training preferences and employees' ethnicity,

education level, age, gender, as well as training locations, providers, budgets, and

professional development policies? The researcher developed an online survey to collect

categorical data, information about workplace training preferences, and participants'

opinions and attitudes toward online training. This survey was sent to library staff

members that were at least 19 years old, including directors and department heads, and

data was collected over a twenty-day period. A significant finding was that 87.3 percent

of participants reported online training to be less effective than face-to-face training. Furthermore, this preference for face-to-face training was unrelated to variables such as ethnicity, gender, age, education, library experience, demographics, budgets, or professional development policies.

Zhang (2004) conducted a comprehensive study of the training needs of library support staff. The purpose of this research was to determine what training needs were perceived to be important to the job performance by the staff members of several libraries. Zhang posed six research questions focusing on the perceived training needs of support staff in the areas of computer skills, interpersonal skills, and supervision/management skills. The researcher also inquired about other aspects of training such as: what kinds of organizational support were perceived as important, what delivery methods were thought to be most helpful, and what internal and external sources for training were perceived as helpful by members of the support staff at the six libraries. Zhang constructed a survey instrument with each item on the questionnaire matched to one of the six research questions. Support staff members of the six Kansas Board of Regents' university libraries submitted 139 questionnaires with useful information. Both quantitative and qualitative measures were used in analyzing the data. Two of Zhang's conclusions are of particular interest to the current project: 1. Survey participants consistently indicated that they viewed training in all three areas…computer skills, interpersonal skills, and supervision/management skills were important to their job performance and 2. "Classroom instruction with a teacher" was perceived as being the most helpful method of delivery by the respondents of this study. This latter conclusion

is consistent with the findings of Haley's (2008) research as outlined above, comparing preferences for face-to-face and online training.

Trivette, Dunst, Hamby, and O'Herin (2009) reviewed and synthesized the findings of 79 studies found in 66 research reports. These studies were focused on determining the effectiveness of four adult learning methods. Trivette et al. (2009) used variations of the following adult learning methods as search terms to determine which to include: accelerated learning, coaching, guided design, and just-in-time training. Selected studies were limited to those that: included participants that were post high school age, included sufficient information to code the use of the different adult learning method characteristics, compared the adult learning method to some kind of control or contrasting condition, evaluated the adult learning method as it compared to a randomized control trial or comparison group. Classroom teachers, student teachers, undergraduate students, medical personnel, counselors, English-as-a-second-language learners, and business personnel comprised the types of learners included in the studies analyzed. Teaching practices fell under one of the following six adult learning method characteristics: introducing information, demonstrating the learning topic, practicing the use of the learning topic, evaluating the outcome of application, reflecting on learner acquisition, and mastery of the learning topic. A characteristics/consequences framework was used to guide researchers as they analyzed and synthesized existing research to identify which characteristics and practices of adult learning methods were associated with various learner outcomes. Trivette et al. found that "adult learning method practices that more actively involved learners in using, processing, and evaluating their knowledge

and skills as part of learning and mastering new information or practices were most

effective" (p. 9).

Principles of Librarianship

Foster and McMenemy (2012) published an article entitled "Do Librarians Have a

Shared Set of Values?" As the title indicates a primary purpose of this research was to

discover whether or not librarianship has an "…over-arching set of ethical principles that

guide practicing professionals across the world" (p. 249). Foster and McMenemy used

both quantitative and qualitative analyses. The researchers examined 36 ethical codes

from national professional organizations, and compared these codes to eight benchmark

core values presented by Michael Gorman in *Our Enduring Values*. Foster and

McMenemy concluded there are three values for which there is clear worldwide

consensus: service, privacy, and equity of access. The values of stewardship and

intellectual freedom were also found to be in a majority of ethical codes, but there was a

substantial minority of codes that did not include these two values.

Feild, Harris, Hirschfeld, and Mossholder (1993) researched the relationship

between an employee's level of psychological attachment to an organization and job

characteristics, attitudes, and commitment. The researchers focused on three dimensions

of psychological attachment: compliance, identification, and internalization.

> Compliance refers to attachment based on the expectation of receiving
> extrinsic reward such as pay and employment as the result of work
> activities. Identification refers to attachment based on valued membership
> in, an affiliation with, the organization. Internalization refers to
> attachment based on the congruence between organizational
> and individual values. (p. 1)

The purpose of this study was to determine how these three dimensions relate to job

characteristics and attitudes that have been found to correlate with organizational

commitment. Questionnaires were mailed to 276 various employees of a large

organization, with 192 usable ones returned. Items on the questionnaire included those

intended to measure psychological attachment, person/job characteristics, and affective

outcomes. Quantitative analysis of the data indicates that the level of an employee's

psychological attachment to an organization has an influence on job involvement and

satisfaction, as well as policy-related preferences and inputs.

> Specifically, attachment based on compliance leads individuals to focus on
> instrumental issues; attachment based on identification leads to a focus on
> promoting affiliative concerns; and attachment based on internalization
> leads to a focus on promoting the organization's core values. (p. 11)

Kimmel, Dickinson, and Doll (2012) conducted a study to address questions

about which dispositions will be necessary for future school librarians and how these

dispositions should be taught to librarians expected to implement 21st century standards.

To collect qualitative data, this study involved 71 practicing school librarians who were

separated into three focus groups that met during two regional conferences held in the

southeastern United States. Participants of this study voluntarily joined a session called,

"Shift Happens! Envisioning the Future of School Libraries in an Era of Change" (p.

111). Each group was asked to discuss future trends within four areas of concern

important to librarianship: 1. knowledge, skills, and dispositions, 2. teaching and

learning, 3. spaces and facilities, and 4. resources and collections. Responses were

recorded, submitted, and "analyzed in the aggregate using a qualitative ethnographic

analysis to get at shared or cultural meanings" (p. 112). Findings of this study revealed

that within each disposition there exists a continuum that library school students and

librarians move through as they grow professionally. Kimmel, Dickinson, and Doll

suggest that while it is important for students who are in the process of becoming school

librarians be instructed with regard to the knowledge and skills needed to maintain professional currency, it is also essential that these students be encouraged to be self-reflective and strive for continuous professional growth that will move them along the continua of dispositions that have been modeled for them.

Summary

Based on the research reviewed, the training of library staff is most effective if it is face-to-face training with a teacher that actively involves the participants in all aspects of the learning process. Additionally, if one of the goals of a staff orientation and training program is to result in a greater level of commitment to the organization, it is important for this training to include some attention to the values of the organization. Guiding employees to understand and adopt organizational values through training will likely result in a higher level of socialization within the organization, and ultimately an increased level of commitment to the organization.

CHAPTER 3

METHODOLOGY

Ample research verifies the importance of training programs and workplace

learning opportunities to job performance, as well as to the organizational commitment

and job satisfaction of employees. Despite these research findings there currently exists

no training opportunities available to library secretaries in the Iowa City Community

District other than those occasionally made available to address a specific new procedure.

The purpose of this project was to develop a document that can be used both as a training

program guide and a reference handbook for ICCSD library secretaries.

Project Description

The aforementioned training guide and reference handbook for Iowa City

Community School District library secretaries is comprised of two main components.

The first component focuses on presenting general principles and dispositions of

librarianship as put forth in the ICCSD library program mission and belief statements

(See Appendix A). The inclusion of this component is based on the research findings of

Klein and Weaver (2000), Rowden (2002), Field et al. (1993), and Kimmel et al. (2012).

To summarize the conclusions reached by these researchers, training new employees

about the values of the organization leads to increased job satisfaction and organizational

commitment. Principles and dispositions included in this training guide are focused on

those that coincide with the job description for ICCSD library secretaries. A majority of

the tasks listed in this job description is in some way related to the circulation of library

materials. The principles, beliefs, and dispositions included in the proposed training

guide and handbook are therefore linked to circulation policies and procedures, and

closely-related to those principles of librarianship that Foster and McMenemy (2012) determined to be ones that guide library professionals worldwide: service, privacy, and equity of access.

The second component centers on procedures that involve the library automation system, Follett Destiny. This section is limited to those procedures and tasks included in the job description for ICCSD library secretaries that are essential to library operations during the first month of the school year. As with the principles and dispositions included in the orientation guide and handbook, the knowledge, skills, and tasks presented in this document relate in some way to the circulation of library materials.

The research reviewed in Chapter 2 of this paper is also reflected in the delivery methods selected to train library secretaries with regard to the principles, knowledge, and skills included in the proposed training guide and handbook. In an effort to maximize the benefits to both the employees and the organization the recommended delivery method is face-to-face training that actively involves participants. This approach is supported by the research findings of Haley (2008), Zhang (2004), et al. Trivette et al. (2009). Real-life scenarios created by the author serve as a means to introduce, discuss and, evaluate participants' understanding of principles, dispositions, and skills that closely-align with the responsibilities of library secretaries in the Iowa City Community District. Hands-on learning in a computer lab is the means by which specific skills and tasks applicable to the first month of the school year are presented.

Project Procedures

The author began this project by reviewing the mission and belief statements of the Iowa City Community School District library program. The author then determined

which of the skills and tasks listed in the job description for ICCSD library secretaries

align with the district's mission and belief statements. Analyzing and comparing the

above-mentioned documents informed the author in determining which principles and

dispositions are most applicable and essential to the job performance of ICCSD library

secretaries. Questions were formulated for each of these principles and dispositions, and

supported answers followed each question. The author then created scenarios reflecting

these principles and dispositions. The setting for these scenarios is an elementary school

library and can be used to pre-assess, increase, and evaluate participants' understanding

of ICCSD library program belief statements, as well as how these beliefs can be used to

guide their work as library secretaries. Participants will be presented with each scenario,

discuss how they would initially handle the situation, be asked to consult the reference

guide, and finally discuss how the situation should be approached in accordance to the

information in the handbook. Similarly the author reviewed specific skills and tasks

included in the job description for ICCSD library secretaries. From this list skills and

tasks essential to library operations through the first month of a given school year were

determined. The teaching of these predetermined skills will be conducted in a hands-on

manner in a computer lab. Screenshots of tasks presented are included in the handbook

for future reference. To ensure that the information included in the training guide

described here is clearly written, accurate, and useful, the author periodically consulted

with the ICCSD library coordinator throughout the process of creating the document.

<h3 style="text-align:center">Assumptions and Limitations</h3>

The proposed orientation guide and handbook was created with the assumption that

trainees will have little or no experience with the online library catalog system used in the

Iowa City Community School District. Since the selection of principles and skills to be included is based on those that align with the job description of library secretaries in the ICCSD, the efficacy of the orientation guide and handbook is limited to this population.

CHAPTER 4

FINDINGS IN PROJECT

See the separately bound project entitled A Training Guide and Reference Handbook for Elementary School Library Secretaries in the Iowa City Community School District.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Despite the important roles that library secretaries are expected to assume in the daily operations of an Iowa City Community School District library only minimal training, education, and support specific to the job are currently available to ICCSD library secretaries. The purpose of this project is to provide a document to be used as a training guide and reference handbook, containing basic philosophical and practical information needed for library secretaries in the Iowa City Community School District to perform their jobs effectively, efficiently, and in a manner that is supportive of the library program mission and belief statements.

The training guide and reference handbook was developed in two parts. Part 1, Principles of Librarianship, is focused on the beliefs upon which library policies and procedures are based. The review of the literature in Chapter 2 led to the conclusion that attention to such organizational values during the training process is likely to result in an increased level of commitment to the goals of the library program. The focus of Part 2, Destiny Library Manager Basics, is more technical in nature. The goal here is to narrow the many Destiny operations to those that are necessary to the job performance of an ICCSD library secretary during the first month of a new school year. Appendix A is a list of scenarios for discussion and reflection.

The literature review in Chapter 2 of this paper suggests that face-to-face training is the most preferred and most effective delivery method. Based on these research findings, it is recommended that the document be used initially in conjunction with face-to-face training session(s), rather than as a document distributed for individual reading and

reflection. It is only *after* face-to-face training that the document be used as a source of reference when specific situations arise on the job. The literature also suggests strongly that employee training is most effective when participants are actively involved. This research finding inspired the creation of scenarios in Appendix A. These scenarios are to be used to ignite active discussion among participants about how library principles can be applied to situations that occur during the daily operations of an elementary school library. As for Part 2 of the training guide, Destiny Library Manager Basics, it is recommended that this part of library secretary training take place in a computer lab where individual participants can actively walk through the procedures, each on an individual computer, and with guidance from the facilitator when needed.

A recommendation for a future project is the development of Part 3: More Destiny Library Manager Procedures training guide and reference handbook. Additionally, a guide/handbook to be used in training sessions for Destiny Textbook Manager would also make for a worthwhile document to be developed for ICCSD library staff.

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APPENDIX A

MISSION AND BELIEF STATEMENTS OF THE
IOWA CITY COMMUNITY SCHOOL DISTRICT LIBRARY PROGRAM

Mission Statement

The mission of the library program in the Iowa City Community School District is to provide an engaging, dynamic instructional program that equips students with life-long learning skills, delivered in an environment that optimizes services to support and enhance teaching, learning, and literacy.

Belief Statements

We believe that

- life-long learning is the ultimate goal of schools in our society, and that the library program is vital to creating independent, informed, responsible learners.
- the teacher librarian is an instructional leader in the school with expertise in resources, technology, and literature.
- The teacher librarian works in collaboration with teachers, administrators, support staff and parents to provide learning experiences that promote student achievement.
- The library program promotes critical thinking, engagement with information in all its forms and the responsible use of technology to enhance teaching and learning.
- The library program fosters and supports the development of literacy and reading for enjoyment and for information.
- The library curriculum promotes inquiry learning through information literacy instructions that enhances and reinforces classroom content and instruction.
- The library program cultivates connections with the larger learning community by providing students access to learning resources an activities beyond classroom and school walls.
- All children have the right to equal access to literature, information, and information technologies.
- The diverse needs and learning styles of students require differentiation in learning resources and instruction.
- A rich and abundant collection of resources in many formats is essential to meet the teaching and learning needs of the school curriculum, and to reflect the diversity and intellectual freedom principles. (ICCSD Library Administration Webpage)

A TRAINING GUIDE AND REFERENCE HANDBOOK
FOR ELEMENTARY SCHOOL LIBRARY SECRETARIES
IN THE
IOWA CITY COMMUNITY SCHOOL DISTRICT

A Graduate Research Project

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

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December 2013

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Part 1

The Principles of Librarianship:

The Beliefs Behind the Policies

Question 1:

Why are books that are in seemingly good condition discarded (or weeded) from the library collection?

Answer:

There are various reasons for weeding materials from a library collection. According to *Iowa School Library Guidelines: Libraries, Literacy, and Learning for the 21st Century* (State Library of Iowa/Iowa Department of Education, 2007), one of a librarian's management responsibilities is to regularly evaluate materials in the collection to determine which should be retained, which need to be replaced, and which items need to be withdrawn as a means of keeping the collection current. Jean Donham (2008) provides three compelling points to support weeding as a form of collection maintenance.

> First, a collection needs to contain accurate and current information; it is better to have no answer than to have an inaccurate or incorrect answer to a question. Second, weeding is important in making the collection attract users and in communicating that it is a recent and useful collection. Third, a collection needs to be attractive to its potential clientele, and eye appeal is important to the young. (p. 164)

In *Library 101: A Handbook for the School Library Media Specialist,* Stephens and Franklin (2007) offer a variety of similar reasons for weeding library collections. According to these authors materials are to be weeded if: they are old, they contain out-of-date/unreliable/inaccurate/biased information, the shelves are overcrowded, and/or if there has been a shift in the needs/interests/checkout patterns of students. Karen R. Lowe, author of *Resource Alignment: Providing Curriculum Support in the School Library Media Center*, offers a systematic and depersonalized process for weeding library collections. Lowe suggests that the task of weeding "should be approached with determination and a commitment to *quality* rather than *quantity*" (p. 15).

Question 2:

Why are controversial materials and/or materials that some students/parents might find offensive and/or

inappropriate included in the library collection?

Answer:

Public school libraries serve patrons from a wide variety of backgrounds. Judging a work based

on its offensiveness or inappropriateness is relative depending on what the reader brings to library

materials. *Empowering Learners: Guidelines for School Libraries*, a publication of the American

Association of School Librarians, includes a Library Bill of Rights. Two basic policies related to the

inclusion of potentially offensive/inappropriate material in a school library's collection are part of this

document:

> I. Books and other library resources should be provided for the interest, information,
>   enlightenment of all people of the community the library serves. Materials
>   should not be excluded because of the origin, background, or views of those
>   contributing to their creation.
>
> II. Libraries should provide materials and information presenting all points of
>   view on current and historical issues. Materials should not be proscribed or
>   removed because of partisan or doctrinal disapproval.
>   (American Library Association, p. 52)

The same publication includes an interpretation of the Library Bill of Rights. This interpretation

lists barriers between students and resources that are to be avoided in library policies, procedures, and

rules. Some of the barriers to avoid are: age requirements, grade-level requirements, reading level

restrictions, and requiring permission from parents. It is stated in this interpretation that, "Policies,

procedures, and rules related to the use of resources and service support free and open access to

information…. It is the responsibility of the governing board to adopt policies that guarantee students

access to a broad range of ideas" (p. 53-54).

Additionally, the ALA also puts forth a Code of Ethics. These principles are to be used to

guide librarians when addressing a variety of issues. The following statement comprises Principle II:

"We uphold the principles of intellectual freedom and resist all efforts to censor library resources" (American Library Association, p. 54). In essence it is not up to the librarian to decide what a student should/should not read. Principle VII of the ALA's Code of Ethics also addresses library materials that have the potential to be deemed offensive and/or inappropriate. As an ethical obligation librarians are to maintain a clear distinction between professional duties and personal views. A librarian's personal convictions should not interfere with a patron's fair and open access to information.

Jean Donham (2008) further supports the promotion of intellectual freedom in the school library when she lists "Provides ideological balance on controversial issues" (p. 149) as one of the criteria that should be used for the selection of library materials. If both sides of an issue are represented, it is logical that each side is sure to have individuals or groups of people who oppose or are offended by it for a variety of reasons. School libraries serve a wide variety of patrons from a wide variety of backgrounds. It is impossible to avoid the fact that materials found to be objectionable by some will be considered appropriate, interesting, educational, enlightening, or even essential to others.

Question 3:

When a student asks for help to find a book, why is it important to talk through the process *with* the

student, or *guide* him/her through the process, rather than to save time by doing the searching and

finding *for* them?

Answer:

As put forth in *Empowering Learners: Guidelines for School Library Programs* the mission

statement of the American Association of School Librarians (AASL) reads as follows:

> The mission of the school library program is to ensure that students and staff are effective
> users of ideas and information. The school librarian empowers students to be critical
> thinkers, enthusiastic readers, skillful researchers, and ethical users of information. (p. 8)

In this same publication one of the guidelines for teaching and learning addresses the multiple literacies

for which a school library program should provide instruction. One of these is information literacy. As

a means to this end, the school librarian is to provide "instruction specific to searching for information in

various formats" (p. 23). Guiding students through the processes of searching and finding books, while

more time-consuming in the short-term, is one way that the library staff can use teachable moments and

self-motivation to help students become increasingly independent and effective finders and users of

information.

Furthermore, the Iowa City Community School District's library program mission statement is as

follows:

> The mission of the library program in the Iowa City Community School District is to provide an
> engaging, dynamic instructional program that equips students with life-long learning skills,
> delivered in an environment that optimizes services to support and enhance teaching, learning,
> and literacy. (ICCSD website)

As with the AASL's mission statement, the ICCSD mission statement includes the idea that the

instructional program "equips students with life-long learning skills" (ICCSD website). Talking through

the search process when students need help finding the books of their own choosing is one way to fulfill the district's mission.

In their reference guide, *Essential Reference Services for Today's School Media Specialists* Lanning and Bryner (2010) wrote the following about helping to develop information literacy in students:

> Your job is to teach your students how to find the answers for themselves, and teach them so well that they will choose to go on finding their own answers. Every encounter with a student is an opportunity to teach them how to use library resources and thus teach them information literacy skills. (p. 16)

In an effort to define what it means to be information literate Lanning and Bryner state "…to be information literate…we need to know that we need to know something. We need to know that we have a question to be answered" (p. 9). A student asking for help in finding specific desired library materials presents the librarian with a *genuine* information need. A student with a *genuine* need for information provides the teacher librarian with a *genuine* teachable moment on an individual basis.

Additional support for this ideology can be found in the article, *What Does a Good Library Tell You About a School?* Johnson (2010) writes,

> A good library program is a clear sign that the school believes education is about teaching kids how to ask and answer questions, not just knowing the "right" answers and that asking good questions is a sign of intelligence, not stupidity. (p. 106).

Question 4: Why are students allowed to continue to check out library books even when they have overdue books, lost books, or books that have been returned damaged?

Answer:

As it appears in *Empowering Learners: Guidelines for School Library Programs*, the ALA's Bill of Rights includes this basic policy: "A person's right to use a library should not be denied or abridged because of origin, age, background, or views" (p. 52). The interpretation of this policy as put forth in this same publication is stated as follows:

> Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources… Policies, procedures, and rules related to the use of resources and services support free and open access to information. (p. 53)

Denying a student access to library materials based on the student's failure to return library books or inability pay for lost books, whatever the reason, is contrary to a library's aim to provide free and open access to all patrons.

In his book, *The Power of Reading*, Stephen D. Krashen (2004) reviews the literature regarding access to books by children living in poverty. Krashen is a firm proponent of in-school free reading as a means to increase students' reading acquisition and development, and it is stating the obvious to say that free reading cannot occur without access to books. The conclusions reached by the above-mentioned literature review are not surprising. Better classroom libraries, school libraries, and access to public libraries all resulted in better reading. Krashen goes on to write,

> There is overwhelming evidence that children of poverty have far less access to reading material than do children from higher-income families. For these children, the school library is their only hope, the only possible source available for reading material. (p. 68)

It is of utmost importance that public school librarians always keep in mind that libraries in public schools exist to serve students of *all* backgrounds. Poverty is just one of many background experiences that public school students may bring with them to school. To deny students access to library books

based on a student's lack of ability to return books or pay for books lost could be a considered a contributing factor to a lack of reading progress, especially if these same students have very limited access to reading material outside of the school library.

Question 5: Why is it important to have the library open for checkout outside of regularly-scheduled class checkout times?

Answer:

In her book *Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists*, author Jean Donham (2008) states simply and directly, "The library media center ought to be accessible to children whenever they are in school" (p. 7). This statement is supported by the *Iowa School Library Program Guidelines*. In the section titled, "Program Component III: Support, Access, and Facilities" appears the following elements that correlate highly with successful school library programs:

- Students and staff may use the library before and after school.
- Students are able to come to the library when needed.
- Flexible scheduling and policies provide students with access to the library during all hours that the school is in session, as well as some evening and summer hours. (p. 14)

The second element listed above relates back to Question 3 as previously addressed in this document. People, meaning both children and adults, cannot be programmed to discover a need for information only when it is convenient for the librarian or the library schedule. A genuine need for information is more spontaneous than that, and it is the responsibility of the librarian to accommodate. If students are only allowed to use the library during their regularly scheduled class checkout time it is almost certain that many learning opportunities for students who have a genuine need for information will be missed.

> **Question 6:** Why are students allowed to check out library books that are too easy, too difficult, or inappropriate for the student's age or grade level?

Answer:

Again, referencing the ALA Bill of Rights as presented in *Empowering Learners*, there are two basic policies that address this question: "III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment" p. 52), and "V. A person's right to use the library should not be denied or abridged because of origin, age, background, or views" (p. 52). These basic policies can be interpreted to mean that there should not be restrictions placed on patrons with regard to what library materials are available to them. School libraries, like public libraries, should strive to offer free and open access to all patrons. Additionally, ALA Code of Ethics is included in *Empowering Learners*. The second of this set of principles is stated as follows: "We uphold the principles of intellectual freedom and resist all efforts to censor library resources" (p. 54). The seventh principle in this code of ethics is: "We distinguish between our personal duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information" (p. 55). While it may be acceptable in a school setting to make suggestions to students with regard to choosing 'appropriate' books, restrictions with regard to borrowing books that are perceived to be too hard, too easy, or inappropriate are contradictory to the policies and ethics of the American Library Association.

In pedagogical support of children reading books that has been determined to be 'too easy', Stephen Krashen (2001) writes,

> Easy books can do readers a lot of good. First, what looks easy isn't always so
> easy. If a reader who reads at the sixth grade level reads a book that is
> "officially" at the fourth grade level, that book will still contain a substantial
> amount of language at or above the student's level. (p. 447)

Question 7: Why is it important to keep student library records confidential, even at the elementary level?

Answer:

The Family Educational Rights and Privacy Act, a federal act that governs student privacy rights and also referred to as FERPA, is mentioned by Stephens and Franklin in *Library 101: A Handbook for the School Library Media Specialist.* "The act gives parents rights over educational records of their minor children" (p. 25). While this educational act does not specifically define library records as 'educational records', "FERPA does clearly bar schools from publicly releasing student information without written parental consent" (p. 25). Depending on one's interpretation of FERPA, library records could be considered 'educational records'. In this case failure to keep library records confidential could be in violation of a federal act.

The third item in the American Library Association's Code of Ethics as published in *Empowering Learners* addresses the issue of patron confidentiality. "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted" (p. 54). Also within the publication, *Empowering Learners* is listed the ALA's Bill of Rights. On the facing page, in an *Interpretation of the Library Bill of Rights* it is stated "Policies, procedures, and rules related to the use of resources and services support free and open access to information" (p. 53). With a mission of providing free and open access to library materials it is imperative that library policies reflect a respect for the privacy and confidentiality of patrons. Free and open access is potentially compromised when a patron of any age has concerns that his/her inquiries about and/or selections of library materials could become public knowledge. Respecting the privacy and confidentiality of library users and their records is yet another means by which a library can maintain free and open access.

Question 8: If it is a school requirement that each student always have at least at least one 'Just Right' book checked out from the library, why don't we level books in the library collection to make it easier for students to find books that match reading levels?

Answer:

The American Library Association, of which the AASL is a part, has taken a firm stance on labeling any library materials according to reading level. Several reasons are given for this position statement.

> Student browsing behaviors can be profoundly altered with the addition of external reading level labels…School library collections are not merely extensions of classroom book collections or classroom teaching methods, but rather places where children can explore interests safely and without restrictions. ("Position Statement on Labeling Books with Reading Levels")

The ALA position statement on labeling books with reading levels goes on to point out that confidentiality is breeched when library materials are leveled and labeled according to readability. "Labeling and shelving a book with an assigned grade level on its spine allows other students to observe the reading level of peers, thus threatening the confidentiality of students' reading levels" ("Position Statement on Labeling Books with Reading Levels"). To summarize, labeling books with reading levels can result in browsing restrictions as well as a lack of confidentiality with regard to the reading levels of library patrons.

Part 2

Destiny Library Manager Basics:

Getting Through the First Month of the School Year

Question 1: What are the steps to login to Destiny, the electronic library catalog used in the ICCSD?

Answer:

Starting on the homepage for the Iowa City Community School District, follow these steps:

1. Select **Departments** from the top menu.

2. Select **Curriculum** from the list of **Departments**.

3. Select **Library Program** from the list of subtabs on the right side of the page.

4. Select **ICCSD Library Catalog** from the **Links** listed on the left side of the page

Links

▸ About the Library Program
▸ ICCSD Library Curriculum
▸ Resources
▸ Bibliographies
▸ Library Administration
▸ ICCSD Libraries
▸ Library Staff
▸ Tech How-To
▸ ICCSD Library Catalog
▸ Office 365 Login

5. Select the desired building from the list of all ICCSD schools.

Elementary Schools
• Borlaug Elementary
• Coralville Central Elementary
• Garner Elementary
• Hills Elementary
• Hoover Elementary
• Horn Elementary
• Kirkwood Elementary
• Lemme Elementary
• Lincoln Elementary
• Longfellow Elementary
• Lucas Elementary
• Mann Elementary
• Penn Elementary
• Shimek Elementary
• Twain Elementary
• Van Allen Elementary
• Weber Elementary
• Wickham Elementary
• Wood Elementary

Junior High Schools
• North Central Junior High
• Northwest Junior High
• South East Junior High

High Schools
• City High
• Tate High
• West High

District Media
• District Media Center

4. Click Login in the upper right corner of the page.

Login Create Account

How do I... ?

▸ Basic   Power   Visual   Copy Categories

5. Type in your Destiny username and password.

User Name: [   ]

Password: [   ]

Forgot password?

✓ Login   ✗ Cancel

6. Add this page to your Favorites. (**Note:** Library catalogs for each specific building can be reached via each individual school's homepage.)

Question 2: How are student barcodes accessed and printed?

Answer:

1. Login to Destiny. (See Question 1 for instructions.)

2. Select the **Reports** tab.
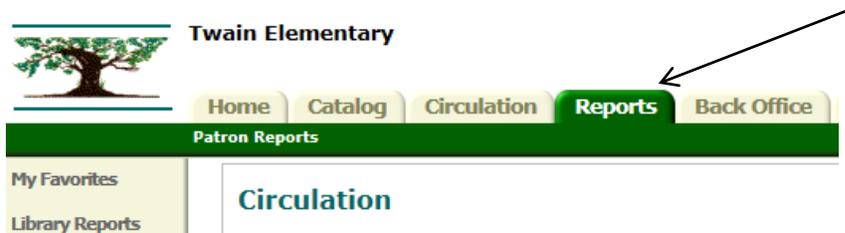
3. From the options on the left side of the page select **Patron Reports**.
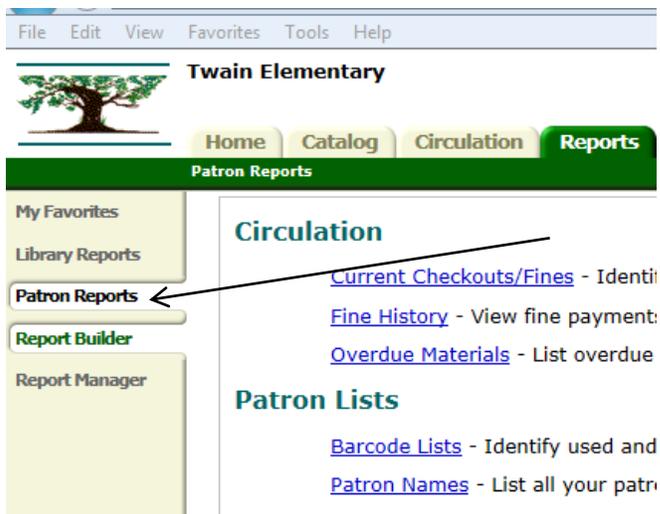
4. Toward the bottom of this screen find **Labels/Cards**, and choose **Barcode Labels**.
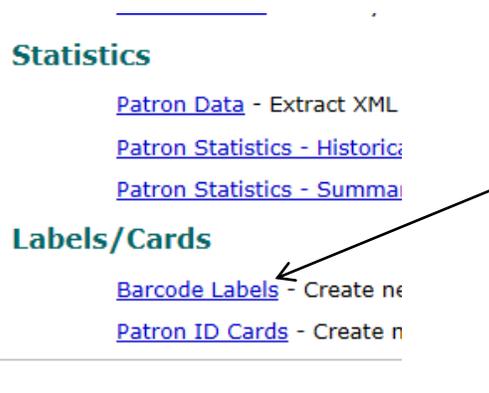
5. Select the desired options to print barcode labels, sorted by homeroom, on plain paper, and then select **Run Report** from the bottom of this page.

6. From the list of reports, the newly generated will indicate that it is **In Progress**. Click **Refresh List** and then **View**.

7. Print the patron barcode report.

Question 3: How are library materials checked in using Destiny?

Answer:

1. Login to Destiny. (See Question 1 for instructions.)

2. Select the **Circulation** tab toward the top of the screen.

3. From the options on the left side of the page select **Check In.**
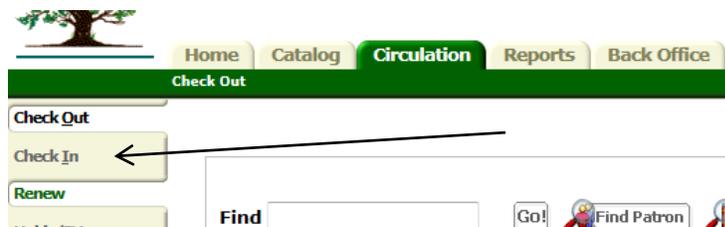
4. Scan the bar codes of the materials to be to checked in, double-checking each one to make sure that each title shows up on the screen as being checked in.

Question 4: How are materials checked out using Destiny?

Answer:

1. Log in to Destiny. (See Question 1 for instructions.)

2. Select the **Circulation** tab toward the top of the screen.

3. From the options on the left side of the page select **Check Out**.
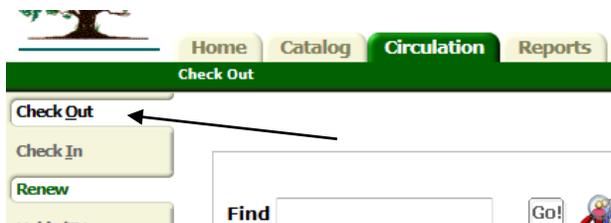
4. Find the patron by selecting **Barcode** from the dropdown menu and then scanning the barcode,
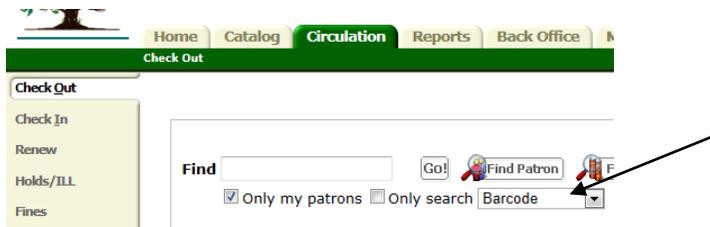
or by selecting **Find Patron,** decide on a **Sort by** term, and type the first or last name in the **Go to** box.

5.

6.

5. Once the patron account is found, scan the barcodes of the items he/she wishes to check out, making sure that each item scanned appears on the patron's **Items Out** list.

Question 5: How are the various settings changed? (e.g. loan limits, checkout periods, etc.)

Answer:

1. Log in to Destiny. (See Question 1 for instructions.)

2. Select the **Back Office** tab.

3. From the left side of the page choose **Library Policies**.
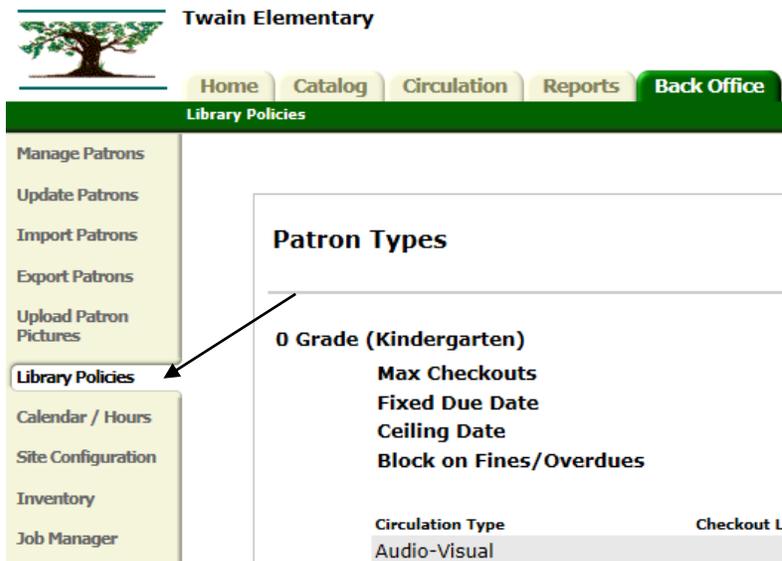
4. For each Patron Type edit settings by clicking the Edit (pencil & paper) icon on the upper right side of the page.
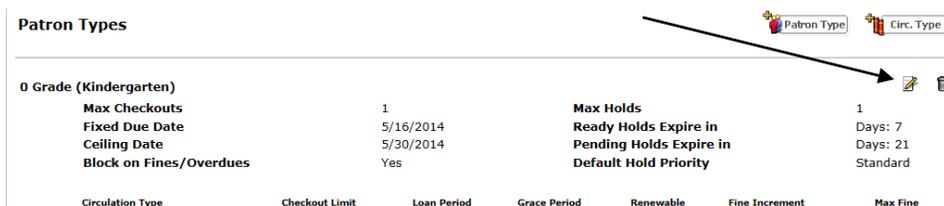
5. Make all desired setting edits and click **Save**. Repeat for each patron type.

	Patron Type	0 Grade (Kindergarten)	?						
		☐ Make this the default ?							
Max Checkouts 1	?			**Max Holds** 1					
Fixed Date 5/16/2014	?			**Ready Holds Expire in** 7	days ?				
Ceiling Date 5/30/2014	?			**Pending Holds Expire in** 21	days ?				
				Default Hold Priority Standard ▾ ?					
☑ **Block check outs and renewals if the patron has fines or overdue items** (override available) ?									

Circulation Type	Checkout Limit	Loan Period		Grace Period		Renewable		Fine Increment		Max Fine
Audio-Visual		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
Audiobooks		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
CD-ROMs		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
Compact Discs		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
Computer Software		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
Faculty Restricted		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
LARS		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
Math		14	Days ▾	0	days	0	times	$0.05	daily	$5.00
Movies	1	6	Days ▾	0	days	0	times	$0.05	daily	$5.00
Reference	1	6	Days ▾	0	days	0	times	$0.05	daily	$5.00
Regular	1	3	Days ▾	0	days	0	times	$0.00	daily	$5.00
Weeded materials		0	Days ▾	0	days	0	times	$0.00	daily	$0.00

Save   Cancel

Question 6: How are Destiny accounts added for students who are new to our school/district or deleted for students who have transferred from our school/district?

Answer:

Destiny accounts, including all necessary patron information, should be updated automatically via PowerSchool as soon as the transfer has officially made. The same is true for students who are transferring out of a school.

To avoid having overdue notices for a student who is no longer enrolled in the school, the student can be "Transferred Out" manually before an official transfer to another school/district has been made. To do this, follow the instructions below.

1. Log in to Destiny. (See Question 1 for instructions.)

2. Select the **Circulation** tab.

3. Find the patron by selecting **Barcode** from the dropdown menu and then scanning the barcode,

or by selecting **Find Patron,** decide on a **Sort by** term, and type the first or last name in the **Go to** box.

4. Midway along the right side of the page select **Edit Patron**.

5. In the lower left corner of the page under the **Site Information** heading find the **Homeroom** field
And from the dropdown menu change to **Transferred Out**.

Site Information

* Barcode 999454258

Patron Type Student

Access Level Patron

Status Active

Card Expires 12/31/2050

Homeroom Transferred Out

6. Select **Save**.

Homeroom Transferred Out   Other...

☐ Print Label on Save   Save

Question 7: What are the steps for printing overdue notices/reminder notes for a specific class?

Answer:

1. Log in to Destiny. (See Question 1 for instructions.)

2. Select the **Reports** tab.

3. From the list of options on the left side of this page select **Patron Reports**.
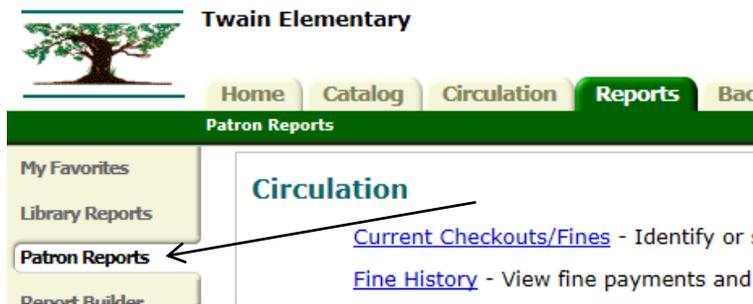
4. Under the **Circulation** heading select **Current Checkout/Fines.**
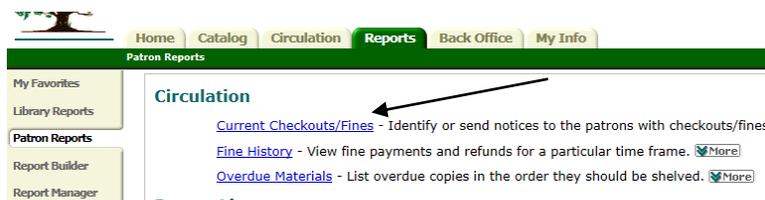
5. Scroll to the bottom of the page and check boxes for all information that you want to appear on the report, including **Notices** under the **Format** heading, and click **Continue.**
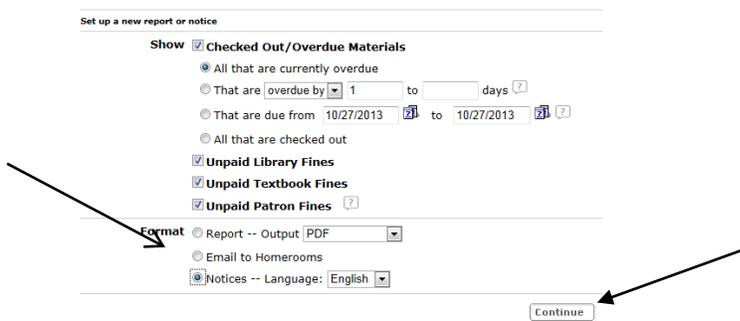
6. At the next screen click **Continue** again.

7. Select and sort by Homeroom and choose a class or class range. Customize for the desired information, page layout, and message for each notice. Finally select **Run Report**.

8. Click on **Refresh List** and then **View**.

9. Print the reports.

Question 8: How are patron fine and payment obligations (for late/lost books) created, waived, and

deleted?

---

1. Log in to Destiny. (See Question 1 for instructions.)

2. Select the **Circulation** tab.

3. Find the patron by selecting **Barcode** from the dropdown menu and then scanning the barcode,
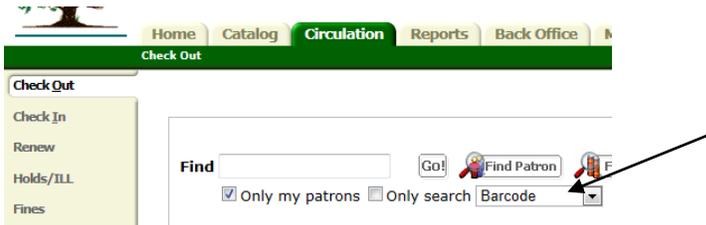
or by selecting **Find Patron,** decide on a **Sort by** term, and type the first or last name in the **Go to** box.

4. Select **Fines** from the middle of the page.

5. Click the **Edit Fine** (pencil and paper) icon to the right of the fine to be edited.

6. From this page the fines can be edited (paid in full, paid in part, or waived), and a note typed about the specific fine situation.

or

or

7. Click **Save** in the bottom right corner of the screen.

Question 9: How are library materials put on hold for patrons?

Answer:

1. Log in to Destiny. (See Question 1 for instructions.)

2. Select the **Circulation** tab.

3. From the left side of the page select **Holds/ILL**.
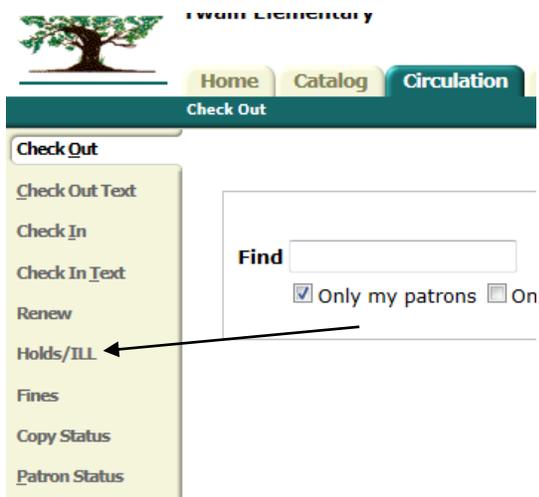
4. Click on the arrow in the **Only search** box, and from the drop-down menu select the means by which you would like to find the patron (e.g. **First Name, Last Name, Barcode**). Type or scan and click **Go!**.
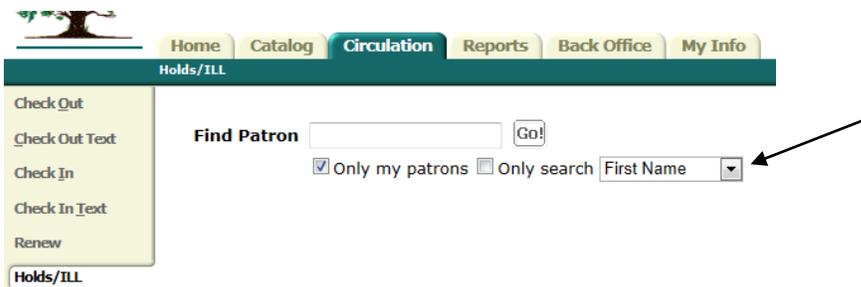
5. Select the desired patron's name and on the far right side of this screen select **Add Hold**.

6. In the **Find Title** box type the title of the book for which the hold has been requested, and click **Go!**

7. Decide on and select the time-frame, priority, and expiration from for this hold and click **Save.**


The next time this item is returned and checked in a notice will appear on the screen that this item has been placed on hold and for whom.

Question 10: What are some of the necessary basics of the Destiny library catalog system?

Answer:

A *basic search* is a simple, commonly-used search in Destiny for elementary-age patrons. To do a *basic search* follow the steps listed below:
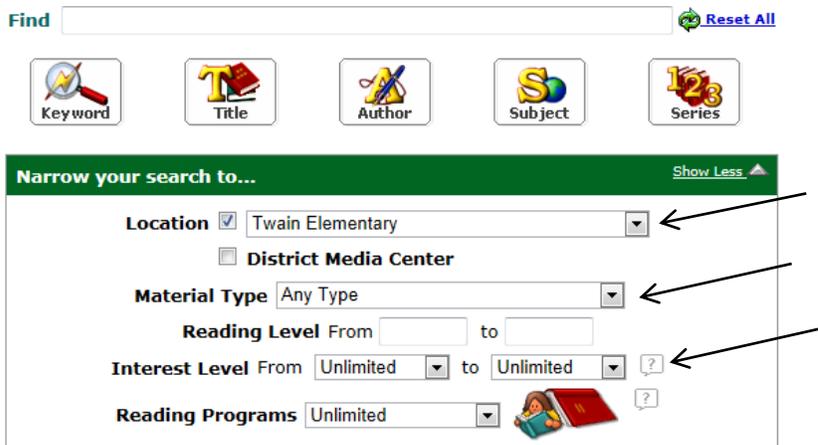
1. After logging in to a personal or shared account, select the **Catalog** tab.
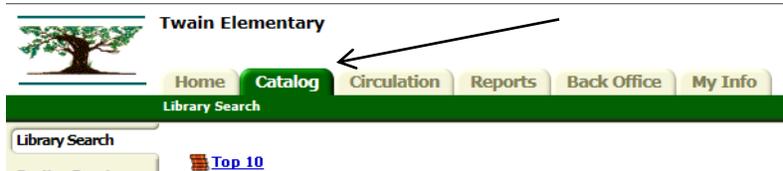
2. Toward the upper middle part of this page select the **Basic** tab.

3. Decide if there are any ways in which you would like to narrow your search and make the appropriate selections.

4. After deciding which type of search will best serve your/the patron's needs (Keyword, Title,

Author, Subject, Series) type the appropriate information in the **Find** box.

5. Select the type of search being done.

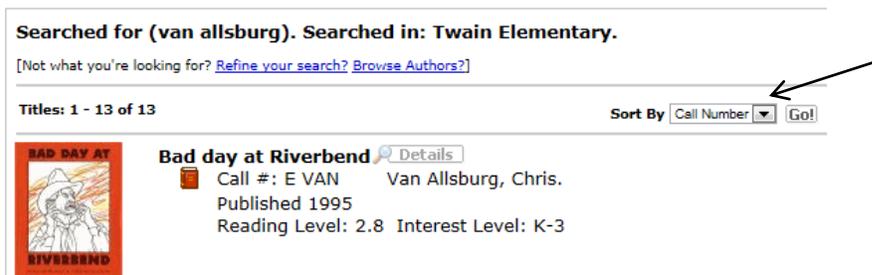**6.** If you want to make changes to this search, select **Refine Search**.

7. Use the dropdown arrow in the **Sort By** box in the upper middle part of the page to sort the search results in a way that best meets your/the patron's needs.


A simpler, more young-child friendly way to search in Destiny is to use a *visual search*. This is especially suited to students that have not yet become proficient with typing. Below are directions for a *visual search*.
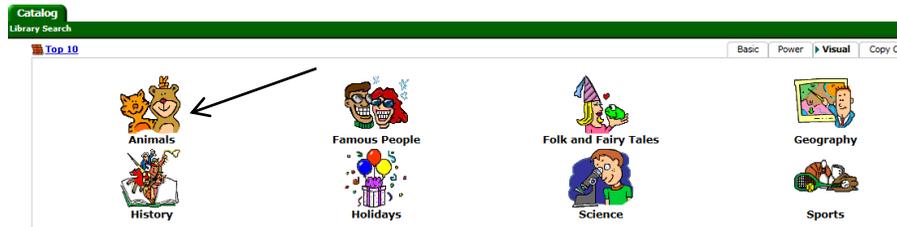
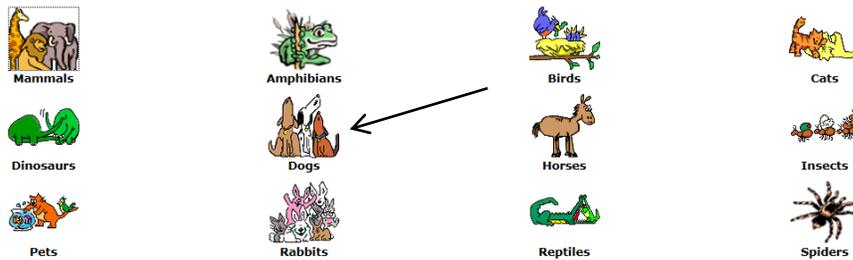**1.** After logging in to a personal or shared account, select the **Catalog** tab.

2. Toward the upper middle part of this page select the **Visual** tab.

Login   Create Account
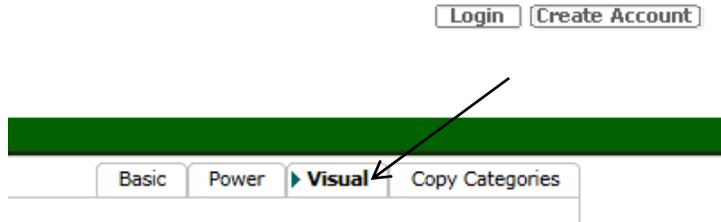
3. From the icons choose the category to meet the needs of the patron.

4. Select a desired subcategory…

to obtain a list of items in that subcategory.

Searched for "Dogs". Searched in: Twain Elementary.

Print

Titles: 1 - 25 of 585

My senator and me : a dog's-eye view of Washington, D.C.
Kennedy, Edward M. (Edward Moore), 1932-2009.

Reading Level: 5.0 Interest Level: K-3

328.73092
KEN

In
Keep

The mightiest heart
Cullen, Lynn.

Reading Level: 4.7 Interest Level: K-3

398.2
CUL

In
Keep

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APPENDIX A

PRINCIPLES OF LIBRARIANSHIP TRAINING/DISCUSSION SCENARIOS

1. A classroom teacher talks to the library secretary about a student who is such a voracious reader that he consistently finishes his books before the class' scheduled weekly checkout time. As result he often has nothing new to read during independent reading time. What are some ways that you support this reader and help this teacher with the problem?

2. A student has consistently returned library books late or damaged. How should future checkouts be handled?

3. A 3rd grade student comes to the circulation desk with his/her selections. One of them is a book about cigarette smoking. What is the proper course of action for the library secretary?

4. In the fall a teacher librarian analyzes the collection and notices that there is only a very small selection of books about various world religions, and that every single one of the titles are out of date. Funding to purchase new books won't be available until the following school year. What, if anything, should be done about the out-of-date materials now?

5. The library secretary knows that a first grader reads well above his grade level. The parent has asked the classroom teacher to only let him checkout chapter books, but the student consistently chooses everybody and transitional/early reader books. How should the library staff handle this situation?

6. A 2nd grade student has not yet learned to type and hasn't been introduced to decimal numbers, but wants to find and checkout nonfiction books about a specific topic. What is the best way to help this student get the book(s) he/she wants to read?

7. To save time a classroom teacher asks if you can pull all of the kindergarteners with overdue books aside and announce the specific titles overdue to the group since they can't read the overdue notices themselves. What is the best way for you to let these students know which books they need to find and return?

8. It is important for students to read with 99% accuracy during independent reading time to help them develop fluency and comprehension strategies. It is a school goal to make sure students are matched to books of the appropriate levels so that they can reach that goal of 99% accuracy. To make it easier for students to choose "Just Right" books the staff asks that the books in the library be marked with colored dot stickers according to reading level. The stickers would not have numerical levels on them; just the colored stickers. How should the librarian respond?

9. A 6th grade student is interested in reading a specific book about child abuse, and the only schools in the district that own the book are the junior high and high schools. The student asks the library secretary to submit a request for an interlibrary loan. How should this be handled?

10. Despite recommendations from the teacher, a student insists on checking out books that are well beyond his current reading level, and the classroom teacher allows him to do so during their weekly class checkout. Two days later the student has decided on his own that the books are too difficult, so he teacher asks if she can send him down to the library to exchange the books several days before the class checkout time. How should the library secretary answer and what should the interaction with the student be like?

11. A student has lost 2 library books, and has not brought in money to cover the replacement cost. How should future checkouts be handled?

12. A teacher wants to checkout a book that is currently checked out by a student and isn't due for several more days. The teacher asks for the name of the student so that he/she can request that the student return the book sooner. How should this situation be handled by library staff?

13. A 5th grade student who has been at the school since kindergarten asks for help to search for and find a book in the fiction section. It is surprising that he/she continues to struggle with these skills even after years of library lessons. How will this situation best be handled by library staff?