

## JOIN METRONET AT THE STATE FAIR


AUGUST 26 TO SEPTEMBER 6

IN THE **WONDERS OF TECHNOLOGY BUILDING**

**VOLUNTEERS NEEDED!**

### **Results of the 2004 School Media Center Census will be featured**

**METRONET** will showcase the results of last spring's census of Minnesota's school media centers. Those students who can correctly guess the average copyright date of the books in their school media center will receive a surprise gift.

 **GIVE** us your newly weeded books that we can show to parents and other Fair visitors. An old, grungy, torn book just weeded out of your school media center is a powerful symbol of the need for better funding of your school media center.

**VOLUNTEER** to work in the booth with **METRONET** and **MELSA** staff and get a free ticket to the Fair.

You can find our booth under the banner with our logo pointing to

### **Metronet**

**Check it Out! 2004 Minnesota School media Center Census Results**

We need your help. Come to the State Fair and be astonished by the census results and by the guesses we get on copyright dates.

Call or email Deanna or Susan to volunteer in the booth or to donate your best weeds for the State Fair.  
651-646-0475 or [info@metronet.lib.mn.us](mailto:info@metronet.lib.mn.us)

## The 2004 School Media Census—what did we find?

### Overview

The 2004 school media census began February 17 and was extended again and again until May 27. By the end of May we had answers from 974 school media centers out of a total of 1364 schools. 127 school districts had 100% of their schools complete at least the top ten questions. See below. Many other districts came very close to 100%. Both Minneapolis and St. Paul made substantial efforts to get as many schools to report as possible, and both districts had well over 50% of their schools do the census. Most of the other large district had 80% or more schools report. **METRONET** staff didn't count schools with fewer than 80 students or charter schools or most alternative schools, and we combined those schools which had a single media center for two schools housed in the same building. Why? We were looking for schools that had the capacity to report.

Many of the school districts not reporting had only one or two schools. The largest school district not reporting had five schools. We would have liked 100% of all schools to report. But some of the non-reporting schools do not have a media center, or if they do, they do not have any professional staff or professional staff can only be in the media center for an hour or so each day. We did phone many of the smaller schools to get some basic data, but at the end 390 schools were blank; 253 (65%) were elementary schools and 122 (31%) were secondary schools; the remainder were K12.

### Good Results

- Most (82.7%) of the reporting schools have a licensed media person to provide services to students and teachers.
- 526 of the reporting schools had one full time professional person working in the media center.
- 329 schools had more than 1.75 FTE in the media center. 65 schools had at least three full time staff in the media center.
- The most common licenses in secondary media centers are school library media specialist (43.4%) and media generalist (36.7%).

### Not So Good Results

- Of the reporting schools 11.1% of the supervising staff had no professional license. In elementary schools 72 out of 642 respondents had no license at all.
- 94 of the reporting schools had less than one full time person in the media center. 49 had less than a half time person.
- 45% of schools reported that their budgets decreased in the past two years.
- And in a disturbing trend, 23.5% of responding school media staff reported that they were responsible for more than one media center. No doubt some who did not report were working in the same situation.

**Come to the Fair for more results. The 2004 Check It Out will be published in October. In the meantime, check the school and school district data on the METRONET web site.**

## More on the Census

The 2004 school media center census confirms that Minnesota schools still have old books. They have books so old that students cannot rely on the information contained in them. Science books dating from the 80's!

In 2004 we asked for the average copyright dates for science, geography, and biography books in addition to an average for the entire collection. The results are not just startling; they are unnerving. Copyrights in the 1980's for all these categories are the norm. Parents of current students could have read these when they were new. What would your Friends or Parents group say about these old books? Note on page one we ask for some of these old books to use at the State Fair.

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## Notice Something New?

**METRONET** has a new logo. After 20 plus years with one image, we're trying on new clothes. Although you can't tell from the black and white picture on the back page, we've turned to chartreuse and white. The new logo followed on the heels of the new strategic plan. If we're really changing the mission, why not the logo too? One of the **METRONET** Governing Board members, John Bergstrand, started us off with a design that included the chain links and that started the chain of thinking. Ask Susan or Deanna for a business card when you see us.

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## More Exemplary Librarians Will Be Captured on Second DVD!

Filming for *Exemplary Librarians: A Portrait of Enthusiasm* will commence in October. **METRONET** has started raising funds for this second DVD which will again focus on recruitment and advocacy. Send in your nomination for your favorite exemplar today.

*Passion and Commitment: Exemplary Librarians in the Twin Cities* **METRONET**'s 32 minute DVD celebrating six passionate and committed librarians and media specialists is being made into a one hour TV show suitable for cable channels. The DVD profiled Mary Childs, Tom Eland, June Gross, Jan Price, Robert Winters, and Gretchen Wronka.

Recently, Lars Steltzner and Brigid Shields of the **METRONET** Governing Board along with three students from the College of St. Catherine Information Management program had a discussion about the DVD and its message at North Suburban Access Corporation in Roseville. The discussion, moderated by Lars, was taped and is being edited for distribution to community cable stations in Minnesota. If you would like a copy, please contact **METRONET** at [info@metronet.lib.mn.us](mailto:info@metronet.lib.mn.us) for particulars.

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## Fall Conferences

The Minnesota Library Association fall conference will be in Duluth October 6-8 at the DEC. Check out the programs at <http://www.mnlibraryassociation.org>

The Minnesota Educational Media Organization fall conference will be in St. Cloud September 30 to October 2 at the Civic Center. Visit <http://www.memoweb.org> for the registration form and program. Both the School Media Census and the Exemplary Librarian DVD will be featured on the program.

## New Information Literacy Standards for K-12 Schools

At the July Leadership Forum the Minnesota Education Media Organization (MEMO) Board approved new standards for Information and Technology Literacy; the Standards will be voted on by the membership at the fall conference. These Information Literacy Standards were developed by Jane Prestebak of Robbinsdale Schools and a group of media specialists over the past year.

### Introduction and Overview

Information literacy begins with curiosity about how the world works. The information literate learner observes and listens, categorizing and classifying what is observed, and integrates this information with what is already known. From the initial curiosity, the information literate learner formulates questions and then gathers information from a wide variety of sources that may help answer them. These sources are read (listened to or viewed) and evaluated. Ideas are organized and conclusions drawn. Information literate learners use what they have learned to make a decision or determine an action. The information literacy process also involves communicating what is learned using a variety of media and evaluating both the process used and the product.

The information literate learner integrates technology skills, reading and media literacy skills, and demonstrates an understanding of ethical issues such as plagiarism, copyright, intellectual freedom into this recursive research process.

In order to effectively research a question and defend a conclusion, learners need to understand, not just where and how to find information, but how information is created—how facts and theories come to be accepted by our community—so that they can evaluate the accuracy of the information they find and understand how information supports or transforms ideas. This document describes the processes and specific skills a learner must understand and practice in order to meet a minimum level of information literacy. These are divided into four general areas:

#### • The Research process

*Rationale:* To be information literate, students need to understand and use a systematic research process that includes a broad understanding of information resources and specific skills woven into a recursive process. Research must be learned through repeated practice, with insight and coaching provided by a knowledgeable educator. The standards described here build on and expand the research and writing standards described in the Minnesota academic standards in language arts and social studies.

#### • Technology use

*Rationale:* Technical skills include the basics of hardware, software, and connectivity. Students need to learn to manipulate various information devices from computers to cameras. They need to understand the basics of file management and how networks function to deliver information to the desktop. They need to understand the functions of application software so that they can select the proper tools to access, organize, or communicate information. Students need to understand the role and effect of technology in the workplace and society.

#### • Reading and media literacy

*Rationale:* The research process requires that students be able to extract information from texts and media, evaluating content for bias and credibility. Students need to understand how to select books and other reading materials at their reading level. Students need to appreciate literature and understand literary conventions. In order to 'see' how information and emotions are communicated in non-print media, students need to create media in the language of images and sound.

#### • Responsible use of technology and information

*Rationale:* In order to conduct research, students must learn the laws and practices that protect intellectual property. They must use resources responsibly. They must learn to work independently and in groups to share limited resources with the learning community. They must know how to operate safely and ethically in networked

environments, respecting the privacy and property of others as well as protecting their own. They must recognize the inherent dangers in online communications and in not critically evaluating information sources.

Information literacy is most effectively learned by completing relevant assignments or projects throughout the school curriculum. Students will use information literacy throughout their lives--whether buying a car, developing a new business model, or investigating new theories in astrophysics. Information literacy is learning how to learn.

Many documents from other organizations and states were used in the construction of the Standards. Careful attention was given to the Minnesota Content Standards in all subject areas. A few skills are shared with language arts and social studies, but most complement or further define processes mentioned in other standards. Most skills described are unique to these standards.

## FRAMEWORK FOR THE INFORMATION AND TECHNOLOGY LITERACY STANDARDS

### Summary of the standards

#### I. The Research Process

A. Standard: The student will follow a systematic research process that involves formulating a question, gathering, evaluating, and organizing information, drawing conclusions, presenting results to an audience, and evaluating both the product and the process.

#### II. Technology use

A. Standard: The student will select and use appropriate technology for educational and personal goals.

#### III. Reading and media literacy

A. Standard: The student will select and read for educational and personal goals.

B. Standard: The student will appreciate literature and understand literary conventions.

C. Standard: The student will critically evaluate films, recordings, and other multimedia formats.

D. Standard: The student will create video and multimedia productions.

#### IV. Responsible Use of information and technology

A. Standard: The student will understand ethical and safety issues related to information use including plagiarism and citing sources, copyright, intellectual freedom, acceptable use of school technologies, privacy, and evaluation of information.

B. Standard: The student will use resources responsibly.

C. Standard: The student will use resources and learn independently and in collaboration with others.

#### Sample Standard: Media Literacy

**The student will critically evaluate films, recordings, and other multimedia formats.**

The student will:

- Understand how meaning is conveyed in images and sound.
- Understand the effect of media on perception and culture.
- Evaluate television, radio, film productions, newspapers, and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
- Analyze the messages and points of view employed in different media, including advertising, news programs, web sites and documentaries.

## MLA/MEMO Legislative Platform

The MLA/MEMO Legislative Forum was held at Augsburg College June 17-8. Participants decided that the planks for the 2005 platform should include requests for inflation increases for public libraries and multitypes, telecommunications funding for schools and public libraries, and ongoing funding for MINITEX and the ELM databases. Maureen Bell of the Hennepin County Library System is the Chair of the Platform Committee.

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## Disaster Plan Workshops

METRONET, MELSA, CLIC, MINITEX, and CALCO will be sponsoring two half-day workshops and a series of Webinars devoted to the necessary chore of planning for different kinds of disasters which can happen in libraries—wind, flood (including pipes leaking or breaking), fire, and other types of manmade crises that can harm library collections and administrative functions. Bob Herskovitz, Chief Curator at the Minnesota Historical Society, will be the presenter. Bob has a wealth of experience in handling materials after the disaster. He also has a very appealing program demonstrating the steps in writing a disaster plan. The first workshop will be in November. Watch for the announcement.

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## Electronic Library for Minnesota (ELM) Changes

Check the MINITEX web site <http://www.minitex.umn.edu/> for all the changes to ELM. The new contract includes quite a few new electronic resources from EBSCO. Some GALE resources will no longer be available. New resources are listed below. MINITEX staff are available by email and phone to help you navigate the changes.

## EBSCO (4 databases):

**Academic Search Premier.** *Academic Search Premier* contains indexing for nearly 8,050 publications, with full text for more than 4,600 of those titles. *Academic Search Premier* contains full text coverage in biology, chemistry, education, engineering, humanities, physics, psychology, religion and theology, sociology, etc.

**Business Source Premier.** *Business Source Premier* offers indexing and abstracts for the 350 most important scholarly journals back to 1965 or the first published issue. Journal ranking studies reveal that *Business Source Premier* is the database for full text journals in all disciplines of business, including marketing, management, MIS, POM, accounting, finance, econometrics and economics.

**Regional Business News.** A supplemental database for customers of *Business Source Premier*. With daily updates, *Regional Business News* provides comprehensive full text for regional business publications (including titles from Crain Communications).

**MasterFILE Premier.** Designed specifically for public libraries and K-12 schools, *MasterFILE Premier* contains full text for 2,053 periodicals covering general reference, business, health, education, general science, multicultural issues and much more. This database also contains full text for more than 350 reference books, 84,074 biographies, 86,132 primary source documents, and an Image Collection of 107,135 photos, maps and flags.

**GALE Professional Collection.** The Professional Collection is a custom selection of more than 300 full text journals for educators that is updated daily and provides 24-hour access from school or home. It offers balanced coverage for any professional educator in the following areas: arts and humanities; child and adolescent psychology and development; drug and alcohol abuse; health/nutrition/fitness; learning disabilities; literature; school law; science and technology; social sciences; and sports/athletic training.

## **Advocacy Training—A New METRONET Initiative**

Metronet's new Strategic Plan has a new training goal: Develop a training program that focuses on advocacy, fundraising and professional development.

The Metronet Governing Board established a new Advocacy Committee to implement this goal. The Committee's first initiative is to convene a group of school media advocates electronically; that group will help create special advocacy content. **METRONET**'s plans include developing ways to engage parents, teachers, students, and other school media champions and then training them on ways to support school media centers and libraries in general. The training will use some techniques used successfully by the Friends of the St. Paul Public Library. **METRONET** is working now on the content. The format and locations may be face to face, via Webinars or TV. The outcome should be school media advocates who look for opportunities to rally for school media centers in their schools and school districts.

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## **PUMP It Up! Pumping Up Media Personnel**

In the last issue of MetroBriefs we had an article about the PUMP It Up! Survey sponsored by the Central Minnesota Library Exchange (CMLE). The results are in on the training needs of Minnesota's public and private school media staff members. The survey was funded through an LSTA grant, managed by the Central Minnesota Libraries Exchange (CMLE), with the participation of the multitype regions and the partnership of Minnesota Educational Media Organization (MEMO).

The **top ten training needs** of school media staff in the Twin Cities metropolitan area are:

- Teaching research skills & information literacy
- Teaching technology skills & technology literacy
- Teaching others to effectively search electronic databases & the Internet
- Integrating technology into the curriculum
- Promoting the ethical use of information (including information found online)
- Collaborating with teachers
- Promoting the use of databases (including ELM)
- Promoting & keeping up with genres
- Understanding copyright
- Selecting books

Choices on training formats, preferred locations, times and duration:

- Hands-on labs & workshops—preferred format
- Local location—preferred location
- Self-paced at my media center—preferred time (also location based)
- Half day—preferred duration

Watch for more followup to this survey in the months ahead.

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# METROBRIEFS

August 2004

A Metronet Publication

Volume 14 No. 3

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Please remember to check the electronic calendar at [www.mnlibs.org](http://www.mnlibs.org)  
for a list of upcoming events.

*★ Americans go to school, public and academic libraries three times as often as they go to movies. ★*



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